THE HIGH SEMINARY
1964-2000
A History of Clemson University
Volume 2
THE HIGH SEMINARY
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Volume 2

JEROME V. REEL

CLEMSON UNIVERSITY
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Ever since Crick and Watson discovered DNA, it has become increasingly common to say, “It is in our DNA to ______.” While some might understand this blank, many readers may be mystified because to a generation of free choices, that seems less fatalistic than “It’s in the genes” or “It’s in the blood.” To see how that affects Clemson, one needs to identify Clemson’s critical DNA characteristics. We begin with our statutory name, “The Clemson Agricultural College of South Carolina,” assigned to Clemson through the Act of Acceptance (November 27, 1889, the college’s birth date). There are clues contained therein—“South Carolina,” “College,” “Agricultural,” and “Clemson.”

South Carolina: The state is an Atlantic seaboard state, one of the thirteen original states, and was highly involved in the American Revolution. In fact, the second battle of the Revolution was fought at the Cherokee trading post of Seneca, sited on the Keowee River at the fringes of Cherokee land, generally thought to be on land that is now part of the Clemson campus. The DNA must, then, include some military characteristics.

College: The place is called a “college,” which is a Latin word meaning “persons united by a calling or living under some common rules,” so we know that a college is a group of persons living together united by a common goal and order. For Clemson, the common goal throughout volume 1 was military. Part of the movement from “college” to “university,” which is derived from Latin meaning “many turned into one,” became the quest to find the common denominator or genetic marker of the student body.

Agricultural: The adjectival form of the word “agriculture” is defined as “the practice of maintaining and benefiting from the health and productivity of the earth.” It comes from the Latin words ager, meaning “field,” and culter, meaning a “caretaker” or “laborer.” Thus, this place has something to do with the fruit of the land. The modern school would watch the student involvement in agriculture broaden into environmental concerns.

Clemson: This place is called “Clemson,” not a word in common use because it is a family surname more common in the mid-Atlantic (Delaware, Maryland, and Pennsylvania) region than elsewhere. Clearly, there must be a connection, then, between this place and that family.

This place is a state-supported institution, or at least sanctioned by state law as an institution for the education and discipline of youth in the study of farming. Over a century old, it draws its characteristics from other like schools. A bit of exploration in South Carolina laws brings reference to the Morrill Land Grant Act of 1862. A federal statute, the Land Grant Act assigned money derived from a state’s sales of federal land for the endowment of schools within its boundaries.
for the teaching of agricultural education, mechanical learning, military tactics and strategy, and other subjects as selected by the state. Thus, the chartering documents of Clemson agree it should be a college where agriculture and mechanics are taught along with the military sciences. These form the deep-seated DNA.

The second land-grant act, the Hatch Act of 1887, provided revenue grants to support agricultural research, while the state and the institution were free to use that money for whatever research the state deemed of significance to its agricultural interests. South Carolina’s interests, and thus Clemson’s contributions, leaned toward controlling animal and plant diseases and pests. This need for new knowledge would provide the first urge toward research. However at Clemson, early efforts to spread that same research interest into the other parts of the institution were discouraged by the teaching workload, obligations to the students, and lack of research support. There were few outlets for publication as well. So at Clemson, then, the characteristic faculty urge to “research, publish, or perish” never became engrained; it never really became part of the DNA.

When the college opened in 1893, it was required to teach those subjects mandated by the Morrill Acts to some 442 young cadets. Hampered by inadequate state support, it taught agriculture, mechanics, military tactics and strategy, the basic humanities, and sciences needed to participate effectively in society. By 1898, in an effort to prepare the students for new industries and to improve the state’s economy, the Board of Trustees, as authorized by the Act of Acceptance, opened the South’s first school of textile science. To boost the name of the college, the students quickly formed a football team in 1896, chose a mascot and school colors, and named a coach (who was in those days a volunteer faculty member). Intercollegiate sports quickly became a hallmark. Most matches were noisily and strenuously contested, and Clemson has been victorious a reasonable amount of the time. But the institution with its ever increasing numbers was hard pressed to build new barracks, classrooms, and laboratories fast enough to accommodate demand, causing overcrowding and leading to one of its nicknames, “A Brotherhood of Misery.” Noted student signs of displeasure affected the years 1902, 1908, 1920, and 1925. Student willingness to react loudly about “real” or “imagined” injustices has marked the nature of Clemson students and led to the formation of fraternities and sororities shortly after the ending of required four-year military and its substructure. Similarly, the withdrawal of African American students led to image changes, tactfully handled by the student affairs and athletic administrations and by student government. Both created greater harmony among students and demonstrated the value of rational discourse between students and faculty.

By the 1980s, a culture of cooperation for the greater good led to the rise of a public service mentality and into the third land-grant mission, which was federally codified and partially funded through the Smith–Lever Act of 1914. This was one the faculty well understood and thrived on providing. South Carolina is a small state with a great amount of need. Whether it is in agriculture with new
methods or techniques or products, the joy of making a difference in the community and the world has infected the student body more strongly than have the other two aspects of the land-grant DNA. This has created a school and a student body motivated by teaching and by service, something an undergraduate with direction can do very well, and it has produced at Clemson a rare bird, a well-known sustainable undergraduate school.

Another mandate, military training, was thoroughly embraced from Clemson’s earliest corps of cadets. From World War I to the global war on terrorism, 481 men have given their lives for the protection of their country, and the university boasts a collection of medals that a grateful nation awarded Clemson soldiers. At this, all Clemson chests swell with pride.

After the Second World War, in which the victory vastly changed the nation, many of America’s social groups, be they First Nations, African Americans, or females, stepped up to take their place or seat as an equal at the nation’s table. Thus, the last chapters of the narrative of Clemson—up to its becoming a university—sees it arrive as a multi-tongued, multi-religion, multi-race, and multigender institution informing the life of the mind (Lewis and Short, 1933 column 1). The use of the name *Clemson University* was authorized by the South Carolina Legislature in 1964. And now the question, “Quo vadis?”

Volume 2 of *The High Seminary* is a study of the growth of the school in size, in influence, and in subject matter taught. Furthermore, Clemson has always seen its role as critical to the growth of the state’s economy. That is why, during Riggs’s administration, Clemson was very interested in the idea of a federally supported engineering experiment station and extension service. When the federal government remained cool to the idea in the years between the world wars, the Clemson trustees established one anyway, but never received an appropriation to support it.

Only with the advent of James F. Barker as Clemson’s fourteenth president did the old formula begin to seriously falter. Fortunately, the new president had surrounded himself with lateral thinkers who deftly abandoned the old approaches and took Clemson in new directions. Where that path will ultimately lead is not known, but it has been, and most certainly will continue to be, an exciting trip.

*Ad maiorem Dei gloriam,*
Jerome V. Reel Jr.
University Historian and
History Professor Emeritus
Acknowledgments

When I frequently drove the university car up to the loading dock of the “Plants and Animals” (or just “P&A”) building that forms the Poole Agricultural Center, I often reflected on the members of the Poole family I was fortunate to have known since entering the Clemson faculty in 1963. I remembered Bill Poole, a member of the Clemson University soccer team, who attended his grandmother, Sara Margaret Bradley Poole (wife of Dr. Robert Franklin Poole, Clemson alumnus and president for whom this research building is named), at Fort Hill Presbyterian Church. Bill and I shared Pi Kappa Alpha in common, and his cousin, Jim Cuttino Jr., was my son Jay’s big brother in the same fraternity. Jim’s mother, Margaret Poole Cuttino (a daughter of Dr. and Mrs. Poole), tied me back to my PhD advisor, George Cuttino, a professor at Emory and cousin to Margaret’s husband, Jim Cuttino Jr.

On one trip to the P&A, shortly after parking the car, I spotted Glenn Spake coming out of the building loaded down with the tools of his trade—camera, microphone, and lights. I was coming to pick him up. He would be the cameraman on many interviews where we captured Clemson faculty, administrators, alumni, and friends as they shared their memories of Clemson and Clemson events with us. Glenn loaded the car and, as he did, up drove Andrew “Drew” Land, a graduate student who would be the second of my research assistants in this quite lengthy project, to join us on the trip. We were on our way to an Orangeburg retirement home to interview Alan McCrary Johnstone, the grandson of an early life member and second president of the Clemson College Board of Trustees. Alan was a charter member of IPTAY and also the organizer and captain of Clemson’s first intercollegiate golf team. I had not felt well as of late, and Drew had agreed to drive us. It was ultimately a good and revealing trip that took the entire day. In time, various other trips were made to capture the thoughts of President Emeritus A. Max Lennon, Trustee Allen P. Wood, Pee Dee REC Director Bruce Fortnum, and the students, leaders, and director of CU-ICAR. There were also the trips my wife, Edmee, and I took together to visit Anthony Keinath and Merle Shepard at the Coastal Experiment Station near Charleston, President Emeritus Deno Curris in Lexington, Kentucky, Mac Horton at the Sandhill REC in Columbia, and Harvey Gantt in Charlotte. I was very familiar with the university’s archives and knew the written stories I needed for my project were not in abundance beyond 1979. These very interesting interviews, captured on videotape by Glenn and occasionally by Lance McKinney, proved invaluable both in enriching my knowledge and supplementing our archives. Each morning as I arrived in the studio until nearly the end of this project, I was greeted by Beverly Arp, who would have the depository permission forms filled out for me. Dropping in from time to time
to make certain all was going well was Al Littlejohn, the director of the university’s video productions services.

Back at Special Collections, the group that brought me through volume one of this history, *The High Seminary*, remained intact. Mike Kohl, the director, led the staff. Alan Burns, a great detail man, stood ready to help however he could. Dennis Taylor, the University archivist, had a gift for remembering where almost anything could be found, sparing me endless searching and guiding me to my sources. Jim Cross received the DVDs and CDs of my interviews, cataloguing them and placing them in the collection. Laurie Varenhorst spent much of her time updating the college and departmental finding aids, helping me track down much information. Virengia Houston and Carl Redd kindly searched at length for documents and interviewed one of Clemson’s early African American grant-in-aid athletes. They asked a few questions for me which were very helpful in the early chapters of this book. In addition, Sue Hiott, who has served as the curator of the artifacts that have been donated to the library, has found special illustrations and graciously received relics of Clemson’s history that I have been given on my journeys and always shown keen appreciation for the value of material history. Jennifer Bingham, who undertook many special projects, has left Clemson to become a librarian at the Appalachian collection at East Tennessee State University. Her cheerful memories and attitude will be missed.

As I finished the handwritten text, just as with the first volume, I delivered the copy in a brown envelope to Jay Reel, my son, to be sped in his Toyota steed to his wife, Paula, who served as the chancery. She typed and e-mailed the text back for editing and helped to fix my preliminary drafts and smooth their initial rough edges. On occasion, my graduate assistant, Alex Crunkleton, has also helped with the typing as we moved from manuscript to typescript and incorporated the improvements after the chapters made the rounds with readers.

I have been lucky to have several capable, albeit very different, Clemson scholars examine the text. Rod Andrew, a military and southern historian; Mike Kohl, head of Special Collections; Don McKale, one of Clemson’s most-published historians; and Edwin Moïse, an Asian and military historian, all helped inspect my work. I also prevailed upon my “angels,” Joe Turner and Kelly Durham, to read and comment on the work in progress. In addition, Jim Barker and Neill Cameron have read those sections that most pertain to their offices. Each has made helpful suggestions and offered continual support. Regardless, this is my effort, and I accept any mistakes as my own error, for which I apologize.

Members of the Creative Services staff who have been critical to the production of this work are David Dryden, the director, who designed the dust jacket; Elizabeth Newall, editor (now retired) of *Clemson World* magazine, who provided proofreading and editorial assistance along with interns Mary Mattox, Laura Good, and Heidi Stewart; John Mounter, who served as our liaison with the printer; and Patrick Wright, Craig Mahaffey, and Cindy Gosey, who provided photography.
At the Clemson University Digital Press, Wayne Chapman, the director and executive editor of the Press and the Center for Electronic and Digital Publishing, editor of the *South Carolina Review*, and professor of English, oversaw the typesetting of Jacob Greene, the indexing by Christina Cook, and the image manipulation and illustration setting done by Charis Chapman. Provost Dori Helms funded half the graduate assistant support for the work while the Durham-Turner gift funded the other half and all the archive and travel costs. In the Provost’s Office, Chris Wood managed expenses and Angela Keating managed supplies.

Through the support of the Alumni Relations staff, I have made contact with and received help from Clemson alumni scattered around the nation. Further, Alumni Relations has stood behind the financing of the publication of this book and its distribution to the Clemson Family. Among the alumni who contributed to this volume, Carl R. “Bobby” Clark (Clemson 1988) provided computer expertise critical to my research and inspiration for the photographic conclusion to the color signature.

Truly, I contend the dedication of a book is the most difficult portion to write. There are always so many people to thank, people who have contributed to this work in one of any number of ways but who ultimately have slipped from my memory. For that, too, I apologize. I do, however, wish to single out a few others for thanks. My grandson Reel Adams worked as one of my earliest research assistants on the projects, coming with me daily to the archives and helping me select meaningful documents and getting as excited as I with each find. This year he began his pilgrimage through college here at Clemson, and I pray tenacity, moderation, and good times for him through these years. Again, I offer my sincerest thanks to my wife, Edmee, who has helped with the research and editing of this book and has driven me around so I can read and write. She is also something of a manuscript bloodhound, finding Clemson correspondence in collections in Harrisburg, Pennsylvania, and in the Washington papers in Charlottesville, Virginia. To my wife, a tolerant saint who has endured note piles all over the house (I will pick it up, I promise!), I offer my love and gratitude. I also offer my thanks to my graduate assistant Alex Crunkleton, patient finder of pictures and backstories. I trust your career will be rewarding. To these three—and to all those I have mentioned above—I say many thanks.

If I stopped there, I would have shortchanged your knowledge of an exceptional person and a good friend, however. Deborah Dunning I knew first as a student who, because she was an English major, was subjected to my course in English medieval history, sometimes called “Kings and Things.” She was a very good student who would go on to join Clemson’s Creative Services staff. We began collaborating first on the presidential inaugurations and then on the work leading up to the celebration of the University’s Centennial in 1988–1989. I would hate to go into work such as that—and this history—without her sure hand. To her, her husband, Jim, and their five dogs, all I say is “gratia plena!”

Jerome V. Reel Jr.
Abbreviations

# Number
4-H Youth Club for rural youth
A&M Agricultural and Mechanical
AAAS American Academy of Arts and Sciences
AACSB American Assembly of Collegiate Schools of Business
AAU Amateur Athletic Union
AAU American Association of Universities
AB Latin form of BA, Bachelor of Arts
AD After the birth of Christ, a time measure in use since sixth century
ACC Atlantic Coast Conference
ACG Appalachian Council of Governments
AEC Atomic Energy Commission
AEF American Expeditionary Forces
AM Latin form of MA, Master of Arts
ANC Alumni National Council
AP Advanced Placement
API Alabama Polytechnic Institute
b box
b. born
BA Bachelor of Arts
BC Before Christ, a time measure which dates to the sixth century of the modern era
BCS Bowl Championship Series
BLS Bachelor of Library Science
BS Bachelor of Science
BSN Bachelor of Science in Nursing
cia circa
CAC Clemson Agricultural College
CAF Clemson Architectural Foundation
CAT Clemson Area Transit
CDA Central Dance Association
CEO Chief Executive Officer
CMP Cresap, McCormick and Paget
Col. Colonel
CORE Congress on Racial Equality
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>CU-ICAR</td>
<td>Clemson University International Center for Automotive Research</td>
</tr>
<tr>
<td>CUFAN</td>
<td>Clemson University Forestry and Agriculture Network</td>
</tr>
<tr>
<td>CUL</td>
<td>Clemson University Libraries</td>
</tr>
<tr>
<td>CURI</td>
<td>Clemson University Restoration Institute</td>
</tr>
<tr>
<td>D</td>
<td>Democratic Party</td>
</tr>
<tr>
<td>d.</td>
<td>died</td>
</tr>
<tr>
<td>D.C.</td>
<td>District of Columbia</td>
</tr>
<tr>
<td>DAPS</td>
<td>Division of Administrative Programming Services</td>
</tr>
<tr>
<td>DAR</td>
<td>Daughters of the American Revolution</td>
</tr>
<tr>
<td>DArch</td>
<td>Doctor of Architecture</td>
</tr>
<tr>
<td>DBA</td>
<td>Doctor of Business Administration</td>
</tr>
<tr>
<td>DCIT</td>
<td>Department of Computing and Information Technology</td>
</tr>
<tr>
<td>DF</td>
<td>Doctor of Forestry</td>
</tr>
<tr>
<td>DHEC</td>
<td>Department of Health and Environmental Control</td>
</tr>
<tr>
<td>DHHS</td>
<td>Department of Health and Human Services</td>
</tr>
<tr>
<td>DISD</td>
<td>Division of Information Systems Development</td>
</tr>
<tr>
<td>DMD</td>
<td>Doctor of Dental Medicine</td>
</tr>
<tr>
<td>DPhil</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>Dr.</td>
<td>Doctor</td>
</tr>
<tr>
<td>DSS</td>
<td>Department of Social Services</td>
</tr>
<tr>
<td>DVM</td>
<td>Doctor of Veterinary Medicine</td>
</tr>
<tr>
<td>ed(s).</td>
<td>editor or edited by</td>
</tr>
<tr>
<td>EdD</td>
<td>Doctor of Education</td>
</tr>
<tr>
<td>EPSCoR</td>
<td>Experimental Program to Stimulate Competitive Research</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>et al.</td>
<td>et alia (and others)</td>
</tr>
<tr>
<td>ETS</td>
<td>Educational Testing Service</td>
</tr>
<tr>
<td>f</td>
<td>folder</td>
</tr>
<tr>
<td>FFA</td>
<td>Future Farmers of America</td>
</tr>
<tr>
<td>FHA</td>
<td>Federal Housing Authority</td>
</tr>
<tr>
<td>FIPSE</td>
<td>Fund for the Improvement of Post Secondary Education</td>
</tr>
<tr>
<td>FTE</td>
<td>Full Time Equivalent</td>
</tr>
<tr>
<td>GEB</td>
<td>General Education Board</td>
</tr>
<tr>
<td>GGC</td>
<td>Greenwood Genetic Institute</td>
</tr>
<tr>
<td>GI</td>
<td>Government Issue and slang for a member of U.S. Armed Forces</td>
</tr>
<tr>
<td>GPA</td>
<td>Grade Point Average</td>
</tr>
<tr>
<td>GPR</td>
<td>Grade Point Ratio</td>
</tr>
<tr>
<td>HEW</td>
<td>Health, Education, and Welfare</td>
</tr>
<tr>
<td>ID</td>
<td>Identification (used to indicate a special card)</td>
</tr>
<tr>
<td>Acronym</td>
<td>Full Form</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>IFC</td>
<td>Inter Fraternity Council</td>
</tr>
<tr>
<td>IPTAY</td>
<td>I Pay Ten A Year (original manifestation)</td>
</tr>
<tr>
<td>JD</td>
<td>Juris Doctor</td>
</tr>
<tr>
<td>Jr.</td>
<td>Junior</td>
</tr>
<tr>
<td>K</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>LEED</td>
<td>Leadership in Energy and Environmental Design</td>
</tr>
<tr>
<td>LLB</td>
<td>Bachelor of Laws(s), the first professional degree taken by an aspiring lawyer</td>
</tr>
<tr>
<td>LLD</td>
<td>Doctor of Laws</td>
</tr>
<tr>
<td>LSU</td>
<td>Louisiana State University and Agricultural and Mechanical College</td>
</tr>
<tr>
<td>Lt.</td>
<td>Lieutenant</td>
</tr>
<tr>
<td>LUIS</td>
<td>Library Users Information System</td>
</tr>
<tr>
<td>m.</td>
<td>married</td>
</tr>
<tr>
<td>MA</td>
<td>Master of Arts</td>
</tr>
<tr>
<td>Maj.</td>
<td>Major</td>
</tr>
<tr>
<td>M. Arch</td>
<td>Master of Architecture</td>
</tr>
<tr>
<td>MD</td>
<td>Doctor of Medicine</td>
</tr>
<tr>
<td>MEd</td>
<td>Master of Education degree</td>
</tr>
<tr>
<td>MFA</td>
<td>Master of Fine Arts</td>
</tr>
<tr>
<td>MIT</td>
<td>Massachusetts Institute of Technology</td>
</tr>
<tr>
<td>MLS</td>
<td>Master of Library Science</td>
</tr>
<tr>
<td>Mrs.</td>
<td>Mistress</td>
</tr>
<tr>
<td>Ms.</td>
<td>Title for a woman without reference to marital status</td>
</tr>
<tr>
<td>MS</td>
<td>Master of Science</td>
</tr>
<tr>
<td>MSN</td>
<td>Master of Nursing Science</td>
</tr>
<tr>
<td>MSS</td>
<td>manuscripts</td>
</tr>
<tr>
<td>N.C.</td>
<td>North Carolina</td>
</tr>
<tr>
<td>n.d.</td>
<td>no data</td>
</tr>
<tr>
<td>NAACP</td>
<td>National Association for the Advancement of Colored People</td>
</tr>
<tr>
<td>NAB</td>
<td>National Accrediting Board</td>
</tr>
<tr>
<td>NASA</td>
<td>National Aeronautics and Space Administration</td>
</tr>
<tr>
<td>NCAA</td>
<td>National Collegiate Athletic Association</td>
</tr>
<tr>
<td>NEH</td>
<td>National Endowment for the Humanities</td>
</tr>
<tr>
<td>NIC</td>
<td>National Interfraternity Council</td>
</tr>
<tr>
<td>NIH</td>
<td>National Institutes of Health</td>
</tr>
<tr>
<td>NIMH</td>
<td>National Institute of Mental Health</td>
</tr>
<tr>
<td>NLN</td>
<td>National League of Nursing</td>
</tr>
<tr>
<td>NPC</td>
<td>National Panhellenic Council</td>
</tr>
<tr>
<td>NPHC</td>
<td>National Pan Hellenic Council</td>
</tr>
<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>NSA</td>
<td>National Security Agency</td>
</tr>
<tr>
<td>NSF</td>
<td>National Science Foundation</td>
</tr>
<tr>
<td>OCLC</td>
<td>Online Computer Library Center</td>
</tr>
<tr>
<td>OCR</td>
<td>Office of Civil Rights</td>
</tr>
<tr>
<td>P.R.C.</td>
<td>People’s Republic of China</td>
</tr>
<tr>
<td>P&amp;A</td>
<td>Plant and Animal Sciences Building (Poole Agricultural Center)</td>
</tr>
<tr>
<td>PhD</td>
<td>Latin form of Doctor of Philosophy</td>
</tr>
<tr>
<td>POW</td>
<td>Prisoner of War</td>
</tr>
<tr>
<td>Prof.</td>
<td>Professor</td>
</tr>
<tr>
<td>PWA</td>
<td>Public Works Administration</td>
</tr>
<tr>
<td>R</td>
<td>Republican Party</td>
</tr>
<tr>
<td>RAC</td>
<td>Rockefeller Archives Center</td>
</tr>
<tr>
<td>REC</td>
<td>Research and Education Center</td>
</tr>
<tr>
<td>Rev.</td>
<td>Reverend</td>
</tr>
<tr>
<td>RN</td>
<td>Registered nurse</td>
</tr>
<tr>
<td>ROTC</td>
<td>Reserve Officers Training Corps (1916)</td>
</tr>
<tr>
<td>RPI</td>
<td>Rensselaer Polytechnic Institute</td>
</tr>
<tr>
<td>S</td>
<td>Series</td>
</tr>
<tr>
<td>SAC</td>
<td>Student Alumni Council</td>
</tr>
<tr>
<td>SACS</td>
<td>Southern Association of Colleges and Schools (also known as Association of Colleges and Schools of the Southern States)</td>
</tr>
<tr>
<td>SAT</td>
<td>Scholastic Aptitude Test</td>
</tr>
<tr>
<td>SATC</td>
<td>Student Army Training Corps (1916–1918)</td>
</tr>
<tr>
<td>S.C.</td>
<td>South Carolina</td>
</tr>
<tr>
<td>SC</td>
<td>Special Collections</td>
</tr>
<tr>
<td>SCA&amp;M</td>
<td>Popular acronym for South Carolina State College</td>
</tr>
<tr>
<td>SCDAH</td>
<td>South Carolina Department of Archives and History</td>
</tr>
<tr>
<td>SCIAA</td>
<td>South Carolina Intercollegiate Athletic Association</td>
</tr>
<tr>
<td>SCLC</td>
<td>Southern Christian Leadership Conference</td>
</tr>
<tr>
<td>SEC</td>
<td>Southeastern (Athletic) Conference</td>
</tr>
<tr>
<td>SIAA</td>
<td>Southern Intercollegiate Athletic Association</td>
</tr>
<tr>
<td>SLBI</td>
<td>Student League for Black Identity</td>
</tr>
<tr>
<td>SLED</td>
<td>State Law Enforcement Division</td>
</tr>
<tr>
<td>SOLINET</td>
<td>Southeastern Libraries Network</td>
</tr>
<tr>
<td>SREB</td>
<td>Southern Regional Education Board</td>
</tr>
<tr>
<td>SS</td>
<td>subseries</td>
</tr>
<tr>
<td>SSOC</td>
<td>Southern Student Organizing Committee</td>
</tr>
<tr>
<td>St.</td>
<td>Saint or Street</td>
</tr>
<tr>
<td>TEC</td>
<td>Technical Education Center</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Form</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>TIWET</td>
<td>The Institute of Wildlife and Environmental Toxicology</td>
</tr>
<tr>
<td>U-2</td>
<td>Lockheed U-2 spy plane</td>
</tr>
<tr>
<td>U.N.</td>
<td>United Nations</td>
</tr>
<tr>
<td>U.S.(A).</td>
<td>United States (of America)</td>
</tr>
<tr>
<td>U.S.S.</td>
<td>United States (Steam) Ship</td>
</tr>
<tr>
<td>UDC</td>
<td>United Daughters of the Confederacy</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>UNC</td>
<td>University of North Carolina</td>
</tr>
<tr>
<td>USC</td>
<td>University of South Carolina</td>
</tr>
<tr>
<td>USDA</td>
<td>United States Department of Agriculture</td>
</tr>
<tr>
<td>USDI</td>
<td>United States Department of the Interior</td>
</tr>
<tr>
<td>USFS</td>
<td>United States Forestry Service</td>
</tr>
<tr>
<td>USSR</td>
<td>Union of the Soviet Socialist Republics</td>
</tr>
<tr>
<td>UVA</td>
<td>University of Virginia</td>
</tr>
<tr>
<td>VMI</td>
<td>Virginia Military Institute</td>
</tr>
<tr>
<td>VPI</td>
<td>Virginia Polytechnic Institute (and State University)</td>
</tr>
<tr>
<td>WPA</td>
<td>Works Progress Administration</td>
</tr>
<tr>
<td>YMCA</td>
<td>Young Men's Christian Association</td>
</tr>
</tbody>
</table>
THE HIGH SEMINARY 1964-2000
Student groups such as Blue Key, Tiger Brotherhood, and professional organizations, along with Tiger Marching Band, were the first to test racial bounds. Pictured here are Blue Key officers selecting skits for Tigerama, from left, Robert McCants (Clemson 1971), President James Bostic (Clemson BS 1969, PhD 1972), and Joe Turner (Clemson BS 1971, MS 1977). Taken from the 1971 edition of the Clemson University annual, *Taps.*
CHAPTER I

Testing the Bounds

1964–1974

When the almost sixty-year-old bell in the Tillman Hall tower awakened the families of the small town of Clemson on July 1, 1964, the old “Clemson Agricultural College of South Carolina” had gone. Now, something almost, but not quite, new emerged—“Clemson University.” New stationery bearing the legend “Clemson University” sat on every college desk. Everything, even the typeface, seemed fresh.

Clemson’s eighth president, Bob Edwards, would have agreed with even the oldest living alumnus that a new day had dawned. Now, women had attended Clemson for nearly a decade along with the men, although the numbers still skewed in favor of men. And a few African Americans now attended Clemson along with Caucasians and Asians, although Caucasians heavily predominated. In the same decade, buildings in the new modern idiom and in pink brick, rather than red, opened across the campus. The military social tide receded, and in its place, a faculty senate, student government, and fraternities and sororities arose, just as the waters of Hartwell Lake rose.

Further, Clemson’s academic program deepened. The university established the Graduate School and named a dean. The PhD and then the BA and the MA became available. Indeed, Clemson moved slowly to join that large cluster of private and public institutions that could be considered “leading” in the development of multitudinous characteristics of academic life.

As important as Clemson’s name change was to its partisans, the next decade (1964–1974) tested the wills of many of Clemson’s students, gave its faculty anxiety, and tempted some of its alumni to shut their eyes and stop up their ears in bewilderment. Four issues motivated these reactions. First was U.S. involvement in world affairs, both through diplomacy and military action. Second, many white Americans continued to delay acceptance of African Americans into all phases of public life. The third involved the role men would allow women to play in that same arena. And fourth, eighteen- to twenty-five-year-olds began serious and meaningful participation in political decision-making. The four issues were not easily disentangled, nor are they in retrospect.
Clemson’s students, like their counterparts in many public colleges, and particularly in the stand-alone land-grant schools (those not attached to pre-existing institutions), represented daughters and sons of the soil, and they gave obedience to the higher obligations of God and honor. As Clemson history professor J. R. Andrew demonstrated in his study of the military school ethos, *Long Gray Lines*, that type of student very willingly obeyed all directives in the name of the higher good. Woe, however, if a directive ran counter to their moral persuasion or their sense of fair play. Thus, the political world the students began rising into was cast, for them and for many younger Americans, into the free world, led by their country, and the “Red Menace,” directed by the USSR. Since World War II, that confrontation had dominated the news. It seemed as if hot spots emerged continually and on almost every continent.

Two such conflicts flared up in the early 1960s. Cuba, barely ninety miles off the Florida coast, proved the more immediate. The other occurred in Southeast Asia. The youth generation of the 1960s inherited these issues as part of the entire post-World War II world. In 1960, the American electorate chose John F. Kennedy, the Democratic Party’s nominee, as the president. To many, and especially the young, he represented the “first” president of the twentieth century, as he was the first born in it.

Kennedy, in his inaugural address (January 20, 1961), may have caused leaders in Cuba, the People’s Republic of Vietnam, and even the Soviet Union to think they heard a declaration of war when he stated, “We shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty.” In fact, by April 1961, rumors surfaced that an invasion of Cuba, led by refugees and supported by the United States, seemed imminent. The invasion began on April 17, 1961, but U.S. support did not materialize. A running argument among Kennedy’s advisors created a “go, no-go” situation that doomed the invasion.

The Soviet Union moved quickly to exploit the failed invasion. Its ties with Castro’s Cuba had strengthened over the entire previous year, even before the latest American misstep. Now, the U.S. government concluded that Cuba received military support from the Soviet bloc. U.S. surveillance, both by sea and by air, increased. One of the men who flew the U-2s, known as “spy planes,” was Rudolf Anderson Jr., Clemson 1948. Born and educated in Greenville, “Rudy” entered Clemson in 1944 to study textiles. An active member of the cadet corps and the Senior Platoon, he received his collegiate military training in the Air Force ROTC. After college, he served in Korea, continuing in the U.S. Air Force following the cessation of hostilities there. On October 16, 1962, photographs taken by the U.S. U-2 pilots, of whom Anderson was one, showed that the USSR
Major Rudolf “Rudy” Anderson Jr. of Greenville, South Carolina, was a member of Clemson’s Class of 1948 and a pilot in the U.S. Air Force. He was killed on October 27, 1962, when the U-2 reconnaissance aircraft he was piloting over Cuban air space was shot down; he was the only casualty due to enemy fire in the Cuban Missile Crisis. Clemson University Libraries, Special Collections (hereafter cited as CUL. SC), Clemson University Photographs.

was installing surface-to-surface missiles and launchers only ninety miles from Florida. Kennedy, on October 22, 1962, imposed a naval blockade to prevent Russian forces from reaching Cuba. Five days later, anti-aircraft fire hit Anderson’s plane over Cuba. U Thant, then acting secretary-general of the United Nations, flew to Cuba. On return, he confirmed that Anderson indeed had been killed. One day later, Radio Moscow announced that the USSR was withdrawing the missiles, thereby averting a war with the U.S. Anderson joined the list of Clemson’s sacrifices. He left behind his wife, Jane Corbett Anderson, who was expecting their third child, and two sons, Rudolf III and James Barksdale. His Greenville parents had lost a son. Clemson had, as well. Through the pluck of Kennedy, the daring work of Anderson, and the skill of Adlai E. Stevenson, then the U.S. ambassador to the United Nations, one war was averted. But the American government seemed uncertain of what to do in Southeast Asia.

Prior to World War II, the French had controlled Vietnam, which they had combined with Laos and Cambodia to create French Indochina, much of which they governed through Emperor Bao Dai. During the war, Japan expelled France. The internal resistance during the war produced several groups, one of which was the Viet Minh (Vietnam Independence League), led by the Communist Ho Chi Minh. That group helped downed American flyers reach safety during the war. In July 1945 at the Potsdam Conference, the three major Allies (the United Kingdom, the USSR, and the USA) planned for the disarmament of the Japanese after the anticipated Japanese surrender. Shortly after the Japanese surrender on September 2, 1945, Ho Chi Minh announced a provisional government, naming himself president. By March 6, 1946, France recognized the Viet Minh government under Ho Chi Minh, but conflict between that party and the French continued and turned into all-out war in December 1946.

The 1949 victory of the Chinese Communists over the Nationalists and the 1950 North Korean invasion of South Korea led U.S. President Harry Truman (1945–1953) to send U.S. troops to South Korea and money and supplies to France for use in Vietnam. By 1952, France and the Bao Dai regime had spent $3 billion in U.S. funds. After Dwight D. Eisenhower’s inauguration, a cease-fire was negotiated on July 27, 1953, but Eisenhower increased the U.S. level of support for the French.
On May 8, 1954, the Geneva Conference on Indochina opened with the Viet Minh, the battered French-supported Vietnamese government under Bao Dai, France, Cambodia, Laos, China, the Soviet Union, the U.S., and the British in attendance. All but the U.S. and the State of Vietnam reached a partial agreement that divided Vietnam temporarily in half at the 17th parallel and assigned the North to the Viet Minh and the South to the government more acceptable to the West. There the agreement ended, although everyone but the South Vietnamese and the United States agreed to a plebiscite in two years to determine the direction of a reunified Vietnam. Since World War II had ended in 1945, approximately 400,000 soldiers and civilians had been killed in what is known as the First Indochina War.

The two years after the Geneva agreement hardly marked an era of “good feeling.” The South Vietnamese government that emerged from a questionable referendum was led by an aristocratic, aloof Roman Catholic, Ngo Dinh Diem, as president of a predominantly Buddhist South. With both the northern and southern governments shakily in place, a cross migration ensued. Approximately 1,000,000 Roman Catholic North Vietnamese left for the South, while 90,000 South Vietnamese trekked to the North, leaving some 10,000 Viet Minh fighters, the nucleus of the Viet Cong, in the South awaiting instructions from Ho Chi Minh.

Both Diem and Ho Chi Minh, using special courts, deported or executed potential opposition. Neither respected traditional patterns of landholding, seizing land in the South from some Buddhist and large landowners and in the North from the more prosperous farmers, creating much bitterness and loss. The North suffered the worst damage. In the South, Diem packed the key positions in his government with members of his large family.

Back home in the U.S., domestic issues intervened to complicate the global scene. After President Kennedy’s assassination, Lyndon Johnson, the U.S. vice president, upon swearing his official oath, became president. Using the national mood of sorrow and self-recrimination and demonstrating a surprising personal resolve, Johnson maneuvered the landmark and far-reaching Civil Rights Act (of 1964) through Congress. The new law placed the force of the federal government squarely behind the concept of national (rather than state) civil rights. While it would be years, perhaps even decades, before African Americans and other minorities could function freely in public arenas everywhere, the Civil Rights Act broke the back of legal segregation.

The year 1964 loomed as the U.S. presidential election year with Johnson as the Democratic nominee. Not only was Johnson able to offer his own new position on civil rights, but he also would have to run on the Democratic record on foreign policy. At the same time, the Republican Party was turning away from its eastern wing, which had worked in harmony with the Democrats in dealing with
the rest of the world. Its presidential nominee, U.S. Senator Barry Goldwater of Arizona, emerged as an outspoken critic of what he deemed a “soft” foreign policy. Further, he favored smaller federal government in domestic affairs, which rendered him more than suspect to many on civil rights. He had voted against the Civil Rights Act.

With the American presidential campaign underway, news arrived in the United States that two U.S. destroyers, the *Maddox* and the *Turner Joy*, had been attacked in international waters in the Gulf of Tonkin off North Vietnam. President Johnson ordered retaliatory air attacks on North Vietnamese naval bases and informed Congress. He soon requested and received a resolution (Public Law 88-408) authorizing the president “to take all necessary steps, including the use of armed force, to assist any member or protocol state” of the Southeast Asian defense alliance under attack. Little Congressional opposition emerged. That resolution made the U.S. entry into the war possible. So far as the election of 1964, Johnson received 61 percent of the votes, and the Democrats strengthened their majorities in both houses. The buildup of American forces progressed.

*Testing the Bounds: 1964–1974*

_Clemson Men in the Vietnam War_

Although slow in the beginnings of its fury, the Second Indochina War, also commonly known as the Vietnam War, resulted in great loss of American life and in much personal and family tragedy. Clemson sent many of its sons and daughters into the conflict. Some had remained in the service after earlier wars and risen to high ranks; others entered shortly after graduation, served their time and returned; still others were captured and imprisoned, not to return for years. Twenty-five Clemson men died in combat. Stephen Hilton was one of them. He had entered Clemson in the autumn of 1963 from Winnsboro and majored in economics with a minor in history. An excellent student, he joined the Canterbury Club and Kappa Sigma Nu Fraternity. Hilton graduated in December 1966 and accepted a commission in the U.S. Marine Corps. After officer training, he and his sweetheart married at Christ Church Episcopal in Greenville. Hilton went to Vietnam and, on August 25, 1968, died in combat in the Quang Tri sector. His body was returned home to Winnsboro for burial in the Episcopal churchyard there. He left his young wife and a yet-to-be-born daughter.5

Stephen R. Hilton (Clemson 1967) was a Winnsboro, South Carolina, native and economics major who enlisted in the U.S. Marine Corps immediately after his marriage and was killed in combat in August 1968. Taken from the 1967 edition of the Clemson University annual, *Taps.*
William R. Austin III (Clemson 1959), a native of Simpsonville, South Carolina, and mechanical engineering major, spent five and a half years as a prisoner of war in Vietnam. Taken from the 1959 edition of the Clemson College annual, *Taps*.

At least one Clemson man, William Austin (Clemson 1959), in the Vietnam conflict braved internment as a prisoner of war. After being shot down, he spent five and a half years in a prison camp subjected to various confinements and tortures that left him scarred for life. Following his release and return, Austin continued his military career. He and his wife have two children.6

Still others received wounds that permanently disabled them. Gene Klein, after graduation from Clemson in 1967, went into the U.S. Army. Assigned to the stores and supplies unit in Vietnam, Klein handled large amounts of war material, including hundreds of barrels of a defoliant used to air-spray the lush vegetation that concealed clandestine enemy movement. The defoliant, called Agent Orange, not only killed vegetation but also proved toxic to humans, causing a number of permanent debilitating conditions. In Klein, it produced a form of diabetes controllable by medicine but incurable. Gene and his wife, Violet (Clemson 1968), have two daughters and live now in Huntley, Illinois, running a family business.7

Thousands of other Clemson graduates served in Vietnam. One, Zalin “Zip” Grant, Clemson 1963, continued the battlefield journalists’ tradition of Ben F. Robertson Jr. and Wright Bryan. Grant, before he went to work for *Time*, served a full tour of duty with the army in counterintelligence in Vietnam, for which he received the Air Medal and the Army Commendation Medal. Later, serving as a frontline staff writer for *Time*, Grant wrote a feature on Col. Charles H. Brown, a 1945 Clemson graduate from Travelers Rest. Brown had received a Silver Star in World War II and later served in Korea. While Grant covered Brown, he watched the colonel, who spent most of his time in the Da Nang region, work directly with the Vietnamese soldiers to plan their military campaigns. Brown also gave aid for wounded Vietnamese soldiers.8

Eugene M. Klein (Clemson 1967), a history major from New York City, served in the U.S. Army Supply Corps where he came in contact with the defoliant Agent Orange, giving him a rare form of diabetes and a lifelong disability. Taken from the 1967 edition of the Clemson University annual, *Taps*.
Student Life

While Clemson students, like most of America, supported the war in 1964, they busied themselves more with the usual round of school activities and, in the autumn, football. The opening game that year matched Clemson with Furman University. Although the two schools had been growing apart in student population numbers, they remained friendly toward each other. It seemed appropriate that the first game with Clemson bearing “university” status would be against the same foe against which Clemson, as a “college,” began football in 1896. Under the direction of John Butler, a music faculty member in the College of Arts and Sciences, Tiger Band took to the field before the game. A native of Minneapolis, Minnesota, Butler had grown up in Chicago, Illinois. He served in the U.S. Navy aboard the aircraft carrier *Lexington* and then for four years at the naval base in San Diego. He studied at West Texas State and then at the University of Georgia. An experienced French horn player and an inventive orchestrator and arranger, Butler also participated in musical roles, as a baritone, particularly in Gilbert and Sullivan operas.9

Tiger Marching Band looked smart in the relatively new “Clemson reddish-orange” tunics and towering black beaver fur busbies. The outfit clearly resembled British regimental dress attire. When Butler showed the samples to Edwards, the president declared the color not to be Clemson orange. Together they opened the registrar’s vault and extracted the color sample ribbons, only to find one ribbon a metallic gold. Edwards relented and declared the tunics to be Clemson orange.10 The band, in a traditional block formation, played the National Anthem as the color guard presented the flag. Then “Tiger Rag” began as the formation moved first to “CC” then to a block “CU,” all the while playing the Alma Mater. A pen stroke made it fact, the ringing bell announced it to the community, but for the students, this moment signaled the reality.

Collegiate Activism

The intensity of public student political and social activism reached new dimensions in the 1960s. For Clemson, this student activism began in earnest in the months leading up to Harvey Gantt’s entry into the school. While most students appeared quiet, if not guarded, a few were attracted, at first, into broader contacts. Those who had opposed the desegregation of Clemson demonstrated their position in a mostly peaceful manner during that time, but they did publish a mimeographed newsletter, “Rebel Underground,” an imitation of a similar paper at Ole Miss. The anonymous editors vilified one Clemson student, Jerry Gainey, who openly supported racial integration.11
Gainey and a few Clemson friends had attended a Christmas 1964 meeting in Nashville, Tennessee, with other students from traditionally white colleges. Most supported the “sit-ins.” Although the Greensboro, North Carolina, sit-ins are the best remembered of the early peaceful racial encounters, other public demonstrations against racial segregation preceded them. As early as 1947, the Fellowship of Reconciliation (FOR), an interfaith organization founded during World War I, committed its membership to nonviolent confrontation. But the February 1, 1960, Greensboro sit-in occurred early in the activist involvement of college students. By February 12, this tactic had spread to seven towns in Virginia, North Carolina, and South Carolina. The press no longer dismissed the sit-ins as the latest silly collegiate excess. Besides their serious nature (not to discount other college movements of great consequence, such as the antiwar movement in the 1930s), these actions, led by young African Americans, faced unusually strong local oppositions. On February 12, 1960, for example, protestors against the Rock Hill sit-in threw eggs and ammonia. While each eruption occurred locally, regional and national African American groups like the Southern Christian Leadership Conference (SCLC), the Congress on Racial Equality (CORE), and the National Association for the Advancement of Colored People (NAACP) taught nonviolent confrontation as the way to create change in local communities in the years after World War II.¹²

By early 1964, enough southern white college students began to show interest to prompt white collegians in Nashville to organize an exploratory meeting about forming a southern collegiate civil rights organization composed of traditionally white schools. About forty-five students from the universities of North Carolina, Georgia, Florida, and Tennessee as well as students from Duke University, Emory University, Tulane University, Millsaps College, Maryville College, Lynchburg College, and Clemson College (on the cusp of becoming a university) attended. (An astute reader may note that six of the schools were private, of which four were Methodist and one Presbyterian, and five were state schools. Of them, Clemson stands out as the only school founded as a land grant and the only one with a strong military heritage.) One convener, Sue Thrasher, noted the “southernness” of the schools. “We were talking about the problem of Southern white students, how isolated they were….We didn’t feel they could be reached through Northern white students who had a tendency to make facile, often uninformed judgments about the South....”¹³

Jerry Wilson Gainey, a Clemson senior from Hartsville, majored in history and worked on The Tiger staff. Also active with the YMCA and the Baptist Student Union, Gainey had been most receptive of Harvey Gantt and integration. As a senior quickly approaching graduation, he proved to be a torchbearer for the integration movement.¹⁴ At the Nashville meeting, the students formed the Southern Student Organizing Committee (SSOC). Gainey, when he returned,
enlisted another *Tiger* staffer, Emmitt Bufkin, a junior from Port Royal, to become the SSOC contact at Clemson. Gainey convinced himself that with SSOC support, he could build a liberal group on the Clemson campus.

During that same spring (1964), several indications of racial tension appeared at Clemson. *The Tiger* reported that a group of young people had been directed to leave the “little gym” in Fike Recreation Center. The racially mixed group of males did not include Clemson students. *The Tiger* reporter failed to note why the departure of the group was required or by whom. Had some other group reserved the gym? Was the interracial nature the cause? Were the young men unduly rowdy? Had Clemson University, perhaps for liability protection, changed its posture of openness toward the town? The student reporter did not make it clear, but the newspaper hinted at discrimination. *The Tiger*’s long-heralded role as campus champion began moving to campus critic, strengthening its role as the “club” for Clemson’s liberal white students.

The 1964 copy staff of *The Tiger*. Standing, from left, Emmitt Bufkin, Jerry Gainey, and Bill Shivers; seated, David Crawford. Gainey and Bufkin are two of the men who led the Clemson student liberals in the 1960s and are among those who found *The Tiger* and other student publications to be a “haven.” Taken from the 1964 edition of the Clemson University annual, *Taps*.

**Thunder in the West**

The news from California in the spring of 1964 troubled most parents of college or soon-to-be college students. The famed University of California, a five-campus institution whose main campus was at Berkeley, directly across the bay from San Francisco, was managed by a major leader of higher education, Clark Kerr. In a dispute over public speaking rights on space with unclear ownership (whether the property belonged to the municipality of Berkeley or to the university), mismanagement and mixed direction by the campus administration moved an otherwise moderate-to-liberal student body into a hostile mood. While the
result was bitterness in Berkeley, the shock waves, called student power, were felt in many ways around the world and for a number of years.

At Clemson and for Edwards, who knew Kerr personally, the news served as a warning klaxon on issues of institutional size and complexity and on the importance of clear and legal regulations and directives. While the latter had been a guiding principle for Edwards since his presidency began, the former would arch over many issues from the 1960s onward.

**African American Concerns**

African American students remained a very small minority at Clemson despite Edwards’s commitment to increase their number. He insisted that the Admissions Office actively recruit African American students and student athletes. Initially, the staff made strong efforts by first obtaining from the Educational Testing Service the names and addresses of South Carolina African American high school students whose indications of general study interests could be fulfilled at Clemson and whose academic indicators suggested that they would benefit from matriculating to Clemson. Encouraging letters followed, and the small handful of African American students already at Clemson helped in the effort. Sometimes the students wrote letters. On other occasions, an African American student accompanied Admissions staff members on a school or even a home visit. The successes proved modest but steady. One of the applicants who selected Clemson, Ann La Verne Williams, Clemson 1969, recalled later that when she arrived at Clemson and surveyed the place, she wondered, “Where are all the other black students?” Taken a bit aback by the paucity, nonetheless she settled in to her major in history with a minor in secondary education. La Verne, as she was called, stayed in the area, teaching in the public schools and, after earning her MEd, becoming a guidance counselor.18

Other African Americans also made their way to Clemson, appearing sometimes warily but at other times boldly. Larry Nazry, Clemson 1968, was one who moved quietly but stepped boldly. He entered in the autumn of 1964 and immediately joined the still all-male Tiger Band. His presence drew no significant campus attention. The band’s major football trip that year took them to Maryland, and Nazry made the trip. John Butler, the director of the band, once again arranged for

Ann La Verne Williams earned both her bachelor’s degree in history, with an emphasis in secondary education, and her master’s degree in history education at Clemson (1969 and 1973, respectively). After graduation, she became associated with the Pickens County school system where she served as a guidance counselor. Photo taken from the 1969 edition of the Clemson University annual, *Taps*. 
Tiger Band to perform at the halftime of a televised game of the Washington Redskins, the last professional American football team to integrate. Of the entire precision-drilled marching band, producers of the broadcast selected primarily the image of Nazry and his trumpet to transmit to the viewing audience.19

In the meantime, Edwards let no grass grow under his feet as he worked quietly to bring more African American students to Clemson. He urged Walter Cox, vice president for student affairs, to push athletic coaches to pursue African American athletes for the sports teams. Whether or not they followed those directions vigorously, they met with little success in the 1960s in accomplishing the goal, offering their excuse that the relatively new ACC academic standard for awarding athletic grants-in-aid made the task nearly impossible. Or perhaps the well-qualified African American athletes quickly aligned themselves with more prestigious (and frequently) private institutions. Edwards did not stop working at the issue, but lest his effort be misunderstood as limited to athletics or only to Clemson, he also worked through the Southern Regional Education Board to improve the educational opportunities for African Americans.20 However, some years passed before he saw progress.

One of the major issues in the presidential election of 1964 involved the passage of the Civil Rights Act of 1964. Signed by President Lyndon Baines Johnson on July 2, 1964 (the 102nd anniversary of the first Morrill Land Grant Act of 1862), the act used Article I, Section 8, Clause 3 of the United States Constitution to extend federal civil rights protections, guarantees, and requirements to all public establishments that dealt in interstate commerce, either in goods or in clients. Coupled with the Voting Rights Act of August 6, 1965, this marked the end of state de jure segregation.21 However, writing administrative regulations took time, as did lawsuits and the court rulings that eventually settled the complex issues, some around the constitutionality of each law (which the U.S. Supreme Court rather quickly settled) and others involving the methods developed for enforcement. Unlike the earlier decisions surrounding Brown v. Board of Education of Topeka (Kansas), both laws had clear Congressional authorization and, therefore, perhaps did not confront the depths of resistance. But compliance was neither immediate nor gracious, and the resulting slow grind in enduring discrimination created anxiety, frustration, and anger among young African Americans.

Some young people (both African American and white) turned to a position of a social and cultural separation, a two-nations state (understanding “nation” in its
Latin origin to mean a common set of parents rather than the more American use that called either for a common future or a common father in God). In practical terms, the legislation and its subsequent acceptance by the executive and judicial branches marked the end of the argument of states’ rights so far as they concerned the citizen (and perhaps the “alien on the shore”). Nonetheless, the intervening period was particularly a time of testing for the nation and for Clemson.22

**Which Way on Race?**

Interracial relationships among students at Clemson entered a near decade-long period of icy separation from 1966 to 1974 as African Americans sought space within the student community. White males could be obvious about the firmness of their “closed doors,” while white women could be Janus-like in their relationships. Further, the very nature of population patterns in the hill and mountain regions of Virginia, the Carolinas, and Georgia was such that the non-white population of the three closest counties (Pickens, Oconee, and Anderson), unlike the rest of the state, remained about 10 percent in 1960, showed a loss by 1970, and only stabilized by 1980.23

Clemson’s African American students, almost all coming from middle- and upper-middle-class families, had few fellow African American students and almost no comparable outside family to whom they could turn. The Clemson community contained two predominantly African American churches to which the students could repair, and both congregations demonstrated strong support. Both sent cars on Sundays to take the students to church and stay with a family for Sunday dinner. Lawrence Reid, an official with the town of Clemson’s post office, drove to campus every Sunday to gather “all who would” and carry them to Golden View Baptist Church. The deacons of Abel Baptist Church did likewise. Those who went with Mr. Reid knew that after the service, Mrs. Anna Reid would serve a wonderful, traditional southern Sunday dinner of fried chicken, mashed or sweet potatoes, fresh vegetables, homemade biscuits, dessert, and lots of sweet iced tea.24 The closest predominantly African American Methodist congregation and a congregation of the African Methodist Episcopal (AME) denomination were both in Pendleton, while the closest African American congregation of Presbyterians, elderly in its membership, was in Norris (seven

Anna Reid was a researcher in the textile laboratories operated at Clemson by the federal government and the Milliken Corporation. She was very active in the Clemson African American community, and she served as a “mother” to many African American students on campus. Clemson University Photographs, CUL.SC.
miles away). That is not to say that any one of the Clemson traditionally white churches (in order of foundation)—Presbyterian, Episcopalian, Baptist, Methodist, Catholic, Lutheran, Church of God, or Church of Christ—showed hostility in any way. They, however, were all very white. Nonetheless, the Catholic chaplain, Father James Fisher (Paulist), and the Presbyterian pastor to students, the Rev. Mr. Wylie Hogue, Clemson 1944, gained wide recognition among African American students for their open receptiveness to those students’ problems.

The situation did not give the African American students an opportunity for full participation in campus life. The Tiger, committed as it had been to the peaceful entry to Clemson of its first African American students, became the contested space, leading to distinct feelings by some (perhaps many) white students that these new African Americans sought to take over and change both real and imagined social institutions. For Clemson’s white students, the essential institutions were The Tiger, Saturday football games, and big dance weekends.

With an official faculty advisor, The Tiger staff was open to all. A weekly publication, the paper had not been “captured” by student government, an academic department, the president’s office, or a vice president’s office. The paper does not seem to have been censored, although more than one editor remembered being remonstrated after particular publications. For example, Frank Gentry, The Tiger editor in 1964, after a great deal of thought and then against his own better judgment, ran a rear end shot of UNC’s ram mascot with a caption that left nothing to anyone’s imagination. Dean Cox asked him to visit the afternoon after the paper’s distribution. According to Gentry, he got no tongue-lashing, penalty, or even a threat, but the disappointment on Cox’s part expressed quite enough.25

More than many other student collegiate newspapers, The Tiger invited any students interested in joining the staff to attend a social event or drop-in at its offices in the Student Union over the loggia in Johnstone Hall. Senior staffers told attendees of the work schedule necessary to publish the weekly paper. Those still interested paired with an experienced staff member in the area in which they expressed interest, and they went to work. A portion (fairly large) of the new staffers fell away rather quickly. Some found that as time moved on, the paper took precious attention away from other tasks, so they quit. Those who became adept at their craft stayed and formed the pool from which the upperclassmen selected the next area editors. The editors and those beyond the first year chose the editor-in-chief. Taps, the yearbook, worked much the same way.26

**Race Troubles Elsewhere**

From the autumn of 1963 until the summer of 1967, the race issue hardly appeared in The Tiger. However, following the murders of three civil rights advocates in Mississippi and then riots in the Los Angeles area of Watts, the term “black
power” became a new phrase in the American lexicon. An eyewitness to the July 1967 Newark race riots spoke on campus about those events, and Jim Frederick of The Tiger reported that the observer said, “They weren’t riots, man, they were rebellions.”

The same winter (1968), at South Carolina State College, the state’s 1890 land-grant college, the student body had been a bit restive. State’s board had replaced the college’s former president, Benner C. Turner, who had been hostile to the sit-ins of the early 1960s, with alumnus M. Maceo Nance Jr. (1925–2001), who, through an open leadership style, made major improvements at the college. But, shortly after Nance took office, an outgrowth of the Civil Rights Act of 1964 galvanized his students. An Orangeburg business, the All Star Bowling Lanes, refused to allow six SC State students to bowl. Told that the bowling center was a private club, the students retorted that one of the persons already bowling was an SC State College student, one of the college’s very few white students, and that they knew he was not a member, thus giving lie to the idea that the bowling lane was a private club. Nonetheless, the manager ordered the students to leave. They did. A week later, students attempted again to enter the establishment. This time the manager called the police, who ordered the place closed. The next night, students repeated the action and were arrested. Word of the arrest brought other students into the streets. The Orangeburg police called for help from the State Highway Patrol. By the end of the scrape, the hospital treated and dismissed ten students and one policeman. Others likely sought aid on campus.

Governor Robert McNair, sensing he faced the type of crisis that had occurred in Los Angeles, Detroit, and Newark, dispatched 250 National Guardsmen and more State Highway Patrolmen to Orangeburg. A meeting between Orangeburg officials and students ended with the students building a bonfire on campus, which brought the fire brigade. Angered students threw various objects at passing cars and at a fire truck. A policeman fired what had been described as a warning shot into the air, causing more police to open fire, to which the students responded by throwing more objects at the officers. No evidence suggests any student bore arms. Further, no evidence suggests the National Guardsmen fired weapons. Two SC State students and one high school student were killed. The violent incident destroyed the peaceable climate in South Carolina that had begun during Ernest F. Hollings’s term as governor (1959–1963) and elevated with the quiet entry of Harvey Gantt into Clemson five years earlier.

**Ongoing Concerns at Clemson**

What happened in Orangeburg raised concerns and anger throughout the African American community. The assassination of the Rev. Dr. Martin Luther King on April 4, 1968, in Memphis, Tennessee, further heightened the worries
among many people around the world and certainly among some of the Clemson students. At the campus-wide memorial service, Edwards and Cox joined African American and other students, faculty, area clergy, and some townsfolk in remembering King. More than a symbolic gesture on the part of Edwards and Cox, the service represented a statement of respect and support to Clemson’s African American students.

Unfortunately, harassment continued. Some remembered food being thrown at African American students in Harcombe Commons Dining Hall. Usually, the staff apprehended the offenders quickly, and the student courts handed out punishment. Ron Berry, an African American student who served as a resident counselor in Johnstone Hall, remembers sitting at the desk of his single room (a privilege accorded to resident counselors) when it was “bombed.” His room sat over an automobile entrance to the “Tin Cans” quadrangle, and he had the windows open, as did most of the other residents of the non-air-conditioned hall. As Berry sat at his desk studying electrical engineering, something whizzed by his ear. Turning, he saw and heard a muffled explosion on his bed. Picking up his phone, he called Nick Lomax, the resident supervisor, who phoned the campus police and State Law Enforcement Division (SLED). SLED caught the perpetrator in his automobile. The car contained enough gunpowder to have wreaked havoc to the 2,200-person dormitory and any students in or near it. Fortunately, the bomb was not well made and misfired. Following the SLED investigation and a trial finding the youth, himself a student, guilty, the court remanded him to authorities in his home state of New Jersey.31

In the autumn semester of 1968, the 6,305 students enrolled at Clemson included 59 African Americans (1 percent) and 159 Asians (2.9 percent); the remainder were white. African American students formed an organization called the Student League for Black Identity (SLBI). The group’s original members included Louis Lynn (Clemson BS 1970, MS 1972), now a Clemson trustee, and Joseph Grant, one of the SLBI’s most forceful leaders. Father Jim Fisher, the Catholic college chaplain, met regularly with the students, advising them on their purpose and organizational structure. The student body president, Tim Rogers, helped to develop their request for Student Senate recognition, a step necessary for the use of campus facilities. That recognition also required a faculty advisor. SLBI invited William F. “Bill” Steirer Jr., a scholar of American colonial history who had earned his PhD from the University of Pennsylvania, to serve as their advisor, and Steirer accepted their invitation.32

Through its regular meetings, SLBI developed a list of changes it hoped to see implemented. The first involved the creation of black studies courses in appropriate fields. Hiring African American faculty came second. The third asked the Clemson president to help end semiofficial uses of images that the SLBI considered racist or anti-black.33 To respond to the first, Steirer offered to undertake
the preparation necessary to teach courses in the African experience in North America. His department head, R. S. Lambert, offered much support. Also, Albert “Red” Holt, an English scholar who had long maintained an interest in Anglo African and African American literature, applied for and participated in a six-week summer institute on “Negro literature” sponsored by the U.S. Office of Education at North Carolina Central University in Durham to prepare him to offer this course at Clemson. In addition, Gordon Gourlay, director of the libraries, received special funding from the U.S. Department of Education and from Edwards’s office to improve and enhance the library’s collections on African American history, culture, and visual arts.

Business Vice President Melford Wilson designated money to help the collegiate deans search for and hire African American faculty. Geraldine Labecki, dean of the new program in nursing, recruited and enlisted the first African American on-campus faculty member, Regina Thompson, who had earned her BS from Bluefield State College in West Virginia and her master’s degree from Columbia University. Thompson joined the nursing faculty in the autumn of 1969 and became known quickly as a thorough teacher, but she, a very quiet person, did not spend much spare time on campus. She retired in 1990.

Shortly after Thompson took her position, the architecture dean, Harlan McClure, hired a new faculty member, Clarence Lee Benjamin Addison. Addison, a delightful colleague and an inveterate photographer, had grown up in Washington, D.C. He earned his bachelor’s degree from Howard University where he had been a member of Alpha Phi Alpha Fraternity. Later, at Clemson, he became one of the fraternity’s storied advisors. He subsequently earned his master of architecture degree from Clemson, and he, his wife, Ruby, and his family became “parents” to numbers of students, architects, and African Americans.

**Offensive Symbols**

Three symbols used at sports events—the Confederate battle flag, the tune “Dixie,” and the figure of the Country Gentleman—insulted African American students. John Butler and Bruce Cook, who had joined the expanding music, chorus, and music history faculty, easily (and happily) stopped Tiger Band from
playing “Dixie.” The bearing of the Confederate flag took a little longer; however, Edwards, Cox, and Bill McLellan, the major planner in the Athletic Department, knew that the Confederate flag made the recruiting of African American athletes very difficult. Cox pointed out that it also hindered regular student recruiting, especially since a number of groups, including many racist extremists, had taken over the battle flag. Still, the university had to give student government the opportunity to consider the issue and make a decision.

The Country Gentleman proved somewhat more elusive to handle. Student government leaders appeared baffled by the African American objections to the character. An extra mascot for Clemson, the Country Gentleman was coined by “Scoop” Latimer, a writer for the Greenville News Piedmont, in the 1930s when Clemson was beginning its second period of sports prominence. Wherever the teams (particularly basketball and football) played, team members exuded a natural courtesy. The alumni, who, because of the military and land-grant fields, were widely dispersed around the nation, usually attended many Clemson events on the road, joining the student athletes, band, and cheerleaders. All, perhaps due to their military training or the closeness of the Clemson community, carried themselves so well that many observers commented on their gentlemanly behavior. The translation of the idea from newsprint to a mascot on the sidelines of a sports event began as a gentleman in white tie and tails, which eventually appeared much too urban. The mascot then changed into a caricature of an Appalachian yeoman farmer, which

These students depict the Country Gentleman as the mascot’s costume evolved over time. The picture of the Appalachian Hillbilly Gentleman sitting astride the goalpost comes from the 1957 edition of the Clemson College annual, Taps. The Gentleman with top hat, cane, and gloves comes from the 1960 Taps, and the Gentleman with frock coat and hat walking with the Tiger mascot comes from the 1962 Taps.
The problem simmered across the spring and into the autumn of 1969. Clemson was not having a good football season, and rumors flew that Frank Howard, head coach since 1940, might be in his last year. An opening victory over Virginia on the soggy turf of Scott Stadium (western Virginia had been drenched by the aftermath of Hurricane Camille) followed with Georgia’s thumping of the Tigers at home. The bright moment in the season turned out to be a comeback win over Georgia Tech in Atlanta. The Yellow Jackets led the Tigers 10–0, but as the final minutes ticked away, Clemson jumped to a commanding 21–10 lead. The players, exultant over a third “sealing” touchdown, lined up for what would be the

One of the issues that troubled African American students was the presence of the Confederate battle flag, which was displayed prominently by the Clemson cheerleaders as they ran onto the playing field. It ceased being used in 1969 after a student body uproar and was replaced by a Tiger Paw flag in 1970. Taken from the 1963 edition of the Clemson College annual, Taps.
Frank Matthews (Clemson 1971), a Sumter, South Carolina, native, was a student lawyer, on The Tiger staff, in the Pre-Law Society, and on the Student League for Black Identity executive committee. He later graduated from law school and founded the magazine Black Issues in Higher Education (now called Diverse: Issues in Higher Education). Today, he lives in the Washington, D.C., area. Taken from the 1970 edition of the Clemson University annual, Taps.

Following a humiliating loss to Auburn and then a win over Wake Forest, the home game with Alabama was accompanied by some expressly racist signs in dormitory windows. The previous week had seen student supporters of the battle flag collecting signatures on campus urging student government’s Central Spirit Committee not to ban the flag. Some of the African American students grew fearful for their personal safety. Frank Matthews (Clemson 1971), who would later have a career as a lawyer and founder of the influential magazine Black Issues in Higher Education (now Diverse), remembers, “A group of about ten lightly armed young black men stood eyeball to eyeball with a group of about twenty lightly armed young white men in the loggia of the ‘Tin Cans.’” The two groups hurled racial epithets, insults, ethnic slurs, and threats of bodily harm back and forth for the better part of ten minutes. “Then, as if everyone simultaneously heard a silent timeout, the confrontation ended as suddenly as it had begun. Both sets of students made an about-face and returned to their separate Clemson worlds, even though their bond to the same alma mater would eventually run deeper than either group could then appreciate.”

Nevertheless, all of this overwhelmed and threatened the African American students. On October 26, 1969, Joseph Grant, then SLBI chairman, urged the African Americans to withdraw from campus both for safety and to bring attention to their plight. Perhaps, he reasoned, the walkout would awaken the administration to the students’ fears. He informed Edwards of the reasons for the group’s decision. Most of the students left campus and went to the Steirers’ home. A few of the students, among them Jim Bostic, remained unconvinced and stayed on campus. At least one, Ron Berry, returned home. Berry, whose father taught at South Carolina State and whose brother and sister had been briefly jailed in Orangeburg during the troubles there, arrived home. His father heard him out, called Clemson, and talked with Dean Cox. Then he told Ron that he had nothing to fear and instructed him to return to campus, which the young man did.
The same morning, Grant and Steirer met with Cox, who promised them that the students could be assured of their safety. After they left, Cox asked several student government leaders to meet with him. Among them was Judi Kossler, the chair of the Central Spirit Committee. Grant had appeared before the committee in the middle of the previous week to ask that the offending practices be stopped, explaining, “The flag should not be used because it is very insulting and degrading to black people.” He received support from a white student, Robert Whitney, son of a Clemson faculty member and chairman of the Southern Student Organizing Committee (SSOC) at Clemson. The committee tabled the resolution. Cox shared with Kossler his concern for the African American students and urged the Central Spirit Committee to reach its decision with dispatch. Within the week, the committee met in a very crowded classroom and commended the band for ceasing the playing of “Dixie.” The discussion moved among the various points of view, but eventually the committee voted on the issue. Central Spirit banned the flag, Country Gentleman, and “Dixie” from official use by the students, although if the expressions at the meeting served as a barometer, it did not appear to be the will of the present majority. But the decision very much represented Clemson’s long tradition of generosity, and the school emerged stronger for the decision.

**African American Successes**

During the first five years of Clemson as a “university,” African American students worked to establish their place. Their efforts bore fruit first in precisely that area for which Clemson was founded—education. Following his graduation from Clemson, Harvey Gantt, who had sought entrance to Clemson because of its excellent architecture academic reputation, entered the master’s program in urban planning at the Massachusetts Institute of Technology, one of the leading schools in that field. Graduating from MIT, Gantt, his wife, Lucinda Brawley Gantt, Clemson’s first African American female student, and their first child returned to the Charlotte, North Carolina, area where he became an architect and urban transformer of major importance to that community. (Mrs. Gantt followed her husband to MIT prior to graduating from Clemson and later finished college at UNC–Charlotte.) Twice elected mayor of Charlotte, twice he ran for
the U.S. Senate seat then occupied by Jesse Helms. Victory escaped him by a small margin each time.46

Following the legacy of success begun by Gantt, James E. Bostic Jr. earned his Clemson bachelor’s degree in 1969 and then received one of forty Ford Foundation Doctoral Fellowships for Black Students nationwide. The fellowship provided full tuition, living expenses, school expenses, and an allowance for books and fees. He had, like Berry, worked in the student residence hall program during his undergraduate years. Bostic studied textile chemistry, one of Clemson’s toughest programs. The faculty he knew and studied under included Harvey Hobson in the Chemistry Department. Hobson, who had earned his baccalaureate from USC and his doctorate from Emory University, was a brilliant and demanding faculty member, a teacher who, if a student showed a willingness to work and study, would spend extra hours helping the student grasp an elusive concept. His dedication to his charges prompted some of Clemson’s leading students to select him for membership in Tiger Brotherhood, an honorary fraternity in which Bostic also held membership. After Bostic received a Clemson PhD in textile chemistry in 1972, he became a Young Presidential Fellow with the White House during the Nixon presidential terms. Later he served as undersecretary of agriculture.47

At the same May 1969 commencement, the first three African American women graduated from Clemson: Dorothy Ashford, Delores Ann Kimes, and Ann La Verne Williams (White). Williams received a major award, the Alger-non Sydney Sullivan Award for Student Humanitarian Service. She continued her studies at Clemson in history and secondary education. After receipt of her master’s degree, she married and taught at Daniel High School (the Clemson, Six Mile, and Central attendance area high school) and eventually became the director of guidance services there.48 Ashford attended Seton Hall Law School and after receipt of her law degree worked as a lead counsel for TIAA-CREF. Kimes moved to Atlanta, Georgia, and today serves as the marketing manager of IBM.49

In the spring of 1972, a few African American students involved themselves in student government. Sam Crews from Hampton defeated Joseph Hutchinson, an African American student from Estill, for the student body presidency by a total of 80 votes out of 2,800 cast. At that point, 83 African Americans had enrolled. Two years later, Reginald Brantley, a political science student from Conway and an African American, won the student body presidential election by 114 votes over a white candidate. Brantley had involved himself extensively in student activities, having been a member of SLBI, the Association for Mental Retardation, the Campus Crusade for Christ, Young Democrats, and the Fore-runner Fellowship. In student government he served as a member of the Disciplinary Council, on the lower court, as clerk to the high court, and as a member
Reginald Brantley was the first African American to be elected president of the Clemson student body in his senior year (1974–1975). He also was in Blue Key, the Hugo Black Pre-Law Society, the Student High Court where he served as a prosecutor, and the Student League for Black Identity, among others. He later became a judge for the state of New York. Photo taken from the 1975 edition of the Clemson University annual, *Taps*.

Behavioral Changes

African American participation in American society was not the only concern of Americans in the 1960s. Other seismic shifts occurred. One had to do with sexual behavior. One of the truisms of life is that upon beginning to mature sexually, most young people feel certain that their generation is the first to discover this fascinating development. Nonetheless, the invention of the contraceptive pill, initially released in the U.S. for treatment of menstrual irregularities, became a major catalyst for change in social behavior and regulations. Restrictions on public and some private behavior by law or custom, previously accepted as a matter of course, but which youth of all ages enjoyed secretly skirting, now became confrontational matters of rights. But the open breaking of unwritten and even written rules did not confine itself to societal codes of sexual behavior; it would spill into many areas of public life.

Social analysts have sought for the causes of this sudden change and have offered many explanations. For Clemson though, the rapidity of the shifts of the 1955–1964 era made life in the 1960s and early 1970s seem even more bewildering. The full involvement of women in the social life of the college and university affected many. With the addition of a women’s residence hall in 1963, discipline questions arose. The Division of Student Affairs had existed only eight years when the hall opened. Prior to that, women who came to Clemson either lived at home and abided by such rules as might be imposed there, or they lived in one of the few boarding houses where discipline amounted to a matter of agreement or nonresidence.
But in 1963, the arrangement changed. Clemson planned to continue as fully as possible as a residential campus. As the men’s nonacademic life developed in the post-military years following 1954, basic campus rules involved general safety issues such as electrical equipment, respectful mutual occupation of space, and public safety. While any of these might result in deterrents to social license, the rules did not exist for that purpose.⁵¹

To serve the needs of women residents, in 1958 the college had hired Margaret Poole, the widow of former Clemson President Robert Poole, as the first staff person. With her home on campus and an office in the loggia of the Tin Cans, she was accessible to the female students who gathered in the women’s lounge. The lounge materialized only when Rebecca Epting, one of the young women enrolled in the spring of 1955, showed Dean Walter Cox the inadequate space allotted to women. He quickly corrected it. The college recruited most of the female faculty members (of whom there were few) to serve as advisors to the fledgling women’s organizations.⁵²

Student government began to involve itself in the rules of conduct, some of which carried over from military administration (and thus were peculiar to Clemson) and others that came into existence only as women began living on campus. In October 1966, Student Body President Danny Speights addressed a number of these issues. Complaints about parking and traffic regulations, for instance, and the removal of faculty names from the schedule books (obviously difficult in pre-ubiquitous computer days when increases in the budgets caused many last-minute faculty hires) resulted from the university’s rapid growth. Others involved long-established customs such as students’ desires for new courses, which merely needed published avenues of communications. The list grew long, but Edwards followed his standard procedure, meeting each morning at 7:00 with the five persons who made up his cabinet. Edwards answered each request relatively quickly. He responded to requests from student-wide officers with personal letters, and The Tiger published these responses in its next issue. Student Senate and Faculty Senate resolutions passed to the appropriate vice president for attention.⁵³

**Campus “Guests”**

Some issues involving students’ rights concerned a number of agencies. A 1967 Student Senate resolution proposed that because the Clemson House functioned as a public facility, the approval of student events by Student Affairs should cease and the facility’s management should handle reservations, as did the management of any other public facility. The answer—a limited “yes”— required legal research because unlike a commercial hotel, the facility occupied state-owned (purchased originally from Floride Lee) but specifically dedicated property (included in the act that granted the trustees municipal jurisdiction). Generally, the
students accepted the rapidity of Edwards’s reply complete with reasonings and citations, albeit grudgingly.54

Some of the student government requests opened a series of negotiations. One involved a desire to select and bring to campus, without further approval, speakers on various issues. The root problem appeared to be that some members of student government wanted control of the student activity fees, which the Board of Trustees set and the administration controlled. The choice of speakers who appeared at Clemson generally involved minimal student participation, and such guests generally supported mainstream political, economic, and social viewpoints. The student leaders wanted two changes: control of a fixed amount of money and freedom to invite whomsoever they wished. The Student Senate, via its president and the student body president, sent a bill forward to Cox creating a student speakers bureau composed of five students with full authority to engage speakers. Cox returned the bill unsigned with two recommendations: that two student members be replaced with two faculty appointed by Cox and that the contract be subject to the availability of funds. The Student Senate enacted both modifications, and the bill ratified.55

The student Speakers Bureau formed and shortly sent its first year’s choices of three speakers to Cox. These included a prominent newscaster noted for his strong hostility to U.S. policies in Vietnam, an advocate of zero population growth, and a humorist/social commentator. In fact, during Edwards’s presidency, only three invitations caused noticeable consternation. Edwards voided the contract for Dick Gregory, a onetime popular comedian but more recently a vehement anti-establishment speaker, and returned it with no explanation. A second speaker, James Dickey, a noted poet and novelist, appeared on the Tillman chapel podium in an inebriated state and began his scheduled forty-minute talk. The meandering discourse lasted about three minutes. Dickey slumped back into his chair, and Norman L. Olsen, an English professor, meeting convener, and member of the Speakers Bureau, quickly closed the meeting by thanking Dickey for his talk and telling him, “Clemson’s students and faculty look forward to your next illuminating speech, for which you have already been paid.”56

The third challenge to the Speakers Bureau involved an appearance on campus in 1970 by Jane Fonda, an actress and anti-Vietnam activist. Because of her fame, organizers scheduled the speech in the Outdoor Theater. Edwards worried that there might be trouble, in part because of the vigorous dislike of Fonda due to her vocal opposition to that war. He also had concerns with security, as windowed buildings lined the out-of-doors speaking site and heightened the opportunity for violence. Fonda’s speech took place on November 16, 1970, at the end of the decade in which President John F. Kennedy, the Rev. Dr. Martin Luther King, and U.S. Senator Robert Kennedy had been assassinated, the first two in open-air venues. Further, Edwards received many letters protesting her appearance because
Actress and anti-Vietnam activist Jane Fonda made a Speakers Bureau appearance on campus in 1970. Due to her fame and vocal opposition to the Vietnam War, the university planned for heightened security, but fortunately the large Outdoor Theater crowd caused no disturbances. Clemson University Photographs, CUL.SC.

Fonda had actively supported the Ho Chi Minh regime.\(^{57}\) Edwards sought the support of SLED Chief Jim Strom, who moved backup units of SLED, the State Highway Patrol, and a number of local fire departments with emergency medical vehicles in readiness should any be needed. Fortunately, none were. The Fonda appearance drew a huge crowd, which more or less applauded or sat on their hands and then drifted away.\(^{58}\)

**Personal Privacy**

Most vocal student complaints involved issues more personal to students, caused by the transition of the school’s role as a military school to a university and the sense of parental-style guardianship that many institutions felt in the personal lives of their students. A major concern focused on information contained in student records and how much of it could be made public. Here, Edwards sought the advice of Wood Rigsby, university legal counsel, and Registrar Kenneth Vickery. Rigsby kept his eye on court rulings nationwide, while Vickery knew the shifts in policy and opinion over what should be included in a student’s official record and what ought to be temporal and destroyed regularly. Their report separated information into three groups. Social disciplinary records should be used only by university officials and purged after graduation or after active enrollment had ended as defined in *University Announcements*. Academic records, including course enrollments, course changes, grades, academic judgments, degrees earned, and transcripts, were all permanent but closed except on written request of the fee payer (student, parent, scholarship donor, individual or university academic official) or in response to subpoena issued legally. The third group, current name and mailing address, was available through the telephone directory. The recommended policy received approval on October 31, 1967, and it served to protect student privacy until superseded in 1974 by the federal Family Educational Rights and Privacy Act (FERPA).\(^{59}\)
Another major issue for students concerned the role of university administration in their private lives. The problem existed not only at Clemson; highly residential campuses across the nation addressed the same issue. However, some institutions, such as those closely tied denominational schools and military schools, had special sets of problems. Clemson's transition from a military school, so far as students felt, had long passed, if even remembered at all. But with a high portion of Clemson alumni serving in the quickly expanding Student Affairs Division, and with many members of the academic administration having served at Clemson for many years, the changes in thinking or in shrugging acceptance of new lifestyles arrived more slowly than they might have elsewhere. The longtime social conservatism of the region also slowed changes. In fact, the same social conservatism combined with the “rural clock” of the area led to early closings for the few beer halls and amusement centers that operated on the fringes of the community.

But new trends did penetrate the environment. The Charleston News and Courier reported in 1968 that some Clemson students were taking “pep pills” and “smoking marijuana.” Whether connected or not, a student pep rally ended in the autumn of 1968 with male freshman “rats” moving on first to the women’s residence hall, and, when they tired of that, many turned into the town, dumping trash cans into the streets and setting the contents of garbage dumpsters on fire. Twinges of youthful unrest continued for several years. Student Body President Tim Rogers thought the root cause was the out-of-date freshman “rat season” and appointed a committee to study it. Their consultation with Rigsby led them to realize that rat season existed on purely a voluntary basis and that the administration would do nothing to enforce it, which rendered the issue off-limits for the student courts. Although some students made efforts to maintain rat season with no threat of enforcement, the tradition was dying and eventually would wither and vanish. Unfortunately, a number of student organizations continued the hazing of the rats, while the general student body alternately expressed contempt and amusement at the practice.

Daily Attire

Rules that produced friction, and that the student courts generally upheld, involved dress and personal appearance. For women, the issues involved skirt lengths and the appropriate times for wearing slacks, jeans, and shorts. Some of the rules had devolved from the initial year of women’s participation in the student body. But with the building and opening of women’s residence halls, the restrictions tightened. The opening led to the hiring of the first dean of women at Clemson, Susan Delony (July 1, 1963). Delony had completed undergraduate studies at Auburn University (then Alabama Polytechnic Institute), received a master of science degree from Cornell University, and then worked in the
Susan G. Delony became Clemson’s first dean of women in 1963, following the opening of the first women’s residence halls on campus. Delony, a native of Tuscumbia, Alabama, and an Auburn graduate, was charged with developing the rules for women’s life on campus. Clemson University Photographs, CUL.SC.

student deans’ offices at the Women’s College of North Carolina (now UNC–Greensboro). From there, she spent two years at the University of Montana, did advanced course work at Florida State, and then returned to Auburn to become assistant dean of women before Walter Cox recruited her to become Clemson’s first women’s dean. She began creating the regulations for women at a time when such rules differed greatly from those for men. Thus, she based those she submitted on the rules of the schools she knew best. With few changes, these became the guideposts for female students, most of which they accepted, if grudgingly, at first. But the rapidly changing world of youth found it all increasingly difficult to accept. During first semester, women had to be in their residence halls by 8:45 p.m., Monday through Thursday, even though the Clemson library remained open until 11:00 p.m., which created strange tensions for study groups and class projects. Some flexibility existed for the few female students in architecture. As women students matured, the restrictions loosened. Eventually, the growth in the number of female students meant that Delony needed additional staff. In 1970, she convinced Cathy Anne Campbell, also an Auburn University graduate but much more recent, to come to Clemson. Delony chose wisely and well.63

However, dress regulations (or at least the enforcement of such) caused the great difficulty. The rules actually appeared relatively flexible. Under the heading “Dress,” the first statement read: “1. Appropriate dress must be worn in the classroom. (No extremely short, tight, or low-cut dresses)… 3. Sports attire (Bermuda shorts, pedal pushers, Kathy Anne Campbell, a native of Gadsden, Alabama, served as Clemson’s first associate dean of women. She was involved in the coming of women’s fraternities to Clemson after arriving here from her alma mater, Auburn, in 1970. Clemson University Photographs, CUL.SC.
The High Seminary

slacks, etc.) may be worn.” Eleven enumerations followed. The real judgment fell to a series of student courts, beginning with the women’s residence boards and concluding with the student high court. But there were two sets of problems. First, all potential cases did not fall within the jurisdiction of the residence courts because some women were married and lived with their husbands (usually in campus housing), some women lived with parents at their homes, and some were mature women who lived independently off campus. More importantly, no corresponding rules existed in such detail for men.64

For women, the issue arose when a young married lady, Cathy Wallenburg McNeight, from Aiken, received a citation for wearing a new style miniskirt. Her student defense counsel built the case on two points—the residence court lacked jurisdiction because McNeight lived on campus in a married student apartment, not in a residence hall, and no visible evidence existed by which to judge. After being acquitted, McNeight was quoted as saying, “Only my husband tells me what I can wear.”65 Within a month, a photographer snapped a picture of McNeight wearing a miniskirt on campus. She received a second charge; this time the student court found her guilty. Later she sued in civil court, and the court overturned the conviction.66

Men’s grooming issues centered on service in ROTC. Clemson, resting on the land-grant statement, continued to require all freshman and sophomore men of usual age, excluding veterans and men declared 4-F by their local selective service boards, to be a part either of the Army or Air Force Reserve Officers’ Training Corps. Cadets attended regular class meetings in strategy, tactics, and military history across the week, complemented with Thursday afternoon drill formations. Air Force ROTC formed in the Johnstone Hall quadrangle and Army ROTC on Bowman Field. Inspection required pressed uniforms, highly shined boots and brass, regulation haircuts, and well-shaven or well-trimmed facial hair, traditionally limited to mustache and/or modest length sideburns, both of which were just beginning to return in popularity.

Outside of the military, some laboratory, manufacturing, and agricultural classes had strictly enforced safety and/or health requirements. However, some faculty chose (and received administrative support) to require “professional dress and grooming” of all students, male or female. To most students that seemed reasonable.

Not with a Bang

For different, but not necessarily mutually exclusive, reasons, both the ROTC and grooming requirements came under attack from groups of students. And in fact, to some of the U.S. Defense Department planners and budget personnel, the ROTC land-grant requirement became a financial burden they wanted to end as well.67
Pressure also came from outside organizations. The American Civil Liberties Union wrote the presidents of a number of colleges and universities, including Edwards, that compulsory ROTC represented, in its opinion, a threat to the “values of free inquiry and academic autonomy which are at the heart of academic freedom. We, therefore, recommend that the ROTC program be separated to the maximum feasible extent from academic institutions.”

When a faculty member denied a twenty-year-old student entry to Earle Hall, the chemical engineering building, because the student’s hair was too long, his beard unshaven, and his clothes unkempt, the student threatened to seek legal redress. While he went about that, Dean Cox met with Charles Littlejohn, the department head. They decided that, given the drift of recent legal cases, the student could have access if he wore long-sleeved shirts and any style of long-legged trousers, and if he covered his facial hair and longish head hair, all for sanitation and safety in the laboratories. The issue was averted.

Edwards, meanwhile, created several specialist committees to study the legal standing of a variety of those rules that might be centers of contention. These included academic requirements for which compelling safety reasons existed in publicly announced and written form by the administration. One committee examined academic requirements, and several focused on social regulations and their relationships to state and federal laws. The university’s legal counsel served as the principal figure on each committee. Edwards gave Rigsby the authority to use the president’s resources to be thorough. Neither Edwards nor Rigsby had interest in what independent schools did, so Clemson ignored the Dukes and the Furmans. Rather, the goal sought to determine what regulations at public, land-grant institutions would, most likely, withstand a court’s scrutiny, which ones probably would not, and in each instance, why.

The findings did not emerge easily. However, the summary appears to have shown that in academic issues such as a class attendance policy, the campus-wide, level-wide, discipline-wide, or section-wide requirements would stand up to legal review if published in printed form, if made

Maj. Gen. Allen Wood Rigsby was a native of Texas, a product of Oklahoma public schools and the University of Oklahoma, and a Staff Judge Advocate for the U.S. Air Force before he came to Clemson in 1963, first as director of planning and sponsored research in the Office of Development and then serving as Clemson’s first vice president for executive affairs, university counsel, and secretary to the Board of Trustees. Clemson University Photographs, CUL.SC.
available to affected students in a timely fashion, and if the rule bore on the learning, safety, or sanitation process. Social issues, however, required consideration of municipal, state, or federal statutes. The relationship of a student in her or his rented room on university property appeared the same as an apartment renter’s to a private landlord. Thus, if county, state, or federal law did not prohibit the drinking of beer or wine by persons eighteen or older in a rented apartment or hotel room, then Clemson University could not either. An irritant vanished, and with the lessening of the hazard of alcohol drinking and driving, the administration hoped that students would be safer.

While that study moved on, the Women’s Student Association developed a separate constitution that would, if accepted, grant it an independent voice on rules that affected women only. Cox found much merit in the proposal, even though the manner in which the association organized itself could lead to a separate women’s student government, which neither Cox nor the student body president wanted. At Cox’s request, Rigsby, the women’s student leaders, and some student government leaders studied the issue and began to design more flexible residence hall, dress, and campus rules for women. The new, greatly liberalized regulations, particularly on residence hall closing hours, came into effect in January 1969. For students, another large anti-administration burr worked loose.

The ROTC committee also returned its findings. It noted the importance of the many men who had served the causes of freedom. And while federal law required land-grant colleges to “offer” military tactics and strategy, there was no legal requirement for enrolled students to actually “study” any of those subjects. Thus, the requirement that all male freshmen and sophomores take ROTC rested with the trustees. The board took up the issue on March 26, 1969, and made the taking of any ROTC after June 30, 1969, voluntary for all students, even current freshmen. Another student concern with the university disappeared. Within another year, Clemson changed its academic calendar, removing the special treatment for Thursday drill and Saturday classes (see chapter 2).

Nationally, and at Clemson, the military services moved away from their all-male positions during the 1960s as well. The services each established female auxiliary units, the air force first with Angel Flight in 1963 and the army in 1964 with the Light Brigade. By the early 1970s, both services commissioned female officers in their regular units. Over time, however, both of the auxiliary units dwindled and disappeared.

Speech and Assembly

Another critical issue revolved around the question, “What is a public university?” Aside from well-meaning but airy statements such as “a place where ideas are exchanged” or “an ideas-free market place” loomed the practical but very real
issues of safety and sanitation and the question of “Who is in charge?” The protest demonstrations at Berkeley, the protesters’ occupation of buildings at Columbia University, and other outbreaks, whether in Latin America, the United States, or Europe, led to marked unrest, mainly among the young, by the spring of 1968. Who was in charge?

As early as 1964 and the situation at Berkeley, Edwards had begun reading almost everything he could find on the topic and relying on the legal advice and acumen of Rigsby. The board also discussed a variety of positions on free speech and assembly. In May 1965, the trustees issued their first statement on such issues. They carefully defined the members of the academic community (that is, those who had legal and unfettered access to the campus); guests of the college community (such as deliverymen, repairmen, commercial persons, persons holding passes or tickets to campus events, or persons seeking to apply for admission to become a member of the community, etc.); and occasional visitors. The board then defined free speech in the context of the Clemson campus. The statement distinguished class space, in which participation was limited, from so-called public space, in which participation was more general. Regardless, all speech had to be conducted in a lawful, peaceful, and rational manner. The trustees authorized the president to implement this policy and to delegate its enforcement. While such an idea might be acceptable in many places and times, the legislative designation in 1890 granting the trustees broad municipal powers added to the board’s explicit authority.

**Campus Publications**

Pressure to expand the “free expression” interpretation of the Bill of Rights, which appeared frequently on college campuses, came from the various student publications. At Clemson, the publications had a reputation for a sense of “boosterism” with occasional youthful slips and smirkful indiscretions. The three publications’ advisors had taken the high road of advising the student staff after, rather than before, the fact. In the 1960s, the *Chronicle* became, in terms of its financial viability and student interest, the weakest. Begun in 1896 by the literary societies, it, unlike similar magazines around the nation, had remained tied to the only surviving such group, the Calhoun Forensic (originally “Literary”) Society. However in 1968, the *Chronicle* broke away from the society. Shortly afterward, it ceased publication. It revived in 1977 with Alumni Professor (and distinguished novelist in his own right) Mark Steadman as advisor, the role he had held earlier.

*Taps*, in the 1960s, had been quite successful. Large and inclusive, it presented as complete a record of senior activities as it could, along with pictures of each of the students at the beginning of the school year. Year after year, *Taps* garnered
All-American honors from the American Collegiate Press Association in recognition of its innovations in size, types of group photos, and color use. In 1966, Al Roach, a member of Kappa Delta Chi Fraternity, served as editor, and just like the four issues that preceded it, Taps won All-American recognition. At the yearbook staff’s annual banquet, Roach handed the quill to Nancy Miller from Westminster. A Sigma Beta Chi, Miller became the first Clemson woman to head a major student publication. Her edition of 1967 also won the All-American designation.

However, the 1970 Taps did not follow in that tradition. Full of direct references to rampant use of illegal drugs and shrugging off the use of the literary devices of double entendre and innuendo for sexual activity, the issue prompted Edwards to write the editor (after publication), pointing out that the student ignored the 1964 publications policy agreed to by the then yearbook leaders. “Taps will be expected to observe in its pages ordinary rules of accuracy and commonly accepted canons of good taste.” The editor replied that he had no awareness of any such policy. Edwards wrote nothing more in his official correspondence about it, but in a more personal letter to an alumnus friend, he noted that given recent court rulings, he found it increasingly more difficult to guide student publications.

The president must have felt cursed when, only one day after that experience with Taps, the manager of the printing company in Columbia that was printing the Chronicle notified Edwards that the current issue of the Chronicle contained much obscenity, and the press would not print it unless Edwards, the legal publisher, directed him in writing to do so. Edwards, after consulting with legal counsel, did not send such a directive. By doing nothing, which left the matter entirely in the hands of the printer, Edwards skillfully avoided the censorship label.

The Tiger also could be worrisome. The years 1968 to 1971 gave Edwards and Cox moments of concern. The student leadership of the paper first caused telephones to ring in the administrators’ offices because of a summer edition (June 25, 1968) of the paper. Letters also arrived. Several called statements about the
Orangeburg disturbance lies. Others complained about the absence of campus news. Even a student-written editorial read over the student radio station charged the newspaper’s reporting as “often inaccurate, irresponsible, and in poor taste.” Summer issues generally aimed at the incoming orientees (about 1,600 freshmen and 200 transfers), but the summer of 1968 followed the springtime unrest at Columbia University in New York City.\textsuperscript{82} The assassination of the Rev. Dr. Martin Luther King Jr. (April 4, 1968) in Memphis and the assassination of Robert F. Kennedy (June 5, 1968), U.S. senator from New York and a U.S. presidential candidate, in San Francisco had been major political and social tragedies that touched off urban violence around the United States.\textsuperscript{83} That same spring, unrest led by young adults, some of them students, washed over a number of Western European countries. Consequently, a collegiate paper that seemed to work at being offensive, particularly on political and behavioral issues, could well alarm potential students and their parents. (One must remember that a large number of these parents had attended college between 1945 and 1950, some of them had served in World War II and/or Korea, but almost all had grown up, married, and raised families in an era of hot and cold war.) To Edwards’s credit, he appears to have trod lightly. He invited the newly selected editor along with \textit{The Tiger} senior staff to his office, a strategy he had used previously with \textit{The Tiger}, Taps, and several other groups, for personal talks.\textsuperscript{84} In his first years, according to some of the participants of such meetings, the conversation took the form of an open interchange, but those involved from the late sixties to the end of Edwards’s presidency noted the talks became more of a presidential monologue.

But, more than one of the staff close to the vice presidents and the president were (and are) quick to point out that \textit{The Tiger} staff and the editors, particularly Don O’Briant (1968–1969) from McCormick, Dennis Bolt (1969–1970) from Anderson, and Dick Harpootlian (1970–1971) from Charlotte, North Carolina, had much merit in their positions, particularly on campus issues relating to privacy in their dormitory rooms and to students’ not being subject to unwarranted search. The editorial problem dealt with the message being couched in immature logic and impulsive language. Younger staff and faculty (and some older ones as well) could agree with the students but rue their excessiveness.\textsuperscript{85} Hewitt Adams, a history professor specializing in modern Asia and a retired marine colonel who had served in pre-World War II China, in World War II, and in Korea, commented to Harpootlian, “It is a shame to waste the right of free speech with locker room words.”\textsuperscript{86}

\begin{center}
\textit{The Clemson Reaction to “The War”}
\end{center}

The one arena that Edwards, Rigsby, and Cox did not deal with internally remained that of national affairs. Clemson students, while supportive of the loosening of social and academic rules, tended toward a politically conservative approach
Clemson members of the Southern Student Organizing Committee involved in protesting the American presence in Vietnam. At the center, holding the sign reading “Support our boys in Vietnam, BRING THEM HOME NOW!” is SSOC President Robert Whitney, an active student engaged in liberal causes and with student publications, as was typical of the other Clemson members of the SSOC like Jerry Gainey (pp. 9–11). Taken from the 1970 edition of the Clemson University annual, Taps.
impromptu meetings in several routinely locked classroom buildings. The Student Affairs staff and the police turned these aside. Then a well-organized teach-in involving two faculty (Hewitt Adams and Ray Rimkus) attracted more than 300 students, professors, and townsfolk in the Brackett Hall chemistry auditorium. It proceeded in an orderly fashion.

However, a student group drawn mainly from the local members of the Southern Student Organizing Committee (it had disbanded as a national movement) announced that it had invited student committees from other colleges and any other concerned persons to meet at Clemson in the spring of 1970 for a large antiwar teach-in, speaker rally, and concert. Dean Cox asked for their detailed plans. Several prominent activists had tentatively agreed to participate, depending on the date. The national moratorium also agreed to help finance the rally. But the students had no idea how many persons might attend. No plans had been made for public health, safety, feeding, sanitation, or lodging. After discussion, President Edwards's cabinet presented a written counteroffer for the planned event. The administration would be willing to work with the local moratorium committee for a local meeting. It welcomed outside speakers and performers but rejected the sending of general invitations for visitors on the grounds of the security of the students, faculty, and employees and the health of the visitors. The moratorium committee met with Edwards and urged him to change his mind, thus allowing it to proceed with inviting a large outside audience. Edwards refused. The group informed Edwards that they would seek the help of the American Civil Liberties Union.

So the issue went to court, the U.S. District Court for South Carolina, Anderson Division. The suit named eight students as plaintiffs, although two had informed the court that they had not agreed to join the suit and wished their names stricken. C. Rauch Wise of Greenwood represented the plaintiffs. The defendants included Edwards, his five executive officers, and the Board of Trustees. Attorney General Daniel McLeod and his staff joined William Watkins of Anderson, the university's counsel in the case. Fortunately for the university executive committee, Judge Donald Russell presided. A governor, briefly a U.S. senator, and one-time president of the University of South Carolina, Russell understood better than many the grave responsibilities of protecting the safety of an institution's students.

After hearing the arguments and assessing the evidence, on November 11, 1969, Judge Russell delivered his ruling. He noted the tentative nature of the student proposal. Further, he observed that less than one month earlier, the same student group had held an administratively approved moratorium event that elicited hostility from persons who, according to the plaintiffs and the defendants, were “outsiders” who joined participating students. Moreover, even as the Clemson administration denied the request to hold a regional meeting, it stated, in Russell’s words, that “it would happily approve a local observance.... This permission, which apparently the Committee spurned, provided those members of the
Clemson student body with the freest possible right of assembly and of speech, ac-
cording to the University authorities.” Russell then stated that the fact that “Uni-
versity property is state property” does not mean “the right of free speech…may
be exercised on public property any way one pleases in any place one chooses.”
And, in what might be the most significant part of his ruling, a public college or
university “does not have to make of its campus, dedicated to educational pursuits
for its own students, a ‘donnybrook’ or a ‘Woodstock’ for students, drawn from a
widely distributed area and in no wise subject to the control of its own disciplin-
ary procedures.”

National Fraternities

While that court case was being decided, an alternate phenomenon occurred
at Clemson. Since at least the late 1920s, some Clemson students had wanted
fraternities. Under Clemson President Sikes, local fraternities operated for about a
decade. After World War II, the trustees did not allow them to re-form. But with
the ending of the cadet corps, a committee composed of faculty, students, and
alumni recommended to Cox and Edwards, and through them to the board, that
local groups again be permitted. By 1968, three women’s groups (called soror-
ities) and ten men’s local organizations existed. Most counted about forty student
members, and they participated in the usual rounds of social and service activities.
Into the mid-1960s, their social weekends included mountain house parties and
dances on the big weekends (four to six annually). These weekends usually fea-
tured a campus-wide dance with a well-known group performing, although those
that had dominated the thirties, forties, and fifties—the likes of Glenn Miller,
Tommy Dorsey, Woody Herman, even Duke Ellington—had given way to the
Platters, Julie London, and Hank Ballard and the Midnighters, who in turn were
replaced by Sam Cooke and Diana Ross. The Central Dance Association spon-
sored these groups, and membership in CDA carried as much prestige as did
participation on the Taps or The Tiger staff.

CDA members frequently (but not exclusively) came from the memberships
of the local fraternities and sororities, and members of these groups anxiously
wished to align their local organizations with national fraternities strong in the
Southeast. In fact, in the Atlantic Coast Conference, Clemson represented the
only non-national fraternity school in the conference, although Wake Forest
had only local groups of women, and Virginia, still heavily male, had only a few
chapters of women’s fraternities. Further, most of Clemson’s out-of-conference
athletic contests faced universities that had old, well-established national fraternity systems. The few that did not included Virginia Tech and Texas A&M. So,
whether on football weekends, beach house parties, or occasional other reasons
that students from various colleges met, the Clemson students did not share such
close ties to the others. In the spring of 1968, the two student groups representing the women’s and men’s fraternities asked Dean Cox to request of the trustees permission to seek affiliation with national fraternities and sororities. The trustees agreed to the request in March 1969 but specified that the university administration would set all the guidelines for the process and would have full authority to accept or reject any organization. Further, the trustees directed that the students in a local group must indicate individually, in secret ballot counted by head and by organization, that they wanted to take this step.91

The fraternities (male and female) held the vote, with the results that each of the groups voted to affiliate with national organizations, as did 82.2 percent of the total membership. Cox immediately appointed Frank A. Burtner, who had been serving as the part-time inter-fraternity director while continuing as a professor of sociology, and Dean Susan Delony to draft the process. It was very elaborate (some would say too elaborate) for men’s fraternities, each of which needed to select five or more national organizations to invite to visit. Burtner set visitation schedules and informed each organization’s national lead officer of his appointments. All appointments had to be met by both sides, or the nonappearing organization would have to withdraw from possible affiliation for one year. With only three women’s groups, Delony guided the Pan Hellenic, the council of women’s fraternities, to invite a total of five organizations to visit.

Burtner and Delony possessed both the experience and the determination to ensure that Clemson would end up with a strong system. On the other hand, in the mid-1960s, the national organizations had experienced membership declines and chapter closings in some of the older schools in the Northeast and in the larger West Coast universities.92 For them, Clemson, a relatively old school by American standards and a reasonably well-known name because of its reputation stemming from World War II and from the two decades of football prominence (1940–1960), seemed desirable. Even its relative football eclipse (1960–1968) had seen ACC championships. Further, while the details might have become a bit hazy, the peaceful racial integration stood in sharp contrast to the experiences of other large southern schools. In short, Clemson symbolized a “plum to be picked” for national Greek societies.

As the news that Clemson had become open to national affiliation filtered out, and in spite of the careful efforts of Delony and Burtner, fraternity chapters from nearby colleges and universities jumped the gun and attempted to contact Clemson groups. As a result, Clemson’s Student Affairs Division sent a sharp reminder to all fraternity executives pointing out that, as stated in Clemson’s earlier circular, fraternities, their chapters, and alumni that broke Clemson’s rules would be prohibited from campus contact for twelve months after the violation.93 The executive director of one of the larger men’s fraternities wrote Cox, stating that the schedule Burtner and Delony had developed seemed too extensive and that
a regional officer “will be in touch with you to work out a more mutually convenient time schedule” for his fraternity. Clemson responded with a terse statement that the schedule as circulated would stand and reiterated that not meeting the schedule would cause a closing of the campus to that group for the stated period. The director continued to pressure Burtner, Cox, and even Edwards until the Clemson officers closed the campus to his group for four years.94

The process worked, and after the required meetings, the organizations made their matches. In fact, a report of January 15, 1970, stated that nine of the ten local fraternities and all three sororities had aligned with national organizations and begun to plan for formal reception into their new societies.95 On January 31, the first of the chapter installations occurred when Pi Kappa Alpha chartered the oldest of the local fraternity groups, Sigma Alpha Zeta, as a Clemson chapter. Joseph J. Turner Jr. became its first chapter president, and twelve years later, the national fraternity chose Turner to serve as its national president. As was the custom with almost all the organizations, Clemson alumni members of the local groups also received invitations to be initiated. Further, most of the national organizations selected other Clemson alumni who lived close to the campus for initiation. This gave the students new community ties and the groups new pools of advisors.96

The first national sorority to charter a group at Clemson was the Chi Omega Fraternity, which chartered Sigma Beta Chi on March 1, 1970, and installed Pat Mansfield of Darlington as the first chapter president.97 Shortly thereafter, the other two local sororities were also chartered. By the fall of 1970, the last of the local fraternities, Delta Kappa Alpha and Alpha Tau Omega Fraternity, had reached colonization agreements. A regional society, Beta Sigma Chi, had also decided to move into the fraternity ranks and aligned itself with Chi Psi Fraternity.98

In the spring before the contact with national Greek organizations began, a student senator introduced a bill to deny recognition by student government to any Clemson organization or entity that discriminated on the basis of race, religion, sex, or nationality. Sent to committee, the proposal drew vehement attacks from students on the grounds of religion and gender. Some signed up to testify that this violated their rights to free assembly, privacy, and association, while others raised questions about intercollegiate athletics and denominational societies. Except as an aspect of privacy, dormitories and residence halls received little mention. Some suggested the proposal represented an effort by the left-wing students to embarrass the national fraternities and sororities. At that moment, none of the Clemson fraternities had nonwhite members. Whether any of the fraternities or sororities had constitutional, ritual, or gentlemanly agreements about such exclusivity other than gender, age, and academic status cannot be determined. Regardless, the proposal died in committee.

In fact, African American students did, to a great extent, remain isolated (not necessarily by their choice) from most of the rest of the students in nearly every
nonacademic matter. The vast majority of all students, regardless of race, hailed from South Carolina, where the first tentative steps toward public school integration had barely begun. By 1970, all public school districts operated unitary (that is, no longer racially separated) systems. Many efforts at desegregation appeared minimal, and a rise in private schools (a collective term including schools operated by religious denominations and schools operated by nonclerical boards) occurred. Walter Edgar, in his *South Carolina: A History*, notes that in 1954, only sixteen private schools operated in South Carolina, but by “the mid 1970s nearly two hundred new (private) schools appeared.” However, the 7.6 percent of the state’s schoolchildren in private schools represented “a slightly larger percentage than the regional average.” Social self-segregation remained heavily engrained in many South Carolinians.

The blending of student activities along gender and racial lines first emerged in the membership of the academic societies, particularly in Phi Kappa Phi, the all-disciplines academic honorary. Student government, which had a number of research posts, also demonstrated freer movement, as did the campus music groups. With the exception of Tiger Marching Band, which remained an all-male group until 1970 (up until which the band, minus the majorettes, also functioned as the regimental band) when Anne Barnes and seven other women won positions through auditions, this pattern of movement together mimicked what women had experienced in the decade after their admission in 1955. Choral groups included single-gender and mixed choruses.

By 1974, African American males had formed a local social fraternity, although evidence suggests the group really emerged closer to 1970 but chose not to seek school recognition. In a short period of time, Omega Psi Phi Fraternity, customarily an organization that had chapters in schools and in communities, chartered the chapter, and it quickly became a member of the student Inter Fraternity Council. Burtner, Cox, and Housing Director Nick Lomax promptly obtained a block of rooms in one of the dormitories for the Omegas to room together, but getting a lounge took longer. The successful colonization and installation of the Omegas soon led to the creation of colonies of two traditionally African American sororities, Delta Sigma Theta and Alpha Kappa Alpha. Delony and Lomax provided each with group living space. The three traditionally African American Greek-letter social fraternities at Clemson formed a campus unit of the National Pan Hellenic Council (NPHC).

The Clemson fraternal organizations started to be recognized for their accomplishments only two years after national affiliation began. At its 1972 convention, the Clemson chapter of Pi Kappa Alpha received recognition as one of that fraternity’s six outstanding units of its 164 chapters, while the national organization cited Clemson’s chapter of Delta Delta Delta in 1976 for its excellent academic achievements.
During the early 1970s, the rebelliousness that had emerged at Clemson was blunted by the rapidity with which Rigsby advised the Edwards administration to accept the legal fact that universities and colleges no longer could act as “hovering parents” (*in loco parentis*) to young adults. That, of course, did not stop students from trying to outrage the elders with youthful uprising. For young men, the effort to shock manifested itself in the growing out of hair and such beards as they could raise. Young women went in for dress extremes, particularly in wildly varying lengths, layers, colors, and patterns.

The spring of 1974, however, introduced a new fad called streaking. Frequently a lone runner, or occasionally droves of young people, usually wearing only knitted ski masks and tennis shoes, would run naked from one spot to another on campus. The *Greenville News* reported that about one hundred young males romped naked through the Clemson campus one March evening. Word soon spread that a mass streak would occur on the evening of March 7. The nonstreaking students, faculty, staff, and townsfolk all turned out to watch this, the Clemson version of the running of the bulls in Pamplona. Even the town police, now up to a force of three, reinforced by the county police, arrived to form a small barrier marking the legal and jurisdictional boundaries between “town and gown.” At the agreed hour, about 1,200 students, mostly ski-masked and tennis-shod males and females, cantered “nekkid” across the campus. Watching the naked youth illuminated by the numerous camera flash bulbs popping, Mary Mungall, the assistant to Claud Green, dean of undergraduate studies, wondered aloud, “Who will the photographers get to develop the photos of this array of dazzling darlings?”

Notes

2. Poteat, “Laughlin AFB remembers Major Rudolf Anderson on this 40th Anniversary, 27 October 1962.” Clemson University Libraries, Special Collections, Clemson, South Carolina (hereafter cited as CUL.SC.) CUA. S 367 in process; and S 61 b 1 f 5.
4. Robert McNamara, secretary of defense, stated to two senate committees that the ship had been on “a routine mission.” Http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB132/essay.htm.
6. Col. Lewis Jordan to J. V. Reel.
9. CUL.SC.CUA. S 37 “Butler.”
10. Butler to Eisiminger, DVD.
11. CUL.SC.CUA. S 12.
13. Ibid., 131.
15. Clemson Chapter of the South Carolina Human Relations Council in CUL.SC.MSS in process.
18. Ann La Verne Williams White to J. V. Reel, DVD, one of the interviewees in preparation for the 50th anniversary of women at Clemson, 2005: “Welcome Coeds: Fifty Years of Women at Clemson.”
19. Obviously this was a long time ago because television halftime was not yet filled by “talking heads” explaining to each other how much more each one knows about football than do the others.
20. CUL.SC.CUA. S 12 f 349.
24. The Sunday dinner meal rarely varied whether the home was African American or white across the South. Ham was a holiday treat that appeared occasionally. When on separate occasions Mrs. Reid, who was a staff member of the USDA cotton research unit on campus, and Harvey Gantt described the meal to me, I recognized it from my own memories.
25. The story was related to me by Gentry when we visited in Charlotte. *The Tiger* was published on November 5, 1964, and distributed the next morning. Censorship occurs only when a governmental force (which any state university is) prevents publication or threatens to prevent publication. The concept of “chilling effect” is a sometimes successful argument to ward off publication.
28. Benner C. Turner was born on October 30, 1905, in Columbus, Georgia, and educated in local schools. He received his MA from Phillips Andover Academy, AB from Harvard in 1927, LLB from Harvard in 1930. He became dean, SC State School of Law, 1947 and president, SC State College, 1950. He was not favorable to the concept of civil disobedience. He retired on November 1, 1967, and died on June 11, 2008, according to the Orangeburg *Times and Democrat*, June 12, 2008.
31. Berry to Reel; and Lomax to Reel.
32. Student data are from CUL.SC.CUA. S 12 f 78; and William Steirer to J. V. Reel.
34. Berniece and Albert Holt to S. Eisminger, DVD; and *Greenville News*, December 6, 1968.
35. CUL.SC.CUA. S 12 f 350.
38. All these are images shown in *The Tiger* and *Taps* between 1948 and 1970.
39. Bourret, *Clemson Football 2007*, 206; and Margaret Kirkland to Reel. This is also a personal memory, as both my wife and I were at the game.
42. James Bostic to Reel; and William Steirer and Ada Lou Steirer, his wife, to Reel.
43. Ron Berry to Reel; and CUL.SC.CUA. S 37 f “Student Organizations: S-General.”
45. *Greenville News*, December 3, 1969. The committee made no effort, so far as I can tell, to end educational, individual, or personal use of the symbols. Student Affairs received numerous questions, according to Cox and Delony, and Cox rendered the decisions.

46. Gantt to Reel.

47. Bostic to Reel; and *Greenville News*, March 30, 1969.

48. White to Reel.


51. *Student Handbook*, published yearly by the YMCA student staff. For example, see 1966–1967, 11–12.


53. CUL.SC.CUA. S 12 f 382.

54. CUL.SC.MSS 91 b 18 f 232. The Clemson House sat on the tract inherited through Floride Clemson Lee by Floride Isabella Lee from the great-grandmother, Floride Bonneau Calhoun, and subsequently purchased by the Clemson College trustees from Miss Lee with money appropriated for that purpose by the S.C. General Assembly. It is thus distinguished from the “bequest land.”

55. CUL.SC.CUA. S 37 f “Speakers Bureau.” The concept of joint student-faculty committees was by no means new in the history of the rise of student government in American higher education. However, the urge to place students on all university committees was a product of the 1960s. See Mohr and Gordon, *Tulane*, 311–316, for this same issue at Tulane. Even closer, some of Furman University’s students had formed a local unit of the Southern Student Organizing Committee. See Michel, “It Even Happened Here: Student Activities at Furman University, 1967–1970,” *SCHM*, 109, January 2008, 38–57.

56. The remark is my memory, and I have heard it confirmed on two separate occasions, one by John Idol and the other by Richard Calhoun, both colleagues in the English Department. Norman L. Olsen, Clemson faculty member 1963–1972, was a close family friend until his untimely death in 1997. He retold the tale on a number of occasions during his years at the College of Charleston. The irony of the entire incident is that James Dickey had attended Clemson in his freshman year to play football, left to serve in the U.S. armed forces, and upon release, attended and graduated from Vanderbilt. Prior to that incident, he had spoken at Clemson on several occasions, notably about his poem “Goat Boy.” Dickey is well known for his novel *Deliverance*, which is set on the Chattooga River, west of Clemson.

57. CUL.SC.CUA. S12 f 380.

58. Lomax to Reel. As an added note, the speakers who were invited and did speak during Edwards’s years included Stewart Udall, U.S. secretary of the interior (energy supplies); Sid Finehersch, anti-Vietnam war movement leader; Dean Rusk, former secretary of state; Julian Bond, a civil rights activist; Pierre Salinger, former press secretary to presidents Kennedy and Johnson; John McCook Roots, China expert; Gerald Ford, future U.S. president; and David Brinkley, a news broadcaster.

59. CUL.SC.CUA. S 87 ss I b 33 f 3.


63. Reel, *Women and Clemson University*, 29–32 and 70–79; see photograph on 47 also.

64. CUL.SC.MSS 91 b 18 f 232.


66. Ibid., November 2, 1967.

67. CUL.SC.CUA. S 11 f 31.

68. Ibid., S 12 f 363.

69. Lomax to Reel.


71. Ibid., September 20, 1968.

72. CUL.SC.CUA. S 30 “Board of Trustees minutes,” v 12, 49.
73. Ibid., S 61 b 156 f 1477.
74. Reel, Women and Clemson University, 48; Clemson World, v 21–22; and The Tiger, October 23, 1970.
75. CUL.SC.CUA. S 12 f f 359 and 360.
76. Ibid., S 30 President’s Report to the Board of Trustees, 1965, 16. Apparently close contact had been maintained, and much consultation with South Carolina’s attorney general had ensued.
77. CUL.SC.CUA. S 37 f “Calhoun Literary Society.”
80. Ibid., S 12 f 390.
81. This is based on CUL.SC.CUA. S 12 f 389, but note that some parts are also based on Edwards’s later comments.
82. Horowitz, Campus Life, 239.
83. Wallenstein, Higher Education and the Civil Rights Movement, 140–147.
84. CUL.SC.CUA. S 12 f 391.
86. Adams was a graduate of USNA where he lettered in football and wrestling. After a career as a USMC officer prior to and during World War II in Asia and during the Korean War, he did his advanced work in Asian history at Claremont. Besides his classroom work, he introduced wrestling as a varsity sport.
87. The Tiger, April 18, 1969.
88. CUL.SC.CUA. S 12 f 395.
91. CUL.SC.CUA. S 30, v 12, 50.
93. CUL.SC.CUA. S 13 f 744. The National Pan Hellenic Council (NPHC) was organized in 1929. Composed of four men’s and four women’s fraternities whose membership is overwhelmingly African American, it permits the creation of local units on college campuses when three or more member chapters have been formed. However, the oldest of all these collegiate associations is the National Panhellenic Council (NPC) formed in 1902. It is composed of women’s fraternities whose membership is mostly white. Since 1947, its membership has been open also to groups that have been open only to specified religious denominations or for women’s fraternities at normal (two-year) teachers’ colleges. Predominately white men’s fraternities formed the National Interfraternity Council (NIC) in 1909. Although these groups and the organizations that compose them are open to all ethnic groups and denominations (or no denomination), the three are the result of ethnic and gender divisions that were once a part of American higher education. There are also a number of collegiate-based organizations such as the Association of College Honor Societies that include most of the well-known honor groups. Many academic disciplines also have national honor societies, as do professions. These inter-institutional organizations with their regular conferences, journals, and national officers do come and go with great regularity.
94. Ibid., b 2 f 14.
95. Ibid., f 15.
96. The Tiger, November 18, 1994; and Turner to Reel.
97. CUL.SC.CUA. S 37 f “Student Organizations: Sororities.”
98. CUL.SC.MSS 147 b 1 f 6.
99. Edgar, South Carolina, 527 and 544–545.
100. Reel, Women and Clemson University, 22–25 and 34–39.
101. CUL.SC.CUA. S 13 f 744. The National Pan Hellenic Council (NPHC) was organized in 1929. Composed of four men’s and four women’s fraternities whose membership is overwhelmingly African American, it permits the creation of local units on college campuses when three or more member chapters have been formed. However, the oldest of all these collegiate associations is the National Panhellenic Council (NPC) formed in 1902. It is composed of women’s fraternities whose membership is mostly white. Since 1947, its membership has been open also to groups that have been open only to specified religious denominations or for women’s fraternities at normal (two-year) teachers’ colleges. Predominately white men’s fraternities formed the National Interfraternity Council (NIC) in 1909. Although these groups and the organizations that compose them are open to all ethnic groups and denominations (or no denomination), the three are the result of ethnic and gender divisions that were once a part of American higher education. There are also a number of collegiate-based organizations such as the Association of College Honor Societies that include most of the well-known honor groups. Many academic disciplines also have national honor societies, as do professions. These inter-institutional organizations with their regular conferences, journals, and national officers do come and go with great regularity.
102. Greenville News, August 16, 1972; CUL.SC.CUA. S 37 f 13-General; and CUL.SC.CUA. S 37 f S.O. “Pi Kappa Alpha.”
103. Greenville News, March 2, 1974, and March 9, 1974; and Mary Mungall to Reel, a letter, March 5, 2005, filed in CUL.SC.CUA.S 367.
A look inside the Central Processing Facility, informally called the Computer Center, which was in the basement of the Plant and Animal Science Building. The advent of the computer revolutionized research and data processing and management in both academic and administrative endeavors on college campuses during this period. Taken from the 1979 edition of the Clemson University annual, Taps.
CHAPTER II

New Boundaries to Test
1964–1974

With the tempo of change swirling so rapidly around all higher education and with the mood of college students shifting with each entering class, Clemson University, so newly named, changed swiftly as well in organization, personnel, and even programs. Academic departments and colleges were restructured and renamed, personnel multiplied, and new programs emerged to meet the needs of the times.

America had changed from a predominantly agricultural nation to an industrial giant, and the land-grant schools had played large roles in that national transformation. Would they—or more specifically, would Clemson—continue to play a consequential role in America’s future? To continue that utility called for broadening and reshaping the basic structure and life of the university. The academic calendar, whether yearly, weekly, or daily, was one of the restraints and, as such, played a major role in learning and in research enterprises.

A New Calendar

The second of the academic vice presidents, Jack Kenny Williams, author of the study document on the history of the use of the term “university” in the United States, gave Clemson one more major change—a new calendar. The old American academic calendar, rooted in the traditional English academic year, followed the British agricultural year. Thus, as the late summer harvest neared its finish in mid-September, the academic year began. This first school term, in some parts called the autumn quarter, lasted about twelve weeks, at which time a brief Christmas break followed. After the break, students returned to their collegiate halls for the winter term. Following a break taken close to Easter, the last, or spring, term ran until the second or third week of June. When Clemson first opened, the trustees created a reverse academic year that took a long vacation from late December until February. Unfortunately, while that schedule may have seemed sensible to the trustees, strong young men sat in classes when they were most needed on the farm. That bit of experimentation failed.

The three-term system easily fit the style of English education, but it did not fit the laboratory sciences, particularly the biological sciences. Some land-grant
schools soon found a solution in an eighteen-week term called a semester. However useful for laboratory sciences, its imposition on the agricultural year proved uncomfortable. When the semester began in mid-September and the traditional Christmas holiday followed in December, the semester’s conclusion and examinations ran over into the winter month of January. The second semester then began in late January and stretched into June, usually taking time for a spring season respite.

Williams proposed a new calendar with the fall semester starting shortly after August 15 and concluding just before Christmas. The second semester began shortly after the New Year, took a break in March, and ended in early May. Summer sessions, set between mid-May and mid-August, usually comprised two sessions. While the state required its agencies to take time off to commemorate such occasions as Memorial Day or Independence Day, higher educational institutions did not have to take the time on the traditional day. The new Clemson calendar marched blithely through such historic occasions and the more “made-up” days such as Labor Day, historical figures’ commemorative days, or the various state days. In recognition that most of Clemson’s employees did not fill faculty positions and thus worked during the summer, the university grouped the observance of scattered made-up days between December 25 and January 1, giving families an extended winter holiday. Williams suggested this would save heating fuel. After turning the proposal first one way and then the other, the Educational Council saw the advantages the new calendar held for students and faculty (examinations before Christmas, for one) and recommended it to the president. Edwards took the proposal to the board, which also thought a great deal before approving it. The board set the new calendar’s first year to begin on August 15, 1965.

At that point, the class schedule remained the six-day schedule. Lectures or classes met in the mornings on three days (either the Monday, Wednesday, and Friday sequence or the Tuesday, Thursday, and Saturday sequence), and laboratories or architectural studios assembled in the afternoons on Monday, Tuesday, Wednesday, and Friday until 6:00 p.m. Thursday afternoon laboratories ended at 3:00 p.m., followed by required ROTC for all males (with a few exceptions and growing grumbling, as discussed in chapter 1). ROTC’s eventual change from mandatory to a voluntary elective allowed consideration and adoption of an unusual five-day schedule. When that change occurred (1969) and Saturday classes ended, faculty, through departmental structure, preferred to retain fifty-minute classes even if that resulted in three-credit classes meeting at unusual times across the week in what came to be called a “split schedule.” The proponents of this scheduling format argued that most undergraduate students learned better in fifty-minute sessions and that this schedule forced students and faculty to focus more on in-class learning rather than social activities and research.
At the time of this change, American schools divided about evenly between quarters and semesters. As the decade progressed, many other institutions slowly adopted the Clemson calendar, presently the norm among semester schools. Institutions following terms, quarters, or trimesters now represent a much smaller percentage of higher education.\(^4\)

### New Deans

In 1965, Williams’s graduate dean, Hugh Macaulay, resigned to return to the economics classroom. Williams recommended Victor Hurst for the graduate dean position. Hurst, a Rutherford, New Jersey, native, had earned his bachelor’s and master’s degrees at Rutgers, where he became a member of Delta Upsilon Fraternity and lettered in track. After serving in the U.S. Coast Guard during World War II, Hurst enrolled in the University of Missouri and received his PhD in endocrinology in 1948. He then joined the Clemson faculty as an associate professor of dairy science and a participant in a major research effort to upgrade the dairy herds of the Southeast. He published in excess of fifty scholarly articles in animal science. Known as a fine classroom teacher, Hurst received one of the first alumni professorships, an honor he set aside to become the graduate dean.

But less than nine months after Hurst’s appointment to the graduate position, Williams announced that he (Williams) had accepted the post of the Texas commissioner of higher education. During Williams’s tenure as graduate dean

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Rest of Day Reserved for Laboratories and Seminars
and then as vice president for academic affairs (1959–1966), Clemson moved more strongly into advanced research and added twenty-one doctoral programs. Edwards offered the vice presidency to Hurst, who accepted. The board quickly concurred, a sign that Edwards was in control. While always appropriately deferential to the board, Edwards clearly remained the “manager.”

Hurst asked Claud Green to stay on as assistant dean of the university, managing the summer sessions and continuing to bring the fledgling honors program to some strength. Begun in 1962 on the initiative of the Faculty Senate, the Clemson honors program offered a junior division for freshmen and sophomores and a senior division for juniors and seniors. Students invited to join on the basis of their predicted grade-point average, or later, their earned grade-point average, joined the junior division and took one honors seminar in a general education subject such as mathematics, science, literature, or history each semester. The seminar, led by a highly regarded senior faculty member, involved in-depth reading and a good amount of writing. The student’s academic department designed the curriculum for the last two years, or senior division, which varied as appropriate to the particular field of study. The study plan for senior division honors, although departmentally created, required the approval of the Honors Council, a body composed of one faculty representative from each participating school or college. The Clemson honors program represented an early such effort in South Carolina. When Green accepted the position of dean of undergraduate studies in 1970, he turned the honors program over to Norman L. Olsen, associate professor of English. Olsen had earned his undergraduate degree from Dartmouth, where he became a member of Phi Delta Theta Fraternity, and his PhD from Duke, where he was a Phi Beta Kappa. Olsen directed the honors program until he left Clemson in 1972.

Hurst’s acceptance of the academic vice presidency meant that he needed to select a replacement for graduate dean, his former position. After consulting with several senior faculty, Hurst brought the name of F. I. “Mike” Brownley to Edwards. Brownley had graduated from Wofford, gained a master’s from Virginia Tech in 1941, and began teaching at Clemson. With U.S. entry into World War II, Brownley joined the navy and by war’s end held the rank of lieutenant commander. He returned to graduate school, receiving the PhD in chemistry with research interests in fluorine and manganese. Back at Clemson, Brownley proved to be an excellent administrator, and he played a major role in developing the Chemistry Department’s graduate programs and research capacity.

Brownley had served as Clemson’s graduate dean only a few years when, in 1969, he accepted the position of vice president for academic affairs at the University of Tennessee–Chattanooga. Faced again with selecting a new graduate dean, Hurst and Edwards decided on a rapidly rising young faculty member in civil engineering, Arnold E. Schwartz, from Rochester, New York. Schwartz had received...
his undergraduate and master’s education at Notre Dame University. After Georgia Tech awarded him the PhD, he joined the Clemson faculty in 1963. Schwartz assumed the headship of the Civil Engineering Department from Herbert Moore and quickly won Edwards’s support through his involvement with Moore in structural analysis on the new library during its construction. Schwartz had an outgoing personality and a thorough mind; he also was a long-term builder and guided the graduate program through its young years. A member of Sigma Xi and a Ford Foundation Fellow, Schwartz became Clemson’s dean of graduate studies and director of university research in 1969. Under his direction, the graduate program grew from 700 to 1,872 students by 1979. Later, Clemson undergraduates invited him to become a Pi Kappa Alpha, which he did.

**Computer Center**

Edwards’s satisfaction with Schwartz’s thoroughness led him to place the Computer Center, which had gone through a troublesome period with charges of malfeasance and illegal profiting, under Schwartz. The emerging computer services, including the Division of Administrative Programming Services (DAPS) under George Alexander, provided the usual administrative services to support the university’s business and finance, admissions, registration, and class management needs, along with the faculty’s non-grant-supported research. The second unit in the center, the Division of Information Systems Development (DISD), offered contractual programming for research grants and for state and local government agencies. As a result, Clemson’s Computer Center became essential to the state’s management of its social services. The value of the outside contracts grew from $5,000 to $2.5 million between 1970 and 1979. The expansion of computing services caused the center to outgrow the space it occupied on the ground floor of the office unit of Martin Hall. Realizing that agricultural sciences had
many uses for computing storage, retrieval, and complex mathematical problems, Schwartz negotiated a large portion of the basement of Poole Hall (or the P&A as it became known) as the Computer Center’s home base. Because the basement area had no windows and was totally temperature- and air-controlled, it proved ideal for several decades.12

Students and Teachers

Other growth opportunities presented themselves to Clemson. Increasing student enrollment was one that Clemson shared with many other institutions. As the 1964–1965 academic year began, 4,588 (219 women and 4,369 men) undergraduate and graduate students and 288 faculty, 46 percent of whom held PhD’s, occupied the campus. This did not take into account the large number of support staff on the campus or throughout the state. By autumn of 1970, Clemson enrolled 1,497 women (21 percent) and 5,691 men (79 percent). Of the 7,188 students, African American students numbered 121 (1.7 percent). About 1,000 of the total were graduate students, many being part-time and/or commuting, who came and went from the campus. In the 1970–1971 academic year, Clemson awarded approximately 220 master’s and doctoral degrees. By 1978–1979, Edwards’s twenty-first year as president, 10,471 students roamed the campus. Since 1964, the year Clemson became a university, the student body had more than doubled. Women numbered 3,387 (32 percent of the total), or 15.5 times greater than in 1964, a result of careful exploitation of funding, major academic development, and much-improved social strategies. Male students numbered 7,084 (68 percent of the total), having grown 1.6 times since 1964. But African Americans reached only 290 (2.7 percent of the total), although the growth since 1970, the first year the U.S. Office of Civil Rights insisted on those data, was by 63 percent. In 1978–1979, a total of 1,872 graduate students enrolled. Part-time, commuting, or completely off-campus students represented more than 60 percent of the graduate student population.13 Most commuting graduate students, whether on or off campus, attended classes after 5:00 p.m., so competition for undergraduate classroom space did not exist. However, undergraduates who had grown to expect open parking after 5:00 p.m. were not happy.

New Rooms in the Inn

Edwards and his vice presidents, along with the trustees, had planned for the enrollment growth. They correctly expected first a surge in females followed by an upswing in male applications as soon as the first women’s residence hall opened in 1963. Housing these growing numbers of students was their first concern. The men’s dormitories, for which Clemson could easier gain approval, clustered (and
jammed) five new halls between Fort Hill House and the stadium. W. E. Freeman of Greenville, the architect, and Triangle Construction, a Greenville builder, won the bids. Freeman oriented the “Shoeboxes” (Benet, Young, Cope, Sanders, and Geer) east–west, which wisely placed the fenestration on the north and south walls and avoided the temperature extremes that plagued the “Tin Cans” (Johnstone Hall) through its life. Alumni who saw the Shoeboxes remarked that they looked like pink brick versions of the surplus U.S. Army barracks that college administrators rushed onto American campuses after World War II.

But women’s residence halls (note the not-so-subtle terminology distinction), though harder for Clemson initially to secure funding, presented greater opportunities to gain support for lounges, kitchenettes, and in-room and in-building storage. By 1964, Hallman & Weems of Aiken had designed the second four-story residence hall, and W. M. Fine Construction Company won the building bid. The university planned a total of three of these halls but did not begin the third until Mrs. Poole, the widow of President Robert Franklin Poole, left the old President’s Home (the Riggs house). The decision to move to a series (eventually three) of ten-story halls grew from a decision to create a walking, or pedestrian, campus. Slowly the little pocket-sized parking lots vanished to be replaced by larger perimeter parking. The architects for the three new “high-rises,” Hallman & Weems of Aiken and Atlantic States Construction of Charleston, built suites of rooms accommodating 432 students and residence assistants and small, self-catering apartments for residence “parents.” Initially, widows served as the house parents; however, later in the 1970s many young married graduate students or staff of the rapidly growing Housing Office served in that capacity. Many came with very young children, and, unfortunately, no campus day care existed. The high-rises contained coin-operated laundries, meeting rooms, social and storage space, and, of course, elevators. Upon completion of the housing boom, east campus had added 1,728 beds and west campus 820, for a total of 2,548 new beds. When Harlan McClure, architecture dean, explained the master plan to the new faculty at orientation and referred to the west and east campuses as the “men’s and women’s campuses,” Merton Packer, a new faculty member in education, asked if the plan included a broad concrete “runway” connecting the two.

Indeed, that and more creative solutions would be needed. Very shortly after the first women’s residence hall opened, Susan Delony, Clemson’s first dean of women, met with the residents to caution that the young men were planning a “panty raid.” Her advice, designed to discourage the lustiest besiegers of the hall, called for the women to keep the lights off, gather in the center hall on each floor, and stay put until the boys retreated to their side of campus. Delony advised the females not to be concerned because the police would be positioned close at hand. As soon as the dean left, the women pooled money and sent an emissary out for supplies. Her “sisters” then unscrewed the fixed window screens and emptied out
the food freezers in the hall kitchens. The emissary returned with a large bundle of novelty female undergarments, which her co-conspirators soaked with water and set in the freezers on trays. Night fell, and the young gallants came hallooing across Bowman Field chanting, “We want panties! We want panties!” Craftily, the defendants opened the loopholes of their “castle” and in swift motion “frisbeed” frozen, lacy bloomers and bras into the hands of the surprised assailants. Gilbert, Sullivan, and Princess Ida should have taken lessons.

Obviously, this large addition of residents also required new support facilities. The most pressing was a new infirmary. In 1965, the S.C. General Assembly appropriated $800,000 for the health unit that Clemson had requested of the state for more than thirty years. The federal Appalachian Regional Council also financially supported the facility, designed by Hallman & Weems and located on east campus.

The architectural firm next developed a new dining hall for east campus. Edwin Hallman (1920–2006), Clemson 1941, had hoped to design a combination dining hall, canteen, and branch post office as part of this new unit, but state funding restrictions and bond limits prevented this more generous solution. The architectural plans called for large lower-level kitchens with delivery docks and a smaller central food distribution center on the main floor. The lower-level dining
hall shortly received the designation as the athletic dining hall, while the four upper halls offered glass windows and sunny spaces that staff, students, and faculty found attractive. The facility, in spite of the grander structure that might have been erected, served as a true campus hub for the next generation.

*And Which Building Would That Be?*

The campus Names Advisory Committee quickly answered Edwards’s call to name the growing list of new buildings, along with some older, unnamed buildings. Six senior faculty chosen for their longevity at Clemson and their knowledge of the school’s history primarily composed the committee, which was chaired by Wright Bryan, the vice president for development, with Edwards sitting ex officio. The committee had made no designations since 1961 when they named the English, faculty offices, and mathematics buildings (called sections E, O, and M) for Prof. Samuel Maner Martin and the physics building for Prof. Francis Marion Kinard, dean of the college. Two dining halls, eleven new residence halls, and a new infirmary now awaited attention.

The committee carefully followed the board policy of naming residence halls (dormitories or barracks) for deceased trustees, academic buildings for faculty, and general buildings for major figures such as presidents. The board policy also allowed for buildings to be named for significant donors. Interestingly, as the Edwards years passed, the only modifications extended the policy to include streets and that “all (bold face editorial) memorial uses of names should be considered by this committee.” Meetings began in late autumn of 1966, focusing first on the residence halls. Fortunately, the group had access to the notes on the lives of the trustees that Bryan’s father had passed on to him as well as the materials Prof. John Napier had amassed on their lives. The members devised a plan to name the oldest barracks (four, five, six, seven, and eight) after the life trustees named in Thomas Clemson’s will. They omitted Benjamin Ryan Tillman, whose name had been given to the old Main Building in 1946, and Richard Wright Simpson, memorialized by the experiment station on the site of his farm in the Lebanon community. Sensing that there would be more trustees than barracks, dormitories, or residence halls, they named Bradley Hall for both will-named trustee J. E. and his son W. W., who later served as board president. In order to conserve buildings, they repeated this father-son pattern in naming the first residence on east campus for trustees W. H. Mauldin and I. M. Mauldin.

The new infirmary, funded by state and federal money, honored Dr. Alexander May Redfern, Clemson’s first resident physician. And the emerging multipurpose auditorium carried the name Littlejohn Coliseum for James C. Littlejohn, alumnus, instructor, registrar, and business manager for twenty-eight years. The dedication of that facility became a grand family occasion for all the Littlejohns.
and the staff who had been a part of their efforts for all the years. Abe Davidson, whose Clemson tuition arrangement Littlejohn had developed, executed a bust of Littlejohn. Davidson also created the statue of the Tiger that guards Littlejohn Coliseum, a gift of Tiger Brotherhood, of which Littlejohn was a member. At the same time, the board renamed the 1940 field house as Fike Recreation Center.23

One year later, the Names Advisory Committee sent the board its recommendations to name the mess hall in the Johnstone complex for Capt. J. Douglas Harcombe, who served as the mess officer from 1920 until his death in 1946. They named the new east campus dining hall in memory of Augustus Schilletter, steward of the college from 1893 until 1919. The board made that designation before the school’s archives had been properly catalogued and twenty-one years before the publication of Tradition, wherein Prof. C. Alan Grubb published the account of President Riggs’s confrontation with Schilletter about a fund shortage, which Grubb remarked, placed Schilletter “under a kind of bondage.”24

Student Affairs—Support Staff

The rapid growth in students and the increase in bed and service space compelled serious increases in staff in the Student Affairs and Business Affairs (especially in Physical Plant personnel) divisions. Student Affairs Vice President Walter Cox had two principal helpers, George Coakley, Clemson 1941, and Susan Delony, an Auburn graduate and Clemson’s first dean of women. Each was responsible for conduct in their gender-specific living quarters. Coakley’s rules had evolved from the tougher military days, while Delony started with a clean slate. The first sets of rules for women appeared quite strict even for the time’s standards, but Delony, faced with a more rural setting than her previous environments, worried for the physical safety of her charges as much as anything else. The junior and senior class women who had lived in one of the off-campus boarding houses before moving to a campus residence hall found the rules particularly difficult and chafed mightily under them. Male resident counselors lived in the men’s dormitories; in the women’s halls, housemothers handled the rules.

George Coakley (Clemson 1941) served as dean of men on Clemson’s early Student Affairs staff. Clemson University Photographs, CUL.SC.
infractions. Thankfully, these good-natured ladies knew well how to handle the kindling flames of the young. Completing that portion of Cox’s staff, Dr. Virginia Hardie served as educational psychologist. Dr. Judson Hair, MD, supervised the infirmary, assisted by one other internist and a psychiatrist. A nurse and an X-ray technician, both females, completed the medical staff.

Also reporting to Cox was the athletic director, Frank Howard. A bachelor of science graduate of the University of Alabama, Howard also served as head football coach. He oversaw the work of fifteen men, including the head coaches in track, basketball, and baseball, as well as the golf, swimming, tennis, and fencing coaches, who came from the faculty ranks. Howard’s staff included Bob Bradley, director of publicity; Gene Willimon, business manager and secretary of IPTAY; and Hensley “Bill” McLellan, assistant business manager with major responsibility for facilities. Athletics employed no female professionals.

Admissions and Registration, the academic office in Student Affairs, employed five professional staff. Kenneth Vickery served as director and liaison with many standing committees of the faculty. These included Admissions, to which a denied applicant could appeal and which recommended admissions standards to the Educational Council; Honors and Awards, which determined the awarding of scholarships; Curriculum; and Schedule. Most of these committees were central to the intersection of the student and learning. Vickery kept a watchful eye on the statistics provided by the Admissions Office, under the direction of W. R. Mattox. Within that office, Col. A. M. Bloss served as the student financial aid supervisor and Reginald Berry as the registrar, assisted by Gertrude Bailey, the recorder. A small staff of young admissions counselors met with visitors. Because of the tight academic relationships the Admissions Office maintained, some academics began to suggest the need for more faculty participation or oversight.

Student Affairs, by 1964–1965, employed thirty-six professional senior staff and fourteen junior staff, most holding split (that is, “not all

W. Richard “Dick” Mattox (Clemson BS 1951, MS 1964) directed the Office of Admissions and was active in the U.S. Army Reserve. After retirement, he studied law at the University of Georgia and currently serves as magistrate at Clemson University. Clemson University Photographs, CUL.SC.
admissions or all registration, but each as necessary”) appointments. Student Affairs led the employment of professional females on campus at 20 percent. The senior staff included five women, and a higher percentage of women worked on the junior staff. The dean of women was the most prominent female on campus. Clemson employed no African Americans yet at the supervisory level, but one of the younger men in the housing staff, Nick Lomax, Clemson 1963, actively recruited and appointed African American upperclassmen as residence counselors, which clearly pointed toward “home-growing” leaders.

With the doubling of the student body between 1964 and 1970, accompanied by the necessary growth in residence halls, all staffing needed to increase. The Student Affairs professional staff, including full-time coaches, expanded to fifty-two, while the student staff reached 131. At the upper ranks, little turnover occurred. Two new significant senior staff members included an assistant dean of women, Cathy Campbell, an Auburn graduate, and Jim Hoffman, serving in a parallel post with men’s life.

As Clemson approached and exceeded the 10,000-student quota in 1978–1979, the personnel growth slope flattened rapidly. In Student Affairs, the expansion kept pace, not in the senior officers, but in the younger staff where the turnover ran quite higher. However, the emergence of women’s sports, driven mainly in response to federal pressure, produced a few additional women in professional leadership roles.

**Business and Finance**

In the Cresap, McCormick and Paget (CMP) organization, the cleanliness, safety, and repair of the entire campus; all food services; and all state financial management fell to Vice President Melford Wilson in the Division of Business Affairs. His key officers included K. R. Helton, Internal Auditing; Trescott Hinton, Accounting; John Gentry, Personnel; and Ralph Collins, Physical Plant. Collins and a staff of engineers oversaw miles of tunnels carrying heat, water, air conditioning, electricity, and telecommunications cabling, not to mention fences, flashing, and roofing that all could cause problems. Earl Liberty oversaw Purchasing, and Henry Hill managed the Auxiliary Enterprises, namely housing income and expenses and food services. The Clemson House operated separately with Frederick Zink, who had one assistant, managing it. A team of chefs and cooks saw to the food, which was always good, but could, on occasion and with planning, be elegant.

The entire Business Affairs operation employed twenty-six men and one female professional, along with a large janitorial and craftsmen unit. Students composed most of the service staff, where needed. By 1970, the staff increased to thirty-six, a growth of 33 percent, and professional females grew from one to three. In the years between 1970 and 1979, Clemson contracted out the food services,
so that by 1978, while the professionals in the Physical Plant grew to eleven, the rest of Business and Finance had decreased by nine. The division’s total professional staff numbered thirty persons.

**Development**

Wright Bryan, the alumnus whose national newspaper career led to the presidency of the national news editors’ association, now directed the Office of Development. Edwards had courted him to return home with the charge to build on the goodwill created in the national press as an outcome of the peaceful racial integration. Joe Sherman, Bryan’s second-in-command, continued improving alumni contacts. Although Sherman was a highly qualified public relations specialist, he continued to focus his energies on alumni communications and fundraising. The Alumni Loyalty Fund, which Sherman and Bryan had developed in 1956, received $241,131 (2011 equivalent $1,967,747) from 4,342 alumni and friends in 1970. These funds supported annual scholarships, Alumni Association programs (but not salaries), and special campus projects not easily funded by other sources. Sherman’s staff remained quite small and limited by the space available in the Trustee House. George Moore, an air force veteran who had graduated from Clemson in industrial management in 1958 and then worked with NASA, returned to Clemson in 1961 as Sherman’s assistant in Alumni Affairs. The next expansion led to the addition of a field representative to cultivate alumni

*Top to bottom:* Trescott Hinton, John Gentry, and Ralph Collins (Clemson 1947) played important roles in planning for Clemson by working in the offices of Accounting, Personnel, and the Physical Plant, respectively. Clemson University Photographs, CUL.SC.
George Bennett (Clemson 1955) joined the Alumni Relations staff in 1967 as Clemson’s first alumni field representative. He was very active with student groups and strengthened Clemson’s reach to young alumni. Clemson University Photographs, CUL.SC.

The development leaders and strengthen the association. George U. Bennett, Clemson 1955, joined the staff in 1967. As a student, he had served on the Central Dance Association and as head cheerleader (he and his father, a Columbia businessman, bought the cheerleaders’ cannon fired after each touchdown). A member of the Baptist Student Union, Blue Key, and Tiger Brotherhood, Bennett ably used his years of friendship in strengthening Clemson’s reach to the younger alumni. He also quickly involved himself with student groups by joining and advising Kappa Delta Chi, a local fraternity, all the while building strong leadership for the future.  

Development’s expansion also led to the creation of a unit for corporate support, headed by Millard B. “Speck” Farrar, Clemson 1928. Edwards kept tight control over this unit, relying much more heavily on governmental support and a handful of personal contacts. Even with that restraint, in 1972, the planning and corporate unit raised $630,051 (2011 equivalent $3,340,445), of which $100,000 came from the Olin Foundation in honor of Frank Johnstone Jervey, then a Clemson life trustee.

Bryan took a major step forward in 1967 when he convinced the board to create a Communications Center in the Office of Development. Agriculture Communications joined with Photographic Services, and W. Harry Durham, who had served Clemson from 1960 to 1964 before going to Duke University as radio and television director, returned to lead it. Durham held a BA from Auburn University and an MA from the University of North Carolina. Sherman recommended one further change: for Alumni Affairs to become a freestanding unit under the leadership of George Moore. Public Relations also became a separate unit, and Melvin Long, Clemson 1959, returned to direct it.

Harry Durham, an Auburn graduate and the first director of Clemson’s Communications Center, was significant in the development of modern communications and public relations programs at Clemson. Clemson University Photographs, CUL.SC.
In six years, Bryan—with his experience of thirty-three years and his worldwide connections enhanced by his wife, Ellen, through her network of Girl Scout, guide, and civic links—had accomplished a “birthing” of a modern outreach unit.32 Having announced his retirement, Bryan turned his chair over to Stanley Nicholas, who had long proved his value as the director of research for the College of Engineering. Born in Chicago, Illinois, in 1928, Nicholas graduated in mechanical engineering from Northwestern University, where he became a member of Alpha Delta Phi Fraternity. For much of his pre-Clemson career, he worked with Continental Can Company. A chance meeting in 1962 with Linvil G. Rich, Clemson’s new dean of engineering, led Clemson to hire Nicholas to seek external research funds for engineering. Nicholas aided in increasing grants in research tenfold and supported faculty in obtaining research contracts another tenfold. In addition, he negotiated $2 million in gifts and grants for new research facilities.33 Because so much of his work over the next years involved him with the individual colleges, those will be considered later. He did not attempt larger, global fundraising plans that he developed for Clemson because of Edwards’s concerns of “outside interference,” which some felt surfaced in the mid-to-late-1960s.34

A Purpose-Built Library

While the new classroom buildings and the dormitories that began to emerge in the 1950s and early 1960s attracted notice, no building demanded as much campus-wide attention as did the new library. Strategically placed in the deepening ravine that separated west campus from east, the library site had been recommended by the firm of Perry, Shaw and Hepburn, Kehoe and Dean of Boston in 1953 (v. 1, 337). Whether in irony or accident, the library occupied the site of the original African American convict stockade during construction of the campus (1890–1911). In May 1960, the trustees selected Lyles, Bissett, Carlisle, and Wolff of Columbia to design the structure, and work on the concept began shortly thereafter.35 The architects associated several other specialty firms in the project. At that point, the library collection numbered almost 200,000 volumes. The professional staff reached nine, and the nonprofessional staff numbered eleven. One secretary supported this effort.36
The design that emerged produced a modern, galleried building with strong vertical columns that echoed the piazzas on the south wing of Fort Hill House, then clearly visible from the library. The columned gallery also recalled the façade of the old library, today’s Sikes Hall. The main doors of the library faced north and opened onto a bridge that connected the western and the eastern sides of the growing campus, just as the architectural echoes connected west and east. With two stories underground and four above grade, the structure was designed, when finished, to hold 1 million volumes and to serve 10,000 students (or roughly four times the existing library’s collection and twice the number of students enrolled at the time). Central library services, elevators, and offices clustered in the center, allowing easy reconfiguration of research and study space.

Of course, constructing and equipping such a major house of intellect cost money. Some planning money came from the state government, but most funds derived from bonds issued by the Clemson trustees, secured by future student tuition, and guaranteed by the state government. There had always been hope that a major donor would exchange the cost of the building for the privilege of naming the centerpiece. Trustee James Byrnes thought Bernard Baruch, one of the world’s most respected international financiers and a great South Carolinian, might be just that person. Although not a Clemson alumnus, Baruch had long held an interest in Clemson, having given money in the 1920s to strengthen the poultry science program, a gift that launched South Carolina’s significant poultry industry. Not only did Baruch have tremendous wealth (all self-made), he also ardently collected fine books and manuscripts. Apparently, Byrnes and Trustee Edgar A. Brown approached Baruch (probably separately), but Brown later indicated that Baruch showed no interest. Edwards, true to his attitude of concern about outside influence, made no contact of record with Baruch or any other potential building donors.

Edwards did, however, begin to apply his considerable skill to that part of the library that would set it apart, namely the quality of its unusual or unique collections. A foundation of papers on which to build already existed, as did the significant Behrend gift (v. 1, 373–376). The school had obtained a collection of John C. Calhoun’s papers through the inheritance of 1888, while the papers of Thomas Clemson returned home through Alester G. Holmes from the Simpson family. Later, Richard Wright Simpson’s descendants, including the Simpsons, the Klughs, the Holmeses, and the Martins, donated his Clemson trustee papers. The papers of many former trustees such as B. R. Tillman and Frank Lever joined the collection. Considering the public lives many trustees lived, whether U.S. congressmen, state officials, or business leaders, the manuscript collection soon began to represent a significant cross section of modern South Carolina history and industry. Several large prizes attracted the attention of President Edwards and Library Director Gordon Gourlay, most immediately the world-important
collection of James Byrnes. The Roosevelt Presidential Library and other archives around the nation had requested Byrnes’s papers, however, considering the role Byrnes played in South Carolina as a public figure for over a half century; his national prominence as a U.S. representative, senator, and associate justice of the U.S. Supreme Court; and the immense role he commanded during World War II as President Roosevelt’s right-hand man and then as secretary of state under President Truman. He may have even tentatively promised them to another collection, but Edwards, Gourlay, and the other trustees prevailed. Byrnes gave his highly significant set of papers, many in his personal shorthand, to Clemson, and, in time, a number of the other trustees followed suit.39

Bryan, Gourlay, and Mary Stevenson, one of the university’s truly gifted librarians, continued to maintain contact with Mrs. Behrend, who decided to give her sizable literary collection to Clemson now that the new facility offered excellent space for manuscripts and rare volumes. This gift brought numerous first editions and many lovely bindings to Clemson. Among the best was the 1894 New York edition of Rudyard Kipling’s *Jungle Book*, illustrated in black and white.40 A very large collection of Thackeray included the privately printed William Makepeace Thackeray *The Students Quarter* with Thackeray’s aquatints.41 Other treasures included Thomas Hardy’s *The Duke’s Reappearance: A Tradition from an eighty-nine-copy private printing*,42 and Hardy’s Mummers’ play, *The Famous Tragedy of the Queen of Cornwall at Tintagel in Lyonness*, also in the limited private edition.43 In addition, the Pendleton Farmers’ Society gave its extensive collection of eighteenth and nineteenth centuries British, French, and American agricultural works.44

Gifts also came from alumni and friends. “Shine” Milling, Clemson 1927 and one of Clemson’s major donors, sent 299 scientific books. Over the years, Milling contributed nearly 1,000 books to the Clemson library. The descendants of D. K. Norris, one of the men who met with Mr. Clemson and served as one of the will-named life trustees, gave most of the rest of his materials. The widow of Dr. Camille Estornelle of Sumter donated 300 volumes, while the four children of Grover Parsons Fowler of Hickory, North Carolina, gave 133 volumes of local and regional history.45

Between this new, glistening building and the outdoor theater, a large reflection pool and fountains, while beautiful, served as the planned cooling tower plant for the academic center of the campus. To speed the library’s construction, the U.S. Department of Education provided a half million dollars to complete the unfinished sections by 1979.46 By August 1966, the transfer of books and other materials began. The trustees named the new building upon his death for Robert Muldrow Cooper, life trustee from 1922 and president of the board from 1951 to 1966. On Friday, October 14, 1966, Clemson University celebrated the dedication of its new library. A month later, the library dedicated the room and research
area given over to James Byrnes. The artifacts in the Byrnes Room included a Japanese surrender sword and a German surrender sword given to Byrnes by Gen. Douglas MacArthur and Gen. George Patton, respectively.47

By the time President Robert C. Edwards retired on June 30, 1979, he, Gourlay, the trustees, and the library and archives committees (chaired for several years’ time by Prof. Russell Shannon, an economist, and Prof. Robert Lambert, history faculty member and department head) had built the collection to 762,408 volumes, 18,000 reels of microfilm, 343,746 units of microfiche, 31,504 microcards, and hundreds of thousands of manuscripts.48 All six structural levels were in place, and the 10,000 students for whom the library was planned kept it full. Edwards had fulfilled the goal he had set in 1958 to build a library “for the Clemson of the foreseeable future” (v. 1, 463).

College of Education

In the meantime, Clemson’s education program grew rapidly, particularly in science and mathematics at the elementary and secondary school levels, to meet both a large pent-up need and the changing goals of the State Department of Education. The completion of Kinard Hall allowed the Physics Department to vacate the old turn-of-the-century Textile Hall (Godfrey Hall), and the university planned to consolidate its education program in Godfrey. But in the winter of 1964, before remodeling of Godfrey could begin, the Calhoun–Clemson School, then located at the intersection of College Avenue and U.S. Route 123 north of the campus, caught fire and burned down.

In the 1950s, the Pickens County School Board had merged the small Six Mile, Central, and Calhoun–Clemson high schools into one complex built among the three communities. The large, new campus on which the school arose resulted from a gift of land from Clemson College, and the school board had named D. W. Daniel High School for Prof. David Wistar Daniel, who had served as the principal of the county’s first high school in Central before he joined the college faculty. The space created in Calhoun–Clemson School quickly filled with the town’s offspring, and the school board acquired a suitable tract away from the more commercialized district on which to build. But for the moment, the community needed temporary space for the schooling of its elementary students. Edwards and Wilson offered the use of the just-emptied Godfrey Hall, and the university’s education program remained crammed into Hardin Hall. The upper years of the elementary school moved back on campus, where it had begun seventy-five years earlier, and the primary school relocated in the former African American grammar school, unoccupied since racial integration of school buildings had occurred. When the new elementary school opened close to U.S. Route
123 and the Old Greenville Highway, Godfrey again became available for the university's needs. Education could now be brought together.49

Harold Landrith, the new education dean and a 1948 Clemson graduate, had built his faculty while education was a part of the Social Sciences Department. With Bob Lambert, the department head, he helped fashion a strong bachelor of arts curriculum in which the student majored in the subject, such as mathematics or history, and minored in the educational method, statistics, and psychology courses required by the State Department of Education. The student also completed the standard laboratory sciences, grammar, history, and foreign language as specified for a Clemson BA degree.50

Almost parallel to this academic development, but part of the civil rights movement, a controversy surrounding South Carolina’s state park system arose. In the face of racial integration, the state had closed its parks in 1963. While a parks program did not fall within Clemson’s educational quiver (nor in that of any other South Carolina institution), by virtue of the fact that Edwards served as an ex officio member of the State Forestry Commission, under which the parks division fell, Edwards had been in regular conversation with E. R. Vreeland, parks director. Both knew that with the state’s tricentennial fast approaching, the decision of closure would not, could not, and should not survive long. The real question asked how prepared South Carolina would be to reopen its parks. Some in the state parks department were drafting a bill to refurbish the park facilities, which would require different staffing capable of management, organization, and occasionally

Harold F. Landrith (Clemson 1948), the first dean of the College of Education at Clemson, was instrumental in the creation of the parks, recreation, and tourism management program. Clemson University Photographs, CUL.SC.
historical interpretation. Only a small number of major universities, particularly the University of North Carolina and Indiana University, offered this field of study, quite different from the usual physical education or forest service models.51

After a good deal of thought and conversations with a variety of education and government leaders, Edwards, Williams, and Landrith met for a long discussion. They decided to create a new program modeled on the North Carolina and Indiana programs. Landrith made it quite clear that he would not help create a program where “semiprofessional athletes” could hide, a situation that had proved a ruinous struggle at a number of schools already.52 Yet, the three found the Chapel Hill and Indiana models of recreation and parks administration quite persuasive. Landrith’s investigations led him to offer the opportunity to build this new program to Herbert Brantley. Brantley had received his bachelor’s degree in 1956 and master’s degree in 1958 from the University of North Carolina. He was due to receive the PhD in recreation and parks administration that spring (1966), also from UNC. After several visits, Brantley accepted Clemson’s offer, and he and his family moved to Clemson. At the opening of the 1966 school year, Clemson announced its new recreation and parks administration program, to be housed in the College of Education.53

At the same time at the state level, some legislators prepared to reopen the state parks. The dramatic change appeared in the 1967 General Assembly Act 133, which created the South Carolina Department of Parks, Recreation, and Tourism. Thanks to Edwards and Landrith, Clemson’s innovation and the state’s action coincided.

Another new program, graphic communications, developed in January 1968 through the efforts of Prof. J. Page Crouch. An outgrowth of the federally mandated industrial education program (Smith–Hughes), the curriculum initially prepared high school and community college faculty. Eventually, the graphic communications program supplied leaders to the rapidly changing print and computer industries.54

The incorporation of the Army and Air Force ROTC units and the agricultural education program complemented the College of Education’s purpose.55

**College of Forest and Recreation Resources**

The reorganization of academic programs continued when, in 1969, Vice President Hurst announced that forestry would transfer from agricultural sciences and recreation from education to create a new school, the College of Forest and Recreation Resources.56 The forestry faculty appeared curious, the recreation faculty nervous, and the student humorists soon sported car decals that read, “Fun and Games in the Woods!”
Hurst knew that Koloman Lehotsky, the “father of Clemson forestry” and Forestry Department head, had suffered four lengthy illnesses that slowed administrative decisions mightily. He made Edwards aware of the situation and Lehotsky’s concern about the interrelationship of fresh and saline waters, the coastal soils, native coastal trees and vegetation, and coast erosion. Clemson was participating in several major research opportunities on the South Carolina coast, and Hurst suggested that Lehotsky would be an excellent anchor around which to build a research team. Edwards visited with Lehotsky at his home to make the proposal. Lehotsky expressed excitement, particularly when he learned that Clemson planned to offer the inaugural deanship of the College of Forest and Recreation Resources to the bright faculty member Davis McGregor (v. 1, 460), whom Lehotsky had recruited. When McGregor accepted the position, he named Bert Brantley his associate dean.  

While the interrelationships of forestry extension (including the oversight of Clemson’s 20,000 acres of forestland) with the agricultural experiment stations and cooperative extension seemed ill-defined and dependent upon goodwill, interesting questions about use of the land grew out of the hopes and goals of Brantley. He put forward an idea to create a series of special recreation and learning summer camps sponsored by Clemson, and he hoped to use the extension camps across the state as the bases. Since his arrival, however, the extension service had struggled with the racial integration of its programs that had been built at Clemson, Winthrop (v. 1, 430–431, 446–447), and South Carolina State, and for several years the camps did not open.

Brantley continued to pursue his special camps idea. With the question of racial integration settled for the moment, Brantley turned back to the extension service. The organizers began planning a camp, and they designated a period in August 1970 to hold it. Because very little of the program records and none of the evaluations have survived, the success of the camp itself cannot be determined. However, at the end of the experiment at Camp Long, Brantley received a lengthy bill for the damages the facilities sustained. This angered Brantley, and when he received a detailed and rather ugly letter from a local resident not directly connected with the camp, he wrote a lengthy official denial to Edwards.

Undeterred, Brantley, supported by McGregor, continued to offer special recreational experiences. One involved a series of residential programs for the elderly. Held in various locales depending on the season of the year, the camps represented joint ventures of the extension service, Brantley’s academic department, Clemson’s Housing Office, and the State Commission on Aging. The program proved very useful and reached an audience that had long been ignored. Still, the programming occurred during periods when residence halls emptied, limiting the opportunities for this type of service and outreach.
Gradually, Brantley made his case. He successfully obtained a rather unconnected section of land-use property designated for development as a permanent camp. Within six miles of Tillman Hall, the site rested on a cove of Hartwell Lake. The camp’s cabins reflected a bit more private and commodious design than the typical youth cabins and thus served a broader variety of ages, handicaps, and year-round use. With the recreation program moving more toward recreational therapy than educational remedia-
tion, Brantley sought sponsorships from various civic clubs, each working to help support the special population whose disability that club served. Club sponsorship, in turn, supported faculty and graduate student research in aspects of recreational therapy and internships for juniors and seniors studying to devote their lives to this type of service. Mrs. Lois Rhame West, Gov. John C. West’s wife, took an active interest in the program, and major foundations expressed interest as well, including the Kresge Foundation, which helped to build a central meeting and dining facility.61

The Indivisible Divided

Still another academic reorganization occurred. Even though the economics and education departments had moved from the College of Arts and Sciences, that college remained the largest teaching unit on campus. Indeed, it was one of the three original Clemson “departments.” Some of the classes enrolled large numbers of students, traditionally the case in introductory science lectures. After all, in the 1900 new wing on the chemistry building (Hardin Hall), the introductory course lecture hall sat over 200 cadets, while the much smaller laboratory rooms accommodated approximately 30 students. But Clemson traditionally filled lecture sections in mathematics, English, economics, history, and the like in the range of 25 to 40 students. Even newer buildings arose with small
classes in mind. Rarely did any classes become very large, and, even if no one else counted, the campus fire marshal did.

As Clemson’s enrollment grew, so did the pressure on classes, causing the continual addition of new teachers. The growth in the faculty of the College of Arts and Sciences exploded. So, when Dean Howard Hunter notified Hurst of his plans to retire in 1969, both knew the time had come for a major change—perhaps a division of the Arts and Sciences programs. This unit, originally called the Academic Division, had existed and grown since 1893. Hurst, Edwards, and Hunter developed two lists of possible deans: first if the college remained together, and second for two separate colleges. Then, winnowing the list, Hunter and Hurst visited the department heads and most of the senior professors. The faculty did not enthusiastically embrace any of the proposed candidates (all internal) for dean of a large, combined unit. However, strong agreement existed as to the leaders should there be a division.

When Edwards received the recommendations, which included division, he accepted enthusiastically. Hurst notified the faculties. Clayton Aucoin, head of the Department of Mathematical Sciences and a PhD graduate of Auburn, would lead the new College of Physical and Mathematical Sciences. Clemson had recruited Aucoin from the University of Southwestern Louisiana in 1962 to head its math department. In that role, Aucoin observed that many of the older faculty, while excellent teachers, seemed unprepared to undertake the rigors of building a strong upper division in mathematics. He met with them and explained his goals for the department as supported by Hurst, Edwards, and the trustees. Most agreed and took on either expanded teaching or new administrative or computing duties. That, in turn, allowed him to recruit new, young faculty who might build an advanced program in applied mathematics. It worked quickly and well. As the College of Physical and Mathematical Sciences dean, Aucoin undertook the same approach. His efforts faced resistance, however, and Aucoin resigned in 1972. For the new college dean, Clemson chose Henry E. Vogel, then the head of physics. A U.S.
Army veteran who had fought in Europe in World War II, Vogel had earned a BS at Furman in 1948 and his MS and PhD degrees in physics from the University of North Carolina.\textsuperscript{64}

The dean of the College of Liberal Arts would be H. Morris Cox, former head of the Department of English and Modern Languages. Cox, a longtime member of the Clemson faculty, had shown adroitness in leading faculty from a number of disciplines. He built strong programs through the remainder of Edwards’s administration.\textsuperscript{65} Dean Morris Cox—along with his English, languages, music, and political sciences faculty, staff, and graduate students—moved from a variety of locales into the new Strode Tower in 1969, while most of social sciences, history, and philosophy remained in Hardin Hall.

\textbf{A Health Care Need, A Nursing Program}

In 1965, at the request of Anderson (South Carolina) Memorial Hospital, Clemson assumed the academic direction of the hospital’s fifty-seven-year-old nursing program in order to help accomplish the hospital trustees’ goal to move from a three-year registered nurse (RN) program to a baccalaureate nursing program. Lida M. Williams, the Anderson program director, had planned to retire, but she agreed to remain as director across the transition. The Clemson board
created a School of Nursing and approved the offering of two-year associate, four-year baccalaureate, and eventually graduate degree programs in March 1967. One year later, Geraldine Labecki, EdD, arrived from Vanderbilt University as the first dean of nursing. Labecki and a small number of handpicked faculty created the curriculum. The State Board of Nursing issued its approval in the autumn of 1968, and the National League of Nursing, after a site visit, issued its Reasonable Assurance of Accreditation in January 1969.

With that foundational work done and an arrangement made to have Clemson motor pool cars transport the Anderson-based students to the university for their general education courses, Labecki opened the program for full-time, on-campus students. She and her small-but-growing staff moved to Strode Tower, while Stan Nicholas, vice president for development, began pursuing federal funding for a new facility. By summer of 1971, the nursing enrollment reached 200 and the faculty twenty-two. Shortly thereafter, Clemson nursing, with the trustees' permission, created automatic transfer programs wherein the student would complete two years (at a junior or two-year college) or three years (at a baccalaureate school) at one school, transfer to Clemson, and complete the bachelor's degree with clinical work at a cooperating hospital. The participating institutions included South Carolina State College, Central Wesleyan College, and Erskine College. The Anderson and Greenville hospitals, all of which had closed or were in the process of closing their nursing teaching programs, provided the clinical laboratories.

The first three Clemson nurses (all female) received bachelor's degrees in May 1972, and the trustees designated the “school” as a “college” on July 1. Six months later, the National League of Nursing (NLN) announced full accreditation for Clemson’s two- and four-year programs. Extramural support also began when the National Institutes of Mental Health (NIMH) gave the college $24,872 to strengthen the teaching of mental health and psychiatric concepts and the U.S. Department of Health, Education, and Welfare (HEW) awarded $20,058 for scholarships. Shortly thereafter, Nicholas obtained a $600,000 grant from the Appalachian Council of Governments (ACG) toward the planning stages of a nursing building. Riley, Bultman, Coulter Architects and Engineering began work on the conceptual plans for the new building. Nicholas, Edwards, and Labecki received notice that the National Institutes of Health had awarded Clemson $2,025,646. The trustees gave the go-ahead, and in one year's time, M. B. Kahn Construction won the construction bid, which came in less than 10 percent over budget. ACG then granted an additional $100,000 toward the equipment for the building. Labecki, 49 faculty (8 of whom held education or medical doctorates) who taught or directed clinical experiences, 100 associate degree students, 399 undergraduates, and 16 graduate students moved into new academic quarters in 1977.
The transfer program, which the state labor office had indicated through the governor as being critically needed, drew great attention across the Upstate. Many three-year registered nurses inquired about returning to receive four-year degrees. A few eventually registered, but Clemson’s geographic position and the many difficulties of mature citizens returning to a learning environment proved daunting. Even transferring from one institution to another could cause frustration.

Clemson had received a small but steady stream of transfer students over its entire history, most from four-year degree-granting institutions. Two-year junior and community colleges reappeared in significant numbers in the Southeast in the 1960s and 1970s. Clemson practiced a decentralized evaluation of transfer course credit, so, for example, the math department evaluated all mathematics courses presented for in-transfer credit. However, the transfer applicant’s potential major department determined the utility of the credit in the curriculum, a process that required the transferring student to walk all over the campus, usually in the muggy, hot month of August. In 1971, Edwards, Hurst, Cox, and Vickery attempted to smooth the process by lodging it totally in the Office of Admissions and Registration. Faculty angrily expressed a negative reaction, and the change, developed with minimal (if any) faculty advice, quietly died.

A decentralized transfer evaluation process produced a number of inconsistencies, however, generally at the step of “utility determination.” Labecki and her staff, as anxious new “citizens in the collegiate community,” administered the regulations as printed. Thus, new transfer students quickly discovered that a course to fulfill a general education credit for humanities might be accepted for one major but not in another. The students complained—to their roommates, to their mothers, to their sending schools, to their state representatives, to a Clemson trustee, to any and everyone. And, as to be expected, the recipients of the complaints voiced their concern or outrage to any name they knew at Clemson, which usually meant to Cox or Edwards. Cox generally conducted quiet investigations, which led to ad hoc decisions that involved case-by-case solutions but did not solve the problem. Edwards, more of a systematic thinker, sought solutions that involved the vice president for academic affairs, the undergraduate dean, the collegiate dean, the department head, and the advisor. Ultimately, at least in the case of Labecki, the slow turn from being a wonderworker to a nuisance occurred.

Geraldine Labecki was the founding dean of the College of Nursing and, as such, established its curriculum and chose its faculty. Clemson University Photographs, CUL.SC.
Part of Labecki’s difficulty related to her being new among the deans and the fact that, unlike most of the others, she was not “old Clemson.” Part of the issue also appeared to be gender. At its upper level, Clemson was male territory, and Labecki was the only female authority figure in that “shady grove of academe.” To most academics, Susan Delony, hired to look after girls as dean of women, did not represent a real factor. Of course, no one acted rudely, nor did any seem to harbor resentment. Certainly, part of the problem could be laid to Labecki’s professional personality. While she could be dictatorial to her faculty and her students, she appeared quite deferential to her equals and her superiors.  

**Later New Buildings**

The growing strength of the forestry and recreation combination made another new building a teaching necessity. The planners originally conceived, in 1969, one building to accommodate the needs of agriculture, forestry, and biological sciences. By 1970, however, the cost forced the planners to separate buildings for agricultural administration, advanced biological sciences, and forest and recreation. The decision also reflected Hurst’s, Edwards’s, and the trustees’ plan for college rearrangement. Lucas and Stubbs of Charleston won the design contract of the forest and recreation building, and eventually Triangle Construction of Greenville won the bid as contractor. Davis McGregor, the college dean, working through the S.C. Forestry Association, solicited many timber, lumber, and cabinetry firms to contribute native woods for the paneling of the interior. Because of rampant inflation, driven in part by rapidly rising oil prices, the university scaled back the building, losing its auditorium and a good bit of its flexibility.

Next, Clemson built the much-needed administrative unit for agriculture. The building brought together the college dean with his associate deans for instruction, research (experiment station and grants and contracts), and extension (cooperative extension including agriculture, home demonstration, and youth services), along with the director of the regulatory agencies (fertilizer, livestock, pests). The ground floor remained unfinished. The two new buildings were neatly sited along the edge of the upper eastern ridge that overlooked the main north–south ravine. They replaced most of the remaining temporary veterans’ “pre-fabs,” which had served married students, young faculty, and a few others for slightly over twenty-five years. These construction projects also led to some improvements in Poole, Newman, and McAdams halls. Together with the forestry building, later named Lehotsky Hall, and the agriculture administration building, called Barre Hall, these buildings formed the units that composed the McGinty Mall. The students dubbed it “Ag Quad.”
However, the biological sciences portion of the expansion of the Ag Quad had been eliminated. With the movement of the biological sciences administratively under the College of Sciences (formerly the College of Physical and Mathematical Sciences), led by Henry Vogel, plans began to move the site of the biological sciences expansion to the science quad. The new building emerged as a modern office and laboratory structure for advanced and graduate-level biological sciences. Built with a combination of student tuition bonds and a handsome gift from a private donor, it attached to Long Hall along the north–south axis. Equipped with experimental greenhouses on the roof and containing space and power for a new electron microscope, it also exhibited a pink brick exterior. As such, the building appeared a jarring addition to Long Hall, but it harmonized nicely with
Kinard and Martin. The university named the hall for Marshall Jordan, a 1902 Clemson graduate from Seneca, who shortly after his graduation assumed the leadership of his father's cotton mill and brought the business through grave financial straits. Once he corrected that and sold the mill, Jordan moved to Los Angeles and became involved in real estate and banking. His wife, Evelyn Vickery Jordan, had graduated from Berkeley and enjoyed a career as a concert vocalist. Of Marshall Jordan, his widow, at the presentation of the building on April 18, 1977, said, “I find no words to describe his understanding, compassion, tenderness and concern. Many have said he was the kindest man they knew.”

Although emptied earlier, but only vacant because of money flow, the old library underwent remodeling to become the central administrative building. It had the advantage of bringing admissions, registration, financial aid, and the student bank into one location with the vice presidents for student affairs and academic affairs. These were the offices, along with that of the president, needed on a continual basis by student applicants, enrolled students, and faculty. Initially, the vice presidents for development and business and finance and the personnel offices resided in this new administrative building. But as the student, faculty, and staff population increased, automobile and foot traffic intensified, and congestion increased. Space on the bequest land filled, and many of the staff who did not meet regularly with students and faculty moved to more open (and in some cases newer) facilities. The university renamed the renovated administrative building Sikes Hall for Enoch W. Sikes, Clemson's sixth president.

At about the same time the Sikes Hall renovation occurred, the Alumni Association leadership, with George H. Aull Jr. as president, planned to build an alumni center to house the services of the rapidly growing association. Pleasantly, they selected a site on the hillside to the west of the Clemson House, still a hotel (although on occasion pressed into partial use as bed space for students) with the kitchens and reception space large enough for 300 people. Thus, the new Alumni Center could function as the brain center for alumni operations while the Clemson House, which showed its twenty-year age, could house and refresh the guests. Califf and Player served as the architects for the new center, constructed by Threatt–Maxwell. Although the Alumni Center occupied state (as opposed to bequest) land, sitting where the old Sherman family home once stood, private contributions funded the construction and furnishing of the 7,800-square-foot facility.

One sign of growth and change involved the center of campus, specifically the Outdoor Theater becoming overly strained to accommodate Commencement (spring graduation). One of last of these events held in that vale proved to be an auspicious occasion. The honorees included Frank McGee, the newscaster who had reported internationally on the racial strife in the United States, and Edward Teller, the eminent physicist who had developed the hydrogen bomb. The day dawned pleasant and sunny. Led by M. A. “Jake” Owings, professor of medieval
The recently completed Robert Muldrow Cooper Library and reflection pool provide a handsome backdrop for the 1966 Commencement, one of the last such ceremonies held in the Outdoor Theater. Clemson University Photographs, CUL.SC.

literature and university marshal, the faculty, garbed in caps, gowns, and hoods, led the way down into the theater and onto the stage, which held about 300. Behind the stage, the white library, now the center of the campus, gracefully and benignly sat. In between the R. M. Cooper Library and the Outdoor Theater, the pool and its spraying fountains helped set the scene. Following the faculty, the candidates filed into their seats and stood expectantly. Owings came to the podium to introduce the minister, the rector of Holy Trinity Episcopal Church, the Rev. Mr. Jack Arrington, dressed for the occasion in cassock and surplice with tippet. The audience removed hats and mortarboards. Arrington prayed, “Oh Lord, Source of all Wisdom, shower us with knowledge.” The breeze kicked up, picked up water from the pool, and showered the faculty, the honored guests, the trustees, and the first few rows of students, including the student orchestra conducted by Prof. Bruce Cook. Arrington shut his folder and remarked, “That’s the fastest answer I have ever received to prayer.” He immediately sat down.
Notes

1. The word “semester” is a combination of the Latin words “sex” and “mens,” meaning “six months.” Obviously, the American use is not literal, but then the word “quarter” as used in academic terms does not mean “three months of a year.”
2. CUL.SC.CUA. S 11 f 10 & f 114. The universities of Michigan and Kentucky and Pennsylvania State University had begun similar experiments in the autumn of 1963.
3. Ibid., S 37 f 37 “Registration and Scheduling.”
5. CUL.SC.CUA. S 11 f 676.
6. Ibid., S 30 v 10, 38.
7. Ibid., S 37 “Honors Program.”
8. Ibid., S 38 f “Brownley.”
9. Ibid., S 30 v 12, 59; and S 61 b 2 f 12. On the library, see S 12 f 62.
10. Ibid., S 37 f “Computer Center, 1960s.”
11. Ibid., f “1970s.”
12. Ibid., S 13 f 260.
13. These data are from the Record of Clemson University for the years 1964–1979, compiled by Alex Crunkleton, a doctoral student in policy studies.
14. CUL.SC.CUA. S 87 ss 1 b 16 f 1; and S 30 v 9, 66, and 73.
15. Ibid., S 87 ss 1 b 16 f 2.
16. Ibid., ff 5, 6, and 7; and CUL.SC.MSS 90 S 8 b 8 f 121.
17. CUL.SC.CUA. S 12 f 61.
20. CUL.SC.CUA. S 30 v 16, 49–51.
21. These have been placed in the archives and can be found in S 30.
22. CUL.SC.CUA. S 30 v 10, 88. A list of buildings and designations is filed here and in S 30 ss ii b 4 f 10.
23. Ibid., v 11, 12.
25. Record, 1964; and Bryan, Clemson: An Informal History of the University, 1889–1979, 164.
27. George Bennett to J. V. Reel, DVD.
29. CUL.SC.MSS 91 f L355.
30. CUL.SC.CUA. S 13 f 231.
31. Ibid., S 30 v 11, 2.
32. We were fortunate to be among their many friends through our own Clemson years and my wife’s Girl Scouting.
33. CUL.SC.CUA. S 28.
34. Harry Durham to J. V. Reel, DVD; and Stanley G. Nicholas to J. V. Reel, DVD.
35. CUL.SC.CUA. S 12 f 62.
36. Ibid., S 67 b 1 f 5 and b 3 f 38.
37. Ibid., S 30 “President’s Report to the Board of Trustees 1965,” 1–2.
38. CUL.SC.MSS 91 b 17 f 225.
40. Kipling, Jungle Book, 1894. Also the Second Jungle Book, 1895. Mrs. Behrend also placed two other of her Kiplings in Special Collections.
41. Thackeray, The Students Quarter, 1876.
43. ———. The Famous Tragedy of the Queen of Cornwall at Tintagel in Lyonnesse, 1923, a limited edition of 1,000.
44. CUL.SC.CUA. S 12 f 62.
45. Ibid., S 11 ff 271 and 272; and Clemson Messenger, December 11, 1969.
50. CUL.SC.CUA. S 28 f “Landrith;” S 30 v 9, 133; and S 30 “President’s Report to the Board of Trustees,” 1965, 2.
51. Ibid., S 12 f 274.
52. One of those that had been quite damaging had been the experience of Rufus Carrollton Harris at Tulane, where President Harris left primarily over the athletics issue. See Mohr and Gordon, Tulane: The Emergence of a Modern University, 1945–1980.
55. Record, 1967; and CUL.SC.CUA. S 37 “Education.”
57. CUL.SC.CUA. S 12 f 154. Dr. Victor Hurst and Dr. Davis McGregor related the conversations to me separately. These are additional illustrations of the continual sensitive conversations that marked much of the decision making of the middle years (1964–1974) of the administration at Clemson.
58. These included the 18,000 (plus or minus) acres adjacent to the campus, a 525-acre tract just south of Myrtle Beach, the experiment stations, other smaller parcels throughout South Carolina but not the 1,445-acre campus. As of 2009, the Clemson University Land Management Policy Manual listed these, the additions, and the disbursements.
59. CUL.SC.CUA. S 59 b 7 f 2.
60. Record, 1970.
61. CUL.SC.CUA. S 41 b 12 f 3.
62. Ibid., b 13 f 3.
64. Record, 1973.
65. Morris Cox to Reel; and Robert Lambert to Reel.
66. CUL.SC.CUA. S 30 v 11, 13. The Williams arrangement is found in S 30 ss ii “President’s Report to the Board of Trustees,” 1967, 3.
67. CUL.SC.CUA. S 30 v 12, 5; and Greenville News, February 25, 1968.
68. Greenville News, August 26, 1971; and CUL.SC.CUA. S 90 b 1 f 15.
70. CUL.SC.CUA. S 90 b f 15
71. Ibid., S 13 f 17.
72. Ibid., S 30 v 15, 72.
73. Ibid., v 16, 163.
74. Ibid., S 13 f 260.
75. Ibid., S 90 b 1 f 8.
76. Ibid., f 7.
77. Ibid., f 8 contains Labecki’s own assessment of the difficulty. It also includes some, but not all, of the available complaints. Interestingly, a number of the more vocal and articulate critics were medical doctors who, by training, were accustomed to expect obedience to their directives, particularly from nurses.
78. Ibid., S 30 “Board of Trustees Minutes,” v 17, 15–16.
79. Corporate gifts included: Georgia Pacific, Westvaco, Flack–Jones Lumber, and ITT Rayonier, cash; Holly Hill Lumber, Drivwood Moulding, Dean–Dempsey Lumber, and Southwest Forest Industries, fine-grade paneling; Champion, prefinished plywood; Canal Wood Corporation, old-growth pine from Hobcaw Barony; Darlington Veneer, rotary-cut red gum; Diamond Hill Plywood, colonial elm; Thrift Brothers, wormy chestnut; Sonoco, colonial pine; Red Hill Chip
Company, longleaf pine; Reb Lumber, equipment. Personal gifts included an oak lobby clock from W. Parker Bowie, and Mrs. George Dunkelberg gave her deceased husband’s extensive collection on fishing, hunting, and camping. CUL.SC.CUA. S 13 f 86, 87, 88, 89, and 174.

80. Ibid.; and S 87 ss 1b 17, f 7, 8, and 9.
81. Ibid., S 37 “Jordan Hall.”
82. Ibid., “Alumni Center.”
83. Cook confirmed the occasion and event with me in a conversation in the autumn of 2010.
This map, entitled “Clemson Serves the Entire State,” shows the extent to which Clemson University, through its Extension Service, 4-H camps, cooperative educational program, various research facilities, and two-year campuses, served the state of South Carolina during this period. Taken from the 1970–1971 Clemson University Report of the President.
CHAPTER III

Educational Outreach and Restructuring

1964–1979

Like other senior public colleges in South Carolina, Clemson University claimed the whole state as its campus. And like the others, Clemson felt the impact of a state rapidly undergoing major demographic changes. The first involved the growth and diversification of South Carolina’s population. In the two decades from 1961 to 1980, the population of the state grew some 20 percent to 2,903,400. The ethnic distribution continued its trends as well. African American residents and their share of the total state population slowly declined, while “other” ethnic groups (Latin Americans and Asians) began to emerge in the disaggregated population counts (see Table III-1).

A second important shift, particularly for Clemson, concerned the land and its use. In 1960, South Carolina had roughly 19.3 million acres, and over half of that (about 10 million acres) was in the form of “farmland,” composed of “plowland,” or land cultivated or planted with crops and pastures, meadows, orchards, poultry yards, livestock fields, and woodlands. The plowland alone totaled about 2.5 million acres, one-quarter of the annually profitable land. The growing woodlands and managed forests, meanwhile, filled the landscape and dominated the land-use pattern at the time. But the growth in the population brought with it urbanization and suburbanization, spreading the cities, towns, and villages across the state, carrying with them the shopping centers, strip malls, suburban churches, schools, parking lots, and a network of streets and paved roads that connected them to shoppers, students, worshippers, and teachers. Many hundreds of miles of highways and interstate roads began lacing the impermeable “urbs” and suburbs together. Thus, by 1980, farmland decreased to 4 million acres, and within that, pastureland experienced the steepest decline as South Carolina’s dairy and beef industries all but disappeared (see Table III-2).

These changes characterized a state rapidly leaving its agricultural past and groping its way into a future of medium-sized urban areas, dying villages, and vanishing rural communities. As South Carolina’s population diversified and moved toward urban and suburban living, the state’s cultural characteristics broadened, offering new educational opportunities and challenges.¹
New Schools Emerge

In 1960, South Carolina continued to support its six four-year higher education public institutions: the University of South Carolina, the Citadel, Clemson, Winthrop, South Carolina State College, and the Medical College of South Carolina. MUSC, the health professional college, offered two medical undergraduate programs—nursing and pharmacy. Located in Charleston, it maintained a small arts and sciences faculty to support the two programs. USC also operated two branches (v. 1, 493), one in Horry County and the other in Florence, and the legislature had passed, and the governor approved, legislation that could lead to some type of junior college network. Of the six separate public colleges, three were located in two of the three urban areas of South Carolina: Charleston and Columbia. The third urban area, Greenville–Spartanburg, had several private colleges.

In addition to the Medical College, Charleston hosted the Citadel and the College of Charleston. The Citadel, a traditional, southern, all-male military college, offered liberal arts and a small undergraduate civil engineering program along with a small graduate education program open to women as commuting students. The College of Charleston, the oldest nondenominational municipal college in the United States, attempted to cling to segregation of races and to a classical curriculum.

Columbia, the state capital, was the home of USC, basically a liberal arts college. After World War II, USC grew dramatically in enrollment. In the first decade of the twentieth century, it restarted engineering, which the Benjamin Tillman-dominated legislature had closed in 1890, and expanded the undergraduate

Table III–1, South Carolina and U.S. Demographics, 1950–2010

<table>
<thead>
<tr>
<th>Census Year</th>
<th>S.C. Population</th>
<th>African-American (%)</th>
<th>Other (%)</th>
<th>White (%)</th>
<th>U.S. Population</th>
<th>African-American (%)</th>
<th>Other (%)</th>
<th>White (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>2,117,027</td>
<td>38.8</td>
<td>N/A</td>
<td>61.2</td>
<td>150,697,361</td>
<td>9.9</td>
<td>0.4</td>
<td>89.7</td>
</tr>
<tr>
<td>1960</td>
<td>2,382,594</td>
<td>34.9</td>
<td>N/A</td>
<td>65.1</td>
<td>179,323,175</td>
<td>10.5</td>
<td>0.9</td>
<td>88.6</td>
</tr>
<tr>
<td>1970</td>
<td>2,590,516</td>
<td>30.4</td>
<td>0.3</td>
<td>69.3</td>
<td>203,211,926</td>
<td>11.1</td>
<td>1.4</td>
<td>87.5</td>
</tr>
<tr>
<td>1980</td>
<td>3,111,820</td>
<td>30.3</td>
<td>0.9</td>
<td>68.8</td>
<td>226,545,805</td>
<td>11.7</td>
<td>5.2</td>
<td>83.1</td>
</tr>
<tr>
<td>1990</td>
<td>3,486,703</td>
<td>29.8</td>
<td>1.2</td>
<td>69.0</td>
<td>248,709,873</td>
<td>12.1</td>
<td>7.6</td>
<td>80.3</td>
</tr>
<tr>
<td>2000</td>
<td>4,012,012</td>
<td>29.5</td>
<td>3.3</td>
<td>67.2</td>
<td>281,421,906</td>
<td>12.3</td>
<td>12.6</td>
<td>75.1</td>
</tr>
<tr>
<td>2009–2010</td>
<td>4,625,364</td>
<td>27.9</td>
<td>5.9</td>
<td>66.2</td>
<td>307,006,550</td>
<td>12.9</td>
<td>7.5</td>
<td>79.6</td>
</tr>
</tbody>
</table>
Table III–2, South Carolina Land Usage According to the U.S. Agricultural Census, 1959–2007

<table>
<thead>
<tr>
<th>Year</th>
<th>Farms (#)</th>
<th>Total Land Area (acres)</th>
<th>Total Land in Farms (%)</th>
<th>Total Crop-land (acres)</th>
<th>Harvested Cropland (acres)</th>
<th>Total Woodland (acres)</th>
<th>Adjusted for Coverage</th>
<th>Not Adjusted for Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1959</td>
<td>78,172</td>
<td>9,149,492</td>
<td>47.2</td>
<td>4,035,157</td>
<td>2,694,196</td>
<td>4,359,003</td>
<td>1996</td>
<td>1982</td>
</tr>
<tr>
<td>1974</td>
<td>29,275</td>
<td>6,177,024</td>
<td>31.9</td>
<td>3,201,239</td>
<td>2,250,952</td>
<td>2,211,837</td>
<td>1999</td>
<td>1994</td>
</tr>
<tr>
<td>1982</td>
<td>24,929</td>
<td>5,589,799</td>
<td>28.9</td>
<td>3,179,278</td>
<td>2,474,025</td>
<td>1,888,743</td>
<td>2002</td>
<td>2003</td>
</tr>
<tr>
<td>1987</td>
<td>20,517</td>
<td>4,758,631</td>
<td>24.6</td>
<td>2,686,117</td>
<td>1,589,636</td>
<td>1,508,004</td>
<td>2003</td>
<td>2004</td>
</tr>
<tr>
<td>1992</td>
<td>20,242</td>
<td>4,472,569</td>
<td>23.1</td>
<td>2,588,525</td>
<td>1,590,794</td>
<td>1,431,055</td>
<td>2004</td>
<td>2005</td>
</tr>
<tr>
<td>1997</td>
<td>25,807</td>
<td>4,974,138</td>
<td>25.7</td>
<td>2,603,917</td>
<td>1,732,870</td>
<td>1,789,751</td>
<td>2005</td>
<td>2006</td>
</tr>
<tr>
<td>2002</td>
<td>24,541</td>
<td>4,845,923</td>
<td>25.0</td>
<td>2,270,084</td>
<td>1,374,617</td>
<td>1,850,968</td>
<td>2006</td>
<td>2007</td>
</tr>
<tr>
<td>2007</td>
<td>25,867</td>
<td>4,889,339</td>
<td>25.3</td>
<td>2,151,219</td>
<td>1,551,670</td>
<td>1,827,191</td>
<td>2007</td>
<td>2008</td>
</tr>
</tbody>
</table>

During the 1960s and 1970s, Clemson felt the impact of a state undergoing major demographic and land-use changes. As South Carolina's growing population diversified and grew more urban, the state's farmland and woodland acreage steeply declined. The changes characterized a state rapidly leaving its agricultural past. Prepared by Alex Crunkleton from the U.S. Agricultural Census data.
engineering programs to meet regional demand. Clemson’s post-GI enrollment slump increased this need. Several single-gender religious colleges for African Americans or for white females also had located in the capital city.

Orangeburg, southeast of Columbia, offered two primarily African American schools: Claflin, a Methodist institution, and South Carolina State College, the 1890 Morrill Land Grant school. Both originated in South Carolina’s Reconstruction Era (1866–1876). The Reconstruction legislature created SC State’s predecessor as a nondegree-granting agricultural and mechanical institute that depended on Claflin for arts and sciences courses and, for those few institute students who persisted, academic degrees. The “Tillman” constitution of 1895 elevated the institute to a college, but rather than granting degrees, it issued only certificates. State, as it became known, had several lengthy, complicated names that the legislature authorized it to use, but the politicians withheld the title “college” just as the “degree-granting” privilege until later.

Winthrop College, in 1964, remained single gender. Located in Rock Hill, Winthrop offered a large array of teacher-oriented courses and a goodly number of fine arts programs. Charlotte, North Carolina, a rapidly growing but educationally under-served urban center, attracted the attention of the Winthrop planners, admissions officers, and trustees, who kept the out-of-state tuition premium almost nonexistent for adjoining North Carolina counties.

The remaining schools in South Carolina were “private,” but most drew strength from South Carolina’s tuition grant program. Although most of the debate in the general assembly prior to the enactment of the tuition grant legislation focused on using the excess capacity in these nonpublic schools, most of which suffered from under-enrollment, much of the private conversation suggested using tuition grants to maintain racial separation. The majority of these schools were four-year. At least two, the College of Charleston and Lander College (in Greenwood), held peculiar community ties. Others more tightly adhered to their sponsoring denominations.

In this hodgepodge, South Carolina by no means stood alone. Some states tried a variety of methods to bring order to their self-inflicted chaos. One of the most widely cited included the earlier creation of the UNC system, which might be described as “unitary,” in that one board governed the four-year public schools, regardless of degree-granting authority. Another, perhaps more adaptable, form existed in the three-unit (or independent-tiered) California system composed of the doctoral-granting (PhD et al.) level University of California institutions, the California State master’s- and EdD-granting schools, and the two-year community colleges, which combined the first two years of traditional college and vocational training.

South Carolina also struggled with the problem, but with less success (if creation of a system marked success). To explain why, at least two plausible suggestions
have been offered. One is that the “will of Thomas Green Clemson,” re-enforced by a century of court rulings and attorneys’ general opinions, presented a huge stumbling block. A second explanation is that the issue emerged most obviously in the years after World War II in a curious contest between Sol Blatt and Edgar Brown. Both were members of the “Barnwell Ring,” a powerful four-man political group from Barnwell County, but Blatt was a dedicated alumnus of the USC Law School and speaker of the S.C. House, while Brown, although not a college graduate, was a strong champion of Clemson and chair of the State Senate Finance Committee.

Brown had been elected a Clemson legislative trustee in 1934, while Blatt had been placed on the USC board two years later. Blatt realized that one of the great constraints to USC’s academic growth came from the small, badly confined campus in downtown Columbia. Of course, the site, while it limited the school’s physical expansion, also lay but a block from the statehouse, a source of both political access for the school and political interference with its work. Blatt, borrowing a page from the John Parker (pre-Huey Long) Louisiana program of 1925 for the transformation of LSU, proposed in 1944 moving USC out of downtown Columbia to a 1,200-acre campus just beyond the town limits. To accomplish this, he urged using the anticipated war-generated state treasury surplus and hoped-for federal postwar funds. Brown and Winchester Smith, a strong Clemson alumnus, member of the Barnwell Ring, and one to whom Blatt was much beholden, tactically blocked Blatt’s efforts.2

A State System

Attempts to unify South Carolina’s higher education conglomerate, however, go much further back than either of these efforts, and there does not seem to be any single reason for the inability to achieve unity, assuming such was desirable. The question posed in the 1960s and 1970s no longer dealt with creating a single system but with what structure the state would use to extend postsecondary education to a larger public so that South Carolina could continue its transformation from an agrarian foundation, through the textile assembly line, and toward the undefined future that some called the “knowledge age” and others a “service age.” Many less-complimentary tags also arose.
And communities grew tired of waiting for the general assembly to solve the problem. Certainly, there had been some improvements. The Byrnes administration, spurred by the fears of racial integration, had made great efforts to improve all 1–12 education, concentrating on school consolidation and plant rebuilding. And USC had begun to offer isolated off-site courses, particularly in teacher education, as Clemson had done with agricultural and industrial education in the 1920s. Slowly, some of the more urban areas served as regular sites and became designated centers. Further, upon the choice of Donald Russell as president in 1952, USC began to develop a more focused mission. Russell had served as a trustee and even then had advocated that strategy. He accomplished many good things at USC, including a vast upgrade in the faculty. He paid attention first to the basic fields in which the programs in English, history, physics, and mathematics made the most rapid improvements.

On the professional level, and perhaps because Russell was a protégé of James F. Byrnes, he focused initially on USC’s School of Education, which offered the sole education graduate school for whites in South Carolina. Also following Byrnes’s lead in the upgrade of facilities, Russell sought the advice of the University of Chicago’s highly regarded education faculty in curriculum and program improvements. He gained much success.

Then Russell took the fated step of planning the same rejuvenation and renovation of USC’s School of Engineering. Here lay the seed of academic conflict with the Citadel and Clemson. USC had lost its engineering program in the process of the creation of Clemson College from 1889 to 1892, a fate that had befallen the universities of Virginia, North Carolina, and Georgia as well. Engineering had been restored at USC in 1906 but limited at first to civil and electrical engineering, which at the time depended on transits, paper, pencil, and hours of fieldwork. In the years of road building and rural electrification, USC, Clemson, and the Citadel graduates together played an important role in moving South Carolina into the modern age. And Russell, who saw definite graduate roles for USC in the arts and sciences, did not, at least at first, see a similar place of significance for USC in engineering. The upgrade proved successful but primarily only at the undergraduate level.

The change in attitude toward graduate engineering at USC seems to have centered on the choice of a president to follow Russell. For a brief period, an acting president helped continue USC’s progress. After a thorough search, the board offered the position to Marshall Hahn, a fast-rising physicist. Considering Russell’s academic upgrades in mathematics and physics and the plans for building a neutron generator, USC appeared to be preparing to move into nuclear physics, when Hahn, having just accepted the USC presidency, withdrew his acceptance and became the president of Virginia Tech. The USC trustees then offered the position to Thomas Jones, a Mississippi State graduate who held a
PhD in electrical engineering from MIT. Jones began the new job on July 1, 1962. He continued Russell’s path of faculty and facilities improvements, but also started moving USC into the vastly expensive world of engineering graduate work and research.3

Only one year before that, Governor Hollings created the Governor’s Advisory Council on Higher Education and named A. L. M. Wiggins its chair. Archibald Lee Manning Wiggins (1891–1981) received his AB degree in 1913 from UNC and, upon his graduation, joined the J. L. Coker Company of Hartsville, where he lived for his adult life. He also held a number of positions with the Bank of Hartsville and in 1943 served as president of the American Bankers Association. A member of the Truman administration, he served as undersecretary of the U.S. Treasury from 1947 to 1948. In the 1950s, he served as chairman of the Atlantic Coast line and also the Louisville and Nashville Railroad. Besides being a noted American businessman, he had a strong interest in education at all levels, particularly higher education. Because his higher education experience occurred mostly out-of-state, the governor considered Wiggins an excellent choice to head the council.4

The advisory council’s report recommended that USC not expand into science and engineering beyond the undergraduate levels but concentrate on the liberal arts and business. Likewise, it recommended that Clemson not expand into graduate programs in the liberal arts or become involved in business. It urged USC to improve its law school and for the Medical College to enlarge on its production of physicians. While the report proved neither startling nor particularly innovative, it did recognize the scarcity of resources that beset South Carolina. Obviously, the administration neither heeded nor much discussed the report. In fact, when Donald Russell became governor, he allowed the council to wither simply by not filling vacancies.5

By 1963, the (S.C.) Council of Presidents noted that the growing duplication in graduate programs was hastening without any cost analysis. The programs that drew attention included education (USC and Winthrop), engineering (Clemson and USC), and professional studies, namely business (USC and Clemson), music (Winthrop and USC), and pharmacy (Medical College and USC). Clemson President Robert C. Edwards stated that he had restrained Clemson in business until it became obvious that nothing would limit USC in engineering and science.6

Still the question of more accessible postsecondary education remained. In the Conway (Horry County) area, a group of concerned citizens met and proposed starting a two-year public junior college. To avoid the question of accreditation by the Southern Association of Colleges and Schools, the group followed patterns laid earlier in other states and asked the College of Charleston, which had become a private school in 1949 to avoid racial integration, to be the “mother” institution. It agreed, and the Coastal Carolina Junior College opened in 1954. However, Charleston was forced for financial reasons to
break the affiliation in 1958. The Conway patrons, called the Coastal Educational Foundation Inc., immediately met with Clemson. But Clemson, feeling uncertain about both long-term entanglements (Poole was still president) and the cost of bringing the Conway facilities up to Clemson’s desired level, regretted the request. USC, however, was willing and began its affiliation with the school. In 1956, two years after Coastal Carolina formed, a citizens’ group in Florence asked for sponsorship from USC of its efforts to establish a school, to which the latter agreed. Besides the increase in political clout in the legislature for USC, the additional tuition gave the institution a larger financial base on which to issue construction bonds.

One of Hollings’s early moves as governor (1959–1963) was to create the Higher Education Study Committee, led by John West, a state senator. Its conclusions led to the creation of special “flying” technical education squads, who, hired by the state and using demonstration equipment owned by the state, visited relevant sites and provided the education or training needed to build a workforce for a specific industry. This study committee realized that while its effort would get a factory up and running, the industry could grow and adapt only if the work pool was literate and able to handle arithmetic and mathematical functions. Affecting this aspect of workforce development held the most interest for Clemson. Edwards suggested that the regional technical centers go beyond the limited plans for them and provide college-level basic courses. Thus, “late bloomers” could move from the technical centers to senior colleges with little lost time. For a variety of reasons, including the rapid appearance of the USC centers, the West group did not adopt that suggestion.

County Higher Education Commissions

One of the areas singled out by the earlier Cresap, McCormick and Paget study as needing a public junior college was Greenville County. The county’s leadership had assumed that the West committee would recommend some form of postsecondary program, so it formed a study, planning, and action committee. Having the necessary population and tax base, the county also owned the land (a former garbage dump) and stood ready to begin operation immediately. That group became disappointed when West’s committee did not adopt Clemson’s suggestion, but the committee moved ahead with its plans. Within that same year (1962), a coalition of Cherokee, Spartanburg, and Union counties also prepared to begin securing land and funds from the three counties.

The three western counties (Anderson, Oconee, and Pickens) formed the Tri-County Commission. Clemson, located at the juncture of the three counties, transferred twenty-five prime acres on U.S. Route 76 (the planned four-lane road that, crossing I-85, connected the town of Anderson and the Clemson village)
for the site on which to build a new technical center. To support the effort, the Clemson trustees, presuming that agriculture would be divided among the estimated fourteen to sixteen centers, offered access to and use of Clemson’s extensive agricultural facilities on the campus and at the five experiment stations.\(^{11}\) A year later, in response to a request from the Florence–Darlington commission, Clemson transferred ten acres for the new center there and added another fifteen acres in 1966. None of these land transfers counted as gifts. Instead, they helped to reduce bonded indebtedness.\(^{12}\) The generosity came in the rapidity of Clemson’s responses and the locations of the lands provided.

Clemson also offered to provide any curricular help desired, and many outgrowths developed. Most of the directors of the new centers, such as Robert Grigsby at Piedmont TEC or Thomas Barton at Greenville TEC, held Clemson degrees. And most members of the state committee considered themselves Clemson friends, if not alumni.

In April 1965, Robert McNair (1923–2007), the lieutenant governor during Russell’s governorship, became governor when Russell resigned to enter the U.S. Senate upon the death of Olin D. Johnstone. McNair won election to a full term in November 1966. His many accomplishments included the revival of the State Advisory Board on Higher Education, which served in a consultative capacity to the State Budget and Control Board but had no administrative functions. In 1967, Act 194 changed the advisory board, calling upon the new body to make “short- and long-range studies of all state-supported higher education” and to make “recommendations to the General Assembly as to policies, programs, curricula, facilities, and financing of all state-supported institutions.” The governor appointed seven members to the higher education commission, while each of the state-supported institutions designated a representative. Clemson named Life Trustee Robert Coker from Hartsville as its representative.

Robert Richardson Coker, a Hartsville native, a graduate of the University of South Carolina, and a distinguished seed breeder, served as a Clemson life trustee and as the university’s representative to the S.C. Commission on Higher Education.

Clemson University Photographs, CUL.SC.
John K. Cauthen from Columbia served as the board’s chair and Frank Kinard as the executive director. Cauthen, a close ally of Edwards during Clemson’s racial integration in 1963, was a quiet man of action. Kinard was a very direct man.13

The new commission began functioning in the autumn of 1967. It immediately considered a request from Lander College’s president and its board chairman that South Carolina provide support to the school for three programs. The commission did not agree. Its two major concerns dealt with the purpose and relationship of two-year public higher education institutions (Florence, Conway, and the TECs) to the senior institutions and to the state, and the question of the commission’s authority. The commission asked the two-year study group, called the Thomas Committee, to proceed.

The commission issued “A Statement of Principles,” which served as a widespread net that set the commission’s “primary responsibility” as the “coordination of all the state’s institutions of higher learning,” defined as a “system [that] must include both its publicly and privately supported elements.” With such a broadly drafted prologue, few seemed surprised that the commission proposed “a thorough appraisal of the performance, plans, resources, and needs of all existing institutions in the state, both public and private.”14

By the December meeting, the commission heard a recommendation from the Thomas Committee suggesting that the chair be authorized to “advise the presidents of Clemson University and of the University of South Carolina and other authorities that no expansion or additions to physical facilities or curricula be permitted at any of the off-campus operations of their institutions before review and specific approval in each case by the Higher Education Commission.”15

By June 1968, the CHE (as the commission had become known) prepared to participate in the first full fiscal year beginning with institutional budget requests. Still, the CHE questioned exactly how closely it should scrutinize past performance before it looked into the new requests. The special committee on two-year colleges stressed the necessity of grouping all such institutions together with a single board under CHE while grouping all technical programs under a separate board and single administration. The universities would continue to function separately; however, the committee recommended that all state colleges
have common freshman and sophomore years. The CHE thanked the committee, ending the series of suggestions.16

Governor McNair attended the July meeting to express “deep concern over any apparent differences between himself and the commission,” which he attributed to poor communications. The commissioner, he stated bluntly, had authority to make recommendations on placing the right programs in the correct institutions. He envisioned that the two universities needed independence to develop their graduate programs by themselves. It was not the place of the commission to try to control the institutional path in South Carolina.17 Chastened, the members returned for their regular meeting to accept the resignation of chairman John Cauthen. The commission then recommended that James A. Morris be offered the position of executive director. By the November 1968 meeting, the presidents of USC (Jones) and the Medical College (William McCord) began what would be a long debate on the need for a second medical school. The issue promised to be divisive.18 Obviously, higher education was spinning wildly in South Carolina.

Morris set out to calm the angst by traveling the state, speaking to almost any group he could find and talking privately with officials of the institutions. He personally and successfully lobbied legislators and the Budget and Control Board to increase the suggested appropriation for higher education by $5 million. With the strong support of Cauthen, a small committee began working with the presidents of the Medical College, USC, Clemson, Furman, and the technical education director to determine the best way for South Carolina “to increase the number of doctors, dentists, nurses” and other allied health providers. The commission members, however, insisted that rather than a committee, the commission staff should undertake the negotiations.19 Continuing the pattern of nonconfrontational conversation, as in the issue of medical education, and of advocacy in issues such as the limits on bonded indebtedness,20 Morris took care to report successes to the members. He also advised them when an issue fell beyond their control, such as when several of the two-year USC schools had gained legislative support to become four-year institutions.21

**Medical Education**

The looming struggle over the best way to educate more physicians and to get them either to stay in South Carolina or to come to the state to practice remained. The two most frequent suggestions included increasing the production of doctors of medicine at the existing Medical College or opening a second school. If the state chose to establish the second school, then the placing of the school became the issue. Some evidence suggested that where a physician chose to practice depended more on where she or he did the residency than on the location of the degree-granting school.22 If that proved correct, then a case could
be made for establishing a few well-placed, equipped, and staffed regional hospitals in larger population centers in conjunction with a single enlarged medical school. But USC President Tom Jones announced in January 1974 that he would resign effective June 30. The USC Board of Trustees announced on January 30 that the presidency would be filled by William H. Patterson, then provost and vice president for academic affairs. Despite the eventual disapproval of the CHE, which the legislature overrode, a second medical school opened at USC in Columbia.

**Clemson and Its Branches**

During the period 1966 to 1974, several unusual opportunities presented themselves to expand Clemson’s outreach in the state. The Sumter Higher Education Commission became dissatisfied when the TEC committee did not include course work of collegiate level. The Sumter group secured land next to the TEC acreage and asked Clemson to open a branch campus there. Clemson’s trustees gave the request much consideration. Following the USC board’s approach to its Conway and Florence branches, the Clemson Board of Trustees insisted that the Sumter commission own the property, buildings, and equipment, but that Clemson would decide all academic, admission, curriculum, personnel, and regulation issues. This ensured that student transferability from Sumter to Clemson would be smooth. The Sumter commission agreed.

Construction on the Sumter branch began soon after. Clemson’s department heads from mathematics, sciences, social sciences, and humanities selected the basic curricular course work, while a small group of faculty and librarians identified the library materials needed. In March 1966, on Edwards’s and Hurst’s recommendation, the Clemson board designated Samuel M. Willis to serve as the Sumter director. Willis had graduated from Clemson and, after serving in the army, received a master’s degree from Georgia Tech and a doctorate from Alabama. He returned to Clemson in 1964 in the Economics Department, just two years before moving on to the Sumter position.

At the March 1966 board meeting, Edwards presented a request from Governor McNair that Clemson offer the first two years of collegiate level work at the Greenville TEC campus. Again, the trustees sought certainty that this served purely as an experiment, and they made it clear that if the people of Greenville, the Greenville TEC board, and the general assembly desired to create a statewide system of community or TEC colleges, Clemson would happily withdraw. With the governor’s assurance, which was as certain as any South Carolina governor’s word could be, the Clemson trustees agreed to the Greenville effort. Hurst and Edwards selected as director Claude B. Thompson, a retired army officer and an economics faculty member.
The branch programs had their problems, and admissions was the first. Sumter opened in 1966 with ninety-six students. Almost from the moment that Clemson began accepting applications in Sumter, complaints about the admissions process surfaced. Clemson had chosen to keep admissions decisions centralized on its main campus, which slowed the process. Second, Clemson’s decision to maintain its main campus entrance standards for all three sites produced complaints that Clemson’s standards seemed unreasonable. To counter the criticism and improve accessibility, Clemson opened a prefreshman development program and a night school freshman program at the Sumter campus. Neither calmed the critics. In the summer of 1970, Willis returned to the Clemson campus, and Jack Anderson took his place. H. D. Barnett, chair of the Sumter County Commission for Higher Education, wrote Edwards that he could already see signs of progress. But dissatisfaction with Clemson’s program continued to surface in local newspapers. Finally, on May 28, 1973, Edwards received a registered letter from Barnett notifying Clemson that the Sumter Commission was unilaterally terminating the contract with Clemson to provide two-year college programming. Edwards indicated that the letter was the first he had heard of the Sumter discussion.

The Columbia Record a week later “condemned the procedure as being irregular and injudicious.” The writer continued that apparently “protracted conversations
between and among commission members, the city council, the legislative delegation, and the county commission took place over a period of time. Plans were discussed; decisions made without conferences with either officials of Clemson University or the Commission on Higher Education of the State.” The newspaper continued, “One must suppose, in light of the almost-immediate request to the University of South Carolina and its prompt answer, that conversations took place between and among the Sumter people and USC officials.”

Clemson transferred the records of the permanent employees who wished to remain in Sumter over to USC. Students also had the opportunity to move to USC, which most did, or to attend Clemson (a small number did so). As all changed, a former student wrote to the *Sumter Daily Item* that the Clemson administration “made it almost impossible for these dedicated people to make the necessary strides forward….USC fills our needs.” Later, the Columbia *Record* reported that the Sumter officials effected the change because of Clemson’s “higher and restrictive” admissions requirements and because Clemson did not decentralize the admissions process or the decisions themselves. A still later complaint suggested that Clemson was not willing to provide graduate work there.

The Greenville program differed in that many of the faculty came from the Clemson campus and commuted there on a regular basis. A few taught in Greenville exclusively, but most did not become a part of the Greenville TEC group. In 1968, Thompson resigned as Clemson’s Greenville director, and Frank L. Day of the Clemson English Department took his place. In 1972, however, when the legislature authorized the creation of the traditional, transferable freshman–sophomore college year called the “college parallel” curriculum in the technical centers, Clemson announced it would withdraw from the Greenville program at the end of June 1973. Clemson’s branch campus experiment ended.

**Another Way**

Even with the supplanting of Clemson in Sumter by USC and in Greenville by the new TEC college parallel program, other possibilities for broadening Clemson’s educational footprint had emerged. Modeled in some ways on the long-standing Clemson–Medical College dual degree (BS–MD) program, the reverse brought several South and North Carolina private liberal arts colleges together with Clemson. The dual-degree program offered the liberal arts
student majoring in physics, chemistry, or mathematics the possibility of transferring to Clemson in engineering at the successful conclusion of the junior year. The student then spent two years and the summer in between enrolled in specified courses at Clemson leading to an engineering degree. At the conclusion of the five years of passing all the courses, the student received an appropriate bachelor’s degree from the liberal arts college and a bachelor of science degree in one of the engineering fields from Clemson. The program required close monitoring. Clemson engineering faculty member Jim Edwards, himself a Clemson graduate with a master’s degree from Penn State, proved ideal. A committed teacher and community leader, he worked closely with the Clemson admissions staff and with the faculty assigned at the sending college as the Clemson transfer advisor.37

The concept worked well in engineering. Then, in an effort to improve Clemson’s percentage of African American students while increasing the major field options in both engineering and agriculture for students at SC State College, President Edwards proposed the same concept to State’s President Maceo Nance. After a number of sessions between the presidents and in face-to-face meetings with key faculty, Edwards and Nance signed this second set of compacts.38

The third program that entered heartily into the 3 x 2 arrangement, as this came to be called, was nursing. At first, Dean Geraldine Labecki agreed to it wholeheartedly and traveled personally, making preparations with many private schools. Her concerns both for her profession and for increasing opportunities for the professional advancement of African Americans led her to seek out agreements with a number of traditionally African American schools in the Carolinas.39

As creative and as helpful as these programs demonstrated themselves to be, two weaknesses emerged. The contact at the student’s original school usually saw this as an added “chore.” And for them, it meant losing some of their better students, which they naturally resisted. At Clemson, the program was never “institutionalized,” that is, assigned to one full-time admissions staff person to keep up with the collegiate transfer candidates, file progress reports, respond to the transfer candidates’ advancement, and remind the candidates of upcoming deadlines. Nor did Clemson make a university-wide effort to cultivate and thank the faculty who served as their point persons at the original schools. But for the students who stuck with the program, the rewards, besides two baccalaureate degrees, abounded.

**New Graduate Opportunities**

By 1973, the College of Nursing curriculum committee began exploring the creation of a nursing master’s program (MSN) built on a nonbaccalaureate-registered nursing certificate. The goal was to recruit retired persons who, in their
mid-40s, had received two- or three-year registered nurse certificates during and immediately after World War II and had worked for years before retiring because of long hours and/or low wages. The proposed upgrading would tap into another pool of experienced people and bring them back into service. Dean Labecki and her staff “massaged the concept” for several years to meet the requirements of the national and state accrediting and licensing boards.40

These approaches garnered some success in reducing the enrollment pressure on the freshman and sophomore laboratories (and dormitories) by encouraging students to begin their work elsewhere, thereby avoiding the construction, maintenance, supervisory, and instructional expenses of “branch” and “twig” campuses and centers. A second effort focused on off-campus graduate work. In fields such as engineering41 and education,42 the individual Clemson colleges supervised off-campus graduate programs.

Another successful off-campus graduate program developed in architecture. For a number of years, Dean Harlan McClure dreamed of and looked for a permanent facility in a European city that would serve as the “ornament” in the crown of his program. McClure had studied at the Royal Swedish Academy in Stockholm and later served as a Fulbright visiting professor at the Architectural Association School in London, UK. In addition, he had served as a lieutenant commander in the U.S. Navy where he received special training in Oriental languages.43 As a result of these experiences, McClure anxiously wished to inject some out-of-country experience into the education of his students. He believed firmly that a European city, preferably one that was not too large but with both historical and contemporary significance, would be ideal.

In McClure’s regular visits to Europe, where he served as a lecturer on urban planning, he developed a strong friendship with Cesare Fera, an architect who had earned his terminal degree from the University of Rome. Fera, at McClure’s invitation, came to Clemson for a year as a guest professor in 1968 and became a member of the faculty.44

Harlan McClure, dean of the College of Architecture, successfully established Clemson’s first long-term overseas program, the Charles E. Daniel Center for Building Research and Urban Studies in Genoa, Italy. Clemson University Photographs, CUL.SC.
When Fera returned to Italy, McClure charged him with the task of searching for an appropriate locale there for a Clemson center. After several suggestions, McClure, the Clemson Architectural Foundation (CAF), which would be the owner, and the senior faculty in design selected the Villa De Fore in Genoa. McClure named Fera director of the Genoa center, and Fera hired a residential staff and made modest physical changes in preparation for the first semester, January 1974. Questions remained about financial responsibilities for the villa library and office equipment, but Clemson eventually resolved all issues so as to avoid conflicts with the state of South Carolina. Through very generous gifts to the CAF by Life Trustee Buck Mickel and Mrs. Charles E. Daniel, the foundation retired all debts on the facility in 1977. CAF remains responsible for all the upkeep on the property. Clemson named the center, fittingly, for Charles E. Daniel.

**Services Increase**

Administrative changes continued. The Office of Development worked from increasingly cramped space in the Trustee House, with Wright Bryan supervising the news and public relations part of the functions. He was fortunate to bring Harry Durham back to Clemson in 1966. Durham had first come to Clemson following his military tour of duty in Europe and receipt of a master’s degree from UNC. But he left Clemson in 1964 to serve on the Duke University public relations staff. Durham was a great “broad view” person, gifted both in writing and camera skills. He had earned his undergraduate degree at Auburn. He and his wife had two children, a daughter and a son. Upon Durham’s return, Edwards, Hurst, and Bryan merged agricultural communications with the general news agency, and the educational radio station, WEPR, along with its growing television component into one entity. Durham worked with the statewide educational system, designed to supplement 1–12 classroom instruction. Those connections remain strong.

In preparation for his retirement, Bryan assigned the print media to Melvin C. Long (October 25, 1932–February 9, 2007). Born in Anderson County, Long served in the U.S. Army in Germany from 1953 to 1955. After receiving a BS in industrial management in 1959 from Clemson, he worked for Milliken for two
years before honing his true talents by joining the staff of the Spartanburg Herald. Bryan brought Long back to Clemson as an editor for News Services but reassigned him in 1967 as public relations director, a position Long held until 1980 when he suffered a debilitating heart attack. With so many positive changes underway, Bryan announced his retirement, effective September 30, 1969. Edwards determined that the recent changes in News Services would continue to build on the foundations laid by Bryan and Sherman. Alumni Relations also functioned well. The area that needed work appeared to be foundation grant cultivation. Edwards knew that in Stan Nicholas, director of engineering research, he had seen a person with the ability to work with the many arms of the federal government and also with private foundations, particularly in engineering and the sciences. He named Nicholas the fourth vice president for development. Shortly thereafter, Wood Rigsby, vice president for administration and secretary to the board of trustees, also submitted his resignation. Of course, the combining of the two titles by Edwards meant that the individual selected in reality had two (or perhaps fourteen) bosses, which could be a real difficulty. Board President Brown and Edwards chose Adm. Joseph McDevitt (ret.) as the vice president for administration. A graduate of the University of Illinois, McDevitt had served as a judge advocate general before retiring to Clemson with his wife, Cathy, and their children.

On the alumni side of outreach, Joe Sherman also enlarged his staff, adding George Moore in 1961 as assistant director of alumni relations. Moore had graduated from Seneca High School in 1949 and joined the U.S. Air Force. He did his initial college work at the University of Texas while in air force training. Assigned to the Strategic Air Command, he served in Great Britain, North Africa, Japan, and the Far East. Following military service, Moore earned the BS in industrial
management from Clemson. A member of Tiger Brotherhood and Pi Kappa Alpha, Moore later succeeded Sherman as alumni relations director.\textsuperscript{51}

By 1967, as the cadre of living alumni began increasing rapidly, Sherman, who with Bryan had begun a successful annual alumni solicitation (the Alumni Loyalty Fund), knew he needed a full-time field representative. In 1967, he brought George Ulmer Bennett to Clemson to fill the position. A 1955 Clemson graduate from Columbia, Bennett completed military service in 1957 and began a steadily advancing career with Humble Oil. But with his strong loyalty to Clemson, when he read a Clemson advertisement for an alumni field representative, he applied. Bennett had been an active student, including serving as president of Blue Key and Central Dance Association and head cheerleader. Also a member of Tiger Brotherhood, he had wide connections and boundless energy, thus making an excellent first field representative. Bennett moved to Clemson with his family. He became the Kappa Delta Chi Fraternity advisor, and when Sigma Nu Fraternity colonized and then chartered the chapter, it initiated him. Later, when Gene Willimon announced his retirement as IPTAY executive secretary, Bill McLellan and Edwards asked Bennett to move to the IPTAY staff. Bennett accepted.\textsuperscript{52} Sherman and Moore then recruited to the alumni position a young graduate, Joseph J. Turner (Clemson 1971), who had just completed his military service. Turner, while a student, had served as the first Pi Kappa Alpha chapter president. Upon joining the alumni staff, he became advisor to Tiger Brotherhood and soon married Cathy Anne Campbell, associate dean of women.\textsuperscript{53}

**Outreach to Students**

In 1972, Joe Turner, a vocal advocate of the idea that good alumni are created in their school years, believed that Clemson needed a major communications link between the students and the Alumni Association. He convinced the alumni director to let him organize a student group that could speak directly to alumni, and he brought together a cluster of students chosen to represent Clemson's
classes and home areas. He and the students explored a variety of social membership structures, slowly allowing one to emerge. During the discussions, Turner kept a list of potential projects the students suggested. Once an organizational plan evolved, and with a short list of projects in hand, Turner and the student body president, Sam Crews, attended a regular Alumni National Council (ANC) meeting and presented the idea and plan. The ANC accepted the proposal and allotted seed money. By mid-March 1973, the Student Alumni Council (SAC) formed and elected as its first president Mendel Bouknight, a junior and member of Kappa Sigma.54

By autumn, the group undertook its first project, presentation of an outstanding teacher award, known as the Alumni Master Teacher Award, with nominations solicited from students. To prevent the award from becoming a popularity contest, only the SAC determined the winner from among those nominations. The SAC presented the award, accompanied by a monetary gift from the Alumni Association, at May commencement. At the 1974 commencement, Louis Henry, a member of the Clemson Class of 1953 and a professor of English, received the first award. A Clemson native, Henry spent his early college career under the tutelage of English professor John Lane as a member and later editor of The Tiger. Henry also held membership in Blue Key, Tiger Brotherhood, Gamma Alpha Mu, and Phi Kappa Phi. After graduation, he followed other Tiger staffers into the newspaper business and, in the Clemson tradition, served in the military, which included a tour in Korea. But the “red hills” called him back, and he returned to Clemson for his MA in 1958. Following a stint at teaching, Henry undertook
PhD studies at Florida State University. His doctoral dissertation focused on an often-overlooked southern writer, Julia Peterkin. An unusually involved faculty member, Henry demanded of himself that he know every student by face and name by the second meeting of the class. Of him, the State newspaper noted, “Henry particularly likes to teach English composition, feeling he can see more measurable results in student improvement and that students can see clearly the need for improving writing skills.” In his farewell “Viewpoint” in 1978, another Tiger editor, Thom Taylor, wrote, “To Louis Henry, a special thanks for every minute of countless days you’ve been a friend. It’s people like you who make Clemson what it is, and what it will always be.” Taylor now is a practicing attorney.

The Student Alumni Council, led by Turner, grew concerned that, as the university expanded, Clemson students would lose touch with the school’s unusual heritage. Its leaders had no desire to roll back the clock, but they felt strongly that “history is a wise teacher.” So, as the United States approached the 200th anniversary of the Declaration of Independence, the council undertook to mark it by remembering the legacy of Thomas Green Clemson and commemorating his April 6 death date at St. Paul’s Episcopal Church in Pendleton. Although Mr. Clemson did not proclaim to be a churchgoer, he had buried his beloved Anna and two of their four children at St. Paul’s, and this is where he also chose to lie. The rector of Holy Trinity, Clemson, the Rev. Mr. Thomas Davis, in whose bounds St. Paul’s served as a chapel of ease, worked closely with the students in developing the service, which involved the student body president and President Edwards along with Davis. Sponsored by Tiger Brotherhood since 1991, the service has become an annual observance, and the Clemson calendar marks the event as Founder’s Day.

An Effort for a Continuing Education Center

One area in which Clemson had trouble establishing strong programs was nonagricultural extension, or continuing education. Disciplines such as engineering, education, and architecture, all of which require state recertification, offered regular continuing education programs. Clemson’s early experiences had been with groups that either looked forward to, or had no objection to, staying in the barracks, the Trustee House, the school’s small hotel/boarding house, or as guests of senior faculty. But the building of the Clemson House offered a new opportunity. In the late summer of 1952, Poole approached the Kellogg Foundation seeking a grant for the construction of a wing to the apartment hotel to house the conference facilities Poole thought Clemson needed. Probably Poole selected Kellogg because Michigan State had just received such a gift from the Battle Creek, Michigan, foundation. But the foundation refused.

Nonetheless, in 1953, under the cosponsorship of the Adult Division of the State Department of Education and Clemson’s Education Department, Clemson...
began an adult education program. The Education Department served as its academic home. Clemson College, which still ran on a military schedule, used its lecture space in the morning and early afternoon, leaving the classrooms available in the late afternoon and early evening for adult education programming. The program’s local board included John Miles, agricultural economics, as the chair, Mrs. Robert Carson, Mrs. John T. Bregger, Miss Frances Holleman, and professors J. L. Brock and L. R. Booker. The board selected Mrs. Bregger, a prominent member of the community, as director of what became known as the Clemson Area Continuing Education Center. Although appropriately classified as continuing education, it represented a type of programming different from the professionally required programs associated with fields such as medicine, engineering, and law. The Clemson Area Continuing Education Center reached its zenith in enrollment in 1959 with 1,500 participants.

While that community program continued, six of the collegiate deans urged the establishment of a professionally equipped and managed continuing education center. Edwards added it to his permanent improvement list shortly after Edgar A. Brown succeeded R. M. Cooper in 1966 as president of the Board of Trustees. Other housing and academic needs existed ahead of it, but during the gubernatorial career of John West, the center’s time had come. In 1973, at the urging of Brown, West recommended in his budget request that Clemson receive $6 million to build the center. Edwards appointed a campus committee to set out the desired needs. The legislature authorized $5 million, and the campus building program committee delivered its plans. The committee selected a site on Hartwell Lake, which meant that the Clemson House, by then twenty years old, would not be used and the bedroom space would have to be duplicated. Edwards gave no particular square footage or other guidelines or limits to Sam Willis, who, as dean of extension, assumed responsibility for continuing education, so the committee felt free to specify whatever it wished.

With that decision made, Edwards, on the advice of Walter Cox and Manning Lomax, director of housing, recommended that the Clemson House be turned into a dormitory. The trustees concurred but added that the permanent residents could stay as long as they wished. Campus humorists quipped, “as long as they can stand the racket.” To honor existing bookings and campus needs (the only hotel/motel with full service was twenty-two miles away), the seventh floor remained a hotel while the penthouse continued to be reserved and used only by permission of the president.

The cost estimates for the continuing education building came back at $12 million (or more than double the final state permission), which necessitated radical parings in the program and returning the issue to the building committee. However, a worldwide oil crisis resulted in a rapid rise in gasoline prices and inflation ensued. The inflation particularly affected the cost (interest) of building
loans. South Carolina’s Budget and Control Board stopped all state building projects and withdrew money for and permission to proceed with them. The continuing education center died.63

Just as the legislative session of spring 1975 ended, Edgar A. Brown, president of the Clemson University Board of Trustees and chairman of the S.C. Senate Finance Committee, died on June 26 from injuries suffered in an automobile accident. Brown was the second trustee and general assembly power to die in three years, following Winchester Smith (1896–1972). Moreover, both Brown and Smith were members of the Barnwell Ring. To the public way of thinking, this group served as the state’s political “battery.” Now, only Soloman Blatt remained, and Clemson had lost two of its greatest political proponents. Immediately after Brown’s death, Clemson’s building program slowed to a trickle.

The Botanical Gardens

An unusual and oft-overlooked outreach effort on the Clemson campus was the Botanical Gardens. It, like many other parts of any college campus, fell victim to the activities in the admissions and budget offices. Of course, in a “state-designated institution,” the public agencies that do the supporting and/or assisting also affect the budgets. So programs and spaces are always subject to many and continual changes. In 1964, the floral trial beds lay directly behind the Poole Agricultural Center. Two of Clemson’s most devoted horticulturists, John Patrick “Pat” Fulmer (Clemson BS 1953, MS 1955) and Tazewell Senn (BS, Clemson 1939; MS and PhD, University of Maryland 1950 and 1958), known to most as “Tee,” laid out the beds, aided by Clemson’s grounds supervisor, Jim Carey (Clemson 1935). Wholesale and retail botanical centers, many owned or managed by Clemson horticultural families, helped stock the trial gardens. And while many species and varieties from around the country arrived on campus for their growing habits in the region to be tested (the four experiment stations participated in the trials just as they served to test and evaluate new shipments of all manner of...
Two men also instrumental in the creation of the state’s Botanical Garden were John Patrick “Pat” Fulmer (Clemson BS 1953, MS 1955) and James Henry “Sonny” Crawford (Clemson BS 1949, MS 1961). Here we see them at work with horticulture students. Crawford is second from left, and Fulmer is second from right.

Two men also instrumental in the creation of the state’s Botanical Garden were John Patrick “Pat” Fulmer (Clemson BS 1953, MS 1955) and James Henry “Sonny” Crawford (Clemson BS 1949, MS 1961). Here we see them at work with horticulture students. Crawford is second from left, and Fulmer is second from right.

James C. “Jim” Carey (Clemson 1935), a member of a long-time Clemson family, served as grounds supervisor and was critical in the development of the Botanical Garden. Clemson University Photographs, CUL.SC.

However, as the university added forestry and parks and agricultural administration buildings, completing McGinty Mall (Ag Quad), the need for additional parking emerged. Given the access to Cherry Road, by then a major connector to three highways, the use of the space behind the Poole Agricultural Center for a parking lot made sense. Further, the trial gardens could not be expanded on that site. Senn, Fulmer, and others in ornamental trees and shrubbery realized that a move would benefit the gardens and, except for the inconvenience of not having the gardens close to the Horticulture Department headquarters in Poole, welcomed it. They proposed a plan to the trustees that the gardens be transferred to a large swath of land on U.S. Route 76 on the campus side of the highway. Carey, Lehotsky, Senn, Fulmer, and the horticulture and forestry faculties and students had reclaimed the forty-five-acre site, long used as a garbage dump, to serve as what would become the Roland E. Schoenike
Arboretum and a shelter for Clemson’s extensive collection of azaleas, rhododendrons, japonicas, and sasanquas, which they moved from the west and south sides of Cemetery Hill. The Horticulture Department also moved the flowering shrubs because the U.S. Army Corps of Engineers used much of the western finger of Cemetery Hill to build the Hartwell dikes, while the northern face was endangered by the Memorial Stadium expansion made necessary by the upcoming football games with USC.64

The horticulturists and the grounds crew created sunny areas by covering the long-abandoned and well-decayed dump heap with a deep layer of rich, well-prepared topsoil. The floral trial gardens flourished there, while shady ornamentals spread in the arboretum. To water the rapidly expanding gardens, the planners and builders added several spring-fed ponds along with natural stream-filled ponds. Waterfowl appeared, and, given the pleasure children of the campus and the community got from feeding them, the birds stayed on to mate, nest, and raise ducklings, goslings, and tolerate Easter gift releases. A man of boundless creativity, Senn salvaged a water-wheel-driven mill and a mud-chinked, dirt-floor Foothills cabin and planted a garden with what later generations would call “heritage” seeds. The most creative plan involved obtaining a series of federal grants to create a Braille and rope-guided trail for the blind and recruiting blind and sight-diminished young people to be part of the project, some as students, others as tenders, and a few as both. As the gardens expanded, volunteer workers formed into an organization, Friends of the Horticulture Gardens, to help with the area.65

**Academic Achievement**

As the 1977–1978 academic year ended, Edwards, now with a new vice president for business and finance, Melvin Barnette, as his major financial advisor, still had Adm. Joseph McDevitt, Dean Victor Hurst, Dean Walter Cox, and Stanley Nicholas as members of his cabinet. But Hurst, on whom Edwards leaned for more than advice in academic matters, had announced his retirement for June 30, 1980. Moreover, the trustees appeared, to Edwards, young men, and the president’s strong personality dominated them.

Edwards had a tremendous record of academic as well as other achievements at Clemson. Under his leadership, Clemson had built vastly improved new classrooms and laboratories in most parts of the university’s teaching and research enterprises. Sadly, exceptions existed in biology (teaching) and in chemistry (teaching and research), two fields critical to Mr. Clemson’s original hopes for the institution. The state’s method of funding, based on student tuition forecasts, could not project enough revenue for campus construction with only slight increases in tuition, a student population that had reached the planned and announced limit
of 10,000, and mortgage interest costs driven sky-high by oil shortages. The beginning of the contraction in textiles jobs also added to the inadequacies in the state government’s revenue. On the bright side, the R. M. Cooper Library had been completed in stages, and Edwards had consistently lobbied for more library funds as the collection approached 800,000 volumes, including an increase in collections of publications and series reprints. This count represented a fourfold increase in the collection during Edwards’s presidency. Faculty research and publication in the liberal arts and social sciences grew steadily, with little or no rise in levels of degrees granted. The “holding of the line” on increasing such degrees was a conscious decision based on the school’s projected resources.

But the Edwards administration did have some problems, generally in the method of management. As the cluster of independently powerful trustees, namely Cooper, Daniel, Byrnes, Smith, and Brown, died, Edwards became increasingly autocratic in the setting of major and nonacademic policy. The 1970–1971 SACS visiting team cautioned the university administration to be more collegial in its decision-making processes. Further, on one occasion, Edwards, on the advice of the registrar, issued an academic policy that directly opposed the recommendation of the Faculty Senate and the Undergraduate Council and gave no notice of the decision to either body. This produced increasing faculty insistence that admissions, registration, and grade decisions represented academic concerns, and that the university’s current organizational structure improperly placed such matters in Student Affairs. The next visiting accrediting team concurred.

Yet, the work of the Registrar’s Office had been exemplary. Without real recruiting, Clemson’s student quality, if measured by SAT (the only basis for comparison, with many small independent high schools making class rank hard or even impossible to obtain), had slowly increased, while most of the United States experienced a steady, slow decline in the SAT. Within the state, Clemson’s entering SAT scores ranked second only to Furman, the premier independent school in South Carolina. The public state institution closest to Clemson in this comparison ranked about 12 percent lower. Further, the student body in 1978–1979 remained 74 percent in-state, and out-of-state students now hailed from forty-six of fifty states. Meanwhile, when counting other countries (and in this count, countries that gained independence since 1958 are counted separately in 1958 and in 1979), the total had risen by 50 percent from twenty-five in 1958 to thirty-nine in 1979. Female students had increased from 1.6 percent to 26.8 percent. But, nonwhites had increased from less than 1 percent to only 2.2 percent, of which African Americans (as distinct from Africans) represented only half, or 1.1 percent, of the total. The overall student body had grown from 3,410 in 1958 to 10,471 in 1979. In the 1979 count, nearly 24 percent were graduate students. By this point, Clemson and all other institutions used two types of figures, either head count (or “a student is a student is a student”) or full-time equivalent (the
total number of credit hours enrolled at some predetermined date, divided by
twelve for undergraduates, nine for master’s students, and six for doctoral stu-
dents), called FTE.66

But an unasked question remains: “How many of those admitted as freshmen
(typically the group that determines the quality of the incoming class) then gradu-
ate from that same institution in four years (typical for BA and BS degrees) or six
years (which accommodates the changing intellectual interests of bright young
people reflected in changing majors)?” In 1958–1959, the college didn’t collect
such data in a form readily analyzed, although administrators frequently used the
figure of 50 percent. By 1978–1979, the data indicated 60.95 percent graduated
in the undergraduate programs (still with a bit of uncertainty). The long-term
figures showed that, between 1893 and 1979, 84,878 students had enrolled in
pursuit of bachelor’s degrees or higher. This excludes one- and two-year agricul-
ture and textiles degrees and associate degrees in nursing. The students receiving
bachelor’s degrees totaled 33,303, master’s 6,220, educational specialists 58, and
doctorate 516, for a total of 40,097, or a bit under 43 percent, which indicated
about a 30 percent improvement rate over the lifespan of the university.

Faculty quality, when measured by the ratio of full-time faculty to students
and by highest degree held, showed the following changes. In 1958–1959, the
total faculty (that is, persons who actually taught as opposed to those who carried
the title but neither taught nor fell under the administrative oversight of the dean
of the college) numbered 293. The ratio of the teaching faculty to the students
was 1 to 11.7. The same comparison in May 1979 shows 1,050 faculty and a
faculty-to-student ratio of 1 to 9.9, a major improvement.67

A second consideration is the comparison of the percent of faculty who held
specific levels of degrees. In the Edwards years, he rarely involved or attempted to
involve himself in the questions of appointments, retention, promotion, or tenure
processes of the faculty.68 The faculty that Edwards inherited from Robert Frank-
lin Poole appeared very good, and faculty credentials improved further during Ed-
wards’s years. The 293 faculty in 1958 held 122 PhD degrees, one DVM degree,
one DF degree, and two EdD degrees for a total of 126 earned doctorates, or 45
percent; 159 master’s degrees (as the last earned degree), or 54 percent; five BS de-
grees and three without listed degrees, or 1 percent. By 1978–1979, the number
of faculty had increased to 1,050 with 614 holding PhD degrees, two DF degrees,
three DSc degrees, three DPhil degrees, and two DArch degrees. These all, at the
time, represented original research degrees. Forty-three held EdD degrees, two JD
or LLD degrees, and three DBA degrees, which required lengthy research papers
that may or may not have contained original research. The remaining faculty held
examination and observation degrees and consisted of twenty MD degrees, one
DMD degree, two MNA degrees, four JD degrees, four DVM degrees, and one
totally unspecified degree (where the “type of degree” could not be found). Thus,
59.4 percent of all the degrees represented earned original research doctorates, indicating that six out of ten of the faculty were prepared to carry out in-depth research, a one-third improvement. Forty-eight (4.6 percent) held degrees that required research that may or may not have been original in nature. The remaining doctorates (thirty-one) accounted for 2.94 percent of the total faculty. The doctoral holders represented 66.94 percent of the faculty.69

Also, the university now offered degrees at every level and awarded a significant number of them. The Edwards administration’s newly offered degrees, authorized by the trustees under the terms of Mr. Clemson’s will, included, in order of authorization, the PhD, BA, MA, MEd, and AS in nursing. Within themselves, these led to the rapidly increasing pool of applicants, especially females.

For faculty, three developments had occurred during the Edwards years. The first involved the creation of the Alumni Professorships, which included permanent stipends for a few faculty. The stipulations for such honored appointments included that the faculty receiving them must commit to full-time teaching, with a preference to undergraduates. The professorships resulted from the efforts of Wright Bryan, when he was alumni president, Joe Sherman, the alumni director, and Jack Kenny Williams, dean of the college. The Loyalty Fund, the annual alumni monetary campaign, also the creation of Sherman and Bryan, provided the stipends of $1,000 (2011 equivalent $7,334).70

The second major faculty development involved the establishment of three named endowed professorships, with substantial endowments of $500,000 each (2011 equivalent $3,418,243). These gifts came from Calhoun and Kathryn Lemon for a professorship in English or American literature, J. Wilson Newman for environmental studies, and Thomas Hunter for bioengineering. A common theme connected all the donors or creators—deep Clemson roots. Wright Bryan, the initiator of the Alumni Professorships, was the son of A. B. Bryan, who graduated in the 1898 (second) class and was both a professor of English at Clemson and a longtime member of its Extension Service. Wilson Newman’s paternal grandfather served as the first director of the Experiment Station, his maternal grandfather served as the first president of Clemson, and the children of those two Clemson officials married. The young C. C. Newman, Wilson Newman’s father, was the first graduate of Clemson in the late winter of 1896, and he joined the faculty in horticulture. Tom Hunter named his gift in honor of his older brother, also a graduate in the first class. “Little Joe” Hunter joined the mathematics faculty after teaching in Newberry public schools from 1896 to 1900. Joe Sherman was the son of Franklin Sherman, a distinguished entomologist and longtime member of the Clemson faculty. Calhoun Lemon attended Clemson for only one year, but his loyalty to Clemson remained a high priority in his life.

Joe Sherman and Joe Turner, Clemson’s second alumni field representative, created the third development for faculty, an annual and one-time award from
Calhoun Lemon, who attended Clemson for a year, and his wife, Kathryn, endowed three chaired professorships in literature, history, and philosophy. Clemson University Photographs, CUL.SC.

Mr. and Mrs. Thomas Hunter (Clemson 1909) established Clemson University’s first endowed chair, the Hunter Endowed Chair of Bioengineering. Clemson University Photographs, CUL.SC.

Mr. and Mrs. Wilson Newman, pictured here with President R. C. Edwards, endowed a chaired professorship in environmental studies. Clemson University Photographs, CUL.SC.
the Alumni Association to a professor who the students, through the Student Alumni Council, judged the best in the classroom that year. Over the years, most recipients have remained at Clemson throughout their careers (see the list of Alumni Master Teachers in the appendix).71

However, during the otherwise successful Edwards administration, the effort to cultivate gifts necessary for Clemson to move into a leadership role among the southern state and land-grant universities was not sustained. The buildings spurred forward by private gifts, such as Olin, Earle, or Jordan, came to Clemson through the initiative of others. In presenting Clemson’s needs to governments, Edwards performed in excellent fashion; his thoughts and actions, in this regard, always appeared logical and never self-serving. Through the work of his last development vice president, Stanley Nicholas, Edwards secured a large amount of federal funding for a number of major projects, but when it came to individuals, the president appeared to hold back. A major lost opportunity concerned the halfhearted effort to gain Bernard Baruch’s support for the new university library. Several persons close to Edwards note two reasons: First, he appeared ill at ease in social settings. As a host, particularly for student groups, he came across as overwhelmingly kind and gracious.72 But when the social situation required talk about a wide range of non-Clemson or nonfinancial issues, he did not appear as comfortable, leading to a failure to cultivate the personal relationships frequently essential to obtaining major private gifts. He also seems to have feared the entanglements that might come from such gifts.73 Nonetheless, Edwards built the Clemson of the second half of the twentieth century. He was “The Manager.”

Notes

1. These data are from the U.S. Census reports for 1950–2010. They were obtained by Alex Crunkleton from the following sources: http://usda.mannlib.cornell.edu; http://www.agcensus.usda.gov; and http://www.ers.usda.gov. The acreage reports are from the U.S. Agricultural Census of 1965 and 1975. The Immigration Act and its effect on the United States are discussed in Berlin, The Making of America: The Four Great Migrations.


6. CUL.SC.CUA. S 11 f 472. While this statement is contemporary, it is, I think, overstated. Perhaps Edwards meant advanced engineering degrees because that had been Russell’s position on engineering.

7. Ibid., S 12 f 142.


9. Ibid.

10. Ibid, 80.

11. CUL.SC.CUA. S 30 v 8, 88.

12. Ibid., v 10, 93.


14. “A Statement of Principles” within the minutes of the October 31–November 1, 1967, meeting of the South Carolina Commission on Higher Education (SCCHE). I wish to thank Alex Crunkleton for his aid in obtaining and annotating the commission minutes.


17. Ibid., July 18, 1968.


24. CUL.SC.CUA. S 30 v 9, 125.


26. Ibid., S 27 f “Willis”; and Willis to Reel, personal.

27. CUL.SC.CUA. S 30 v 10, 10. Persons close to President Edwards have mused that McNair’s request, coming almost simultaneously to the Sumter request, either was or could have been developed into Clemson’s providing the college-level transfer work at all the TECs. Nothing in the minutes, in the correspondence, or in Edwards’s comments on disc ever suggest such was discussed.


31. CUL.SC.CUA. S 13 f 688.


35. CUL.SC.MSS 91 f L 351.

36. CUL.SC.CUA. S 30 v 14, 77–78.


38. CUL.SC.CUA. S 12 b 7 f 81. Note in the same file the effect the Orangeburg Massacre had on the implementation of the plan.

39. Greenville News, August 26, 1971; and CUL.SC.CUA. S 90 b 1 f 15.

40. CUL.SC.CUA. S 90 b 1 f 7 and f 15.


44. CUL.SC.CUA. S 83 b 11 f 13.
45. Ibid., b 19 ff 1 and 6; and S 74 b 103 f 17.
46. Ibid., S 74 b 103 f 16.
47. Ibid., S 19 f 360.
48. Ibid., S 28 “Durham.”
50. CUL.SC.CUA. S 30 ss i b 2 f 29.
51. Ibid., S 28 f “George Moore.”
52. Ibid., f “George Bennett”; and Bennett to Reel, DVD.
53. Turner to Reel, DVD; and CUL.SC.CUA. S 87 ss i b 13 f 12.
54. CUL.SC.CUA. S 38 f “Mendel Bouknight.”
55. Ibid., f “Louis Henry”; Columbia State, June 9, 1974; and The Tiger, March 10, 1978.
56. CUL.SC.CUA. S 37 “Student Alumni Council”; and Turner to Reel, DVD.
57. CUL.SC.CUA. S 5 f 8.
59. The Tiger, February 27, 1959.
60. CUL.SC.CUA. S 61 b 72 f 670.
61. Ibid., S 30 v 14, 135, on the center; and Ralph Elliot to Reel, DVD.
62. CUL.SC.CUA. S 19 f 240.
64. Senn, Fulmer, and Fuller to Reel, DVD called The Clemson Horticultural Gardens; and CUL.
SC.CUA. S 30 v 14, 129–131. This section of land on which the South Carolina Botanical
Garden sits carries a special deed restriction imposed through the U.S. government with the
full agreement of the Clemson University Board of Trustees.
65. DVD: The Clemson Horticultural Gardens; see Senn, Fulmer, et al. to Reel.
66. These numbers are collected by a variety of public agencies, semipublic associations, and pri-
vate bodies to measure sizes and determine funding recommendations.
67. The figures, derived from the Clemson Record, have been amassed by the Office of Institutional
Research. I hasten to point out that records from 1958 to 1979 do not tell how much
time was given over to the classroom (including preparation, grading, and individual confer-
ences in the faculty member’s office, which is generally conceded to be about two hours out
of lecture, discussion, or whatever for every hour in), research (not directly for the classroom
but for presentation or publication), and administration (generally understood to include the
completion of a variety of reports, usually at the request of bureaucrats, and surveys, which
occasionally relate to a colleague’s research in pedagogy or a social science, to an accrediting
body, which are quite infrequent, or a faculty, student, or staff generated set of questions). Of
course, the time department chairs or heads or faculty members spend on faculty, student, or
administrative councils, commissions, and committees, which are the price of faculty involve-
ment in the “running of the school,” are all attributable to “administration,” although some
call this “service,” confusing that with public service, such as speaking without remuneration
various outside groups if the subject of the talk is in the faculty member’s academic specialty.
These should be separated from public requests or duties, whether financially rewarded or not,
that are part of any adult citizen’s civic duties, which also should not be classified as “service.”
It is a “tricky minefield,” particularly for the younger academics. These are my conclusions
weaned from nearly fifty years of which more than half were given over in part to academic
administration.

Equally important were the changes in the credentialed qualifications of the faculty. Ob-
viously, when judging the worth of any single faculty member, a good judge will hardly con-
sider these types of credentials alone. That type of judgment is usually done initially by one’s
peers at a variety of levels. However, when considering a unit such as an institution, particu-
larly when considering change (in any direction) over time, this measurement is quite useful.
68. H. M. Cox to Reel; and C. Aucoin to F. Brown, DVD. Three exceptions to Edwards’s nonin-
terference in personnel matters are noteworthy. Each involved a faculty member either writing
a letter to the press or a public official using Clemson stationery (which implies an official
university position) or writing a letter to the press or a public official and using one’s academic
rank, such as associate professor of music, when expressing an opinion on an issue in which
the writer is commenting as a layman. In two of the cases in which the president responded in
a way that could be judged threatening, the authors countered by demonstrating their competence stemming from their academic studies. In the third case, a committee of senior faculty found the writer clearly cited his academic position but the topic to which he spoke was not one in which he had any academic competence. The writer's appointment was not renewed. The writer had not been awarded tenure.

69. These data are compiled from the Clemson Record, 1978–1979.
70. Turner to Reel, DVD.
71. Ibid.
72. F. Gentry to Reel interview.
73. Durham to Reel, DVD; and Nicholas to Reel, DVD.
By 1969, almost all the new dormitories were in place, but the new Nursing Building (later named Robert Cook Edwards Hall) had not been placed. This map, however, gives a good view of the campus between 1964 and 1974 and reflects the campus that President Edwards built. Campus maps, CUL.SC.CUA. S37
Beginning in the 1960s, higher education faced a surge in young people that lasted for a quarter of a century. The students comprised the generation born in late- and post-World War II—later called the “baby boomer” generation—and were the sons and daughters of parents who themselves were the first in their families to attend college. Campuses overflowed with such young people, many considering college attendance a birthright, not a privilege. For Clemson University, with the small town (1,500) at its door, the rapid and increasing stream presented three issues for the campus planners and the town officers to face: space for the town to grow, suitable housing for the new populations, and enrollment limits, if any, the university planned to set.

“God Ain’t Making Any More Land at Clemson!”

Except for Clemson’s forestlands, the community was almost landlocked. Hartwell Lake blocked the west, and much of the land to the north and the south lay in designated forest. Only the east offered some space, although two four-lane federal highways cut through it. To make matters worse, the town of Clemson had only a few streets that provided ways out or in. One was a north–south highway (U.S. Route 76) that connected the town and the college to an under-construction interstate (I-85), which would flow from I-95 near Richmond, Virginia, south by southwest through Charlotte, North Carolina, past Greenville, South Carolina, and near Clemson, and then on to Atlanta, Georgia, before joining I-65 (projected) in Montgomery, Alabama. In many ways, the interstate paralleled the path of the Southern Railway as far as Atlanta, and the new multilane, limited-access highway continued to convey young people from the southern and Middle Atlantic States to Clemson as the rails did earlier students.

Preferred for more local transportation, a nearly completed four-lane U.S. Route 123 provided connections into north Georgia and to the east into western North Carolina. This new east–west roadway, like U.S. 76 and I-85, neared the final stages of connecting Greenville, by now the principal urban area in the Upstate, with the northwestern corner of the state, where the foothills changed to South Carolina’s spur of the Blue Ridge Mountains.
The actual town of Clemson had only two relatively unimpeded routes of entry. The first, a four-lane road called Old Greenville Highway or S.C. Highway 93, entered from the west, turning off U.S. 123 as it approached Hartwell Lake from Seneca. Old Greenville Highway crossed the Hartwell channel with the dikes looming to the north and south. On the northern side of S.C. 93, which served as the town limit toward campus, sat Tom Millford’s Clemson Printers. The print shop had just moved from center campus to make way for the new university library. Next came several older homes and the Esso gas station, which sold beer. A street emptied into S.C. 93, then a few commercial houses were followed by older homes and a handful of apartment houses. As one traveled on into town, the Episcopal rectory, Holy Trinity Church, and its parish hall sat alongside the large Clemson Methodist Church. The latter, originally a Greco-Roman style church, had arisen from the rubble of a fire in a new boxy stucco style that students labeled “the warehouse for Jesus.” Dan’s Café, a coffeehouse, hamburger and Coke, and midday “meat-and-three” diner sort of place, shared space in the Rudolph Lee-designed emporium with Sloan’s Store. Sloan’s offered clothes, sports gear, and bus tickets. At the corner, College Avenue entered from the north.

Back at Hartwell Lake and looking to the south, a visitor might note the oxbows of the Seneca River in the heavy thickets, a few older campus buildings isolated from the university farms that now had moved, and then Perimeter Road, which divided the student campus and the bottoms. Rows of “pre-fabs” marched close by Death Valley, to be followed by Fike Field House. The Clemson football team still “put on their pads” in Fike before meeting classmates and fraternity brothers for their walk to “The Hill.” The baseball diamond and old Riggs Field, by then the site of freshman football and track meets, ended at the Post Office with its brass-fit patrons’ boxes and the mural of the seven original (named in Mr. Clemson’s will) life trustees under the Trustee Oak at Fort Hill House. Dan’s and Sloan’s lay directly across Old Greenville Highway.

The eastern traveling S.C. 93 was now totally on university land. The roadside to the east and north rose sharply toward the soon-to-be-used Alumni Center, while the old Foy home, Prof. Daniel’s, “Doc” McCollum’s, and the Littlejohn houses commanded the brow of the hill. On its summit rose the much-respected Clemson House Hotel, and to the east university apartments, generally for young faculty, came in several sizes and styles. These continued east to the border of the campus, or U.S. 76. On the southern side of Old Greenville Highway, Bowman Field, heavy stands of oaks, and the old library (soon to be named Sikes Hall) dominated. A large plantation of oaks, maples, and dogwoods provided cover for native and Oriental azaleas and rhododendron, while meandering paths provided sites for pleasant diversions. The women’s residence halls just to the south ended at the President’s Home. A break for a road and a few older faculty residences stood before the pecan grove and landscape moved into Thornhill Village, one-story
duplex apartments for married students, named in memory of Trustee T. Wilbur “Buddy” Thornhill of Charleston. Veterans and graduate students composed most of the occupants.

The growing ease of access to Clemson, the favorable feeling toward the school generated by smooth admission of African American students, the opening of the school to women (along with the construction of women’s residence halls), the trustees’ decision to increase Clemson’s degree-granting authority, and the legal recognition of Clemson as a “university” all led to an increase in the number of applications Clemson received. In 1964, with a student body of 4,588, campus housing held 3,675 students, or 72 percent. By 1978–1979, Edwards’s last year as president, Clemson enrolled 11,470, a growth of 2.2 times, while on-campus student housing could hold 5,934 students, or 46 percent.¹

Craig Gaulden Architects from Greenville had begun designing a flexible low-rise apartment complex between the President’s Home and Thornhill Village. Calhoun Courts, named for deceased Trustee Patrick Calhoun, opened in 1980. The other newer residence halls that dotted the campus generally resembled utilitarian pink brick boxes not likely to become backdrops for memories that would compete with the vanished old barracks, the quads, or even the “Tin Cans.”

Setting Enrollment Limits

Several questions arose concerning Clemson’s enrollment. First, when most state colleges appeared to be growing unchecked, would Clemson also increase? Edwards and his advisors (the vice presidents for the divisions of Academic Affairs, Administration, Business and Finance, Development, and Student Affairs) spent hours examining this critical question. They discussed the issue of size and impersonalization of colleges (which Edwards thought lay at the heart of student unrest in the 1960s), state finances and economic future, state employment needs, campus structures and infrastructure, and community capacities to house faculty, staff, and students. Edwards set a target of 10,000 students.² Obviously, that self-imposed limit soon fell.

With the Edwards figure in mind, the President’s Cabinet made several policy changes. Ceasing to discourage upperclass students from living off campus came first. But that did not lead to the relaxation of the rule that campus room occupants had the privilege to continue to occupy their room so long as they remained in good academic and social standing. Enforcement of the rule helped reward reasonable behavior. Some casual groups formed and became ongoing and unofficial “fraternities.” One such group occupied the ninth level of Johnstone Section A. In the water-bomb fights of the 1960s and early 1970s, their accurate aim won them the title the “A-9 Bombers.” Further, Clemson continued to require all freshmen, except those deemed “mature” or those living with their families, to live on campus.
The few apartment units in the town of Clemson held single and young married faculty and retirees. However, a number of enterprising people—a mixture of alumni, staff, unconnected entrepreneurs, and faculty—moved quickly into the landlord arena. Apartment units sprang up on unlikely parcels of land, much to the consternation, and in some cases, anger, of the soon-to-be neighbors. The early apartments seemed rather Spartan, but competition produced amenities.³

Then, late in the spring of 1972, the President’s Cabinet gave permission to fraternities (whether or not such also extended to women’s fraternities is not clear) to rent, lease, or own off-campus properties.⁴ Alpha Gamma Rho Fraternity had a strong faculty base, mainly in agricultural sciences, for its board of directors. Merritt A. “Dan” Boone (1920–1993), an initiate of Alpha Gamma Rho at the University of Nebraska, served as the organizing advisor. After World War II service, he received his MS in poultry science at Michigan State in 1947 and then came to Clemson. Later, he received his PhD in poultry physiology from the University of Georgia. Besides his excellent teaching reputation, Boone gained recognition for his research that raised an early warning on the use of thalidomide. His overseas work with the U.S. Agency for International Development and for the United Nations Food and Agricultural Organization also brought notice to Clemson. His wife, Dorothy, proved as stalwart a supporter of Alpha Gamma Rho as did he. As fate

M. A. “Dan” Boone (pictured at left with pipe), known for his work in poultry physiology, was a strong supporter of the Alpha Gamma Rho Fraternity and their push to procure an off-campus house (pictured above), the first of its kind at Clemson. Photo taken from the 1971 edition of the Clemson University annual, Taps.
would have it, “Dr. Dan” was in Vietnam when the local fraternity board moved to buy a house for the new chapter. It settled on a large home (initially a railroad hotel) in the older part of town (old Calhoun), north of the Southern Railway line. The corporation built a housemother’s apartment, large kitchen, dining room, and more bedroom space—in other words, a proper fraternity house. Having only briefly gained dormitory space on campus, Alpha Gamma Rho made amazing efforts to maintain a strong campus presence in most student group competitions.5

Pi Kappa Alpha moved off campus next. Its house corporation, led by Hugh Wilson, a ceramic engineering faculty member and a Pike from NC State, and driven in part by the chapter’s successes in growth and campus activities, leased the Newman house, which sat across Old Greenville Highway from the university tennis courts. After Prof. C. C. Newman’s death, Mrs. Eleanor Newman, his second wife and widow, operated it as a boardinghouse, which served as a women’s residence and then a single-faculty rooming facility. After she closed it and moved into an apartment in the Clemson House, the house remained unoccupied for several years. Led by the chapter’s vice president, Joe McGee from Sydney, Ohio, the undergraduates refurbished the house to hold fourteen men. In addition, the Pi Kappa Alphas maintained a forty-six-bed fraternity dormitory on campus. But the owner of the house and the house corporation never reached an agreement on sales terms, and the chapter, after twelve years of occupancy, purchased another property.6 Both of these housing ventures and later similar moves by other groups gave Clemson a small measure of growth flexibility.

Serving South Carolina

After the first years (1963–1967) of initial attempts to enroll African American students, Clemson as a whole made little effort to recruit any more such students other than varsity athletes, although some individual departments or programs did engage in their own recruiting initiatives. But the university did not court either outstanding African American scholars or any other students, with the exception of athletes, before a possible student applied.7
During the two decades from 1960 to 1980, as noted in Chapter 3, both the nation and the state shifted in population composition. As a result, the Clemson student body changed dramatically from 1964 to 1970 and even more from 1970 to 1979. During the first period, the registrar kept information only on gender, age, class (freshman, sophomore, etc.), major field of study, place of origin, state of legal residence (for tuition purposes), guardian, and various contact addresses. Neither Ken Vickery, the registrar, nor Edwards desired to hold longer than necessary individual student data that could allow any university officer to treat a student in an illegal discriminatory manner or even to be open to the charge that anyone did. However, in the decennial census of 1970, this practice came to the attention of the Office of Civil Rights, which insisted that ethnic data be collected and reported. The university complied.

But amid this “new” Clemson resolve to improve its outreach to African American South Carolinians and to female South Carolinians of all races, the presence of out-of-staters also became a political issue. In 1964, the student population reached 4,588, of whom 3,762 were from South Carolina. Given the estimated state population in 1964 of 2,420,000, Clemson enrolled .155 percent of the state. Compared to the opening class of 1893 in which all 446 cadets hailed from South Carolina, which represented .036 percent of the estimated 1,220,000 people in South Carolina at that time, Clemson educated a higher percentage of South Carolinians in 1964 than it ever had.

By 1970, when the number of South Carolinians in the Clemson student body reached 5,606 out of 7,188, the percentage of all South Carolinians (all ages, all races, and both genders) in the student body compared to the state totaled .216 percent. By the end of Edwards’s twenty-one years at the helm of Clemson, the percentage of enrolled South Carolinians in all programs and at all degree levels reached .247 percent, or 60 percent greater than in 1964. And, if a critic took a long view, she or he could conclude that Clemson was almost seven times more responsive to and supportive of South Carolina in 1979 than it had been in 1893.8

Given the available information, African American enrollment in 1970–1971 (the first year the university recorded it) comprised 121 students, or 1.6 percent of the total enrollment, while the 1978–1979 African American enrollment of 341 represented 2.9 percent of all the students.9 Almost all African Americans were South Carolina residents. Although the improvement in achieving some reasonable racial balance appeared commendable, Clemson had a long way to go to reach any goal that might have existed. Nonetheless, by 1978–1979, the out-of-state student population grew about a fifth, coming from forty-five states, three territories (Puerto Rico, the District of Columbia, and the Virgin Islands), and thirty-nine countries. Clemson had moved from a regional to a national student body.
Quality of Students

Another area of great change involved the quality of the entering class. While the freshman classes showed a marked increase in number, the number of students transferring to Clemson increased much more slowly. Most of the transfers came from other four-year institutions. Only a few stand-alone (colleges that are not branches or smaller units of larger degree-granting institutions) two-year or junior colleges remained. The limitations partly reflected the difficulty the technical education centers experienced in gaining two-year college parallel courses. Among the early Clemson graduates of Tri County TEC, located close to Clemson in the town of Pendleton, was Jerry Lee Harvey from Westminster, who earned his Clemson degree in engineering in 1974.10 Other firsts, according to the registrar’s record, included Mrs. Adele W. Stewart, who, upon receipt of her PhD in plant physiology, became the first African American female to be awarded a PhD by Clemson.11 And later in the same calendar year, Kathy Morris of Lutherville, Maryland, became Clemson’s first woman graduate commissioned a second lieutenant in the U.S. Air Force.12

The public, however, remembered more easily digestible numbers of quality and service than those of diversity, and in the 1960s and 1970s, the Scholastic Aptitude Test (SAT) score became the most-cited number.13 The SAT scores were divided into two sections: mathematical and verbal aptitudes. Because individual high school students took the tests several times, all of which the testing agency reported to whatever institutions the students requested, any institution’s admissions office might receive more than one set of scores for any admissions candidate. The admissions office, or the faculty, or the president, or the board of trustees (or whoever would make the decision for any institution) might use only the two scores from one test (called a single sitting) or combine the high scores from each of the parts (whether from a single sitting or from multiple sittings). Each institution could choose how to use the scores and whether or not to be consistent in their use. At that point, Clemson used only one set of numbers, for example, so one institutionally released average score might not be comparable to another institution’s self-released average score. Regardless, either approach had (and still has) its supporters and detractors.14

Clemson, led by Dean Vickery, used the SAT along with the applicant’s high school class rank to create a predicted grade-point ratio. The aptitude test gave a good indicator of ability, which, by weighing the percentage accorded the mathematical and/or the verbal scores, could be adjusted for the applicant’s indicated general field of study. Class rank served as a good indicator of the applicant’s work or study ethic. Over short periods of time (three to five years), admissions officers could form a reasoned opinion about a high school that sent large numbers of applicants. They factored into such an opinion the aggregate performances
at Clemson of the first-year students from the sending school. These opinions, called weights, represented a very small part of an admissions decision. Sometimes the admissions officers summoned expert faculty (the Admissions Committee) to provide more advice. Architecture, which depended in part on nonquantifiable judgments, required a review of the applicant’s work. The admissions process was time consuming and painstaking. 

The “proofs of the pudding” varied. In Clemson’s early days, its leadership emphasized constantly, “Judge us by those we produce, not by the raw material with which we begin,” an earlier and perhaps more cogent or human-oriented version of “measure output, not input.” While most who think at all about colleges and admissions would agree, some would beg that the judge not confuse the refiner’s fire (the method, or faculty) with the refined gold (the product, or the graduate).

Measuring the Clemson product, in the minds of most faculty and professional staff, took into account the percentage of students who formally entered (matriculated in) a degree program (whether bachelor’s, master’s, or doctoral) and then graduated, regardless of the time spent toward the receipt of the degree. This included the entrants who died while still students as well as those summoned to war who never finished and those who left school for any reason. At the beginning of Edwards’s presidency, the trustees, on the suggestion of Cresap, McCormick and Paget and the urging of academic dean Marion Kinard, began requiring the SAT and a stated list of high school courses successfully studied. In 1959, the overall (since the first cadet entered in 1893) graduation rate was 35.358 percent. Of course, the three wars also reduced the graduation rate. By 1964, the year Clemson became a university, the total number of matriculants (1893–1964) had grown to 46,816, while the total who had graduated numbered 17,386, a total graduation rate of 35.586 percent. Of those, 704 candidates had received master’s degrees and 22 had received doctorates.

By the last of Edwards’s commencements in May 1979, Clemson had matriculated a total of 88,113 students, and Edwards and Walter Cox had administered 50,504 of them, or 57.32 percent of the total. This represented a clear majority of all baccalaureate degrees, 98.1 percent of all master’s degrees, and 100 percent of all PhDs, associates in nursing, and education specialists. To the important question of the quality of the investments of Mr. Clemson, the state of South Carolina, the federal government, all the matriculants and their families, alumni and friends, faculty and staff—the graduation rate during Edwards’s twenty-one-year presidency had increased 50 percent. When this rapid improvement began, some of the trustees had already realized that the ramifications in changing Clemson were multidimensional, remembering Trustee “Buddy” Thornhill’s comment in 1959, “We are waking a sleeping giant.” Obviously, many people had made important contributions. Presidents
Enoch Walter Sikes and Robert Franklin Poole advocated for the library. Efforts at improving its collection continued throughout both administrations. Poole also became the first advocate of selective growth. When called upon to admit the flood of GIs in the wake of World War II, he stated clearly that Clemson would be happy to receive and educate all who qualified. Henry Lesesne, in his study of USC in the second half of the twentieth century, commented,

Ironically, Carolina (USC) and Clemson swapped their traditional reputations in the postwar era: Carolina had a reputation for elitism, while Clemson had been...founded as the college for the common man. After the war, Carolina opened its doors to all eligible white South Carolina veterans, while Clemson limited its enrollment....While the University’s student body increased 125 percent between 1939–40 and the fall of 1947, Clemson’s enrollment increased only 39 percent in the same period.19

Of course, Clemson’s limit was the Jeffersonian idea of merit. As a reference, nationally, collegiate enrollment jumped 72 percent, somewhere between the growth percentages of USC and Clemson.

**Agricultural Civil Rights Entanglement**

Prior to the Smith–Lever Act of 1914, both Winthrop and Clemson had established extension services (v. 1, 134–135). President Walter M. Riggs (and many other land-grant presidents) recognized Winthrop’s ability to administer the program and made no effort to force Winthrop to cede it to Clemson’s locale and total control. In the case of extension to African American farmers, most land-grant presidents in racially segregated states, including South Carolina, helped the 1890 land-grant schools establish parallel extension services. The federal agriculture department did not appear happy with either arrangement but did little other than write letters.20 Putting this Humpty Dumpty back together again proved as vexatious for the schools’ boards of trustees and for its presidents as the original did. However, Edwards handled the Winthrop issue well.21

Since the beginning of his presidency, Edwards, as had the Clemson presidents beginning with Riggs, treated the South Carolina State College president with courtesy. That is not to say that the earlier Clemson presidents showed SC State hostility; the problem is simply that no evidence of any contact between Clemson and SC State survives between State’s founding in 1895 and Riggs’s presidency in 1910. During Edwards’s presidency at Clemson, SC State President Benner C. Turner had set the primary goal of his administration to obtain full accreditation from the Southern Association of Colleges and Schools for his school. That meant strengthening faculty credentials and improving the facilities. Governor Byrnes’s efforts to upgrade the facilities, equipment, and supplies had helped.
Perhaps for that reason, Turner did not support publicly the vocal proponents of civil rights within SC State’s faculty, alumni, and students.

When President Lyndon Johnson signed the Civil Rights Act on July 2, 1964, Edwards was prepared. On July 9, he informed the individual legislators that as soon as he received “the rules, regulations, or orders of general applicability” from USDA, which he expected in the winter, he would notify each legislator. These regulations arrived at Clemson, having been posted on February 10, 1965. As quickly as he could bring them together, Edwards met with William Wiley, dean of the agriculture school, George Nutt, director of the South Carolina Extension Service, and legal counsel Rigsby. The sum of the message stated that all county, district, and state conferences and training sessions would be held in places open to the public and would themselves be open to all. Mailing lists would be unsegregated, and racial indicia purged. Four-H Club memberships would be open without regard to race. Summer camping in 1965 would have late mailings of materials. And all Cooperative Extension facilities would be open regardless of race or gender. State officials were informed of it all.22

The order also directed that central extension personnel transfer from Orangeburg to Clemson as soon as space could be made. SC State took this as a mixed message. While no one at State questioned the moral rectitude and legal exactness of Edwards’s directive, USDA’s regulations, or the Civil Rights Act of 1964, some had fears (besides those anyone facing displacement, move to a new community, and an uncertain racial environment would have) that professional African Americans would find their independence and circle of responsibilities more restricted than in the Orangeburg community. And from a financial perspective, would the long-known salary disparities be rectified?23

Edwards’s intentions, in line with the legal advice he received from Rigsby, moved in the right general direction. But the implementation would damage the African American families. They would be the ones who had to move; they lost comfortable homes, occasionally sold at a distress price, and had to buy in a community in which the large college acreage, huge federal water impoundment, growing highway systems, and railways compressed availability and inflated prices.24 One newly transferred faculty member, herself a young mother, attempted to enroll her child in a local private child-care facility. She was told that the center was already full. Given the time of the year, she knew that could be true, so she asked to register her child for the next year. Quickly, she learned that the next year was also full. She understood the rebuff for the segregationist response it represented. Fortunately, university housing was able to accommodate some of these new arrivals.25

The Personnel Office in the Division of Business and Finance began a study of salary inequities, but by the end of the first year, only about a third had been adjusted. The office based the calculations on a South Carolina system-wide numerical scale that assumed the financial resources (such as program money) available to
a person to accomplish the job in one place were equal statewide. In that use, the
effort was not uniform, but not from a lack of effort. For persons who wanted to
file grievances about the adjustments, the USDA Washington office would not ac-
cept an appeal until the state’s USDA office had completed its efforts at resolution.
A second avenue for grievances filtered through the U.S. Department of Just-
vice, a much smaller and more centralized federal investigative operation. Its in-
vestigators, while not known to be any more or less fair minded, did not always
observe professional courtesy or structural relationships. Unfortunately, incidents
occurred. For example, a justice agent entered a South Carolina extension district
office and, contrary to the justice office instructions, began questioning a worker
without first letting the district agent know of his plans to be there or his intended
purpose. Edwards reacted angrily, complaining to the U.S. attorney general about
the agent’s behavior. Justice Department Chief Attorney General Nicholas Kat-
zenbach did not reply, but Roger Wilkins of community relations did. He recog-
nized that the agent acted in the wrong, but he added that, on the positive side,
the agent reported no civil rights violations. In other instances, Edwards resisted
any requests to release salary data that would or could identify individuals without
the permission of the employee. Nonetheless, the lack of African Americans in
supervisory positions weakened the ability of minority workers to acquire promo-
tion. Finally, even though all the various volunteer councils had been directed to
integrate their membership and despite the cross visits of the officers, segregated
parallel councils continued.26
The integration of 4-H programs and camps perplexed the Clemson Extension
Service. Correspondence came in from parents, the overwhelming amount hostile
to racially integrated camps. The Extension Service had operated Camp Harry
Daniel for African Americans (Lee County) and Camps Long (Aiken County) and
Bob Cooper for whites (Marion County). After two years of hesitation, the service
reopened the camps racially integrated but divided by gender.27 By 1971, African
American involvement in 4-H represented half of the 57,000 young people (ages
nine to nineteen) and composed 35 percent of the professional staff.28

Forest and Recreation Research and Extension

The creation of the College of Forest and Recreation Resources divided the
major land-use programs in two, but even as agriculture had strong ties to the
USDA, so forestry had nearly as old ties to the federal government through the
Department of the Interior (USDI) and within it the Forestry Service (USFS). The
joining of the Department of Recreation and Park Administration with the De-
partment of Forestry made sense to Edwards to aid not only in the reopening of
the state parks, closed briefly to avoid racial integration, but also in the federal govern-
ment’s enhancement and expansion of the national parks in the 1960s and 1970s.
With Davis McGregor as the dean and Herbert Brantley as associate, the college saw a number of special opportunities present themselves regarding the Clemson Forest, Brantley’s camps, and the Baruch property in Georgetown County. The forest had come to Clemson through George Aull, a major force in the Agricultural Economics Department in the 1930s, against the advice of James Littlejohn, the college’s business manager, and the uncertainty of President Enoch Sikes. Later, the federal government nearly reclaimed possession of the land, but through the intervention of then-Governor Byrnes, his fellow life trustee and U.S. Senator Charles Daniel, and Representative Bryan Dorn, Clemson gained legal title. The placement of the dikes that protected nearly half of Thomas Green Clemson’s initial bequest and the football stadium resulted from the skillful diplomacy of Bob Edwards and the legal acumen of legal counsel William Watkins. Since that settlement, the use of the forest had rested with Clemson’s Forestry Department, directed by Koloman Lehotsky, and the College of Agricultural Sciences. When, at Edwards’s suggestion, the trustees created the forest and recreation college, the agriculture college retained a number of areas particularly within the South Forest, which included the Fant’s Grove Community (v. 1, 431–435, 451–454).

Bert Brantley, the eventual associate dean of the college, had continued to pursue his hope for a residential summer camp. After an unsatisfactory experience with a camp using the 4-H/Cooperative Extension Service Camp Long facility in Aiken County, he and McGregor began looking for a more permanent, closer facility. Finally, they agreed upon a Fant’s Grove community site. Brantley’s
vision had grown into a concept of therapeutic recreation. He approached Mrs. Lois Rhame West, the wife of then-S.C. Governor John West, who took on the advocacy of this new program. The S.C. Department of Mental Health and the Governor’s Office committed nearly $600,000 toward the cabins, which were much more flexible and useful year-round than at summer camps. In addition, the Kresge Foundation helped finance a central lodge with a full working kitchen, a handful of offices, a few small meeting rooms, and public restrooms. The stroke of genius came in the approach to the local service clubs such as Sertoma, Rotary, Lions, Kiwanis, Optimists, and others. Each had a specific charitable or disability philanthropy focus. With field specialists including newly hired faculty, the college’s advanced and graduate programs in therapeutic recreation addressed these special needs. These programs incorporated summer camping experiences arranged in disability time blocks. The faculty selected Clemson students to serve as counselors and trained them to work with individuals with special needs. The service clubs raised money to support the campers and to purchase and install special equipment. These summer campers, some with vision problems, hearing loss, cerebral palsy, hemophilia, or a host of other challenges, learned not to limit themselves but to reach for improvements to their lives. Clemson students, faculty, and staff also stretched and learned. One parent wrote Clemson officials to express thanks “for the first rest we have had in ten years.”

During this fifteen-year period, Brantley and the RPA faculty had developed a seniors’ week camp. First held on campus and then in Oconee State Park in August 1971, the program moved to the Clemson Outdoor Laboratory, as the Fant’s Grove facility became known, and it developed into a popular, regular statewide feature.

Forestry’s third special opportunity grew from the property known as the Hobcaw Barony, assembled in the early twentieth century on the South Carolina coast in Georgetown County. Between 1904 and 1907, South Carolina-born financier Bernard Baruch began purchasing the dying and sometimes abandoned rice plantations on the Atlantic Coast and the Winyah Bay across from the eighteenth-century town of Georgetown. By 1907, Baruch had assembled 17,500 acres of the land that approximated a land-grant from British King George I (1714–1727) to John, Lord Carteret, later the Earl of Granville, and entitled Hobcaw Barony, its name the choice of Carteret and the title derived from the founding document. Baruch’s daughter, Isabel Wilcox Baruch (called “Belle”), oldest of Baruch’s three children, began buying large parts of the barony from her father, beginning in 1935. She built her home, Bellefield, on the northern part. By 1962, she involved herself in plans for the whole barony and, with her father’s blessings, created the Belle W. Baruch Foundation, which now owns Hobcaw.

Belle Baruch died on April 24, 1964, and, by 1968, the Baruch Foundation trustees invited Clemson to become involved with the property. The Baruch trust supported “research in forestry, marine biology, and the care and propagation of
flora, fauna in connection with colleges and/or universities in the state of South Carolina.”36 On November 19, 1968, the Clemson trustees agreed with the Baruch trustees that Clemson University would

...assume primary responsibility for directing and coordinating academic and research programs in the State of South Carolina in accordance with the testamentary desires of Belle W. Baruch. The Administration and the Trustees of the Foundation have come to substantial agreement subject to the approval of the Board of Trustees of the University, which would provide in substance:

1. The University will carry out the teaching and research provisions of the Will of Belle W. Baruch.
2. The appropriate net income of the Foundation would be made available to the University for carrying out the teaching and research projects.
3. An initial grant of $45,000 will be made to cover expenses to June 30, 1969, and $100,000 for each of the two succeeding fiscal years. Thereafter the income of the Foundation would determine annually the amount granted.
4. The University would authorize grants for teaching or research, not only to itself but to other institutions and individuals as deemed by it appropriate. Initially at least, it is contemplated that the principal expenditure of funds available will be in the field of forestry and by Clemson University or its personnel.
5. The Foundation would make no independent grants for teaching or research without consultation with the University.

The Clemson trustees also authorized Edwards and his vice presidents to establish an operational agency to accomplish these objectives.37

Ironically, on February 10, 1965, Clemson trustees requested title from the Department of Health, Education, and Welfare to 573 acres of surplus federal land beside the U.S. Air Force base at Myrtle Beach, which, according to the Federal Property and Administrative Services Act of 1949, was available to the 1862 Land Grant Act institution.38 The surplus land, received in an entailed fee-for-use for educational or public health purposes, would have offered an ideal base for teaching laboratories and housing for long-term coastal studies, whether in construction science, marine biology and ecology, or environmental studies. Whether or not Clemson considered such use is not known. However, E. Craig Wall, a principal lumber developer, environmentalist, and a Baruch trustee, established the May Erwin Wall Forestry Scholarships Trust in 1972, perhaps indicating local interest in that direction.39

In 1969, the University of South Carolina established a research institute in marine biology and requested permission to study the salt marshes.40 But because of rapidity in hiring faculty, USC caught Clemson’s forestry and biological sciences faculty unaware when the Columbia institution, with aggressive legislative support, began BS, MS, and PhD programs in marine biology. At the same time, Ella Sevarin, Belle Baruch’s longtime companion and the leading Baruch trustee,
worked to get USC added to the consortium. After that, the friction between USC and Clemson in the Hobcaw Barony continued.

**Outreach Spreads**

From its earliest years as South Carolina’s land-grant school, Clemson, and particularly the faculty, embraced the idea of outreach. The tiny faculty in the early 1900s simply considered the intersessions the time to visit the rural communities to work with the citizens in whatever capacity they could, from agriculture to privy improvements to community schoolhouses. Needed funding came from the fertilizer tag sales revenue, which began declining after 1910. The arrival of the Smith–Lever commitment and revenue, therefore, was a blessing, but also a bane. While the act intensified and, for the next seventy or so years, guaranteed the presence and utility of the county agent rural approach, the signs of real change began shortly after World War II as food preservation and cheaper transportation, the other parts of the federal land-grant mission (the “Mechanical” in “A & M”), ended the necessity of local production of every food. However, the row-crop production favored among the agriculturalists remained a part of the structure and was not amenable to dividing the dwindling federal and state support with other parts of the university.

Nonetheless, the desire to provide outreach or extension or service seemed inherent in the fibers of many scholars. Poole’s futuristic plan for a powerful television-broadcasting unit to enhance the school’s programmatic outreach in the early 1950s proved too advanced for the agriculture, academic, trustee, and political establishments of that era to embrace wholeheartedly.

**Engineering and Outreach**

Other disciplines created other ways to reach their public idea marketplaces. One means to reach out included general academic forums such as conferences. A major example at Clemson occurred in engineering. The engineering dean, Linvil Gene Rich, had originally joined the Clemson faculty as civil engineering head.

Linvil Gene Rich, a professor of civil engineering and dean of the College of Engineering, produced much innovation in his college, both as a dean and as a researcher/teacher in the department he created, environmental systems engineering. Clemson University Photographs, CUL.SC.
An Illinois native, he received his three degrees from VPI in civil engineering (BS 1947), sanitary engineering (MS 1948), and biochemistry (PhD 1951). He, his wife, Peggy, and their sons came to Clemson as 1960 gave way to 1961, and during the next November (1961), he became college dean. While Rich treasured and rewarded teaching, he believed in the vital importance of interdisciplinary graduate work and faculty research.43

Stanley G. Nicholas met Rich by accident in Clemson in early 1962. By March 1, Rich convinced Nicholas to join Clemson as the engineering college’s first full-time director of research. Nicholas planned for a major addition: an engineering research facility. To fund the construction of the building, which would be attached to no single department, Nicholas raised $1.3 million (2011 equivalent $9,421,543), mainly from the federal government. Additional federal money equipped laboratories and provided for computer equipment in the new facility. Another $400,000 came from the Appalachian Regional Development Commission for departmental development programs.

During Nicholas’s time with the College of Engineering, sponsored grants and contracts grew from $61,000 in 1962 (2011 equivalent $447,393) to $652,000 in 1970 (2011 equivalent $3,724,439). The total volume of engineering research rose from $63,000 in 1962 (2011 equivalent $462,062) to $1.3 million annually in 1970 (2011 equivalent $7,426,028). The growth was amazing. Nicholas, however, left the College of Engineering in 1970 to serve as Clemson’s fourth vice president for development.44

Nicholas and Rich, along with Gil Robinson, head of ceramic engineering, recruited Samuel F. Hulbert, a new PhD in ceramic science from Alfred University in his home state of New York. Hulbert came to Clemson with his wife and two children (the third would be born here). An excellent classroom teacher, Hulbert concentrated on developing the use of ceramic implants as prostheses in living bodies. He had the surgical support of faculty at the Medical College of South Carolina in the successful venture. To bring this truly major development to the attention and realization of a larger scientific community, Clemson and the Medical College needed to use the well-planned facilities in the new research building, now named the Samuel R. Rhodes Engineering Research Center.45 And to comply with regulations on the safe and humane use of animals, the Clemson faculty required access to equipment available only at veterinary hospitals or some other specially equipped agricultural college.

The two schools hosted a conference at Clemson from January 31 to February 1, 1969. The meeting, attended by scientists from both Americas, Oceania, and Europe, sold out all hotel/motel rooms within thirty miles and turned a number of late applicants away.46 As one breakthrough followed another, such as J. J. Klawitter’s development of composite (chrome-cobaltic alloy with plastic and ceramic) replacement teeth, the bioengineering conference at Clemson became an
annual meeting until the lack of space in specially equipped meeting rooms and a shortage of housing space forced the move of the conference elsewhere. Nonetheless, this research, the work of a brilliant team led by Hulbert, established Clemson as a leading research institution in a critical field. Edwards clearly recognized this need for space and had included a meeting room/conference center facility on the University’s permanent improvements list.47

*Industrial Management and Textile Science*

From its very name, Industrial Management and Textile Science suggested a center of interdisciplinary work. It resulted from the merger of two multidisciplinary programs: textiles and economics. In this new organization, Clemson’s program in textiles, the oldest in the South, partnered with Clemson’s incipient business program. One of the side results of the 1955 CMP study was that Dean Marion Kinard appointed a small faculty committee to seek out the role of business colleges at land-grant schools, to recommend whether or not Clemson should begin one, and if so, where it should be placed. Wallace Trevillian, a thirty-seven-year-old University of Virginia (BA 1940, MA 1947, PhD 1954) graduate, chaired the faculty team. Trevillian reported that Kinard gave the committee two restrictions. First, whatever they might recommend, the program
Two realities led to the Kinard limitations. First, USC already offered an emerging business program, which had recently established the Bureau of Business and Economic Research. The small business and larger manufacturing (mainly textiles) community had received the reports of the USC Bureau enthusiastically. To prepare for the anticipated and real growth, USC had started building a new center for business. Second at that juncture, President Poole of Clemson had committed all of the school’s resources toward improved research facilities for agriculture.

Trevillian’s faculty committee report first examined the name that this type program carried at other land-grant and technical colleges. Purdue and Georgia Tech both titled their similar programs “industrial management.” In the report’s professional portion, in curricular matters, mathematics, calculus, and statistics dominated. Kinard accepted the report with thanks. Shortly thereafter, Clemson’s Curriculum Committee (composed of the school deans) approved the new program, and Dean Kinard appointed Trevillian department head. The sole faculty member of the new department, he had no students, faculty, or staff. Trevillian, with dogged determination, cajoled colleagues in mathematics and economics (Arts and Sciences) and experimental statistics (Agriculture) to teach special business-focused sections for his fledgling program.

Wallace D. Trevillian, dean of the College of Industrial Management and Textile Science, guided the college toward a more modern business-oriented curriculum. Clemson University Photographs, CUL.SC.
When Bob Edwards became president in 1958, he (a graduate of the textile school twenty-five years earlier) kept a close eye on the textile industry. The industry began declining as developing and emerging countries with greatly reduced production costs made serious inroads into American (and particularly southern) textile manufacturing. The trustees had already moved Hugh Brown, a research physicist, out of the textile deanship and replaced him with Gaston Gage. Textile research continued as J. C. “Mike” Hubbard, for example, developed a specialized fabric for use in vascular surgery. The faculty had developed another dozen applied research results that had entered industrial use. But the decline in undergraduate enrollment in textiles continued. During the winter of 1962, therefore, Edwards urged the trustees to merge industrial management with textile science to form the School of Industrial Management and Textile Science. Gage remained in charge until June 30, 1963, when he retired. Trevillian then became the second dean of the school.

Trevillian, who had served in the army in World War II, studied for his degrees at Virginia under Wilson Gee, one of the two first-year recipients of the Norris Medal when he graduated from Clemson in 1909. Trevillian initially faced suspicion from executives in the textile industry who remained unconvinced that the marriage of textiles with the study of business served the best interests of their industry. But with the strong support of Charlie Daniel and Bob Edwards, he quickly gained entry to their offices. Trevillian planned to build a strong new graduate program in textile chemistry. His first major success came as a gift of $495,000 (2011 equivalent $3,384,060) from the Sirrine Foundation, the annual interest from which Trevillian supported research and public service. The Burlington Foundation then made a generous one-time gift, followed by an annual gift of $5,000 to support the first graduate students in textile chemistry.

Trevillian’s second major initiative, this one in public service, involved acquiring the rights to and property of the Textile Marketing Newsletter as a gift from Chirurg & Cairns, Inc. William C. Laffoday (Clemson 1951) served as the editor. Trevillian had appointed Laffoday the college’s director of professional development, a position responsible for continuing education for practitioners in certain fields. Laffoday, a retired army major, taught marketing at Clemson and earned high regard as a teacher, so much so that when the Alpha Gamma local fraternity affiliated with Sigma Phi Epsilon Fraternity, the
national organization initiated him along with the Clemson students. Laffoday resigned from Clemson in 1972. Hasan El-Behery temporarily filled the position while Trevillian conducted a search for a permanent successor. Trevillian chose Ralph Elliott, a PhD in economics from North Carolina State University. Building on Laffoday’s foundation, Elliott expanded the School of Industrial Management and Textile Science’s professional development outreach. Through the remainder of Trevillian’s period as dean, Elliott’s continuing education program explored various ways to serve the business community with updated programs on office management and textile executives with information on new machinery.

**Liberal Arts Outreach**

Liberal Arts, generally thought of as a service college and thus teaching large numbers of students divided in numerous small (on average) classes, had no outreach expectations of its faculty. Nonetheless, outreach occurred, sometimes through special summer programs and at other times through extra efforts during the academic year. For example, during the summer of 1965, while Arts and Sciences still existed as a college, which then included Education, Harold Landrith, professor of education, conducted a National Defense Education Act (NDEA) institute for advanced study in American history using original sources. Bob Lambert, history department head and professor of American colonial and federal period history, and May Ringold, associate professor of southern history, provided instructional and research support. Of the twenty enrolled public school teachers, eight were African Americans. A second NDEA institute focused on French language, literature, and culture. Conducted by Sanford Newell in Toulouse, France, the institute enrolled forty-seven South Carolina teachers, including four African Americans. The Clemson Board of Trustees required the teachers to be covered for health and accident insurance, which the federal Department of Health, Education, and Welfare provided. These graduate programs proved broadening for both the faculty and the involved teachers. Further, they represented successful efforts to incorporate African American teachers into Clemson’s special programming.

In 1967, Vernon Hodges, professor of art and architectural history in the College of Architecture, led a group of undergraduates on a three-week journey to view the great architectural monuments and art treasures of Europe, which he declared amounted to the Clemson “grand tour.” Then in 1969, Waldron Bolen, professor of modern European history, and Jerry Reel, associate professor of medieval history, took thirteen students on a six-week study tour of Britain (England, Scotland, and Wales). The students and the Reels sailed from New York, and Reel, in daily lectures aboard the ship, provided background on geology,
geography, and British institutions. Seven days later they landed in Southampton and traveled by bus to Stonehenge. As much as possible, the tour attempted to visit centers of Britain’s historical activity, so Winchester was the site of discussions about Anglo-Saxon England and industrialization appeared on the agenda in Glasgow and East Kilbride. Some of the focus on World War II found the students in an automobile factory in Coventry, spending part of the day on the production line with a shop steward and another portion with managers. The afternoon started in the bombed Coventry cathedral and then moved to new St. Michael’s church. Other visits, such as Oxford and London, were timeless. For several students, the highlight occurred when they saw the Queen at the Trooping, a colorful and impressive display made up of an annual horse procession from Buckingham Palace to an open field, mustered on which were the units assigned to the palace for the year. The study tour was repeated in 1971 and 1973, until inflationary prices reached an embarrassing height.

These extension-type activities began the regular involvement of Clemson faculty and students, frequently together but occasionally alone, in overseas travel and study programs. The most active areas—languages, business, and architecture—experienced success.

In the years leading up to 1979, other forms of Liberal Arts outreach and service proved helpful for the local region. With the retirement of Jordan Dean, head of modern languages, Dean Morris Cox recruited Harry Eugene Stewart, who held degrees from DePauw and Indiana (PhD), to lead the department. Using both the faculty he inherited and the new group he recruited, Stewart led the faculty to create an annual foreign language declamation contest that regularly attracted school students by the hundreds from South Carolina, western North Carolina, and northeastern Georgia. Year in and year out, the foreign industries that inhabit the I-85 corridor from Atlanta, Georgia, to Greensboro, North Carolina, contributed prizes of one type or another. Mr. Clemson, who had an early passion for French and whose first will called for the teaching of “modern languages” (v. 1, 40–41), would have been greatly pleased.

Shortly thereafter, Malcolm Usrey, who came to Clemson as an English professor with a PhD from Texas Technological University, offered what became known as the Children’s Literature Symposium. An idea so useful, it attracted
schoolteachers and librarians from South Carolina and nearby out-of-state communities, along with independent booksellers, to meet with authors, illustrators, and publishers to concentrate on both timeless and new themes in children’s literature. The symposium attracted authors such as Newbery and Caldecott award winners Richard Peck, Betsy Byers, and David Macaulay.64

A third example of this style of innovative service developed in the Social Sciences Department. Bob Lambert recruited, negotiated, and hired sixty-one new faculty, and using a collegial approach, assessed them all, retained some, helped others move on, and “birthed” seven separate disciplines as independent entities. In his spare time, he taught a course each semester and during the summer, and he kept a good set of wrenches, pliers, and three types of screwdrivers along with assorted washers to make sure the plumbing operated in the eighty-year-old Hardin Hall. That way he could save the department’s repair allotment to help his junior faculty attend disciplinary conferences.65

Lambert encouraged new ideas from his faculty colleagues. Some proved exceptional. In 1973, E. M. “Whitey” Lander, recently promoted to Alumni Professor of History, joined Carl Ackerman, vice president of academic affairs at Erskine College, the Associate Reformed Presbyterian College in Due West, to develop and publish Perspectives on South Carolina History, a collection of essays of modern historians’ writings about the history of South Carolina. By itself, that was not extraordinary, but Lander and Ackerman chose the writings to coordinate with A Guide for the Teaching of South Carolina History, produced by the Social Studies Division of the South Carolina Department of Education. Lander and Ackerman also kept the level of the readers, upper division high school and collegiate students, in mind when choosing the thirty-nine units. The University of South Carolina Press published the volume and described it as one of the “essential books on South Carolina history.”66

In 1974, Lambert returned to full-time teaching and research. The new department head, Alan Schaffer, who held a PhD from the University of Virginia, came to Clemson from Michigan State University. He also strongly supported public outreach and began a History Book Review service. With appropriate new stationery, Schaffer wrote many publishers of popular histories and offered the professional services of his faculty in reviewing their newest publications. He would edit the reviews and offer them to newspapers. Harry Durham, Clemson’s director of university relations, helped with media contacts and distribution. Always looking for inexpensive publicity, publishers cooperated, and the history faculty and graduate students, and eventually other faculty and staff, turned in copy. Schaffer, who had previous experience in the newspaper business, edited and dispatched the reviews to the papers, along with Durham’s cover letters, which asked for clippings. Nationwide, county papers of record, and occasionally papers of statewide readership as far away as Arizona or Oregon, sent in clippings. The
History Book Review deftly combined a service and publicity. Over the years, it continued with regular publication in about thirty states.67

Another innovative service, this to students, involved a one-hour history course, Current Events, directed by Joseph Arbena, a George Washington University baccalaureate with a PhD in Latin American history from Virginia. Three weekly news magazines, *Time*, *U.S. News & World Report*, and *Newsweek*, served as the text, with a different one used each semester. A small group of faculty, led by Arbena, received the magazine first and, after reading, selected the week’s topic for class. Faculty, drawn from across the university, agreed to study the subject chosen for the week and discuss it in class. The students picked up their weekly assignment sheets and set to work reading. The History Department subscribed to the *New York Times*, the Manchester *Guardian*, and several other newspapers. Informal discussions and arguments went on across the week in the department coffee room with students and faculty participating. Of course, the university library’s newspapers and other materials were pressed into service. Class night found the Hardin Hall auditorium jammed. The enrollees had assigned seats, while observers dragged desks in from other rooms, stood against the walls, or sat on the floor. A presentation by the assigned faculty “expert” took the first third of the class period, then Arbena, as well-prepared as the expert, moderated the oft-lively discussions and the arguments. He and his assisting faculty kept track of participation.
Following each class, any who wished repaired to a local sandwich, lasagna, beer, and wine shop to continue. One Washington, D.C., father, himself a “little Ivy” graduate, wrote, “While home for Spring break, my daughter sounded like she had State Department briefings. Those tuition dollars were well spent.”

**Sciences Outreach**

Not only did all of the outreach efforts help local communities, but often they redounded favorably onto Clemson University itself. John Kenelly, a Clemson mathematician, developed another such program. Kenelly, a Louisiana native with an undergraduate degree from Southeastern Louisiana College and a PhD from the University of Florida, arrived in 1963 as one of the new faculty recruited at the urging of dean of the college, Jack Kenny Williams. Kenelly became an articulate spokesman for a series of college-level courses, called Advanced Placement, first taught by specially trained teachers in the eastern prep schools that served as feeders to elite private colleges and universities. The College Board constructed the syllabi and conducted the teachers’ training, while the Educational Testing Service developed the tests. These emphasized questions that elicited analytical answers. College-level specialists created the tests, and highly recommended college and secondary school instructors served as the graders. They were assembled by subject matter and organized by tables, each with an experienced table leader. Because the entire table graded each exam assigned it, occasionally big differences of opinion needed adjudication, led by the table leader. The table’s agreed-upon scores ranged from 1 (the lowest) to 5 (the highest), and at the end of each summer’s grading sessions, each student tested received a transcript with her or his results. The person tested could indicate to which colleges and universities his or her transcript

John W. Kenelly, a mathematical sciences professor, advantageously connected Clemson to the College Board and helped move the university into nationally competitive ranks in the number of Advanced Placement scores received. Clemson University Photographs, CUL.SC.
should be sent. Each institution determined whether or not to use the information as part of its decision-making on admission, course placements, or course credit.

Knowing that elite schools generally used an AP score of 3 as a minimum for course credit, Kenelly realized the great recruiting value to Clemson’s broad participation in the program. He became an evangelistic salesman for Advanced Placement. Having become a regular reader, he soon advanced to the post of a table leader. From that position, he recommended a number of Clemson colleagues in various disciplines to serve as readers. Over the next few years, some of them advanced to table leaders too. At the same time, Kenelly used reliability and validity studies to make the case for accepting Advanced Placement credit to Clemson’s senior faculty in the various disciplines. Because the decision could affect all curricula through the university-wide course requirement (called at Clemson “general education”), he also made presentations to the Undergraduate Council, which reached acceptance of Advanced Placement quickly. Different faculties dealt with AP differently; a few simply refused to give any credit. While most Clemson faculty accepted the score of 3 or better in most freshman fields, some exceptions existed out of necessity. Mathematics, for example, offered several introductory sequences, depending on the levels of probability and calculus required by the student’s discipline. Thus, these had to be handled separately. And Clemson’s European history requirement began with the concept of the rise of writing in the ancient Near East. Because the Advanced Placement program covered only the most recent five hundred years, only in the second course in the European history requirement could credit be earned. But it worked.

Beginning in the late 1960s, Kenelly’s initiative helped move Clemson into nationally competitive ranks in the number of scores received. At the same time, the involvement of other Clemson faculty in the Advanced Placement readings brought them into close relationships with some of the best secondary school and college teachers in the country. In turn, that began to introduce other educators to Clemson’s academic strengths. This produced a major market change for Clemson. One of the most important persons in helping a high school student choose which college to apply to is a respected, admired, or beloved teacher, just as a college mentor serves to nudge an excellent student toward a particular graduate school. Deans Vickery of Admissions, Green of Undergraduate Studies, and Schwartz of Graduate Studies, along with President Edwards, all soon became strong supporters of Advanced Placement. By 1979, Clemson had moved into a top-fifty position nationally in Advanced Placement transcripts received. The university appeared on the threshold of achieving high national standing.69

Notes
2. Edwards first presented the number to the faculty at the December 1968 faculty meeting, although both Edwards and Cox confirmed that the conversation continued with the trustees

3. A scan of the apartment advertisements in the Clemson Messenger and The Tiger from early January 1970 until the end of May 1979, and concentrating on the issues immediately preceding residence hall sign-up dates, demonstrates quickly the growth in the number of apartments and in amenities.

4. CUL.Sc.CUA. S 13 f 744d.


6. “Pi Kappa Alpha Housing Corporation of Clemson University.” Files in possession of Charles Weaver, Clemson, S.C.

7. CUL.Sc.MSS 91 f L363; Cox to Reel; Cox to McKale, DVD; and Edwards to Wainscott, DVD.

8. The census data throughout the enrollment section are drawn from http://www.census.gov/population (last accessed June 8, 2011). The enrollment data are from http://www.clemson.edu/oirweb1/FB/OIRWebpage/Enrollment1893topresent.htm.


11. Ibid., August 11, 1974.


13. The Scholastic Aptitude Test (SAT) is administered by the College Board (Princeton, N.J.), a volunteer corporation composed of member institutions including secondary and collegiate institutions. An independent testing agency, the Educational Testing Service, developed these tests.

14. As Clemson’s dean of undergraduate studies from 1979 to 2004, I had the privilege of working closely with two Clemson deans of admissions and registration, Kenneth Vickery and B. J. Skelton, and three admissions directors, Richard Mattox, Michael Heintze, and Robert Barkley. Each was well connected in the various organizations important to the academic, admissions, and registration officers, including the College Board, the American Association of Collegiate Registrars and Admissions Officers (AACRAO), and the National Association for College Admission Counseling (NACAC). Clemson used the single-sitting score, according to Heintze.

15. Vickery to McKale, DVD. I have spent time trying to explain this crucial process to a public attracted by single numbers such as SATs. Of course, higher education, because almost every piece of it receives some public support, should be very clear about these decisions. Further, every institution has constraints of goals, mission, money, and space.

16. CUL.Sc.CUA. S 30, v 7, 116; and CUL.Sc.MSS 91 f 416.

17. That is, the total number who have graduated (since 1896) divided by the total number who have matriculated equals the percent of graduation. Most reports use a short-term report of rate in four or six years. It is important when analyzing short-term rates to differentiate between those studies that are simply the number graduated divided by the freshman class that entered four or six years previously and a match of individual freshman to individual graduate (called a cohort rate).

18. These data were based on information derived from Clemson Records for the years cited.


21. Ibid., 446–447.

22. CUL.Sc.CUA. S 11 f 105.

23. Harris, Blacks in the South Carolina Extension Service, 589–610. Harris, a Clemson alumna (master’s thesis at Clemson and PhD dissertation from MSU), has studied this problem in depth. Her conclusions (sadly) are not startling.

24. Ibid., 628–630.

25. President’s Colloquium, text in CUL.Sc.CUA. S 367 in process; other examples of chilly receptions are in Harris, Blacks in the South Carolina Extension Service, 592–594.

27. CUL.SC.CUA. S 32 b 29 ff 11 and 14.
28. Ibid., b 30 f 4.
30. Ibid., 435 and 451–454.
31. CUL.SC.CUA. S 41 b 41 f 18; and S 13 f 561.
32. CU News Service, 1974; and CUL.SC.CUA. S 13 f 48.
33. CUL.SC.CUA. S 41 b 13 ff 3–7; and S 59 b 35 f 7–9.
34. Brockington, *Hobcaw Barony*, 11 and 40. Baruch married Annie Griffen, a New York Scots Episcopalian, on October 20, 1897, and they had three children: Isabel “Belle” Wilcox (1899–1964), Bernard Mannes Jr. (1903–1992), and Renee Wilcox (1905–1995). All were reared Episcopalians. Neither female married; Bernard Jr. married, but there are no descendants. Belle, who stood over six feet tall, was an excellent shot, hunting ducks and game, a champion horsewoman, and by the 1940s a fully licensed airplane pilot, was the “apple of her father’s eye” and a favorite of Mrs. Woodrow Wilson, Winston Churchill, and Franklin Roosevelt, all of whom were guests (at different times, according to Brockington) at Hobcaw.
35. Ibid., 139–145.
36. Ibid., 140.
37. CUL.SC.CUA. S 30 v 12, 41–42.
38. P.L. 377 of the 63rd Congress.
39. CUL.SC.CUA. S 41 b 34 f 17.
40. Brockington, *Hobcaw Barony*, 146.
41. CUL.SC.CUA. S 41 b 8 f 2.
42. Ibid., b 16 f 10.
44. CUL.SC.CUA. S 38 f “Stanley G. Nicholas”; and S. G. Nicholas to J. V. Reel, DVD.
45. CUL.SC.CUA. S 30 v 12, 11.
47. CUL.SC.CUA. S 13 ff 468 and 519.
49. Lesesne, *USC*, 58, 90, and 95.
51. CUL.SC.CUA. S 6 ff 3 and 4.
52. Ibid., S 30 ss ii b 3 f 15; Anderson *Independent*, February 2, 1956; and Hubbard to Reel, DVD.
55. CUL.SC.CUA. S 12 f 232.
56. Ibid., f 106.
57. CUL.SC.CUA. S 62 b 5 ff 10–11, b 6 ff 1–2.
58. *Record*, 1974; and Elliott to Reel, DVD.
59. CUL.SC.CUA. S 11 f 454.
60. Ibid., S 30 v 9, 144.
61. *The Tiger*, July 29, 1969. Also conversations with Patricia Mansfield Rodgers (April 2007), Pickens Lindsay (May 2008), and Nancy Cook (May 2008), all students on one or another of the Clemson/British history study tours.
64. Ibid.
65. Reel’s personal memories; and Lambert to McKale, DVD.
66. Lander and Ackerman, *Perspectives in South Carolina History*.
67. Durham to Reel, DVD.
68. Lambert to Reel, DVD; and Arbena to Reel, DVD.
69. Kenelly to Reel, DVD.
Clemson’s now almost ubiquitous and definitively trademarked Tiger Paw symbol with battle-scarred edges turned to “one o’clock,” Clemson’s traditional kickoff time, debuted in 1970. It emerged in the middle of a period of great athletic growth for Clemson, in terms of facilities, programs, and name recognition. The image above was used as the cover for the university annual, *Taps*, in 1971.
CHAPTER V

For Alumni and Friends

1964–1979

In many ways, athletics expanded the scope of Clemson’s outreach to the state and region. Although the athletic facilities frequently fell short of the size needed for the rapidly growing Clemson that had emerged since the Cresap, McCormick and Paget report, the increase in the numbers of students and faculty accounted for only part of the cause. The population in the area also grew, in part because of the new Keowee Lake. North of Hartwell Lake, Duke Power built Keowee Lake as part of its installation of a nuclear power facility. To work properly, Keowee’s water level had to be maintained, so it would not be part of the Savannah River Valley water control and would not suffer as much from the widely varying water levels that bedeviled Hartwell and its lakeside dwellers. The newly created lakeshore property—with its rolling terrain, mountainous backdrop, proximity to Clemson University, reasonably easy access to Charlotte’s and Atlanta’s airports, shopping, and just enough winter to enjoy it and still fish, play tennis, and golf most of the year-round—cast a serious lure. Well-placed advertisements in the magazines and newspapers widely read by mature executives in the eastern and midwestern board-rooms began producing results. All the prospective population might not have been rabid sports fans, but all were community leaders, and as they bought, built, and moved in, these people would become assets to their communities.

Of course, Clemson’s leaders in the early 1960s did not have these new neighbors in mind as they planned to expand Clemson’s service to its constituencies in the state and beyond. Their collective consciousness focused on the current and anticipated alumni and on offering them a continuation of their Clemson experience. Certainly in the collegiate leaders’ minds, many of the alumni memories turned on basketball at Fike, baseball at Riggs Field, and football in Death Valley. Early in his presidency, and with the Hartwell Lake issue settled, Edwards asked Walter Cox, dean of student affairs, to assemble a select group of faculty and athletic staff to develop a long-term plan to renew and improve Clemson’s athletic facilities. The earlier Perry, Shaw plan had called for the concentration of inter-collegiate athletics on the western side of the campus, with the bottoms assigned to agriculture. The Corps of Engineers’ Hartwell impoundment had diminished much of that site, and most of the agricultural uses moved to the areas farther south. However, athletics coveted much of the remaining bottoms.
Cox asked architecture faculty member Joseph L. Young to chair the athletic facilities planning committee. Known to his students as “Mighty Joe” Young, he strongly supported student life, athletics, and the performing arts. In his college days at the University of Texas, he joined the Phi Kappa Sigma Fraternity chapter. At Clemson, Young served as the founding advisor of the Numeral Society, at first, a service fraternity. When the Numeral Society became part of Sigma Alpha Epsilon national fraternity in 1969, he remained its advisor. The committee also included faculty members Robert “Red” Ritchie and Robert “Free Body Bob” Moorman. Ritchie, a graduate of Iowa State and a member of Farm House Fraternity, served as faculty chair of the Clemson Athletic Council. While answering to his nickname “Red,” he was secretly (by students at least) known as “Bo-Hog.” Moorman, who earned his undergraduate degree from Clemson and doctorate from the University of Iowa, had the reputation as a thorough and demanding teacher and grader. When national fraternities arrived, Pi Kappa Alpha invited him to join, and he remained active with the fraternity until his untimely death in 1974. The other committee members included the president of the Faculty Senate, who changed each year, and two members of the athletic staff: Hensley “Bill” McLellan and Gene Willimon. McLellan graduated from Clemson in 1954 and completed the MS in agricultural economics in 1956. As an undergraduate, he played football, excelled in his course work, and developed intense loyalty to Clemson. Like Moorman, who was senior warden in the Episcopal church, McLellan was a strong churchman. A lifelong Presbyterian, he had served as a member of the diaconate and the session. And like Moorman, McLellan became a Pi

Eugene P. “Gene” Willimon (Clemson 1933) served as the executive secretary of IPTAY from 1950 to 1977 and was responsible for its organization, which helped raise grants-in-aid for Clemson student athletes. Clemson University Photographs, CUL.SC.
Kappa Alpha. Willimon graduated from Clemson in 1933, having played football (as a running back) under Jess Neely. He served in World War II in Germany as a captain in the U.S. Army. Willimon became the IPTAY executive secretary in 1950 and held that post for twenty-seven years. At the time Cox asked him to serve on the planning committee, IPTAY counted about 4,500 members and its annual fund drive produced a bit over $45,000 per year (2011 equivalent $414,718). According to George Bennett, Willimon’s successor, “He really set up the framework for IPTAY to be the grassroots organization it became.”

The athletics master plan developed by the above-noted athletic facilities committee comprised two parts. It located intramural sports as close to the residence halls as possible and designated Fike Field House as the headquarters for such sports, which meant that intercollegiate basketball and concerts would have to move. A natatorium with an NCAA regulation-sized pool should be attached to Fike with the appropriate dressing rooms. Unfortunately, whatever the planners envisioned, the pool never met the distance standards. The university no longer maintained the old YMCA pool, so the new facility would function both for the swimming teams and for free swim. The two gyms in Fike held intramural and pickup basketball games. Space added between the two gyms housed workout equipment. Although the facilities committee developed no university union program, it planned to use the old textile building (Godfrey), link it to the YMCA (Holtzendorff), and renovate the “Y” with program rooms, the band room, offices, three large reception rooms for student events, and an updated cinema. Speculating that the U.S. Post Office would relocate (as it did), the committee suggested that the post office building become the bookstore. This did not happen, partly because of the rapidly growing needs of the College of Education. When the east campus began to develop with additional classrooms and residence halls, the committee anticipated some duplication of sports, meeting, and service space for women students.

As envisioned, intercollegiate sports would build on the western side of campus. The hinge was to be the large open lot that lay west of the stadium. The committee considered a three-story parking garage but did not pursue it because of perceived traffic flow problems in entrances and exits. However, by grouping the parking close to the eventual site of a major traffic artery, the planners hoped to relieve the town roads. Around that parking area, spectator sports facilities clustered. A basketball arena and indoor track (also the large assembly coliseum) would lie to the north; to the east, the football stadium; to the southern side, a large green field for overflow parking and future expansion, possibly for a performing arts and continuing education center; and to the west, track and field with quarters for cross country, a football practice field, a golf driving range, which also could be used for extra parking, and then a new baseball diamond. On that long traffic artery (Pearman Boulevard today), a new multistory athletic center dominated, with the health, strength, and dressing rooms occupying two floors and the entrance level
containing the offices, meeting rooms, ticket office, and display lobby. McLellan designed the basic layout, although he opposed the multilevel garage on the basis of cost. Young masterminded the creative use of terrain, designed so that Clemson would have a low silhouette with the Tillman Hall tower rising above it all.\textsuperscript{5}

\textbf{The Coliseum}

The first part of the puzzle fell into place when the S.C. Legislature approved expenditures for both the Clemson coliseum and the new USC coliseum, which USC and the Columbia municipal government jointly financed. The trustees named the Clemson building for J. C. Littlejohn, the longtime Clemson staff member who served as business manager for many years. Included with the new structure, Abe Davidson, Clemson alumnus and noted sculptor, created a bust of Littlejohn, while Tiger Brotherhood, of which Littlejohn had been a member, also commissioned Davidson to sculpt a prowling tiger to stalk the building's eastern approach. J. E. Sirrine Architects of Greenville won the design and construction bids for the coliseum, and Cox appointed Willimon as the university supervisor.\textsuperscript{6}

The Sirrine firm's original architectural plan called for a basketball playing pit with on-grade banked seating; the working facilities and a truck-sized loading tunnel occupied the low south side. The upper bank of seats perched above grade; restrooms, concessions stands, and work and equipment closets fit under the upper bank. To eliminate central supports for the roof, thus creating an immense covered box, the architects planned to use a “geometric tetrahedron truss system” (a space frame), but for engineering reasons, the architects changed the roof system in May 1966 to massive steel girders. The firm that supplied the girders had problems both in the construction of the fifteen feet deep “I” beams and delivery. In fact, A. E. Schwartz,
then the civil engineering department head, remembered the delivery convoy mov-
ing slowly on the roadway around Bowman Field (S.C. Highway 93) as one beam
shifted and nearly toppled over, which would have taken the truck bed and cab with
it. Accompanying cranes righted the beam before the procession resumed.7

Littlejohn Coliseum opened on November 30, 1968, with a game that
matched two old rivals. Clemson won over Georgia Tech 76–72. Interestingly,
Georgia Tech had defeated Clemson 80–51 in the last intercollegiate match in the
Fike Big Gym. The Tigers played the dedicatory game on February 22, 1969, and
M. Littlejohn, J. C. Littlejohn's older son, marked the occasion by donating his
sizeable collection of books and papers on military tactics, strategy, and logistics
to Cooper Library. At the halftime, Col. James Littlejohn spoke about his father's
long and deep relationship with Clemson. Abe Davidson presented the bust and
told how Littlejohn helped arrange his, Davidson's, way to be educated at Clem-
son, when the future sculptor arrived in the Upcountry as a Russian Jewish refugee
fleeing the beginnings of the Russian Civil War. David Merry, Tiger Brotherhood
undergraduate president, presented Davidson's tiger sculpture, now known as the
Littlejohn Tiger. The undergraduate and faculty members of the organization had
raised the money by selling orange straw boaters with purple hatbands for “loyal-
ists” to wear to Clemson events. The hats remained de rigueur for years. Alumni
members contributed the inscribed granite base, and Tiger Brother Capt. Frank
Jervey contributed the lighting. Littlejohn’s daughter, Mary Katherine, hosted a
buffet dinner at the Clemson House that evening. In spite of the grand occasion,
the coliseum proved to have limited sightlines on the north and south court ends.8

The basketball teams that Bobby Roberts coached from 1963 through the
spring of 1970 fielded a number of fine players and competed in many exciting
games. Clemson folk, when they look back, often turn to the 1966–1967 season.
Four seniors and a sophomore composed the starting five. The center, Randy Ma-
haffey, came from a strong Clemson family in LaGrange, Georgia. Not only did he
develop into an excellent basketball player and would be named to the All-ACC
team in 1967, he also excelled in the classroom, achieving Academic All-ACC rec-
ognition his sophomore, junior, and senior seasons. Active outside the classroom, he
joined Delta Kappa Alpha Fraternity and was tapped for Tiger Brotherhood. Richie
Mahaffey (1966–1970), Randy’s younger brother, played starting forward as a soph-
omore and became just as active off the court. Their older brothers, Tom Mahaffey
(1958–1962) and Donnie Mahaffey (1964), also played basketball at Clemson.
The other members of the starting five included Ken Gardner, also a Delta
Kappa Alpha and Tiger Brother, at forward. Joe Ayoob from Pittsburgh, Pennsyl-
vania, played at guard with a free-throw percentage of 74.5. The fifth starter,
Jim Sutherland, also played guard. A Clemson native, he too was a DKA and
Tiger Brother. A remarkable free-throw shooter on a team whose lowest shooter
The 1966–1967 varsity basketball team was probably the finest basketball team the university fielded to that point since the storied 1939 Southern Conference champion team led by Banks McFadden. Back row, left to right: Jack Swails, Trip Jones, Curt Eckard, Richie Mahaffey, Jim Sutherland, Randy Mahaffey, Ken Gardner, Walt Ayers, Hank Channell, Assistant Coach Jim Brennan. Front row, left to right: Head Coach Bobby Roberts, Manager Fritz Sargent, Dave Demsey, Joe Ayoob, Alan Goldfarb, Denny Danko, Dick Thomas, Athletic Trainer Fred Hoover. Taken from the 1967 edition of the Clemson University annual, Taps.

hit 62.8 percent, Sutherland shot 89.7 percent, the fourth highest in the NCAA. Sutherland earned Academic All-American recognition in 1966 and 1967, and he received both the ACC Student-Athlete Award and an NCAA Postgraduate Award. The Clemson faculty also awarded him the Norris Medal. After military service and medical school, he built a highly regarded pediatric practice in Atlanta, Georgia. The high tide for the season involved a stretch in which the basketball Tigers playing at home defeated NC State, USC, Wake Forest, and Duke, and on the road, defeated NC State and UNC (nationally ranked second) at the annual North–South Tournament in Charlotte, North Carolina. Roberts’s 1967 team posted a 17–8 overall season and 9–5 in the ACC. But that represented Roberts’s best year with a team of which he had recruited only one player, who had followed three older brothers. While in his seventh season, Roberts resigned under pressure, leaving behind three winning seasons.9

Roberts left several positive legacies, however. One was David Angel, a widely recruited seven-foot freshman center from Rock Hill. The second, Craig Mobley, was a six-foot guard from Chester and Clemson’s first African American
varsity athlete. An excellent student, Mobley rejected a West Point (army) commission to attend Clemson. Unfortunately, his early Clemson years witnessed subtle harassment, neither from his teammates nor from those who roomed close by, but rather by unidentifiable individuals. Mobley recalled, for instance, as he crossed a campus street, a car’s speed increasing as it came toward him, only to brake suddenly. He joined the Student League for Black Identity and temporarily left campus with most other African American students in a 1969 walkout. Angel and Mobley were among the group of apprehensive young players awaiting their new coach. Soon, Frank Howard, no longer head football coach but now Clemson’s athletic director, announced that he had hired Taylor “Tates” Locke, a graduate of Ohio Wesleyan, as head basketball coach. Locke came from Miami University (Ohio), where he had been a successful teacher of defensive basketball. Prior to that, he had served as West Point’s coach. He posted a career 96-win and 57-loss record (62.75 percent), and both schools had fine academic reputations, so the faculty felt certain Locke would fit well at Clemson. But the ACC proved for the new coach to be a very different level of competition.

The play was rough, and on occasion the referees let it go beyond even that. Terrell Suit, a guard from Anderson, became a casualty of the officials’ laxity. In a game at Chapel Hill, an opposing player struck Suit on his face. An upset Locke stopped play, talked with a referee, and pointed out the behavior. After the referee spoke with the UNC coach, play resumed. Very shortly, blood dripped from Suit’s mouth; play again stopped while staff cleaned his face. Again the game restarted. And again Suit was struck. By this time, an infuriated Locke had experienced quite enough, removed the team, and took them from the arena. Suit’s tooth had been knocked out and was sticking in his gum. President Edwards, when Locke pulled his team, leapt from his courtside seat and, with Bill McLellan and George Bennett, ran to the locker room to see the extent of Suit’s injury, being attended to by Dr. Jud Hair, team physician. Two orthodontists, both Clemson alumni, arrived to help. It was ugly.

Locke worked to ensure that Mobley got playing time, but by the end of his sophomore year, Mobley, an excellent student who had finished high school with a 95 (on a scale of 100) average, decided he needed more time for studying and
resigned from the team to devote his time to academics and his military studies. Mobley graduated, was commissioned, served in the U.S. Army, and earned several graduate degrees in Massachusetts. Suit, an active member of Sigma Nu Fraternity, graduated, married, and became a well-regarded Clemson businessman.  

Recruiting for basketball was tough enough without the rough play, and Locke became frustrated; he wanted to win. He began to cut corners, and the NCAA initiated an investigation of his program. By the summer of 1974, NCAA investigators probed deeper. Edwards reacted defensively (one observer noted, “like a tigress defending her cubs”) and tried to go on the attack. Adm. Joe McDevitt, vice president for administration and a former lawyer knowledgeable in military due process, became outraged by the secretiveness and prosecutorial mode of the NCAA. McLellan, because of his nature, questioned Locke closely and reported that the coach denied all the charges of recruiting violations. McLellan accepted the refutation with no further investigation, which proved to be a bad decision. The NCAA had amassed overwhelming evidence in the case, and in the spring of 1975, Locke, whose contract had expired, resigned. Later he stated that the university gave him no choice. When Steve Ellis, a sports editor for The Tiger, asked McLellan for background, the athletic director responded, “Comment on the issue can be found in the original news releases. Any additional comments will have to come from Locke.” That was most likely part of the resignation agreement.

On September 8, 1975, the NCAA accused the Clemson basketball staff of five inappropriate financial actions, fifteen violations involving financial benefits to student athletes, seven illegal activities involving three persons closely aligned with Clemson, and sixteen additional charges of nonfinancial impropriety. But by September, all the charged employees had left Clemson and rebuilding the basketball program was underway. The penalties resulted in a reduction in the number of scholarships for several years.

Nevertheless, Locke left at least one beneficial long-term legacy. His popular basketball camps for precollege students yielded positive results for the future. Between 1970 and 1974, more than 900 boys and 200 girls (to avoid words that carried racial connotations in some quarters, Locke used the terms “lads” and “lasses”) had attended the camps. The racially integrated camps attracted young people from all types of schools, some barely desegregated, others heavily oriented to one racial group or another depending on the communities’ racial profile, and others ranging the spectrum.

Concern soon focused on whom Clemson would choose as the next head coach. The most influential person in making the final choice turned out to be Charlotte, North Carolina, banker and Life Trustee Patrick Noble Calhoun. Calhoun had been elected to the Clemson Board of Trustees as a life trustee on September 21, 1966, to replace Bob Cooper. At the time of his election, he also served as president of the Clemson University Foundation. A Class of 1932 alumnus and son of Patrick
Patrick Noble Calhoun (Clemson 1932), a relative of statesman John C. Calhoun, served as an officer in the North Carolina National Bank before election as a life trustee for the university. Having played varsity basketball for Clemson, he was instrumental in bringing Bill Foster to the university as head basketball coach. Clemson University Photographs, CUL.SC.

Noble Calhoun, a graduate of Clemson College’s first class in 1896, Trustee Calhoun also was the great-great-grandson of John C. Calhoun’s elder brother. While a student at Clemson (1928–1932), Calhoun played on the varsity basketball team and became a charter member of Blue Key. Upon his graduation, the faculty awarded Calhoun the Norris Medal. Before World War II, he received a master’s degree in banking from Rutgers University and worked for the Guaranty Trust Company. He entered the Air Corps in 1942 as a private before mustering out as a major in 1946. In 1960, he became vice president of North Carolina National Bank in Charlotte.18 Calhoun’s keen understanding of basketball attracted his attention to Bill Foster, the head basketball coach at UNC–Charlotte, and the man Clemson tapped to assume Locke’s position.

In the inherited team, Foster had, at center, Wayne “Tree” Rollins, a seven-foot-one African American from Cordele, Georgia. Rollins started at center from 1973 to 1977, during which Clemson Wayne M. “Tree” Rollins, as the center for the Tigers basketball team, averaged a double/double in four straight seasons, the only Clemson player ever to do so. Rollins, who later graduated in 1982, was the first Clemson athlete to have his number (30) retired. He was selected to both the Clemson and S.C. Athletic Halls of Fame and was named to the ACC’s 50-Year Anniversary Team. Clemson University Photographs, CUL.SC.
enjoyed four consecutive winning seasons. During the 1975–1976 season, Rollins led Clemson to a 103–90 nationally televised home win over twelfth-ranked NC State. Rollins electrified the home crowd with solid rejections of All-American David Thompson’s shots. At the end of Rollins’s Clemson basketball career (1978), the National Basketball Association’s (NBA) Atlanta Hawks selected him fourteenth in the first round of the draft. Clemson retired his jersey. Rollins played for the Hawks until 1988 and then for other NBA teams until 1995.19

During 1975–1978, Foster worked under the weight of the NCAA sanctions. Nonetheless, each of the seasons proved exciting. As Clemson entered Edwards’s last presidential year (1978–1979), Foster had compiled an impressive Clemson record of 55 victories and 28 losses. With an overall record of 19–10 and an ACC record of only 5–7 in 1978–1979, the team played in the post-season National Invitational Tournament. On the first night, Clemson upset Kentucky in Lexington, in the “house that Adolph Rupp built.” But the next night, Marquette defeated Clemson 61–59 in double overtime. Earlier that same year, as President and Mrs. Edwards were leaving Littlejohn, one of Mrs. Edwards’s friends said casually, “President Edwards was certainly involved in the game tonight. I could only imagine him coaching.” The ever-gracious Mrs. Edwards turned and with a smile said, “Dr. Bob thinks he knows basketball. He doesn’t. I do. I played in college.”20

**Tennis and Baseball**

The most popular personal sport that many faculty, staff, and students played was tennis. An old Clemson sport, tennis was played on the regulation hard-surface courts that lay between the old baseball diamond and Riggs Field and on another few sets of courts that sat to the south of Fike, where the natatorium was to be built. With all the user groups expected to increase, something had to be moved. Considering that the student tennis players lived close to the existing courts, that the faculty and staff would need the clothing changing facilities planned for Fike, and that the space could not accommodate an expanded baseball park, the planning group recommended moving the baseball diamond. That did not sit well at first with Coach Bill Wilhelm, but it had to be done.

Planning for the move began early in 1969, and the actual work started in the summer. Coach Wilhelm laid out the park in the bottoms west of Jervey. He set the home plate in the northeast corner, the reverse of the southwest plate in the old diamond. To give the field better water use, he also insisted on a raised outfield warning track, which prevented surface water from quickly draining toward the Seneca River oxbows. The Physical Plant crew, under the direction of George C. Jones, established a good subsurface drainage system. Jones, a graduate in the Class of 1932, once owned the Industrial Building Company of Anderson and before World War II had been the contractor for the lobby and office/guest room
sections of Fike Field House. He also won the contract for the Little Gym. After the war, his firm added the second section (ground level to the top of the portals) and the concession stands and restrooms of Memorial Stadium. After the Korean War, Jones sold his business and joined the Clemson Physical Plant staff. Coach Bob Smith, who served as a football coach and, at one time, head baseball coach, helped Jones with the new baseball park. The Tigers opened the 1970 season at home on March 7, with a doubleheader against Louisville. Clemson won 10–0 and 8–1.

Wilhelm, who had become head baseball coach in 1958, won his first ACC championship on May 19, 1958, less than a month before President R. F. Poole died in June, and would serve as the “swinging Tigers” coach through Edwards’s entire presidency. During those years, the Tigers made four trips to the College World Series in Omaha and achieved final national rankings of twenty-fifth twice, ninth once, seventh twice, and fifth twice. During all of Wilhelm’s years (1958–1979), the Tigers won 68.1 percent of their games. In the ACC, the Tigers compiled a nearly identical win record of 68.2 percent. The ACC championship came to Clemson 45.5 percent of the time during Wilhelm’s tenure as coach, with first-place finishes within the conference every year from 1973 to 1979.

The individual players compiled amazing records as well. During the twenty-one years, Clemson baseballers were named all-ACC fifty-eight times and All American ten times. Of the players, fifty-three were drafted to play professional baseball, although some refused the offer. Those who refused usually did so to continue their Clemson studies. Of those who entered the professional ranks, most did so after graduation. Eleven advanced to the major leagues, and a few enjoyed distinguished careers. Baseball players appeared on the academic dean’s list at Clemson forty-eight times. Wilhelm, a stickler for class attendance, would not let students travel on road trips if the latter kept them from regularly scheduled classes. When the game schedule included afternoon home contests, the player could not come onto the field if he had a class at the same time. Discipline was Wilhelm’s key.

Bill Wilhelm, who had led the Tigers baseball team since 1958, helmed teams that won either the ACC regular season title or ACC tournament every season between 1973 and 1982. Taken from the 1980 edition of the Clemson University annual, Taps.
With the baseball park relocated, the tennis court expansion began also in 1969. The great wave of American tennis popularity was just emerging, and at Clemson, it was becoming a popular spectator sport. Under the guidance of Hoke Sloan, tennis had been a regular varsity sport for many years. Sloan had grown up in Clemson and attended Auburn and Clemson. He served in the navy in World War I and returned to Clemson where he operated the Sloan family store and served as the bus station ticket master when Clemson had bus service. As the plans for the athletic expansion under Cox and Young developed, Sloan donated the money to build a tennis center in the athletic complex. The Clemson tennis team also started to make its mark, finishing twenty-third in the NCAA tournament in 1967. Among the outstanding members of that team was David Wilkins, who graduated in 1968 and then earned a law degree at USC. In addition to practicing law, Wilkins won a seat in the S.C. House of Representatives and later election as speaker of the house. During the presidency of George W. Bush, he served as U.S. Ambassador to Canada. In 2007, the Clemson life trustees selected Wilkins to join them, and two years later the full board elected him chairman.

**New and Renewed Sports**

Some sports, including fencing, appeared for the first time. Introduced as a club sport by Harold Cooledge, an architecture professor, it became a men’s varsity sport in 1971. When asked by coeds, Cooledge also started and coached women’s fencing, first as a club sport in 1970 and then as a varsity sport. By 1976, directed by Charlie Poteat as a full-time coach, the Tiger fencers finished twenty-first in the NCAA. Two All-Americans, Steve Renshaw, who fenced in sabre, and Jay Thomas, represented the U.S.A. in international competition. Hewitt Adams, a historian of East Asian history, organized wrestling. Neither sport required special facilities.
Clemson also revived varsity soccer. The school had intercollegiate soccer in the 1930s, but like so many other things weakened by the Depression, the sport vanished during World War II. Then by the mid-1960s, the number of Clemson male students who had played soccer in high school grew, and the university formed a club team. The team required a faculty or staff advisor/coach, and James Chisman, an industrial engineering professor, volunteered. Soon a graduate student, Ibrahim Moayyad Ibrahim, stepped up to coach the club. By 1967, the university fielded a varsity team, which Ibrahim led to its first match and victory over Furman on October 6. Shortly thereafter, Ibrahim, or “Ib” as he was known, received his PhD in food chemistry. He joined the faculty but also remained the soccer coach. Slightly more than a year later, Mark Rubich, a history major, won recognition as Clemson’s first soccer All-American. In 1972, Clemson began an undefeated streak against ACC opponents that lasted through forty-two matches (40–0–2). Ibrahim’s team gained eight ACC championships and reached the NCAA tournament almost annually through the remainder of Edwards’s presidency.

Championships aside, Ibrahim and his soccer Tigers brought foreign student players to Clemson. The young men came from several continents, and when they arrived, the community accepted them as it had been doing with foreign students since the early 1900s. Those from Turkey or the Middle East were usually Islamic. But the largest numbers came from various parts of Africa, and they were usually either Islamic or Christian. If Christian, more often than not they were Catholic, Anglican, or one branch or another of the Presbyterians. Quickly townsfolk stepped forward to provide alternate homes and “parents.” A long-established International Students Association, with its membership of townsfolk, some connected with the university but others not, stepped up as the caregivers. Under the umbrella of the campus ministers for coordination, these people equipped themselves to act to help meet almost any need. In return, many of the foreign students, not just the soccer players, responded by helping to coach the children’s and youth-league soccer teams or attending Sunday church services or Wednesday suppers. They quickly transformed themselves from “foreigners” into “students,” and the strange became the usual.

Unfortunately for foreign students, the switch in academic culture and custom could be trying, but many persevered and are now schoolteachers, engineers, businessmen, and medical nurses and doctors. For the athletes, however, the reception they encountered on road trips sometimes involved heckling and abusive language, and a few such incidents turned nasty. From the newspaper accounts, the foreign players’ reception in the Midwest appeared the meanest.

The soccer team first played on the football practice field, and the crowd stood on the sidelines, but as soccer’s popularity grew, play shifted east to Riggs Field. The use of temporary bleachers on the north side supplemented the existing
concrete stands on the south side. At first, matches occurred on football Saturday mornings in the hopes of using soccer as a football curtain raiser, but in time, and for the sake of traffic coordination (not to mention that one player would not play on Saturday because he was a Seventh Day Adventist), the matches moved to Sunday afternoons. The crowds continued to grow. The athletic staff considered moving the soccer games to Memorial Stadium, but the high cost of the modification and the predicted wear on the turf in Memorial Stadium alarmed McLellan. He demonstrated that the enlargement of the Riggs south stands would be cheaper and the north bleachers would use materials at hand, thus saving money. Lights to support night competition could also be installed. But that would come in time.

**Athletic Offices**

With work planned for Fike to accommodate the growing athletic staff and permit the increased public desire for access to the field house, the new athletic administration facility, named the Frank Johnstone Jervey Athletic Center, needed to be built. The Wagoner Construction Company of North Carolina broke ground in the spring of 1972 for the building, forecast to be in line with Clemson’s needs for the next twenty-five years. The money to pay for this facility came from state funds appropriated to renovate or replace space in Fike being redirected from intercollegiate sports to intramural use and from a generous gift from the Olin Foundation honoring Capt. Jervey. Sited west of Perimeter Road, the Jervey Center took advantage of the land falling rapidly toward the Seneca River bottoms. The upper or entrance level contained the ticket office surrounded by display cases of trophies and pictures of Clemson athletic greats. The IPTAY suite of offices and storerooms flowed off the entrance. Offices for coaches and the Sports Information staff all occupied exterior, sunlit rooms, while the athletic director’s office sat in the northwest corner. In the center of this great square, player meeting rooms could be opened into an assembly room suitable for news conferences. The lower level housed the training and weight rooms, whirlpools, examination rooms, trainers’ and therapists’ rooms, and players’ lockers and showers. An attached large practice gym freed Littlejohn Coliseum for concerts, conferences, and graduations, as well as for basketball games. Capt. and Mrs. Jervey, their family, and friends joined university officials at the center’s dedication on November 19, 1973.32

**Memorial Stadium Expansion and Football**

The master plan also included expansion of the football stadium, which McLellan supervised personally. The planning committee had projected the need for as many as 20,000 additional seats. The initial plan was to complete the bowl,
leaving an entrance strip in the east for the traditional team entrance and adding a horseshoe second deck if needed. But McLellan convinced the committee that Clemson would be smarter adding decks first on the south (home) side and then on the north. To protect Woodland Cemetery and still gain the needed seats, he proposed tucking a club level under the deck and placing the press box there. However, before the project progressed far in planning, part of the tucked-in level became box suites that could be rented by the season. This broke new ground for colleges, and Clemson’s development officers heartily endorsed it. After a number of on-site meetings to ensure that the enlargements did not encroach upon the cemetery, the Athletic Council approved the plans, which would add 10,615 seats to the south side. The Board of Trustees approved, the university secured funding, the Budget and Control Board approved, and construction began. The expansion was completed in early 1978.33

Just as the basketball program experienced rapid turnover, so did football. In early 1968, both programs had begun to bother alumni.34 As the 1969–1970 autumn term began, the usual autumn fever seemed different. After the football team’s first-place finishes in the ACC in 1965, 1966, and 1967, the 1968 season ended on a disappointing loss to USC. The 1969 season opened with rain-drenched play in Scott Stadium in Charlottesville, Virginia, but before the 4–6 season ended, the word on the street suggested that Coach Howard had decided to retire and that Bill Peterson of Florida State University would become Clemson’s new coach. The press, representatives of various alumni groups, faculty, students, and the public gathered for an announcement at the Clemson House. Edwards, Howard, and several other officials entered the room. Edwards began by saying that at the last minute, Peterson changed his mind and decided to take a job with Rice. Howard spoke next to declare his plans to retire as head football coach but to remain athletic director. When asked the reason for his retirement, Howard replied, “sickness.” His alumni, Howard said, “were sick of me.” Further, he noted that he had just put together a little welcome present for whosoever the new head coach would be, “a home-and-home set of dates with Notre Dame. Poor dog!”35

The Paw

The man Clemson selected as the next football coach and introduced to the public on December 17, 1969, was Cecil Ingram, called “Hootie.” Ingram grew up in Tuscaloosa, Alabama, and studied educational administration at the University of Alabama, where he lettered in football and baseball.36 His experiences included serving as a high school head coach and college assistant coach. With the coming of Ingram, Clemson launched a new era in the development of the Tigers’ athletic image. Many have claimed to be the origin of the new athletic identity that emerged, but documents show that late in 1969, Clemson’s administration
advertised for the services of a firm that could help improve Clemson’s effort to make the school distinctive. Edwards, Wright Bryan, Stan Nicholas, and Walter Cox chose Henderson Advertising of Greenville. The committee named to work with the firm included Athletic Director Frank Howard, Assistant Athletic Director Bill McLellan, and Coach Ingram. They met with Jim Henderson, head of the firm. Henderson had attended Clemson before enlisting in the U.S. Army in the first year of America’s involvement in World War II. Although he finished college on the G.I. Bill at the University of Denver, he always considered himself a member of the Clemson Class of 1944.37

After numerous tries, Henderson’s group developed the concept of the imprint of a tiger’s paw and assigned the task to designer John Antonio. Antonio, as he designed the logo, expressed it as “a tiger you don’t see, but you know where he has been.” A tiny indentation on the lower right pad represented a battle scar, while the angle of the paw pointed to the traditional one o’clock starting time of Clemson games. The agency presented the total concept to the university on July 1, 1970. Board approval followed quickly, and on July 21, Clemson introduced the Tiger Paw to the public. Some were ecstatic—“The new day dawns.” Some were neutral; others derisive—“Death Valley is now the paw-paw patch.” 38

The Tiger Paw long outlasted Ingram, who resigned, surprising everyone, to become assistant commissioner for the SEC. His second innovation, having the team dress in the ten-year-old stadium locker room, and thus abandoning “running down the hill,” did not continue after he left. He achieved some success, however, in spite of the football team’s losing record (12–21) overall and in the conference (8–11). The Tiger Paw turned out to be pure genius. And Ingram’s teams defeated USC in two of three games. The first, in 1971, showcased three outstanding Clemson players. At the beginning of the second quarter, Eddie Seigler, a sophomore from Greenwood, kicked a 52-yard field goal to put Clemson ahead 3–0. Seigler majored in administrative management and held membership in Sigma Alpha Epsilon. About a playing minute later, Ben Anderson, a defensive back from Edgefield, intercepted a pass from Glenn Morris at the USC 46-yard line and returned it 12 yards. From there Clemson scored. Anderson was a first-rate scholar in Phi Eta Sigma, the freshman academic honorary. An exceptional campus leader, he participated in the Fellowship of Christian Athletes (FCA) and Tiger Brotherhood. In the second half, Marion Reeves, one of Clemson’s early African American players, made a leaping interception, another of the Clemson secondary’s six that day. He, too, participated in FCA.39 Clemson won 17–7.

One year later, and thus in Death Valley, the rivals met again. A sleety, stinging, driving rain did not turn away the 40,000 fans, but the field grew sloppy. Late in the third quarter, Michael “Smiley” Sanders, from the neighboring town of Central and a member of Sigma Nu Fraternity, capitalized on Ken Pengitore’s two passes and carried the ball in for Clemson’s lone touchdown. Seigler followed
with a point-after kick. But with about two minutes left, USC scored six points and elected to go for two after-touchdown points. The quarterback threw the ball hard toward a USC receiver, but Jimmy Williamson deflected the pass to keep Clemson’s lead at 7–6. On its next possession, USC drove deeply into Clemson territory, and with time expiring, the Gamecocks set up for a field goal. The ball was airborne and thus alive as the game ended. The ball hooked, and Ben Anderson, one of the heroes of the 1971 contest, caught the ball before it touched the ground. Had the ball touched down, play would have ended. But the ball was still alive. In his exuberance, Anderson started to heave the live pigskin into midfield. Realizing the near error of his way, he dipped his knee and ball to the ground. Perhaps he even murmured a prayer of thanks. The strife was o’er; the battle won.

Anderson graduated and received the Norris Medal from the faculty. His older brother, Joe Anderson, had received the honor the year prior. So far, this has been the only time two siblings received this most prestigious faculty designation and in successive years. Ben Anderson won the NCAA All-America Scholar-Athlete Award and then attended law school. After private practice, he returned to Clemson University as its legal counsel. Marion Reeves played for the Philadelphia Eagles and the Winnipeg Blue Bombers, but he returned regularly to Clemson and, upon receiving a degree in construction science in 1977, became a successful builder in Irmo. Seigler, named second team All-America, played for the Chicago Bears.40
The High Seminary

Athletic Recruiting

Clemson had difficulties in recruiting African Americans as student athletes. The various coaches may have tried before 1970, but only thereafter, with a new athletic staff, did such efforts bear fruit. As early as the spring of 1963, Edwards talked often with the faculty about the necessity of integrating all phases of university life. He became impatient with the poor results in such recruitment by the athletic staff and wrote Walter Cox in May 1967, directing Cox to give his personal attention to this pressing issue.

Regardless of the real or supposed reticence of the athletic staff, external impediments certainly affected the outcome. Both Clemson’s isolation and the paucity of African Americans in the surrounding area contributed to the meager numbers of African American student athletes recruited, and the school had no ability to change those factors. Except for athletic recruiting, the admissions staff in the Registrar’s Office, itself understaffed and underfunded when compared to comparable institutions in the Southeast, conducted all other student recruiting. If asked, the staff happily visited the academic youth summer programs or traveled to nearby high school district senior days. To the campus visitors, most arriving unannounced, the staff provided cordial help. But they did not go out and recruit.

Athletic recruiting involved much more structure, organization, and restrictions. Both the NCAA and ACC limited the efforts at recruiting in any one sport and year. For example, in December 1965, when submitting its list of grant-in-aid holders in football and basketball, Clemson noted that it exceeded the ACC combined limit of 140 by 18. The commissioner fined the school, and Clemson quickly paid. Other schools in the conference also incurred fines for a similar offense. Newspaper sports columnists, academics, and others frequently proposed a multi-institutional recruiting and academic minimum threshold for grant-in-aid holders or for any intercollegiate participants. This became the great bone of contention. Some institutions, such as those in the Ivy League, often objected to this effort at the regulation of recruiting as an intrusion on their institutional autonomy. For others, the value of this restriction outweighed such autonomy. To complicate the issue, the factors used to determine the academic threshold differed from one area and institution to another. ACC Commissioner James Weaver, for example, reported in 1966 that the SEC, whose schools frequently played ACC institutions, had adopted a series of standards that included a high school grade average of B or better for the sophomore through first semester of the senior year, or an SAT score of 760 or better (at the time, the total points able to be earned on the SAT equaled 1600), or an ACT score of 17 (out of a maximum of 36).

By now Clemson’s registrar, Kenneth Vickery, had become one of the nationally recognized experts in predicting a student’s academic success in the first
collegiate year. Clemson used the total high school rank as the primary consideration and the SAT score as the second. (The school did not use the ACT, partially because the test was far too new to have enough data to study its validity and reliability, and partially because the ACT measured achievement, which some thought short-term tutoring could improve.) Using its methodology, each of the past seventeen years Clemson had improved the quality of its entering class, when measured by the rate of return of the newly enrolled and persistence to and including graduation. Based on the early data, the ACC adopted a requirement that to receive a grant, the student must present a minimum SAT score of 750. Other conferences also established similar, although not always compatible, grant-in-aid standards. The Big Ten conference decided to use a prediction of a 1.6 grade average, almost identical to the system Vickery had developed. Vickery kept Edwards, the Educational Council, and the Board of Trustees aware of each change, and Edwards, in turn, had kept Walter Byers, executive director of the NCAA, aware of Clemson’s successes. Along with the Big Ten, Clemson sponsored the adoption of a single national standard at the NCAA meeting, which passed the 1.6 eligibility equation as advisory until a reference table could be developed, tested, and approved.

All seemed well until the ACC SAT rule (by then it had been raised to 800) began forcing Clemson to deny grants-in-aid for some of the football recruits. Edwards, Ritchie, and Vickery approached the conference to propose that the ACC use the NCAA standard. The ACC rejected the suggestion. For the next several years, this remained one of the issues that dominated Edwards’s correspondence with the ACC presidents, Clemson’s lawyers, and alumni. Each time the issue came up, Duke and Virginia opposed the removal of the SAT standard alone. Either Wake Forest or UNC always joined the other two to block passage of the change.

The first alteration in the conference rule came in December 1969. It proved no more satisfactory than the initial double standard. ACC procedure required a two-thirds majority to change it. But with Duke, North Carolina, and Virginia opposed to further compromise, scant hope existed for reform. Clemson offered a scholarship to Willie Anderson, an African American South Carolina high school student who clearly met Clemson’s admissions requirements, qualified under NCAA rules, but missed the ACC standard. The conference threatened punishment, and Clemson indicated it must withdraw the scholarship. Anderson’s parents filed suit in his behalf against the ACC.

In the meantime, unable to get relief from the ACC, USC decided to withdraw from the conference, dashing any hope for an amicable compromise. Several Clemson alumni and friends, themselves eager to remove the block to Clemson’s athletic pathway, had contacted two Columbia law firms, Jenkins, Perry, and Pride, and Law, Kirkland, Aaron, and Alley. The father of Joey Beach, a freshman
from St. George who had been offered a small grant-in-aid that had to be withdrawn because of his SAT score, knew a Columbia alumnus involved, and with Beach's agreement, the firms took on the issue. The lawyers based their case on the 14th Amendment to the U.S. Constitution. The suits came before Judge Robert Hemphill. After hearing from the parties, on August 7, 1972, Hemphill ruled the ACC standard unconstitutional. The key point in the ruling asserted that the young men in question qualified for admittance to the university by the university's academic standard (the right of the university's authorized body to set that standard was not in contention), but then the potential students were denied a university-offered benefit because a conference rule blocked the same. The ACC withdrew a planned appeal; Clemson and Maryland were especially pleased.51

**New Coach, New Customs**

With the removal of an obstruction to competitive recruiting and after the second consecutive victory over USC, Ingram resigned. McLellan (aided by Edwards) conducted a rapid search and named Jimmy Dale “Red” Parker as head football coach. He had coached at the Citadel from 1966 to 1972 and posted a mediocre record. His first season at Clemson culminated in an average 5–6 record marked by a third-place finish in the ACC. The 1974 season, however, was remarkable. After two road losses to ranked foes, Clemson came home for a historic first, Georgia Tech at Clemson. The two teams had played each other forty-four times previously. Three had been on neutral sites, if one considered the 1899 game in Greenville such. Now, for the first time, the Yellow Jackets came to Clemson, and oddsmakers had Clemson as the underdog.

To mark the occasion, the Pi Kappa Alphas organized an all-student parade. Directed by Rhett Atkins, the chapter vice president and president of the student government Central Spirit Committee, the parade (now known as the First Friday Parade) focused on a “Wreck Tech” theme and featured entries from all types of student groups. Dormitories, individuals, academic societies, sororities, fraternities, the international students’ association, and religious groups represented separate categories that had as many first-place awards. Many entered. Led by Tiger Band and President Edwards as grand marshal, the “motley krewe” wended its way south on College Avenue from a bank parking lot onto the campus and gathered on the Fike Field House north field for a pep rally. After the distribution of trophies for various entries, serious cheering commenced, directed by Witt Langstaff, head cheerleader and a senior member of Alpha Tau Omega, from Kingsport, Tennessee. He had painted a tiny Tiger Paw on the tip of his nose and had likewise marked Atkins. In the midst of the hubbub, President Edwards presented himself to be “signed.” Suddenly, lines of students formed as Langstaff, Atkins, and the cheerleaders grabbed a few orange tempura paint pots and cotton
In 1974, the Pi Kappa Alpha Fraternity organized the inaugural First Friday Parade with the theme “Wreck Tech.” Pictured (from left) are the lead banner, President Edwards as Grand Marshal, and an individual entry for the parade—a student dressed as a yellow jacket, who was followed by a student dressed as a tiger, bent on “exterminating” him. Clemson University Photographs, CUL.SC.

swabs (which they conveniently had close by). As they began painting the paws, a history faculty member commented to a textiles professor, “Just like taking the cross for the first crusade.”

Clemson won every home game that year with upsets over Georgia Tech, Georgia, UNC, and South Carolina. But the high hopes stirred up by 1974 plunged in the next two years. Even though Clemson upset USC in 1976, the university fired Parker at the end of the season and replaced him with his defensive coordinator, Charley Pell.

The public was utterly surprised. Even Parker, just before the USC game, expected to lose and be terminated. But he thought the upset win over USC would give him another year. Before the next week ended, however, change stirred the wind. Clemson hosted the fourth IPTAY basketball tournament, in which Florida State, Yale, and Toledo joined the Tigers. A number of the trustees had arrived in town, which itself was not unusual.

No clear record provides a guide to the events following November 25, 1976 (Thanksgiving), except that Edwards, McDevitt, McLellan, and Parker met that Friday before the opening of the tournament. At the Clemson vs. Yale game, fans at Littlejohn Coliseum saw Edwards in and out of his seat, down and up the steps, and in and out of the team locker room. McLellan appeared in the coliseum only for the opening ceremonies and the tip-off of the game. Both Edwards and McLellan seemed a bit more settled Saturday night, but the relationship between McLellan and Parker appeared icy. On the court, the Tigers squelched Florida State 108–92 in the championship game. Rumors ran aplenty Sunday, Monday, and Tuesday. On Wednesday, December 1, the Clemson world learned that Parker, who had three years to go on a five-year contract, had been removed, and in his place, defensive coordinator Charley Pell would serve as Clemson’s new head coach. Pell inherited a team loaded with excellent players.
Also 1976 saw a continued strengthening of the long-range athletic program and the growth of special traditions. Bruce Cook, the Tiger Band director, introduced the custom of the band climaxing the football pregame show by forming the script writing of “Tigers” on the field and inviting some honored person(s) to dot the “i.” The first “dotters” were President and Mrs. Edwards.

The following year revealed a football scheduling surprise. The series with Georgia Tech, at that point playing as an independent school, ended with the 1977 meeting, as usual, in Atlanta. During the negotiations that led to Tech’s only appearance in Clemson (1974), Clemson pressed for a home-and-home schedule arrangement, to which Coach Howard thought Bobby Dodd, Tech’s legendary onetime coach and then athletic director, had verbally agreed. But with changes in the athletic staff at both schools, Tech’s new leadership did not accept the arrangement. Sure of his persuasive power, Edwards met with Joseph M. Pettit, Georgia Tech’s president, but the best concession Clemson could gain was one game every four years. Edwards broke off the conversation, and the series ended with the 1977 game, which Clemson won.

To let the Atlanta business community know what revenue they were losing, George Bennett, the IPTAY executive, urged all Clemson fans preparing to attend the game to pay all bills and settle all accounts (even hotel expenses) with two-dollar bills. Bennett alerted the South Carolina, Georgia, and North Carolina banking communities of the request, and several large banks, headed by Clemson faithful, rigged their counting and bundling machines to imprint orange paw prints on their two-dollar bills. These were distributed to their pilgrim clients, who carried the currency to Atlanta and distributed them to their mercenary hosts. The Tigers made their point.54

**IPTAY**

Through the winter, work went forward on adding the first of two new decks on Memorial Stadium, this above the south stands. To keep it from intruding into Woodland Cemetery, the deck had a steep pitch and smaller capacity than the one planned for the north side. And to finance the decks, an IPTAY committee chaired by Calhoun Lemon and composed of Charles Bussey, Forrest Hughes, George Poole Jr., and Marshall Walker proposed to the IPTAY board a new IPTAY constitution that would allow the board, with permission of the donors, to divert funds needed for other university purposes as approved by the university trustees.55

Just as the 1976–1977 fiscal year closed, Gene Willimon, IPTAY executive secretary for twenty-seven years, retired. During his IPTAY professional years, the membership doubled. The dues, originally $10 a year, had been raised in 1972 to $20, and donors could choose a new gold card reserved parking top category of
McLellan announced that George Bennett would be the next executive secretary of IPTAY. Under Bennett’s leadership the IPTAY newsletter expanded to assume the position of major communicator of Clemson intercollegiate athletics, a role once held by The Tiger but abandoned to a great degree in the late 1960s and early 1970s. During the next two years, Bennett regularly traveled the state and elsewhere raising funds so that as of the 1978–1979 fiscal year, contributions, for the first time, raised enough to pay for the scholarships of all football players and other student athletes, trainers, and managers.

Women and Athletics

During the 1970s, college athletics assumed new, large expenses—women’s intercollegiate athletics—brought about by the renewal of the federal aid to higher education law. The 1972 law had added a section, Title IX, which prohibited colleges that received federal aid from discrimination on the basis of gender in the administration of any of its programs. The act passed Congress and received President Nixon’s enacting signature. It seemed loosely (some would say “purposefully,” while others might modify the thought with “cleverly,” or “sloppily,” or “lazily,” depending on one’s political perspective) written and passed to the officers of Health, Education, and Welfare (HEW) to write the regulations. As their thoughts and concerns began to flow to the press, it became obvious that many of the regulations, at least as related by favorite journalists, were much broader than the average college-educated citizen had imagined. Perhaps it meant the end of private schools’ (many of whose fiduciary trustees would have been relieved) participation in intercollegiate athletics. Or perhaps it meant unisex dormitories. But by 1975, the meaning had been clarified enough so that in the world of academics, programs had to open regardless of gender. Academic programs generally had been accessible to both genders, although applicants from the nontraditional gender in a given field did not overwhelm the professional disciplines. At Clemson, this held true for elementary education and nursing, for example. The effect in sports could have been the most immediate and certainly the most visible. Rather than women competing for positions on existing men’s teams, which would reduce the number of places for men, schools developed separate teams for men and women in many sports, thus increasing the opportunities for all.

However, the complaints to HEW, both by individuals and organizations, against colleges and universities soared. So did lawsuits in federal courts on behalf of universities and colleges against HEW for clarification and against organizations for harassment and other forms of implied or threatened intimidation. Consequently, HEW suspended the 1975 regulations subject to their further explication. In December 1978, HEW asked for comment on a new interpretation. With more modification still to come, a final clarification took effect on December
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11, 1979. Clemson set about making the changes and additions required for Title IX compliance, although federal guidelines (a category below regulations) placed horrendously expensive football in a world more or less by itself. The basic guideline involved expenditure comparability based on gender proportions of the undergraduate student population at the institution. Schools such as Clemson, VPI, Georgia Tech, or Texas A&M used running averages to develop programs for women as their proportion of the student body increased.

Clemson had fielded women’s intercollegiate teams in basketball in the second half of the 1950s. However, the limited number of NCAA colleges located within a day’s travel range and Clemson’s lack of campus housing for women made competition difficult. Then in 1970, a number of female students asked Hal Cooledge, the men’s fencing coach, to coach them in fencing as well. Cooledge, Alumni Professor of Art and Architectural History, had earned his undergraduate degree in chemistry from Harvard. But after living through the terrible Texas City ship and refinery explosions in 1949, he returned to Harvard for his professional degree in architecture. Later, he joined the Clemson faculty while pursuing a PhD in art and architectural history from the University of Pennsylvania. Cooledge quickly established himself as a great teacher in and out of the classroom. While at Harvard, he had been an active member of the Theta Xi Fraternity, and he readily supported the need for fraternities at Clemson. Not surprisingly, when Clemson students began to add fraternities (with board permission), Cooledge became an advisor for Clemson’s first post-World War II fraternity, Sigma Alpha Zeta, a duty he willingly performed until the national fraternities absorbed the local fraternities in 1970.

Serving as coach for both the women’s and men’s fencing teams added enormously to Cooledge’s workload, and Walter Cox, President Edwards, and Bill McLellan respected his commitments. Thus, a full-time fencing coach, Charles Poteat, joined the staff, and Cooledge continued to help out as a volunteer. Both

![Architecture professor and fencing coach Harold N. Cooledge instructs a member of the fencing team on the sport’s finer “points.” Taken from the 1967 edition of the Clemson University annual, Taps.](image_url)
sports competed well for Clemson, even though they found it difficult to identify close-by collegiate competition, causing costly travel expenses. Both women’s and men’s intercollegiate fencing would eventually become budgetary calamities of the cost increases made necessary by Title IX.  

With the promulgation of the Title IX regulations, in 1975 Clemson began three new women’s intercollegiate athletic teams. Coaching the women’s swimming team fell to Coke Ellington. He worked half time with News Services for Harry Durham and half time with swimming, serving as Carl McHugh’s assistant with the men’s team and coaching for the women’s team. Mary Kennerty (Clemson 1973), while working on her master’s degree, coached women’s tennis. Kennerty had been a very active undergraduate and a member of the Chi Omega sorority. Her coaching assignments first began in women’s basketball, which Clemson also renewed in 1975. After getting basketball underway, she relinquished those duties to Annie Tribble, an experienced basketball coach whose earlier career had been at Anderson College, a two-year Baptist school in Anderson, twenty miles south of Clemson. Tribble also started Clemson’s volleyball team in 1977.

Thus, the birth and early growth of women’s sports at Clemson sprang from the efforts of faculty and students that predated the Title IX requirements. When
compliance with Title IX forced new expenses, Athletic Director Bill McLellan expressed grave concern about the costs. But McLellan did not stint in his support. “Clemson,” he said, “will not be halfway.” To some degree, the huge expansion of the football stadium must be understood as a financial necessity because, at that point, it was the only sport popular enough to sustain funding for most of the other sports. Financially, basketball fared a bit better than break-even, thanks to the ACC’s prowess in the sport, the television revenues, and the conference’s well-thought-through policies on revenue sharing. All other sports depended on football’s revenue, of which a small portion came from student fees.

**Pell’s Two Years**

As the 1977 football season opened, every Clemson fan and coach had a prayer in mind, heart, or tongue for the Tigers and Charley Pell. The new head football coach had joined the Clemson staff on January 1, 1976, as defensive coordinator, but he was no novice to the profession. Pell had played football at the University of Alabama for Paul “Bear” Bryant from 1960 through the 1962 season, appearing on three of Bryant’s bowl teams. A lineman who played both offense and defense, he then served as graduate assistant there. Beginning in 1965, Pell served at Kentucky as an assistant coach responsible for the defensive line. He resigned in 1968 to become the head coach at Jacksonville State University, where he compiled an outstanding record (30–7–1). Also while there, he attracted the notice of a particular physics professor, William Reid, a Clemson PhD who talked frequently with his father-in-law about the intense study, professionalism, and discipline of Pell. Reid’s father-in-law happened to be R. C. Edwards. Edwards, in turn, brought Pell to McLellan’s attention. Pell left Jacksonville State to return to NCAA major college competition as defensive coordinator at Virginia Tech. When he arrived at Virginia Tech as part of the sports turnaround that had been one of the goals of President Marshall Hahn, VPI was reeling in 1973 from a 2–9 season. In Pell’s second (and last) year there, the Fighting Gobblers posted an 8–3 record. When Pell joined Clemson’s defensive staff as coordinator in 1976, he improved significantly both individual and team defensive abilities. The athletic academic coach at Clemson, Col. Rick Robbins, noted that Pell was the real architect of the Tigers’ 1976 upset victory over USC.

Pell’s first season as head football coach (1977–1978) saw the Tigers post their best record since 1950. Four games stood out. The first was a totally unexpected upset over the Georgia Bulldogs in Athens. It was followed later in the season by the first (and, at this moment, only) visit of the Notre Dame powerhouse to Death Valley. Dan Devine, the Irish head coach, called the ACC commissioner to express his concern over the possible noise in “The Valley.” The Clemson fanatics judged this a ploy to gain too-much-noise penalties from the referees.
During the game, Devine hardly served as an example of coaching sportsmanship, taunting the referees on two occasions and making obscene gestures to the crowd. As the game entered the fourth quarter, Clemson held the lead, but an inadvisable effort by the Tigers at a field goal from quite a distance resulted in a blocked kick that led to a Notre Dame score and victory.65

Led by their quarterback, Joe Montana, Notre Dame went on to claim the “mythical” national football championship that year. The third standout game, against USC, culminated in a come-from-behind, last-minute victory when the Clemson quarterback, Steve Fuller, threw a 20-yard touchdown pass to Jerry Butler, who leapt high to snag the ball for the final score. The season culminated with an invitation to the Jacksonville, Florida, Gator Bowl to meet the University of Pittsburgh in postseason play. The Pittsburgh team overwhelmed Clemson 34–3 in Clemson’s first bowl appearance since December 1959. In spite of the defeat, all Clemson loyalists were proud of their Tigers.

With most of the team returning, anticipation ran high for 1978, and Clemson was well rewarded. An early-season loss to Georgia, again in Athens, remained the only blemish as Clemson and 18,000 orange-clad faithful traveled to College Park for a conference championship game against a top-ten Maryland team. Truly a heroic, cleanly played contest, it was highlighted by two brilliant passes for touchdowns by Steve Fuller to Dwight Clark and a 98-yard touchdown run by Maryland’s Steve Atkins, all part of a grueling pace as Clemson claimed the ACC football championship with a 28–24 victory. Following a win over South Carolina, Clemson agreed to return to the Gator Bowl.

Almost immediately, the Upstate papers began to whisper that the University of Florida had contacted Pell. Edwards, Cox, and McLellan seemed thunderstruck. If Florida had approached Pell, the university had violated the NCAA manual policy 7, and particularly sections 5, 6, and 7. On Sunday morning,
December 3, 1978, Pell received a telephone call in his Clemson office; the caller asked him to meet that evening with University of Florida representatives at the Greenville–Spartanburg Airport. Edwards happened to be in Pell’s office at the time. According to Edwards, only the coincidence of his being in Pell’s presence allowed Clemson knowledge of the violation of NCAA policy dictating that an educational institution seeking a coach under contract to another educational institution is “morally obligated first to contact the institution which holds the agreement with the coach” and to secure permission to engage in negotiation with the coach. Pell later admitted that a “friend of a friend” of officials at the University of Florida had contacted him earlier and that he concluded the encounter ought not be considered a real contact. One day later, December 4, Robert Q. Marston, Florida president, called Edwards from the Anderson airport to inform him that he, Marston, had offered Pell the position (a violation of policy 7, section 7), but he did not respond when Edwards asked whether or not Pell had accepted. Pell had. It is no surprise that Edwards refused even to consider Pell’s offer to coach the Tigers’ Gator Bowl team. Instead, Edwards and McLellan designated Danny Ford, a young assistant to Pell, as the Clemson head coach for the game.

For this Gator Bowl, Clemson played the storied Ohio State Buckeyes, coached by football legend “Woody” Hayes. Partisans of both schools packed the Jacksonville stadium. Most noted the irony of Ohio State’s being coached by one of football’s older but somewhat more emotional “wizards,” Hayes, while Clemson’s coach was Danny Ford, an unknown in his first head coaching assignment. Fuller quarterbacked for Clemson and Art Schlichter for Ohio State. As the fourth quarter ticked away, Schlichter guided the Buckeyes toward midfield. With Clemson’s thin lead very much in jeopardy, Schlichter lofted a pass. A Tiger defender, Charlie Baumann, intercepted the football, returning it some 15 yards before being forced out of bounds into a cluster of Ohio State players. He disappeared from the view of most of the spectators, but a referee ran off the field into the mass of white-, gray-, and red-clad players, throwing a penalty flag. He signaled “unnecessary roughness,” brought Baumann out of the crowd, spoke to the head referee, and moved the ball 15 yards against Ohio State. The game resumed, but time soon expired. Clemson had hung on to a 17–15 victory. Not until later that night did the newscasters disclose that Coach Hayes had struck Baumann. Harold Enarson, president of Ohio State University, wired President Edwards, apologizing for the sad and deeply regretted incident and informing Edwards that he had relieved the coach of all duties as soon as he met with him after the game. Hayes had coached for forty years, twenty-nine of those as Ohio State’s head coach.

The heroes of the game for Clemson were Cliff Austin, Obed Ariri, and Steve Fuller. Fuller, an economics major and a Sigma Alpha Epsilon, graduated summa
cum laude and received one of eleven NCAA Postgraduate Scholarships in America. He went on to a career as a professional football player. Austin and Ariri, the latter a Clemson soccer recruit, returned to Clemson for school and sports, while Danny Ford took over as the head football coach. Baumann asked not to be remembered for the incident, and then refused further public comment.

The Trustees

From 1970 to 1979, the trustees had changed in both composition and outlook. Pat Calhoun died on April 17, 1976, and the other life trustees did not move quickly to fill his vacant position. However, they did fill the post of president of the board after the death of Edgar A. Brown on June 26, 1975. Paul W. McAlister, Clemson 1941, the first Clemson alumnus chosen as the board’s leader, now held the post that the board had renamed “chairman.” McAlister graduated in textile engineering and went almost immediately into the U.S. Army where he rose to the rank of major and earned the Bronze Star Medal. He then attended and graduated from the USC law school. He married Barbara Dial, and they had two sons, Albert and Hastings. “P. W.,” as McAlister was known, became a life trustee in 1972, was active in public life in the community of Laurens, and served as president of Laurens Glass.71

Robert Richardson Coker, a graduate of USC and veteran board member, had been elected a life trustee on June 6, 1960. A noted seed breeder and president of Coker’s Pedigreed Seed of Hartsville, he proved to be a champion of Clemson years before the board invited him to join. Coker was a serious agriculturist, and his company’s seed stood out as the most often used for championship long staple cotton. He demonstrated strong early support for the USDA Boll Weevil Research Laboratory at Mississippi State University and the USDA Cotton Staple Strength Laboratory at Clemson University. Active with the National Cotton Council, he served as the council’s president shortly after joining Clemson’s board. In November 1976, Coker’s wife, Lois Walters, and he presented the university library with the first forty volumes of Curtis’s Botanical Magazine, begun in London in 1787, another important part in Clemson’s growing collection of rare scientific works. Coker served as a member of the S.C. Commission on Higher Education. He held membership in Gamma Sigma Delta’s Clemson chapter, an agricultural honor society; Alpha Tau Omega Fraternity had initiated him as a student at USC. The Clemson board named Coker a trustee emeritus shortly before he died on September 28, 1987.72

Another of the life trustees selected in 1960 was James C. Self, a graduate of the Citadel. A noted textile executive, he served as executive committee chairman of Greenwood Mills, the parent company for Greenwood Development Corporation, and Palmetto Dunes Resort. In addition, he served on the
S.C. Development Board and the State Insurance Commission. His textile interests connected him to the American Textile Manufacturers Institute, the J. E. Sirrine Foundation, and Duke Power Corporation. While Jim Self did not attend Clemson, his father had entered in the first class in 1893 and both his sons earned Clemson degrees.73

A third life trustee, Buck Mickel, won election in 1975. Like Coker and Self, he was not a Clemson alumnus, having graduated from Georgia Tech in 1947 after serving during World War II in the Atlantic, the Pacific, and the Mediterranean with the U.S. Maritime Service. After the war and his Tech graduation, he joined the Daniel Corporation in Greenville, worked his way up, and in 1972 became Daniel's chairman, a post he held until January 1986. Mickel remained on the Fluor (Daniel’s parent company) board until January 7, 1998. In addition to his continuing involvement with Fluor—Daniel, he served on the boards of nearly forty different businesses and as a director of the Federal Trade Commission. Besides his role as a life trustee of Clemson, he served on the Georgia Tech, Converse College, Wofford College, and Presbyterian College boards. Born in Elberton, Georgia, on December 17, 1925, Mickel, through his forebears in Camden, had descended from Robert Mickel, whose grandson Samuel married Susannah Clemson, Thomas Clemson's second cousin.74

James Waddell (1922–2003) was also elected a life trustee (1972–1992). A graduate of the Citadel after service in Europe in the U.S. Army, he worked as an insurance agent and politician. Elected to the S.C. House in 1954, he resigned in 1958 to manage the successful campaign of Ernest F. Hollings for governor. In 1960, he won election to the S.C. Senate and by 1967 served on Edgar Brown’s Senate Finance Committee. In 1972, he gained the support of the other life trustees, who elected him to their ranks. Many speculated that Brown had handpicked Waddell to serve as guardian of Clemson’s interests in the state senate. But Waddell supported many other higher education issues as well as other concerns, including aquaculture and state finances. The trustees elected Waddell chairman of the Clemson board in the mid-1980s.75

Thus, by the end of Edwards’s presidency, the non-Clemson men holding life trustee posts represented the majority of that board group. Besides Paul McAlister, the chair, the only other Clemson alumnus had been Patrick Noble Calhoun, who died in 1976.
For Alumni and Friends: 1964–1979

The other life trustees elected William Green Deschamps Jr. in December 1975 to replace Capt. Frank J. Jervey, who resigned in November. Deschamps had graduated from Clemson in 1938 in agricultural economics. After service in World War II, he returned to Bishopville, married, and fathered a daughter and two sons. Both sons also graduated from Clemson. Besides his involvement with Bishopville Petroleum Company, Shell Transport Company, and Deschamps and Webb Ginning Plant, he served as mayor of Bishopville and as state senator from Lee County.\(^76\)

To replace Patrick Noble Calhoun, the life trustees selected Thomas B. McTeer Jr., Clemson 1960, the first Clemson-educated trustee of the postwar period. As a Clemson student, McTeer served as a senior class officer, played football, ran track, and joined Tiger Brotherhood and Blue Key. After college, McTeer, an industrial management major, worked in Columbia in real estate. He was young when the board selected him a life trustee.\(^77\)

The life trustees comprised people of great regional influence. The national influence of some in the group during the first two and fifth decades of the twentieth century had passed. That the life trustees were on average younger than those of the 1955–1964 era was only a cyclical repetition. As often the case, the legislative trustees, while every bit as sagacious, were not as apt to be involved politically through state-elected office. Five of the six held Clemson degrees. D. Leslie Tindal, a farmer with a great interest in soybeans, had graduated from

Thomas B. McTeer (Clemson 1960), a Columbia native, is a major figure in South Carolina real estate and served as a life trustee of Clemson. Clemson University Photographs, CUL.SC.
Furman in business administration. Born on May 4, 1928, in Pinewood, Clarendon County, he had begun farming in 1949, at age 17. He was the second most recently elected trustee.\textsuperscript{78}

The two longest serving, Paul Quattlebaum Jr. and Gordon McCabe, had both been elected by the legislature on February 17, 1960. Quattlebaum, born in Conway and living in Charleston, had graduated from Clemson in electrical engineering. Contemporary with his election as a trustee, he served as director of the S.C. Field Office of the U.S. Department of Commerce. He and his first wife, Margaret Lillian Hass, had three daughters. After his first wife died, he married Verbia Elane Arnold. A strong champion of the university library, Quattlebaum retired from the board in 1980.\textsuperscript{79} McCabe, a native of Petersburg, Virginia, had graduated from the University of Virginia and lived in Greenville. McCabe held positions as a cotton textile director, a member of the New Orleans Cotton Exchange and the National Cotton Council, and an executive of J. P. Stevens & Company. He served on the Clemson board until 1978.\textsuperscript{80}

Then in 1963, the legislature elected Edward Oswald Lightsey to fill the unexpired term of W. A. Barnett. Lightsey and his family lived in Hampton where he served as a vice president of Lightsey Brothers and an officer of the Hampton and Branchville Railroad. He served a term as a Clemson representative to the S.C. Commission on Higher Education. Lightsey became a trustee emeritus on January 1, 1978, and died a year later.\textsuperscript{81}

T. Kenneth Cribb had graduated from Clemson in 1943 with honors. He served as editor of \textit{The Tiger} and a member of Blue Key, Gamma Alpha Mu, and Tiger Brotherhood. After college, he became an expert in marketing of agricultural commodities. As president of Troy H. Cribb and Sons, he gained a national reputation. The legislature first elected Cribb to fill the unexpired term of Robert Stoddard, who resigned upon his election as mayor of Spartanburg.\textsuperscript{82} Cribb and his wife, Dicksie Johnston Brown Cribb, had two sons and two daughters.\textsuperscript{83}

The sixth of the legislative trustees, Lewis Frontis Holmes of Trenton, had entered Clemson in 1940 and studied until called to
military service. After returning to Clemson in 1946, he graduated the following year in agronomy. Active in Alpha Chi Psi Social Fraternity before World War II, he and others attempted unsuccessfully to revive the group afterward. Holmes won election to the Board of Trustees in February 1974 and then reelection for a second term. His run for a third term in February 1982 failed to secure the necessary legislative vote.84

Edwards’s Student Legacy

As Clemson moved into Bob Edwards’s last spring as its president, the twenty-one-year path of this singular chief executive seemed crowded with as many signposts of success and bright markers to the future as any leader might either leave or inherit. The campus had continued the physical transformation begun after World War II. Students’ living space gathered itself in two clusters—the west campus and the east. The west remained the living focus, with the giant 2,200-person Johnstone Hall as the anchor. Only a quarter century old and still modern in construction, it nonetheless had become obsolete in environmental and social design. Too quickly heated by the sun and far too susceptible to noise transmission, Johnstone’s architectural flaw rested in its design for a regimented, military male student body, a factor already passing from view and from South Carolina’s and Clemson’s needs as construction of the “Tin Cans” neared completion. Environmentally, it seemed a disaster, with the temperature always extreme and still nearly unadjustable, even with air-conditioning. Socially, no room for group study existed, and recreational space (other than the wide halls) fell far from adequate. Although its structure remained too sturdy for demolition, Johnstone quickly became a deterrent to student recruitment.

The newer residence halls, smaller, more flexible and humanizing, also had their problems. The five western “Shoeboxes” could have been more accommodating of the newer “living-learning” style, except that while well equipped for safety and climate, they offered no truly inviting spaces for the “learning” aspect of college nor places for cluster study models. Curiously, the oldest surviving residence halls, the prewar barracks or fraternity lodges, continued to be the best for “living.” The Fraternity Quad suited adequately the social structure of Greek-letter societies and the modern society of personal choice and responsibility.

Some of the lessons learned from the older, outmoded western campus came to fruition on the east, the development of which evolved from the efforts of Edwards, his campus planners, and the architects. Curiously, the oldest east campus married-student housing, although short on aesthetics, proved good for humanization, while the three-story halls best served small-group living. The three towers, which hulked on the horizon like quixotic giants, were vertically challenged because of inadequate, but hideously expensive, elevators.
The modern ameliorations of the newer off-campus, privately owned apartment complexes, even in their earliest manifestations, suggested little more than brick boxes with pseudo-Georgian entrances. They did have much greater flexibility, offering two or three bedrooms and one or two baths, inexpensive small kitchens, and larger social spaces. With more and more convenient parking, these still seemed, by later desires, relatively stripped-down models. But they fit the emerging lifestyle of beer, the “pill,” and sexual freedom. The state’s growing modification of its alcohol (particularly in public consumption) laws in the late 1960s and 1970s proved more in tune with this freer time.

No matter whether other schools perceived separate housing for student fraternities (male and female, ethnic, religious, or other separations) as good or bad, Clemson’s trustees, president, and vice presidents must have been satisfied with the fraternities’ and sororities’ role at Clemson. Those leaders and their predecessors allowed the students to form the societies in the 1950s, provided separate housing for them in the 1960s, and supervised their affiliation with national societies in the 1970s. At least three different professional men’s fraternity leaders, in a public meeting, attested to hearing a statement from either Edwards or Cox that large, adequate, and traditional fraternity and sorority housing would be arriving at Clemson within the decade of the 1970s. The groups, while they had bedroom space in the residence halls, had little social space, forcing the students to conduct meetings in classroom buildings, formal ceremonies in one or two of the churches or the Masonic lodge, and social events, wherever. Not only inconvenient, these arrangements, especially for a social event involving dates and alcohol, placed the students at unnecessary risk. The housing or even the opportunity to develop such never happened. The administration gave two stock reasons: state restrictions on the land and not all the groups’ being “ready.”

Socially, four movements seemed to convey the breath of the future. The fraternities (both male and female), in spite of their perceived riotousness and noisiness, added nicely to Clemson’s fabric. They established a number of the newer Clemson traditions. The telephone-pole-based homecoming displays massed together on Bowman Field took on their distinctive into-the-air look when one of the oldest groups, Kappa Sigma Nu (now Kappa Sigma), erected the first of the new type of display in 1966. Second, four years later the Tiger Paw appeared amidst the derision of Clemson’s critics. By the end of its first year, Sigma Phi Epsilon (built on one of the younger local groups, Alpha Gamma), with the amused indulgence of the state highway commissioner, stenciled Tiger Paws on U.S. Route 76 leading from I-85 toward Clemson. The roadway markings reached the zenith early (like two o’clock) the Friday morning before the 1977 USC game when several hundred younger alumni carrying synchronized watches darted out onto I-385 and I-26 between Greenville and Columbia and painted Tiger Paws in vivid orange color resolutely marching from the Upstate to the USC football.
stadium. Rarely did visitors such as Ted Turner, Dean Rusk, or Andrew Young come to Clemson to deliver a public address without referencing the Tiger Paws in their opening remarks. The third Greek-established tradition, the Pi Kappa Alpha First Friday parade, became an annual Friday opener to the first home football game of the season. The fourth involved the relative rapidity with which the administration accepted and worked to incorporate the traditionally African American fraternities and sororities, male and female, to the campus, providing them space and accommodation. But the social separation caused by the different ethnic groups perpetuated older weaknesses. Rarely did one ethnic group become involved in the activities of the other.

During Edwards’s presidency, facilities for the sporting events had all been rebuilt or upgraded to accommodate the growing crowds that followed Clemson’s sports. Of those facilities, only the natatorium, undersized and subject to leaks, and Littlejohn Coliseum, with its poor end-court sightlines, represent anything less than good. But Littlejohn worked well for graduations, although a bit less successfully for rock music concerts (to reach restrooms, although plentiful, required a very steep and long climb on steps that had no handrails). The coliseum worked well for some types of musical theater, such as “Godspell” (1973), the Argyll and Sutherland Highlanders with Pipes and Drums (1974), and the musical “1776” (1975). But for serious musicians, such as Brian Tuckwell (1967), Les Ballets Africaines (1973), the Atlanta Symphony Orchestra (1976), or the Canadian Opera’s production of Puccini’s *La Bohème*, it functioned poorly.86

In the Clemson sports arena, the basketball team seemed to promise a bright future. Baseball, in its new park and with automobile parking, added to its student and faculty aficionados new spectators who came to appreciate the excellent play of the team and the wise and cunning coaching of Bill Wilhelm. Many of the new folk moving in around the lakes (particularly Keowee) who followed collegiate sports became Clemson friends. Few Clemson alumni, fans, and friends could imagine the highs and lows the next decade would bring in academics, leadership, athletics, and the overall Clemson experience.

Notes

2. CUL.SC.CUA. S 37 “McLellan”; and McLellan to Reel, 2009.
5. Ibid.; and McLellan to Reel, 2009. Years earlier in a casual conversation (1972), Moorman remembered much the same. Also see CUL.SC.CUA. S 87 I b 21 f 5; the report is in CUL.SC.CUA. S 13 ff 84, 85.
7. CUL.SC.CUA. S 12 f 67; and Schwartz to Reel, DVD.
8. CUL.SC.CUA. S 12 f 69.
11. Mobley to V. Houston, library archives staff, cassette tape; and *Taps*, 1973.
12. Bennett to Reel, DVD.
14. Locke, *Caught in the Net* is his account of the years. Also see CUL.SC.MSS 91 f L345.
16. CUL.SC.CUA. S 35 f 84.
18. CUL.SC.CUA. S 30 iii f “Calhoun.”
24. CUL.SC.CUA. S 12 f 17.
26. CUL.SC.CUA. S 37 f “Tennis” and “Norris Medal.”
27. Blackmon et al., *Clemson*, 200–201.
30. While there were moments of tension in individual cases, the comments are based on years of our observations of the receptivity of our children, our neighbors, and our colleagues to these young people.
32. Ibid., S 13 ff 91, 92, 93, and 94.
33. Ibid., S 30 v 16, 80–81.
34. Ibid., S 12 f 12 and continuing.
35. Phillips and Tysiac, *Still Roaring*, 26–27. I also attended that meeting, and the Notre Dame comment was pressed into my memory.
36. CUL.SC.CUA. S 12 f 41.
38. Ibid., B3. The comment was made by Waldron Bolen.
40. Bourret, *Clemson Football* 2003. Although I well remember the USC game, the account is in Griffin, *Carolina vs. Clemson*, 207–209. Also see *Clemson Alumni Today*, 2008, 333, 373, 375, and 442.
41. Wainscott, *Tradition* typescript, in CUL.SC.MSS.
42. CUL.SC.CUA. S 12 f 9.
44. CUL.SC.CUA. S 12 f 20. J. Samuel Walker, in *ACC Basketball*, UNC Press, 2011, 309–329, discusses the intricacies of the politics of the 800 rule to the eight schools that comprised the conference. He also notes the probable effect the 800 rule had on other sports.
45. CUL.SC.CUA. S 12 f 22.
46. Ellers, *Getting to Know Clemson University*, 141.
47. CUL.SC.CUA. S 12 ff 11, 20, 22.
48. Ibid., ff 15, 17.
50. Ibid., January 14, 1972.
52. *Clemson Alumni Today*, 2008, 382 and 397; and J. V. Reel to Ed Vaughan.
53. All the trustee biographical information was derived from CUL.SC. CUA S 30 ss ii, Biographical Files. The movements of Edwards and McLellan were noted by me. Much of the chronology was reconstructed from Dan Foster's sports column in *Greenville News*, December 3, 1976.

54. George Bennett to Reel, DVD.

55. Charles Bussey to Reel.

56. The original 1934 contribution of $10 would have cost $31.27 in 1972 and $165.76 in 2011. Goods worth $100 in 1972 would have cost $530.19 in 2011.

57. Bennett to Reel, DVD; and *Clemson Messenger*, June 29, 1977.

58. Benjamin W. Anderson, then University legal counsel, to Bill Atchley, Clemson's ninth president, December 19, 1979. Anderson related the exchange to me in the late 1990s.


62. McLellan to Reel.

63. Edwards to Reel; and Nancy Reid to Reel.

64. Robbins in a casual comment to Reel after the 1978 Clemson–Maryland game in College Park, Maryland.


67. Ibid., “Section 7. No institution should engage the service of a coach prior to his release from any contractual obligations to another institution.”

68. CUL.SC.CUA. S 61 b 27 f 226.


70. CUA.SC.CUA. S 19 f 271.


72. *The Hartsville Messenger*, September 28, 1987; and CUA.SC.CUA. S 30 ss I f “Coker” and S 61 b 38 f 325.


75. USC, Hollings Library, James M. Waddell Jr. MSS.

76. CUA.SC.CUA. S 30 ss I b 1 f 20; and *Taps*, 1938.


78. CUA.SC.CUA. S 30 ss i b.

79. CUA.SC.MSS 76 ss 17. Part of a large collection of Quattlebaum family papers, it is a model of manuscript organization.


82. Clemson *Newsletter*, December 14, 1982; and *Clemson World*, April 1963.

83. CUA.SC.CUA. S 30 ss ii b 15 f 1.

84. Ibid., b 16 f 8; and *Taps*, 1947.

85. The conversation took place in Williamsburg, Virginia, December 1976, at an NIC–NPC convocation on the future of Greek-letter social fraternities. The occasion of the gathering was the 200th anniversary of the founding of Phi Beta Kappa. Frank A. Burtner represented Clemson University.

86. For example, when the Atlanta Symphony performed, and because the walk from the team dressing room, which doubled as the male orchestra members’ changing space, was in full view of the audience, an instrumentalist entered bouncing a basketball. This is my memory.
Bill Lee Atchley, Clemson’s ninth president, served from 1979 to 1985. Atchley, an engineer by training, was given to swift judgments, frequently without long consultation with those affected. Clemson University Photographs, CUL.SC.
New presidents offer new possibilities, and, after the twenty-one years that Bob Edwards had “managed” Clemson, many staff, alumni, trustees, coaches, faculty, students, politicians, and “friends” of Clemson held ideas of what needed doing or changing or ending altogether. Of course, the many ideas frequently conflicted, creating a web of forces that tangled around this man, Clemson’s new president, ensnaring him in an unyielding knot as complex as the ancient Gordian Knot that challenged Alexander the Great, who, according to Arrian, one of his biographers, when frustrated by the knot on the ox cart dedicated to the Phrygian god Sabazios, drew his sword and cut the knot in two (333 BC).

The selection process for Clemson’s ninth president was both deliberate and involved. For the first time, trustees, faculty, students, staff, and alumni had representatives on the screening committee. The applicants numbered approximately 350. Of those, the committee considered 318 in depth.¹ In several steps, the committee decreased the number and sent the list to background investigators. Eventually, four finalists and their spouses met separately with a larger group of Clemson’s leaders (alumni, vice presidents, and some of the senior faculty). Each of these leaders submitted a written evaluation. Then the trustees made their choice. On February 24, 1979, Paul W. McAlister, the first trustee presiding officer not to be titled “president” and also the first Clemson alumnus to preside, announced that the dean of engineering at West Virginia University, Bill L. Atchley, had accepted the board’s invitation to be Clemson’s ninth president.²

Atchley was an unknown to almost all in the Southeast. Since 1889, Carolinians who followed developments in higher education, while perhaps surprised at any one of the past choices for president, at least knew of the persons. Robert C. Edwards and Robert F. Poole, both Clemson alumni, together had been in charge for thirty-nine of Clemson’s eighty-nine years of existence. Enoch W. Sikes, their predecessor, had presided at Coker College in Hartsville for nine years before being named Clemson’s president. Samuel B. Earle and Walter M. Riggs both had held prominent Clemson faculty positions. Patrick H. Mell had South Carolina roots, and Henry S. Hartzog had grown up in Bamberg County and graduated from the Citadel. Edwin B. Craighead, though born in Missouri, had held a Wofford faculty position, and even Henry A. Strode, a Virginian, had scions of old South Carolina
families as his charges when he managed a small, all-male boarding school in Virginia. Clemson's ninth president, however, represented a totally different case.

Bill Lee Atchley was born in Cape Girardeau, Missouri, on February 16, 1932. After a brief stint in professional baseball and two years in the U.S. Army, he returned to Missouri and enrolled in the Missouri University of Science and Technology (formerly known as Missouri–Rolla). While a student there, he joined the Sigma Nu Fraternity and earned both his bachelor's and master's degrees. One of his professors, Bob Wolf, commented that Atchley appeared transparent, guileless, and quick to make judgments. Atchley also proved to be trusting, particularly of his superiors, a quality well-suited for military service and for athletics.3

From Rolla, he moved on to Texas A&M for his doctorate in engineering in 1965. Returning to Rolla, he demonstrated three distinct talents: one in the field of energy, a multidisciplinary field centered in engineering; second, as an advisor to governmental offices, advising governors in Missouri and West Virginia on energy and related transportation matters; and third, in his ability to relate easily to students.

At West Virginia University, Atchley showed interest in big ideas, urging the administration to develop a monorail in hopes of solving the university's and the town's public transportation and energy problems compounded by the rough terrain. The project had not been "worried to death" by the usual committees, debates, and discussion; as a result, a number of problems in construction led to delays and to escalating costs, perhaps the result of decisions made too quickly. While at West Virginia, Atchley became a friend of and developed confidence in Edward Byars, an engineering faculty member who had served previously at Clemson. When Byars learned that Robert C. Edwards had announced plans to vacate Clemson's presidency, he nominated Atchley to the Clemson committee and urged Atchley to apply, which he did. Atchley later would bring Byars back to Clemson as his assistant.

When Atchley, his wife, Pat, their younger daughter, Pam, and their son, David, arrived in Clemson as the First Family, they moved into the Clemson House penthouse. President and Mrs. Edwards had moved from the President's Home on campus to a new home in the town of Clemson less than a mile away from the Atchleys. The proximity gave some observers concern. Edwards, some envisaged, seemed to be contemplating serving as the new president's advisor. Even Trustee Chair McAlister, concerned about that very thing, advised Atchley to be careful how deeply he involved Edwards in university affairs because Edwards could become quite dominant. Years later, McAlister, with regret, noted that Atchley took the advice completely.4

In the meantime, the Atchleys, with a younger family than the Edwardses and a different entertaining style, had requested some redecorating of the public spaces of the President's Home along with converting a large garage to a family room. The renovations would keep them in the Clemson House penthouse for much of their first year.5
Atchley also had a few plans for personnel shifts. He had time from his selection in February 1979 to the late winter of 1980 to survey the institution’s leadership. Among his vice presidents, Melvin Barnette, the young, energetic vice president for business and finance, had been elevated to that position only two years earlier to replace Melford Wilson. Barnette had earned his bachelor’s degree in 1955 at Clemson, and after military service he worked his way slowly up the university’s Division of Business and Finance staff ladder. He actively participated in the life of Pendleton, where he lived, and much like his predecessor, had a quiet demeanor and conducted himself in a modest style. Atchley listened closely to Barnette in the early period of his administration.6

Walter Cox, the only dean of students and vice president for student affairs that Clemson had ever had, had served in that capacity for twenty-four years. Like Barnette, Cox was homegrown. Because of his openness to all, he had become a most respected member of the administration. Cox possessed a broad span of authority, encompassing the usual student nonacademic functions such as intramurals, clubs, fraternities, student government, student medical services, and conduct discipline. Also within his oversight fell student publications, most of which had faculty advisors (in some cases, staff had replaced faculty advisors), student media (mainly WSBF), and intercollegiate athletics.
Because the division of duties in place had been envisioned by Cresap, McCormick and Paget (CMP) between 1954 and 1956 when Clemson was considerably smaller and experiencing an enrollment decline, provoking fears of empty dormitory space, lost revenue, and potential debt defaults, Cox’s authority also extended over the offices of Admissions, Registration, Financial Aid, and Cooperative Education. All concerned some faculty. Engineering faculty particularly expressed concern that Cooperative Education, which earned academic credit, should be under faculty oversight. By 1970, more young women and men wanted to join the Clemson student body than space allowed. Empty beds in the residence halls, a specter that had haunted Clemson officials in the 1950s and again in the late 1960s, now seemed consigned to the past.

The method of acceptance involved establishing a minimum academic achievement level (determined by the president, the vice presidents of academic affairs and student affairs, and the dean of admissions and registration) and announcing an opening date for receipt of the applications, which, to be complete, had to be accompanied by dormitory application fees. When the university received an adequate number of applications from potential new students who met the minimum academic achievement level and submitted dormitory fees, guaranteeing full dormitories, then later applications from others who were academically better qualified (by the same standards that the president, two vice presidents, and the registrar agreed upon) were placed on waiting lists in order of receipt. Atchley seemed to chafe at the weight given to the role of Kenneth Vickery, dean of admissions and registration, in this process.7

By 1979, however, institutional needs played a nebulous, but academic, role in the process. The availability of set-aside spaces represented a prime example. Athletics claimed the obvious set-asides, but others existed as well, some curricular, some not. Architecture, which designated drafting tables one to a student, presented the most easily understood set-aside situation. Harlan McClure, the college dean, had maintained successfully that prospective students must submit examples of their art, which the faculty examined to help make a decision on admissions. Because most faculty recognized that process as a set of academic judgments (albeit creative), and because all students considered had already been judged otherwise academically qualified, most faculty considered this set-aside based on space as reasonable.8

The troublesome admissions came from three areas: alumni, athletics, and politics. Most alumni knew Dean Cox and Dean Vickery, the pivotal persons in Student Affairs and Admissions and Registration, and many applicants, parents, friends, and acquaintances called the two directly. Interestingly, neither Cox nor Vickery appeared open to those requests. Atchley seemed more apt to bend in his first two years, but he quickly learned that entreated exceptions, once granted, soon came to be a flood.9
Athletics was a bit more complicated. The trustees’ position, dating back to the struggles between Edwards and the ACC involving the recruitment of African American student athletes, stated that Clemson recruited grant-in-aid athletes on the basis of NCAA academic requirements. On this point, faculty appeared divided. Many (and perhaps a significant majority) seemed satisfied with this. Some (quite vocal) argued that inasmuch as Clemson was an academic institution, preferences for limited space should be given for academic excellence only. Of course, a few (and perhaps their relative silence causes a misjudgment of the numbers) wanted no intercollegiate athletics at all, or, if necessary, then no teams formed except from the already in-place general student body. Regardless of those faculty members’ feelings about the role of sports or athletes as students, over the years since the formal establishment of the Academic Grievance Committee in the early 1970s, no formal complaints suggested that any faculty treated any athletes differently from any other students.10

The involvement of politics in the admissions decision raised the most difficult problems. In a state as small and as intimate as South Carolina, everybody knew her or his legislator, representative, senator, trustee, or other powerful someone. And so the pressures rolled in, usually to Cox or to Vickery, both able masters of deflection. Most truly professional politicians, particularly at the national and the state levels, used well-understood codes that could satisfy the plaintiff but let the college staff member know that the request was for consideration only. Newly elected officials (governmental or educational) could be the most insistent. Many a time, the college deans, department heads, and senior faculty breathed thanks over the placement of admissions out of their own areas of authority.11

Vice President for Academic Affairs Victor Hurst had announced his retirement from Clemson at the same time as Edwards but agreed to a one-year extension to allow the new president an opportunity to help select his successor. Before Hurst’s exit, however, some among his staff departed. Gordon Gourlay had also announced his retirement as librarian for 1980. Gourlay had supervised the building of

Upon his retirement, Victor Hurst, who before serving as the vice president for academic affairs was an award-winning professor of endocrinology and dairy science, received from the grateful faculty a copy of the famous “Cattle” painting, which was part of the original Thomas Green Clemson Art Collection. Clemson University Photographs, CUL.SC.
the Robert Muldrow Cooper Library and its internal expansion in space, collections, and use, a job well done. Richard Meyer, the associate librarian, agreed to serve as acting librarian while the university conducted a search for a new librarian. As a streamlining decision, Atchley had decided that because the multicampus function of Clemson had not developed, the position of dean of extension could be eliminated and the other duties divided. That dean, Sam Willis, returned to his teaching duties in 1980.

The first surprise vacancy occurred when, in the late spring of 1979, Claud Green, dean of undergraduate studies, died of a heart attack. Hurst, after consultation with senior faculty and the collegiate deans, particularly Morris Cox of Liberal Arts and Henry Vogel of Sciences, asked Jerry Reel to serve as acting dean of undergraduate studies while Atchley assessed and determined whether to continue the position. Reel, a professor of British medieval history, had taught at Clemson since 1963. Reel had earned a reputation as a thorough teacher, having received the second Alumni Master Teacher award in 1975. Robert Lambert, his former department head, described him as a “stimulating teacher, popular with students in spite of the fact that he is demanding and not an ‘easy grader.’” Of him a student said, “I consider him a friend as well as a teacher.” As Hurst’s last year drew to a close, he expressed pleasure with Reel’s work and asked him to remain as assistant to the new vice president for academic affairs.

Working closely with Reel was Corinne Holt Sawyer. Sawyer received her BA and MA degrees from the University of Minnesota and her PhD in Renaissance literature from the Shakespeare Institute at the University of Birmingham (UK). After a number of years as a professional television writer and director, she began teaching at East Carolina University. Sawyer came to Clemson in 1966, and after a successful term in 1971–1972 as the first female president of the Faculty Senate, she became director of the Honors College in 1972.

The Computer Center also fell within the central academic administration. Arnold E. Schwartz, the graduate dean, had recruited the new director, Christopher J. Duckenfield, from Western Carolina University in January 1978. Duckenfield,
an Englishman who had studied at St. Peter’s College, Oxford University, held his bachelor’s and master’s degrees from Oxford (1966 and 1970) in mathematics and his PhD from the University of Connecticut (1969). His experiences in industry and in academe suited him for Clemson. He held membership in Phi Kappa Phi and Phi Beta Kappa and possessed a strong record of scholarly publication.14

At the collegiate level, the nine deans seemed securely in place. However, Atchley interpreted the informal message, which came in board members’ casual comments during Atchley’s major interview on January 21, 1979, pointing out that many of the critical leaders in the vice presidencies and the deans, collegiate and otherwise, were part of the “Edwards team.”15 Considering that during Edwards’s twenty-one-year presidency, the power had shifted from the board to the president, the board intended to relocate some back into their hands. And they worried that with some exceptions, most of the vice presidents and the collegiate deans maintained very close ties to Edwards. The decision to return Willis to teaching might have been motivated by this idea as well, except that the administration did not refill the position later. Atchley made no other changes during the autumn, but by March 1980, his changes began occurring rapidly. In the nonacademic areas, he lowered the titles of Joseph McDevitt, the vice president for executive affairs, and Stanley Nicholas, the vice president for development. Nicholas moved to director of research under the provost, causing fundraising to decline rapidly. McDevitt retained all responsibility except administration, thus, theoretically answering to the Board of Trustees’ chairman.

However, Atchley’s decision to return three of the nine college deans to the classroom greatly surprised Hurst. The reassignment of the College of Nursing dean, Geraldine Labecki, caused perhaps the least surprise, partially because the students in that college and their parents had complained frequently about their perceptions of the attitudes of the dean and some of the faculty toward the students. The scores earned by graduating students on the nurses’ professional qualifying examination also seemed lower than they should have been. However, the other two deans, Morris Cox in the College of Liberal Arts and Wallace Trevillian in the College of Industrial Management and Textile Science, both had enjoyed longtime Clemson careers. Cox had been on the Clemson faculty since before World War II, while Trevillian joined the Clemson faculty in the administration of Poole. Two of the three served as founding deans of their colleges.

The uproar around those two last changes swelled. Senior faculty from both colleges met separately with Atchley, who listened carefully to their positions. In each case he responded that he respected the two deans as scholars but that each led his college in traditional paths. Atchley further explained that he had determined that in the fields of business and liberal arts, new paths and new alignments would better prepare Clemson students and South Carolina for a different future.
In the case of Cox’s dismissal, Atchley cited the dean’s age at the time, sixty-three, which led to a successful lawsuit. Atchley made a bold move without consultation (at least with his provost), but it cost him dearly. Obviously, the very senior faculty in those and some of the other colleges never forgave him. But as would befit professionals, no pickets, no strikes, and certainly no public shunning occurred. Atchley’s formal inauguration, only a month away, could have provided a very public camera in which to stage the types of theatrics then popular in the world of mass media. But the faculty, following the gentility of the college deans, marched through that event with dignity.

The Grand Inauguration

Clemson had never hosted a public inauguration before, so the administration had few models to follow. Hurst asked Reel to organize the event, and Hurst and Board Chair McAlister appointed the inauguration committee. Trustee Kenneth Cribb served to help ensure the trustees’ desire for public recognition of the change. More than 300 universities in the United States, Canada, Asia, Latin America, Oceania, Europe, and Africa sent or named representatives. The schools invited were members of the Southern Association of Colleges and Schools (SACS) or the National Association of State Universities and Land-Grant Colleges (NASULGC), or they represented the institutions that awarded Clemson faculty their terminal degrees. An accompanying symposium focused on energy for the future with the appropriate honorary societies of faculty and student members participating. The Clemson Players staged The Night Thoreau Spent in Jail, and afterward the Interfraternity Council and the Pan Hellenic Council sponsored a reception. The Clemson Symphonic Band, under the baton of John Butler, offered a concert the night before the ceremony. The student leadership honoraries—Blue Key, Mortar Board, Alpha Lambda Delta, and Phi Eta Sigma—served as ushers for the ceremony, attended by 3,000 guests.

The task of organizing the academic procession fell to Reel, Sawyer (director of the Honors College), and Rebecca Copeland, Terri Lynch, and Barbara Roe (Undergraduate Studies staff). The production of the printed materials, which included invitations and programs designed to function as souvenirs for the dozen events, was well-supervised by Beulah “Boo” Cheney, director of publications and graphics. Five years earlier, Cheney also had overseen the development and introduction of Clemson’s first logo, affectionately called the “flaming chamber pot.” Cheney, a University of Georgia and Auburn alumna, was devoted to Clemson and arranged the gift of many classical and operatic recordings for the university’s music collections. The procession included 716 Clemson faculty; representatives of 304 universities and 152 honorary and learned societies, all in academic regalia, with the oldest attending institution (in this case Oxford University, founded
The Gordian Knot: 1979–1986

1164) first; followed by the stage party. The stage party marched with the two U.S. senators leading; the S.C. governor and lieutenant governor, both in office gowns and preceded by the mace and sword of state; the U.S. representatives; the state’s constitutional officers; Clemson’s trustees, vice presidents, and deans; all followed by the board chair and the presidents of the student body and the Faculty Senate accompanying Atchley. The senior honorary society, Tiger Brotherhood (then an all-male group), served as vergers. When asked to take that role, one student member for whom “verger” was an unknown word commented, “I don’t think all of us are that anymore!”

The four-day event received excellent coverage in regional newspapers, owing to the efforts of Harry Durham, Margaret Pridgen, and members of the News Services staff. It represented another realistic step in Clemson’s public relations campaign. Of course, newspapers asked the question, “How much did this whole event cost?” John Allen, the Clemson spokesman on behalf of the Office of Business and Finance, answered, “A total of $35,000, of which $14,500 came from educational and general funds” (that is, state appropriations and state-held endowments). These paid for the actual costs of the student play (including the copyright fees, building the sets, and renting or adapting the costumes), the student concert (including setting up the audience chairs and purchasing sheet music for that and the ceremony), the energy symposium, preparing Littlejohn Coliseum for the ceremony and Jervey Athletic Center for a luncheon (but not the food) for institutional representatives and state officials (only to rent and set up tables and chairs but not for facilities use), and the seedlings of the flowers used as decorations (grown on campus by horticulture students). Nonstate sources and contributions covered the remaining attributable costs.

A New Organization

Atchley also had a vision to reorganize Clemson’s participatory units, such as the Faculty Senate and the Academic Deans’ Council, that proposed and responded through their vice presidents to the president (the CMP model). He intended to replace them with a series of programmatic commissions, such as the undergraduate and the graduate commissions, that had representation from involved students, faculty, and staff (both classified and unclassified as appropriate). These would culminate in the President’s Council, composed of the commission chairs, the Faculty Senate and Student Senate presidents, and the vice presidents. The President’s Council would hear the reports from the commissions and make recommendations as to disposition to the president. A problem existed, however, in that the commissions did not cover all aspects of a student’s life, so a student commission then was forming. But a question arose: What was the relationship between student government (both undergraduate and graduate) or the Faculty
Senate and this new body? Over the following years, nearly every segment of the university asked for and got its own commission, while at another level, assemblies (such as the several usual senates and other segments, like department heads, named professors, etc.) emerged. Most received recognition. All took time, and all wanted office space and support staff.\textsuperscript{20}

Opinions about this structure varied. From the first, a number of persons, mostly those who studied organization in business, military science, and political science, advised Atchley that the council, at seventeen, seemed too large. Others worried that the President’s Council would overlook their concerns.\textsuperscript{21} Over time, the council continued to increase, thus losing hope for real discussion.

\textit{Academic Affairs}

The vacancies created by retirements, such as Victor Hurst and, in a few years, Harlan McClure, and by resignations (forced or voluntary), such as Morris Cox, Wallace Trevillian, Gordon Gourlay, and Geraldine Labecki, reached deeply into each of the academic areas of the university. The search for the new academic affairs vice president appeared most critical, for Hurst, in his quiet, pleasant way, had succeeded in leading the real missions of the university, the formulae of teaching, research, and public service, to the forefront. In this, Edwards and Cox had been in full agreement. However, the world around Clemson was changing, particularly in the economy of South Carolina.

The largest industries in South Carolina, namely agriculture and textiles, were in decline. Agriculture’s weakening had an earlier start, following a long-term pattern of change among social organizations. Ironically, the very achievements of the land-grant institutions, measured by the decreasing percentage of the population engaged directly in production agriculture, hastened the industry’s decline. The research and development of increased crop yields, increased overhead costs (e.g., cultivation and harvesting machinery), and speedier distribution all hastened the increase in the average size of farms and the decrease in the number of persons actually supported by farm acreage. Meanwhile, the prices of farm products fell, making food cheaper, an outcome affected by food importation.\textsuperscript{22}

Textiles’ decline bit into South Carolina just as painfully. It had begun sopping up much of the white farm labor beginning in the post-Civil War era. Clemson’s opening of its textile program in 1898 provided a steady flow of entrepreneurs, inventors, and supervisors in the critical field. Textile students at Clemson specialized in management, weaving, dyeing, and finishing and laid the base so that by 1960, South Carolina produced more of America’s textiles than did any other state. The textile field accounted for about 55 percent of all manufacturing jobs in the state. The losses began as two threats arose: increased automation and foreign imports. While modern-day Luddites furiously attacked manufacturers who introduced
work-saving machinery, modernization did not represent the major factor in the post-1960 decline. The long-term political and economic policies of the United States government since World War II had veered increasingly toward free trade, and many other sectors of the nation’s economy also suffered badly. With the election of John F. Kennedy as U.S. president, some textile executives hoped for relief for two reasons. Kennedy came from a textile state badly hurt by the transfer out of state of many mills. They also hoped that S.C. Governor Ernest Hollings, a friend of Kennedy, could use his relationship with the new president to help protect textiles.

Alas for textiles, that did not happen. Kennedy’s administration faced too many other problems: foreign affairs crises in Europe, Asia, and Latin America; racial crises at home; and major difficulties in crime and the economy. And the Kennedy administration’s short duration did not allow Hollings to accomplish much in that regard. With Hollings’s own election to the U.S. Senate, along with the strong support that the textile executives gave to Clemson’s peaceful racial integration, the textile industry found renewed hope. But regardless of which political party controlled the White House, the United States firmly held to the concept of free trade. Probably the last chance for South Carolina’s textile industry came during the administration of Jimmy Carter. Hollings, with strong support from U.S. Senator Strom Thurmond and U.S. Representative Butler Derrick, succeeded in attaching an automatic exemption for the textile industry to the 1978 tariff reduction bill, but President Carter vetoed this protection measure.

Thus, by the arrival of Bill Atchley as president of Clemson University, the choice of a new vice president for academic affairs carried critical economic implications for much of South Carolina. The process of nomination and eventual selection filled the 1979 fall semester. From among nearly 120 nominations, Atchley recommended W. David Maxwell, an economist, to the board, which concurred. Maxwell, a North Carolina native who served onboard ship in the U.S. Navy in both World War II and Korea, earned his baccalaureate from UNC and his doctorate from Johns Hopkins. Widely published, he had served as a
consultant for the Rockefeller Foundation in Southeast Asia. He came to Clem-
son from Texas A&M with his family and his prized truck. The tasks that loomed
before him included replacing the deans of the colleges of Industrial Management
and Textile Science, Liberal Arts, Nursing, and Engineering (whose dean resigned
to accept the presidency of another school), as well as the dean of undergraduate
studies and the library director.26

The easiest to deal with was Undergraduate Studies. Reel, in the acting capac-
ity, had managed Atchley’s inauguration and had served for a month as acting vice
president for academic affairs. In the latter capacity, he had, with Melvin Barnette,
begun the process for building a new and badly needed chemistry building. After a
few months, Maxwell retitled Reel vice provost and dean of undergraduate studies
and Arnold Schwartz as vice provost and dean of graduate studies. The vice provost
titles complemented Maxwell’s position as provost and indicated special cross-area
activities. Schwartz managed space, building, and construction projects in addition
to the Graduate School and Computer Center, while Reel continued overseeing
Undergraduate Academic Affairs and the Library, which had an acting director.
His new duties included Continuing Education, which he inherited from Willis,
and Summer Sessions. He also oversaw the undergraduate Honors College, under
the direct management of English professor Corinne Sawyer. Although not the re-
sponsibility of the provost, R. J. Berry also retired from the registrar’s position, and
Stanley Smith, who had been at Clemson since 1968, replaced him. Smith, a Fur-
man graduate with an MA from Clemson, had served in the U.S. Army. He and

Joseph F. Boykin Jr. came to Clemson as library dean from
UNC–Charlotte, bringing with him the innovation of computerized
catalogs. Clemson University Photographs, CUL.SC.
his wife had three children and were members of the Pendleton Baptist Church. Smith, an avid tennis player, and Reel collaborated very closely.

With the addition of a new librarian, Provost Maxwell would complete his staff. That search produced a number of interesting candidates, and after extensive interviews, the provost selected Joseph F. Boykin Jr., at that time the library director at the University of North Carolina at Charlotte, a position he had held for ten years. Boykin, a Floridian, earned his bachelor’s degree in history and his master’s in library science from Florida State. He held membership in Phi Kappa Phi Scholastic Honorary, Phi Alpha Theta History Scholastic Honorary, and Delta Tau Delta fraternities. Boykin had participated in a number of seminars on the use of the computer in library services, a movement in its infancy. He quickly became involved in the development of library networks, first as chairman of the Southeastern Library Network (SOLINET) and then as president of the national network (OCLC). As charged by Maxwell, Boykin sought to gather papers of significant modern South Carolinians, modernize access to the collections, and develop space-saving devices.

The New College Deans

First among the newest college deans was Benton H. Box of the College of Forest and Recreation Resources. Born in Mississippi, he received a BS in 1957 and a master’s of forestry in 1959 at Louisiana State before receiving his doctorate in forestry at Duke University in 1967. Box had served in the U.S. Air Force and held broad extension duties in silviculture as well as teaching at LSU before joining Clemson. He had become dean of the College of Forest and Recreation Resources at Clemson in 1978, only one year before Atchley arrived as president, when Davis McGregor returned to his research on acid rain and to the classroom. Box had much practical and field experience, held membership in Phi Kappa Phi, Sigma Xi, and a number of other honorary fraternities, and wrote prodigiously. An active member and officer of the Clemson First Baptist Church, Box and his wife had two sons and a daughter.

Robert A. Waller became dean of the College of Liberal Arts, replacing John Butler, the head of the Department of Music and acting dean of that college. Waller had studied at Lake Forest College, graduating with a BA in history in 1953. After that,
he spent two years as an officer in the U.S. Army Corps of Engineers in Germany. When he completed his tour, he returned to teach in high school and work on his master’s in United States history at the University of Illinois. Upon receipt of his PhD in 1963, he taught history at the University of Illinois until he accepted Clemson’s offer for the deanship. Waller produced a number of scholarly articles, mostly on the teaching of history, and enjoyed much success in writing and obtaining grants. He also had experience with the Advanced Placement program, so he fit well with the projects that mathematics professor John Kennelly furthered. Waller and his wife, Joan, hosted many social gatherings and vigorously supported St. Andrews Catholic Church.30

The youngest of the new collegiate deans, Ryan Amacher, inherited the College of Industrial Management and Textile Science in July 1981. Educated at Ripon College in Wisconsin, with his PhD from the University of Virginia (1971), he taught at Virginia and the University of Oklahoma before he joined...
the faculty at Arizona State University. There he served as department head for four years before he accepted Clemson’s offer of the deanship. Widely published with seven books and numerous articles and reviews, Amacher pushed his younger faculty to become involved in research, publications, and grant writing. An excellent teacher himself, he supported a few large lecture sections with seminar emphasis at the senior and advanced levels more so than small classes for all students. Amacher had held short-term posts with the U.S. Treasury Department, and he urged his faculty to do likewise. Not given to slow decisions, he quickly gained faculty and trustee support to change his college’s name to Commerce and Industry. Like Waller, Amacher and his wife, Sue, hosted many social events, particularly for Clemson alumni.31

Replacing Geraldine Labecki as dean of the College of Nursing was Mary Lohr. Lohr earned her bachelor’s degree from the University of Pittsburgh and her master’s and doctorate of education from the Teachers College of Columbia University (New York). Highly experienced, Lohr had taught at the State University of Iowa, the National Institutes of Health, and the University of Illinois. Before she accepted the dean’s post at Clemson, she had served as the dean of nursing at the universities of Virginia, Illinois, and Michigan. Noted for her personnel and organizational skills, she proved an excellent leader for the Clemson program, which blossomed under her guidance.32

The resignation of Lyle Wilcox as dean of the College of Engineering opened up the opportunity for Maxwell and Atchley to name what amounted to a majority of the collegiate deans. After the usual search, they appointed J. Charles Jennett as the new engineering dean. He came to Clemson from Syracuse University in New York where he had been a member of the civil engineering faculty since 1975 and department head from 1978 to 1981. Jennett, a Texan, studied at Southern Methodist University, earning a bachelor’s in 1963 and a master’s in 1966. The University of New Mexico awarded him his PhD in 1969. Jennett taught at Missouri–Rolla from 1969 to 1975, where he knew Atchley. From Rolla he moved to Syracuse. He also had an extensive private practice with the U.S. Army Corps of Engineers, consulting on a large number of construction projects, and held a visiting researcher position at the Imperial College, United Kingdom. With a vast research and publication background, he had also gained the reputation as an outstanding teacher. Jennett’s memberships included Sigma Xi, the scientific honor fraternity, Phi Kappa Phi, Tau Beta Pi, and Chi Epsilon. At SMU, he was a member of the Sigma Chi Fraternity.33

### Changes in Academic Requirements

This apple cart turnover in the academic administration brought the largest group of “outsiders” as academic leaders to Clemson since its opening. Not
surprisingly, the collegiate and academic deans (undergraduate and graduate), along with an energetic Faculty Senate, sought many changes in the academic requirements of the institution. The first sign had been the Undergraduate Council’s insistence on shortening the length of time in which students could withdraw from courses without the activity appearing on their permanent record. Atchley, faced with this very specific request, appointed a special committee that included C. Alan Grubb, from the Faculty Senate, and Farrell Brown, associate dean of the graduate school, representing faculty interests. Atchley charged the committee with examining the entire set of undergraduate and graduate academic regulations, which had developed in a piecemeal fashion since the end of the corps of cadets. The concept of an analysis of the whole set was overdue. Unfortunately, the creation of the committee very early revealed a major weakness in Atchley’s administrative style—a strong tendency toward immediate, unreflective decision-making. Atchley, unwisely, had bypassed the academic deans, the Student Senate, and the Undergraduate Council (the latter charged with that very obligation) in the creation of still another committee. Regardless, the special committee began its task and became increasingly convinced that the patchwork was so haphazard as to be academically defeating. It recommended turning the entire process over to Atchley’s new President’s Council, with the scene of resolution to be in the Undergraduate Commission (as successor to the Undergraduate Council on academic undergraduate matters) and the Graduate Commission (as successor to the Graduate Council on academic issues for graduate students), with these bodies coordinating the responses from any other bodies. Atchley accepted the recommendation.

The Undergraduate Commission’s initial step confirmed the minimum time the student should spend in an academic class for each hour of credit. Such a standard had originally been within the Southern Association of Colleges and Schools guidelines. However, with the rise of alternative methods of instruction (such as educational television), the association had retracted its standard, urging every institution to set its own, a decision that rendered the credit hour suspect so far as input time was concerned. In that vacancy, the Deans’ Council, at the urging of Maxwell and the Undergraduate Council, set a credit hour to equal no fewer than 750 in-class minutes. Laboratory credit hours would be in multiples of those minutes. (One scientific laboratory credit hour equaled three lecture credit hours. Studio credit hours were at the discretion of the Undergraduate Council Curriculum Committee.)

Slowly, the academic bodies critically examined all of the regulations, some with copious research undertaken particularly by the scheduling division in the Registrar’s Office, others by the Faculty Senate and the Student Senate. While the groups did not always agree on each point, most did agree that a stronger Clemson educational program would result. By the autumn of 1981, the Undergraduate Commission took up the whole set and after several months turned it over to
the President’s Council, which approved the package in December 1981. Some regulations were to be phased in, and others would begin on July 1, 1982, with the issuance of the new Announcements undergraduate catalog.36

Of the two most controversial new regulations, one affected a small number of students and the other, the nonbaccalaureate institutions. The research undertaken by the scheduling division led by David Fleming revealed that a small number of students made a career of registering for a large number of courses (credit hours), staying enrolled for the allowed period (nearly two-thirds of the semester), and then withdrawing (called dropping) without any record. Were there no consequences except to the individual by withdrawing, it might not have been such an issue. But because the earlier administrations had not planned for improvements in freshman-to-sophomore retention rates, continual repeaters of introductory courses created artificial barriers to qualified applicants. Further, late withdrawals made group projects nearly useless. It took several years for that change, coupled with the repeal of the “freshman forgotten F” policy, to which the faculty had never agreed and to which they had objected for nearly a decade, to be effective. But the stricter regulations did eventually result in more intellectually engaged undergraduate students.37

The second issue concerned the acceptance only from baccalaureate-granting institutions of transfer credit for courses numbered at Clemson for junior and senior levels. This solution originated with the Faculty Senate and took shape in the Deans’ Council. Supporters reasoned that very rarely do sub-baccalaureate institutions have the libraries or laboratories to offer the course at the depth of a baccalaureate institution, and that one could expect a marked difference in the quality of the discussion in the classroom. Few questions arose about the strict interpretation from the technical schools, partially because few had received the state’s permission to offer college parallel courses. But a handful of private junior colleges protested vigorously to no avail. Atchley pointed out in a meeting with several of those presidents that Clemson allowed any course to be challenged by written examination by any student.38 Atchley’s willingness to accept and uphold rational academic decisions when recommended by the appropriate representative councils through Provost Maxwell certainly gained much allegiance from the academic community.

**New Fellowships**

The graduate program, not having been affected by student demands for similar academic laxity in the late 1960s, did not require so extensive an overhaul as did the undergraduate program and received positive support as well.

Benton Box, the dean of the College of Forest and Recreation Resources, served as an academic representative to the Clemson University Foundation board. Pointing out that Clemson gave much attention to undergraduate scholarships
and little to graduate awards, Box proposed the annual granting of money for fellowships to be used by the graduate dean. The foundation concurred. Schwartz and the Graduate Council decided to use the funds to add to external money and create a small number of regionally competitive fellowships. The emergence of a better-funded graduate scholarship program had begun.

**Summer Sessions and All That Followed**

One of the least-used, as measured by student credit hours, programs at Clemson had been the Summer Sessions. Centrally managed by the undergraduate dean with a budget of $1 million per summer, the Summer Sessions program barely covered its own expenses, calculated as the sum of faculty salaries and fringe benefits. Maxwell provided Reel some seed money to see if the excess revenue could be enhanced. Through publicity, including mailings to students who lived in the South Carolina upstate but attended other colleges in the school year, enrollment increased. The publicity pointed out the virtues of in-state tuition, the broad academic offerings, and the great outdoor recreation possibilities. The very first summer showed increasing revenue, which Maxwell directly set aside for the provost’s summer use. He had Atchley’s backing, although the Business Office complained. When the second summer that Reel managed covered all those expenses, he recommended that Maxwell designate a portion of the surplus for the university library to cover the extra use. Maxwell agreed.

Another of Maxwell’s and Reel’s great concerns involved Clemson’s small percentage of African American students. Corinne Sawyer, the Honors College director and a member of the Undergraduate Studies team who shared that concern, noted that Robert Snelsire, a professor of engineering, had developed a successful minority recruiting method in his engineering program. Snelsire had designed a special summer camp to invite young underrepresented minority high school students at the end of the student’s tenth and eleventh grades to spend several weeks at Clemson concentrating on developing critical and analytical skills through fun projects. He and others in engineering raised the money so that the cost would not prohibit a young person’s attendance. The program had three purposes: first and foremost, the sharpening of the intellectual processes, which would be useful through life; second, the formation of friendships with other college-bound minority students to help form intellectual alliances and friendships; and third, the creation of ties of familiarity with Clemson, a few faculty, and older students to help make the environment more welcoming. But limited private funds allowed only a small number of young people to be affected, and the outreach focused only on students interested in engineering.

The approach intrigued Maxwell, and, after discussions in the meeting of the president and vice presidents, he decided to take the chance. Of course, the
success could not be measured overnight. But Sawyer, Snelsire, Reel, and Maxwell possessed great tenacity, and each had strong ideas. The Career Workshops program was the result. Senior teaching faculty members in mathematics, physics, and history joined Sawyer, Snelsire, and Sawyer’s assistant, Jill Williams-Wilks, in selecting the attendees from the applicants from high schools in South Carolina and adjoining states. The high school students spent their campus summer in a variety of educational activities designed to heighten their analytical skills. Off time offered a blend of physical activities, group social interaction, and pure relaxation. As the guests went home, they carried many memories and tokens with them. To keep the students’ memories warm, Sawyer, the perfect “mother hen,” and Williams-Wilks, with the help of Debbie Dunning and Sandra Parker in Publications and Graphics, turned out teenage-style newsletters full of youthful chatter. Williams-Wilks, closer in age to the young people, became their confidante. Personalized birthday cards, signed, hand-addressed, and hand-stamped, went to all the workshop participants, as did Christmas cards, all designed at Clemson and all carrying Clemson’s representative symbols: Clemson orange and the Tiger or its Paw. Clemson invited the students back for the second summer, and most returned, along with a few late bloomers.43

Slowly, the undergraduate student body minority (counting only U.S. residents) population grew from 1 percent to 5 percent (a figure still short of the 7.5 percent Office of Civil Rights goal). Clemson appeared on the verge of changing from a “we do not recruit students” posture to something a bit more aggressive.44

This type of creative programming and the increasing summer enrollment (measured as a percentage of the previous autumn enrollment) attracted the attention to bring Clemson an invitation to join the fifty-university, research-oriented Association of University Summer Sessions (AUSS) in 1982 and put Clemson at the table with Stanford, Washington–St. Louis, Vanderbilt, Duke, Washington, Cornell, California, UNC, Harvard, Virginia, and others. This association demonstrated Clemson’s growing inventiveness and academic reputation.

By 1986, Frank Mauldin, director of human resources, reported three new initiatives directed toward recruiting African American undergraduates: the addition of African Americans on the Office of Admissions counselor staff, Admissions counselors’ spending more time in home visitations, and the coordination of letters of encouragement sent from the prospect’s potential academic department and from African American students in the same college. Admissions also arranged special occasions for weekend visits. Meanwhile, Undergraduate Studies had incrementally expanded the Career Workshops to include 400 high school students as summer programs generated more excess revenue. Undergraduate Studies also worked closely with Spurgeon Cole, who managed a summer program in architecture, engineering, nursing, and sciences for advanced rising high school freshmen through seniors.45
The university made a few attempts to offer college-level classes for college credit to high school students. That effort, however, proved better served by supporting the Advanced Placement (AP) program of the College Board. The Clemson program received a great boost from state government when S.C. Secretary of Education Charlie G. Williams and Governor Richard Riley convinced the legislature to support statewide Advanced Placement teaching and testing. With Clemson’s own investment in AP, mathematics professor John Kennelly provided much help as Summer Sessions and the Graduate School (funded by Maxwell, who drew off the source of excess Summer Sessions revenues) collaborated to develop summer institutes to prepare public and private school teachers to offer AP courses in high schools. Although designed for South Carolina, the institutes became well-known regionally, and high school teachers came from as far as Iowa to Clemson for summer course work.46

As Summer Sessions became more financially successful, faculty who taught in the summer received increases in the rate of summer pay, lifting them above the national standard but within the total summer maximum allowed by state regulation. Further, the summer budget also began contributing to the library book purchase fund proportional to the summer enrollment. Summer Sessions also began sponsoring Sunday afternoon concerts arranged by the music faculty, especially

Pictured are the members of the Undergraduate Studies Office in 1988. From left to right: Bettye Palmer, Mary Allison, Marty Williams (director of cooperative education), Virendra Vase, Jillana Williams-Wilks, Corinne Sawyer (director of academic special projects and minority recruiting), Jack Stevenson (dean of the Calhoun Honors College), Jerry Reel (dean of undergraduate studies), Robbie Binnicker, Barbara Stewart, Ruth Brock, Stan Patterson, Casey Beaver, Lois Van Der Heyden, Tommy McGuinn, and Becky Garber. Taken from the 1989 edition of the Clemson University annual, Taps.
Bruce Cook and John Butler, and performances by the Clemson Players, which involved the cooperation of Chip Egan and the small number of theater faculty.

With this much new activity at Clemson in the summers, Undergraduate Studies needed to expand its staff. After meeting with the provost and receiving his permission, Reel met with the Faculty Senate president to ensure that the faculty, very sensitive to all staff growth, would understand and support the need for this growth. Aware of the goals of increasing minority students and increasing academic quality, the faculty expressed support. Sawyer asked to be relieved of Honors College duties in 1981 to work with Williams-Wilks more heavily in the minority programs, for which Clemson was indeed fortunate.47

**Honors College Grows**

After an on-campus search, Clemson selected John L. “Jack” Stevenson, a professor of recreation, as the Honors College director.48 Stevenson graduated from Davidson College in 1952, after which he went to Union Theological Seminary (Richmond, Virginia) and obtained ordination as a minister in the Presbyterian Church. He returned to seminary to receive a second master’s in counseling. In the late 1960s, he earned a PhD in adult education and joined the Clemson recreation faculty in 1968. His counseling and education skills proved invaluable in his Honors College work. With Sawyer’s advice, Stevenson successfully raised the entrance standards for the college. Further, he created an advisory committee primarily composed of well-rounded alumni who could have qualified for the Honors College, renamed the Calhoun Honors College. Together they developed an approach to encourage Clemson students to seek post-undergraduate scholarships, such as Fulbright, Goldwater, and Rhodes. A number of professors readily volunteered their time to counsel potential applicants. One of the most successful, Margit Sinka, a professor of German, guided a number of students to Fulbright undergraduate and graduate fellowships.49

Another feature of Calhoun Honors College provided set-aside housing for honors students. The concept received some opposition from Student Affairs, mainly on philosophical bases, but the recruiting, counseling, and retention data from other state universities gathered by the honors staff and made available to the deans and vice presidents weightily demonstrated the desirability of this type of assignment. Housing made space available in the Clemson House, and an office for the honors director opened there as well. These accommodations, built to have been efficiency apartments or hotel rooms, carried none of the communal restroom difficulties of traditional dormitories. Suddenly, Clemson had coeducational residence halls as the honors enrollment increased from 182 students (2.1 percent) to 420 (4.5 percent of the undergraduate student body) from 1979 to 1986.50
Membership in AUSS also led Maxwell and Reel to focus attention on off-campus study. They directed extra funding toward placement and supervision of students on internships that carried academic credit. As well, the summer budget helped pay travel expenses for faculty who taught Clemson students overseas. Edwin P. Arnold took second-, third-, and fourth-year German language, literature, culture, and economics students to the two Germanys. Arnold, who had strong friendships within the active German Christian community on both sides of the Berlin Wall and the Iron Curtain, offered his students unusual local contacts far beyond the standard study tours. And summer after summer, Paula Heusinkveld took Spanish language students to Latin America.51

Other Changes to Leadership

Other changes in major personnel were still to come. Harold Landrith, the founding dean of the College of Education, resigned in 1982, after six months of deteriorating health. In less than two years, he died. One of his proudest accomplishments concerned the Clemson trustees’ approval of the offering of the education doctorate. The new dean, James Matthews, had been a member of the Clemson faculty since 1971. Matthews earned all his degrees from the University of Florida in mathematics and science education with advanced studies in educational administration. He continued working to integrate the Clemson education faculty into the total teaching process in upstate South Carolina.52 Clemson had every reason to be proud of its education students. On the state-required education examination, only Furman graduating seniors outscored Clemson—90 percent to 89 percent—in all of South Carolina.53

Architecture also experienced a leadership change in 1984. Harlan McClure, the college dean since 1955, announced his retirement. Under his leadership, the college had risen to a position of prominence among those in the United States, and its graduates were always in demand. In July 1984, Provost Maxwell announced David Pearson as the new dean. Pearson, a South Carolina native who had earned his baccalaureate from Georgia Tech and his doctorate from the University of London, stayed at Clemson less than two years.54 His frequent absences for “fund-raising, necessary social occasions, and recruiting” left the college untended, and he resigned by mutual agreement.55

Library Growth Efforts

In the midst of this major academic strengthening, excellent and alarming changes occurred on campus. The Cooper Library made a number of steps toward distinction. The earlier acquisition of scientific collections continued with the gift of the papers of Henry W. Ravenel, one of South Carolina’s foremost botanists, to
Clemson’s Special Collections. Then in Atchley’s first year, during extensive reno-
vations of Tillman Hall for the College of Education, John Newton, a Business
and Finance staff member, found a large cache of documents certifying John C.
Calhoun’s appointments to the secretariats of war and state and elections to the
U.S. Senate and the U.S. vice presidency. These were added to the library’s Special
Collections.56

But at almost the same time, a study using the standards of the Association
of College and Research Libraries found Clemson’s library to be alarmingly short
in professional staff, operating on about half the budget it needed, and possessing
about 200,000 volumes short for the size of the student body, the fields of-
fered, and the types of degrees awarded. The report, published in The Tiger, pro-
duced gifts from various people and groups.57 The student chapter of Blue Key
donated $13,000. Their undergraduate president, Joe Glass, stated that the gift
resulted from an appeal by student government for longer library hours. Glass
understood that the purchase of a modern, two-electronic-gate system could al-
low longer library hours, reduce the loss of books, and lessen the workload of the
professional staff.58

Underdeveloped Development

Other gifts for the library during the years 1979–1986 included Mrs. J. Henry
Fair’s magnificent Audubon first editions and Mrs. Robert Coker’s gift of the beau-
tifully bound Curtis Botanical Magazine. South Carolina’s senior senator, J. Strom
Thurmond (Clemson 1923), made an outstanding contribution of all his papers
and memorabilia to Clemson. The university responded by creating the Strom
Thurmond Institute of Government and Public Affairs and began discussing a
building to house the institute and the university’s growing Special Collections
unit of the library.

The first step in receiving the Thurmond Papers was to seek a new Special
Collections librarian. Michael Kohl, who had earned his master’s in library sci-
ence from the University of Wisconsin, accepted Library Director Joe Boykin’s
offer. Kohl and his wife left the University of Rhode Island and joined the Clem-
son faculty in May 1982. He spent the next year systematically surveying Clem-
son’s Special Collections, which were then housed in Cooper Library. In the
early months, he came to know Michael Hughey, the university’s internal audi-
tor. Hughey called Kohl’s attention to the legislation (S.C. Code: Chapter 30, as
amended in 1973) dealing with the retention of public documents. Hughey, who
reported to the chairman of the Board of Trustees, apprised the chair that the
university needed to come into conformity with the law. This would bring two
streams of materials, the Thurmond Papers and Clemson University’s records,
flowing into Cooper Library.
Kohl’s first step was to request assistance from the National Historical Publications and Records Commission (NHPRC) in the form of a grant to hire a records manager and to establish a retention schedule that would indicate which types of records had to be retained and the length of retention time. Receiving a positive reply from NHPRC, Kohl and Boykin hired Kerry Strong as Clemson’s first records manager. Working with Hughey, Kohl, and the archivists of the S.C. Department of Archives and History, Strong developed the retention schedule, which, after the Board of Trustees agreed, was sent to the State Budget and Control Board for legal approval as required by law. The flow of materials began to arrive at Cooper Library. Strong moved personnel and student disciplinary records into restricted categories, sending the remainder to Kohl. Meanwhile, the records soon would need space with controlled humidity and temperature, as was planned for the Thurmond Institute building.

Unfortunately, an unexpected change in Atchley’s reorganization—the reassignment of Stanley Nicholas from vice president for development to director of research—seriously hampered fundraising in the proposed Thurmond Institute campaign. Thus, when Atchley announced the fundraising drive, no one had been engaged in the background preparation for such a capital and building campaign. To make matters worse, other campus voices arose to cite valid needs, including the oft-canceled continuing education center and a long-desired performing arts center. In response, Atchley concurred and grouped all the needs into one bricks-and-mortar project—the Thurmond Institute. Still, no one served as vice president for development.

To add to growing uncertainty, the trustees had authorized a new broad-based master plan and, after bids, had contracted with Lockwood Greene. The athletic program, having undergone that style study fifteen years earlier, expressed more concern about traffic flow and parking spaces than other issues. While athletics looked with more than passing interest on the bottomland east of the dikes as expanded parking space, the new master plan projected a limited number of new building projects. However, the results of the general study proved insightful and respectful of campus geography and vegetation. One contribution included the decision to halt the practice of overflow parking beneath the trees between Riggs Hall and Tillman Hall and on Bowman Field because of damage to the tree root systems. A second strong contribution created a large green central “spine” running from Bowman Field southward, turning space that had once been used as the convict stockade, a clay quarry, a motor pool, and a dump into an attractive gathering glade. The gatherings ranged from pep rallies to summer Sunday afternoon concerts, both classical and rock, and most of the buildings planned for the spaces remained hoped-for sites. Besides the gathering space, the glade included the library and the Strom Thurmond Institute.
The years 1979–1986 were filled with instances of student exaltation tempered by occasional sadness. The fraternities, while they produced some moments of trepidation, nevertheless brought Clemson numerous national prizes. Beta Theta Pi, Sigma Nu, Delta Delta Delta, Chi Omega, Pi Kappa Alpha, and Phi Delta Theta frequently won honors as the best chapters in the nation.

Amid the joys of collegiate life, student deaths sadly caused much pain. Some deaths resulted from the consumption of alcohol, almost always in automobile accidents. Most victims were underage drinkers. Persons who opposed the raised drinking age pointed to these as a consequence of violation of the law. The drinking age, which in South Carolina was formerly eighteen, rose from eighteen to nineteen in 1984, to twenty in 1985, and to twenty-one in 1986.

Intramural sports, first under Banks McFadden and then under James Pope, grew far faster in student participation than did the student body. However, some of the student energy seemed excessive. A series of student-sponsored rock concerts held in Littlejohn Coliseum, for example, resulted in so many expulsions from the facility and arrests that Vice President Cox announced that all rock concerts would be canceled until the Clemson University Union could control drunkenness, illegal drug use, and building damage. However, later successful groups included Ike and Tina Turner, the band Chicago, and comedians such as Bob Hope.

At the same time and quite in a different environment, faculty members Sharon Sawyer and Lillian “Mickey” Harder dazzled a packed house with a performance of Felix Mendelssohn’s *Variations Sérieuses*. Sawyer, a graduate of the Eastman School of Music of the University of Rochester, studied piano and music theory. She toured widely both as a performer and as an adjudicator in piano. Harder received her BA from Coker College in 1965 and a master of music degree from Converse College in 1967. She undertook additional study at Boston University, the University of Georgia, the University of South Carolina, Amherst College, and the American Conservatory in Fontainebleau, France. Harder and her husband, university physician Byron Harder, endowed a chamber concert series in her parents’ memories in 1986. As part of the Utsey Chamber Music Series, these free-to-the-public (particularly students) performances always filled Daniel Hall.

During the presidencies of Atchley, and later Cox, the Clemson Concert Series, the longest continuously operating southern collegiate concert series, offered students free admission to hear the likes of Dizzy Gillespie (October 1979), the Charlotte Symphony Orchestra with the world-famous French horn player Barry Tuckwell (January 1981), the Cleveland Symphony Orchestra under the baton of Sir Andrew Davis, and Bach’s *Brandenburg Concertos* (March 1985).

As the Atchley administration progressed, the academic decisions on regulations, the long-range plans that helped protect the environment, and the focus...
The High Seminary

on the library collections brought support from the academic community. And once they understood the reasons for and the results expected from the tightened academic regulations, the students too supported the goals and felt that they had reasonable representation in the process. However, the hasty personnel decisions frequently made without any consultation caused an erosion of support for Atchley in some units of the faculty and the staff, particularly in agriculture (brought about, in past, by diminishing state appropriations to the public service obligations), and from some, but by no means a majority, of the Board of Trustees. Threads of the Gordian Knot grew more entangled.

Notes

1. Florence Morning News, October 3, 1978. Adm. Joseph McDevitt, vice president for executive affairs at Clemson, said that over 350 “candidates from every walk of life and from all across the country” applied to fill the post of Clemson president. Of these, 318 were considered qualified candidates. Those who did not meet the published qualifications were immediately informed.

2. Greenville News, February 25, 1979. The newspapers and the public initially thought and wrote of him as “William Lee Atchley.” It took a little time for them to become used to his given name.

3. Robert Wolf, a highly regarded faculty member at Rolla and a personal friend of mine, made this comment to me in August 1982 in Washington, D.C.


5. CUL.SC.CUA. S87.

6. Record, 1980. The last statement is based on comments Atchley made to the Educational Council in May 1980 and again in the spring of 1984 to an informal meeting with the vice presidents and academic deans.

7. According to Cox; also see note 9.

8. See The High Seminary, v. I, 498, for a discussion of the space problems peculiar to architecture.

9. A decision in 1986 between Maxwell and Reel about issues in Atchley’s administration concerning undergraduate admissions. Schwartz and Duckenfield were also present.

10. C. Sawyer to Reel relating to the proposed reorganization of the committees that affected undergraduate academic life. Sawyer, as the chairwoman of the Scholarships and Awards Committee, was a member of the Academic Grievance Committee. Further, the committee had been created during Sawyer’s 1971–1972 term as president of the Faculty Senate.

11. Hurst to Reel, oral interview, February 2007; also see note 9.


13. Mann, “Master Teacher…Most Coveted Award of All,” Clemson World, 28, 3, June 1975, 1–2. For Sawyer’s career information, see Record, 1967, 1972, and 1982; and CUL.SC.CUA. S 38 f “Sawyer, Corinne Holt.”


16. These are according to several senior faculty in both colleges, particularly the DVD interview of Grubb to Reel.


18. CUL.SC.CUA. S 19 ff 319–333.


20. For example, see “CU Newsletter,” May 23, 1984.

21. Many of the concerns can be found in CUL.SC.CUA. S 61 b 151 f 1450.


25. CUL.SC.CUA. S30 v 17, 68; and Greenville News, June 5, 1980.
26. CUL.SC.CUA. S 19 f 11.
28. CUL.SC.CUA. S 38 f "Boykin."
29. Ibid., S 61 b 2 f 16.
30. Ibid.
31. Ibid.; and S 28 f “Amacher.”
32. Ibid., S 61 b 2 f 16.
33. Ibid.
34. The Tiger, September 14, 1979, 1–2; and Grubb to Reel, DVD.
35. CUL.SC.CUA. S 49 b 32 f 4.
36. Ibid., S 35 f 121; and S 19 f 12.
38. The meeting, at which I was present, occurred in Atchley’s office in October 1983. Because the meeting involved no policy change, no record was kept.
40. Schwartz to Reel, DVD.
41. This was a national formula developed by the North American Association of Summer Sessions based on a percent (2.5) of a faculty member’s nine-month salary multiplied by the credit (not contact) hours being taught plus the fringe benefit for salaries and any actual student recruiting costs, such as printing and postage.
42. Maxwell to Reel, September 11, 1981.
43. Sawyer to Reel, in CUL.SC.CUA. S 367; and Williams-Wilks to Reel, DVD. A trustee suggested the money might be better spent on minority scholarships. While he had a point, legal counsel noted that using state money for scholarships was not permitted by state law and race, gender, or other such “targeting” categories were more than questionable under federal rulings.
44. CUL.SC.CUA. S 19 f 178; S 19 f 177; and Skinner, “Sibling Institutions,” PhD diss., USC, 204.
45. CUL.SC.CUA. S 35 f 76; and Abbeville Press and Banner, June 11, 1986.
46. CUL.SC.CUA. S 61 b 7 f 51.
47. Ibid., S 37 f “Engineering 1980–1984.”
49. CUL.SC.CUA. S 37 f “Students 1980’s.”
50. Registrar: Honors Enrollment Report (Unpublished) (the percentages are out of the undergraduate student body); Smith to Reel; and The Tiger, January 28, 1982.
51. Edwin P. Arnold to J. V. Reel, 2006; Swoboda, Pierard, and Arnold, The Revolution of the Candles; and interviews with a number of Spanish students.
55. Lamar Brown to Reel, informal conversation in autumn 1985; and Kohl to Reel, DVD.
58. Ibid., March 5, 1982.
59. CUL.SC.CUA. S 49 b 52 f 7; and Kohl to Reel, DVD.
60. Durham to Reel, DVD.
61. Greenville News, August 1972; and CUL.SC.CUA. S 37 f “Student Organizations: Pi Kappa Alpha.”
62. CUL.SC.CUA. S 37 B-General; CUL.SC.MSS 147 b 1 f 10; and The Tiger, September 17, 1976, and October 11, 1984.
63. CUL.SC.CUA. S 37 f “Intramurals.”
66. CUL.SC.CUA. S 37 “Concerts 1980.”
67. Ibid.
This photo marks the ascension of Clemson’s sports reputation to the pinnacle of national awareness in the early 1980s. Here, quarterback Homer Jordan (far left) and wide receiver Jerry Gaillard, representing the 1981 National Championship team, and U.S. Senator Strom Thurmond (Clemson 1923) are presenting an orange championship T-shirt to President Ronald Reagan. Clemson University Photographs, CUL.SC.
CHAPTER VII

One Tangle Undone
1979–1986

To many of the public, Clemson’s name evoked images of fierce loyalty and hard-fighting sports teams. A shrinking segment of Clemson’s friends shared memories of the lines of gray-clad cadets. Clemson graduates’ near-century of helping improve foodstuffs on tables, design highways and bridges, staff the schools of the state, and educate thousands of young women and tens of thousands of young men could easily fade from the public view in the presence of collegiate athletics. That enthusiasm for intercollegiate sports reached a zenith in the 1980s and early 1990s.

Intercollegiate sports crested at Clemson early in that period before misdeeds plunged the program into a maelstrom that threatened long-term harm to the university. Basketball enjoyed a rare upswing under the leadership of Bill Foster, who, in 1975, had inherited the crashed dreams of Clemson basketball fans. As the Atchley presidency got underway, Foster began his fourth season at Clemson with an experienced starting team. Three players were seniors: Billy Williams at shooting guard, Bobby Conrad at point guard, and John “Moose” Campbell at center. The guards hit 74 percent of their free throws and over 50 percent of field goals they attempted. Campbell, a six-foot-ten center, hit 58 percent of his field goal attempts. The forwards were junior Larry Nance and sophomore Horace Wyatt. The Tigers’ ACC season showed a respectable eight wins and six losses, including a dramatic 87–82 overtime victory over nationally top-ranked Duke. Ironically, when Clemson and Duke met in the return Durham game, seventeenth-ranked Duke beat twelfth-ranked Clemson in overtime 87–82. The season’s surprise came in Clemson’s first NCAA tournament. Clemson, placed in the West Region, defeated Utah State, twelfth-ranked Brigham Young, and Lamar before losing in the Elite Eight to UCLA 85–74. Clemson’s final record was 23–9. However, after a losing season in 1982–1983, Foster felt his Clemson fan support waning, and, in 1984, he left to become head coach of the University of Miami Hurricanes.

From the suburbs of Chicago, Bobby Conrad, a double major in German and history, exempted his German grammar classes and proceeded directly onto Clemson’s hardwood and into German literature, reading the usual German poetry and novella before focusing on Dietrich Bonhoeffer and Karl Barth. Nominated by Clemson for the Rhodes Scholarship, Conrad did not make the
final list but did, at graduation, receive the Norris Medal. Also because of his intellectual prowess, the NCAA rewarded him with a postgraduate scholarship. After a year in Chicago, Conrad entered law school at the University of Virginia and, following graduation, worked for a period as a federal prosecutor. In 2006, he received appointment as chief U.S. District Court judge for western North Carolina where he had been serving as a judge since 2005. In 2007, President George W. Bush nominated Conrad to the Federal Fourth Circuit Court of Appeals, but the U.S. Senate thwarted his confirmation.

Larry Nance, from nearby Anderson, returned for his senior 1980–1981 season and was then drafted in the first round to play professional basketball, first for the Phoenix Suns, whose uniform he was wearing when he famously won the

Clockwise from bottom: Bobby Conrad (PG), Billy Williams (SG), and Larry Nance (F/C) were prominent members of the 1980 Clemson Tigers basketball team that reached the Elite Eight in NCAA competition. Taken from the 1980 edition of the Clemson University annual, Taps.
The First National Sports Champion

As with most of Clemson’s sports, wrestling began with a group of students forming a club and seeking an advisor. Hewitt Adams, who taught Asian history at Clemson and had been a varsity wrestler at the U.S. Naval Academy, took on the task in the early 1970s. When the sport moved to the intercollegiate level in 1975, Adams stayed on and worked with the team’s new professional coach, Wade Schalles. Recruiting brought Noel Loban, a London-born son of West Indian parents, to Clemson from New York State in 1977. In 1979, led by Loban, Clemson’s team finished second in the ACC championship meet. One year later, Loban won the NCAA national championship in the 190-pound class, bringing to Clemson its first national championship in either individual or team sports. Following his Clemson studies in industrial education with a concentration in advertising design, Loban competed for the United Kingdom in the 1984 Los Angeles Summer Olympics, winning a bronze medal. 

Noel Loban (right), a London-born member of Clemson’s wrestling team, was Clemson’s first NCAA National Champion in any sport. Taken from the 1981 edition of the Clemson University annual, Taps.
The High Seminary

Soccer and a National Championship

Soccer continued its brilliant play during the Atchley–Cox era. The 1979 team was led by the superb performance of Nnamdi Nwokocha, the second of the three Nwokocha brothers who proved critical to Clemson's and Coach I. M. Ibrahim's successes from 1975 to 1982. The 1979 team lost the national championship 3–2 to Southern Illinois University–Edwardsville in Tampa, Florida. Two years later, on September 19, 1982, second-ranked Clemson defeated first-ranked SIU–Edwardsville at Edwardsville, marking Clemson’s victory over the highest-ranked opponent to that point.

In 1984, Clemson claimed its first national soccer championship when it stormed through the NCAA tournament defeating the four top seeds, downing (in chronological order) first-ranked Alabama A&M, Virginia, UCLA, and second-ranked Indiana. Beating all four top seeds to win a national championship had never been accomplished in any NCAA sport.6

Football, the Muddy Path

Football maintained its almost mystical hold over the Clemson faithful. The 1979 season opened with Danny Ford, tapped to coach the Tigers in the 1978 Gator Bowl win over Ohio State, as permanent head coach. The 1979 team, however, had lost the previous year's starting quarterback, Steve Fuller, from Spartanburg. Upon graduating, Fuller, who won an NCAA Postgraduate Scholarship and Academic All-America NCAA honors for the second consecutive year, was drafted in the first round of the National Football League. Even without Fuller's leadership, the Clemson team played strong behind quarterback Billy Lott, who, like Fuller, did not shy from changing plays at the line of scrimmage.

After splitting the first two games, the Tigers upset Georgia. In October, Clemson played at home against NC State. Late in the game, trailing 13–16, Clemson had a first down on the NC State 3-yard line and attempted to rush the ball four times into State's end zone. But the State line held, and Clemson
lost the game. Two weeks later, Lott led the Tigers into Chapel Hill. Again, late in the game, with Clemson inside UNC’s 5-yard line, the coaching staff called a series of quick off-tackle plays. When the first play brought no forward progress, the team appeared prepared to run the same play. At the center snap, the players on both sides of the line pushed straight ahead. Lott took the ball, stepped back, and then ran around the right end of Clemson’s line into the end zone. Clemson won 19–10. The next weekend, Clemson and all the faithful traveled to play fourteenth-ranked Notre Dame in South Bend, Indiana. The “orange horde” arrived at one of the “greener shrines” of football. After a nip and tuck first half, Clemson took the lead and won 16–10. Because of Notre Dame’s national following, this victory had a short-term national publicity effect equal to the 1940 Cotton Bowl victory over Boston College. The season concluded with a miserable, cold, wet, windy Peach Bowl loss to Baylor.7

Sorrow Among the Faithful

During the spring and summer of 1980, the deaths of three beloved members of the athletics staff left the students and families of Clemson grief-stricken. First came the death of Herman McGee. McGee, born in Clemson in 1918, had graduated from Riverside High School in Pendleton. In 1934, he began working in the Clemson Athletic Department as an assistant trainer. He remembered when athletics was headquartered in the basement of the Textile Building (now Godfrey Hall), and his hot towel supply consisted of a galvanized tub filled with hot water that he kept warm on an electric hotplate and by an infrared light. He, like so many Clemson men, served in World War II, spending eighteen months in the European theatre. After the war ended, he returned to Clemson as a trainer. McGee, who traveled with the Tigers to ten bowl games, became the

Herman McGee, a Clemson native, was a long-time trainer for the Tigers. The first African American inducted into Tiger Brotherhood, he was also inducted into the Clemson Athletic Hall of Fame and named an associate member of the Alumni Association. Taken from the 1967 edition of the Clemson University annual, Taps.
first African American inducted into Tiger Brotherhood in 1958, and the Clemson Alumni Association named him an associate member in 1978. In 1976, he was inducted into the Clemson Athletic Hall of Fame. His death on March 9, 1980, left five decades of Clemson athletes and many loyal alums bereft.  

The second athletics staff member who died was Col. Richard Robbins. A Texan from a family of horsemen, Robbins studied history at the University of Texas before serving in the U.S. Army in Europe in World War II and taking a role in the occupation of both postwar Germany and Japan. A career army man, he carried his loyalties deeply. A member of Pi Kappa Alpha from his student days, he had already served as the chapter advisor at the University of Houston while he taught on the military science faculty there. He came to Clemson in 1960, bringing his wife, Clare, also a graduate of the University of Texas, and their young sons, Dick and Tom. When his military appointment at Clemson ended, he left the school for another assignment. Following Robbins’s retirement from the army, the family returned to Clemson in 1967 when the university hired Robbins as the academic advisor or “brain coach” to the athletes and assistant track coach. A “no-nonsense” man’s man, Robbins checked daily to see that the young men in his charge rose early, were academically prepared, dressed properly, attended class, and appeared regularly at his mandatory study halls. He knew most of the faculty, and it did not take long for him to determine which of his student athletes were not (in his expression) “pushing the sled.” Robbins served as advisor of the local Pi Kappa Alpha chapter; he also advised Block C and worked very closely with Tiger Brotherhood. On a bright Saturday (June 11, 1980), while cutting grass at his home, Robbins suffered a fatal heart attack. One of the former basketball players who knew him well and who, after graduation, became a prominent Upstate businessman, commented that he could not imagine any athlete getting through Clemson without the “Colonel” (as he was called by all) being his “moving screen.”

On the day of Robbins’s funeral, as the sad congregation left Fort Hill Presbyterian Church, news arrived that Jerry Arp, Clemson’s former director of athletic promotions, had been killed in an automobile accident in Texas. Dan Foster, the Greenville News columnist, wrote that these deaths “have left sadness and bewilderment at Clemson in a school year which otherwise was noted for athletic triumphs across the board.”
1981—A Football National Championship

The year 1980 developed as one of those “might-have-been” years. Several close losses to ranked powers including Georgia, which went on to become national champion, and to North Carolina, which ended ranked ninth, were capped by the Death Valley meeting with the fourteenth-ranked University of South Carolina. Tiger defensive back Willie Underwood and placekicker Obed Ariri emerged the heroes for Clemson. Ariri kicked two field goals of 41 and 47 yards. But late in the third quarter, with USC poised at Clemson’s 16-yard line, Underwood intercepted a pass in the corner of the Tiger end zone and returned it 64 yards. A few minutes later, quarterback Homer Jordan ran for a touchdown. Underwood then intercepted another Gamecock pass and took it in for six more points. A late touchdown sealed the game for Clemson, 27–6.10

The 1981 season brought great surprise for college football fans everywhere, especially at Clemson, where troubling omens emerged earlier in the year. President Atchley, on April 1, 1981, issued a statement that two representatives of the NCAA had visited him that day to discuss “recruiting procedures involving two football prospects from Knoxville, Tennessee.”11 Atchley, someone who spoke and acted in a most direct fashion, called Athletic Director Bill McLellan to inquire about the issue. The president bypassed McLellan’s boss, Walter Cox, vice president for student affairs—a hasty and flawed decision. McLellan, in turn, called Coach Ford to his office to follow up. Ford responded that two top high school prospects who had signed with Clemson on the NCAA “national signing day” had requested release from their commitments to Clemson, and that he had refused. Later, a caller who identified himself as an “official representative of the University of Tennessee” suggested to Ford that if the coach did not accede to the request, Clemson would be reported for major recruiting violations. “What recruiting violations?” asked McLellan of Ford. The coach responded, “None.” McLellan asked to see the recruiters’ logs and diaries. He could see no signs of violations and reported that to Atchley, who accepted the report and thought the matter ended.12 A month later, the ACC president wrote Atchley to ask how the NCAA investigation was proceeding.13 There the matter simmered for the moment.

Tiger football opened its 1981 season on shaky grounds. The scheduled opening-day opponent had unexpectedly abandoned its intercollegiate football program, and Clemson was fortunate to schedule Wofford College. Located only sixty-five miles away, Wofford, an excellent liberal arts Methodist college, had been involved with Clemson ever since one of its alumni, Richard Wright Simpson, acting as Mr. Clemson’s lawyer, drafted the will in 1886. Ten years later, Wofford and Clemson met in Clemson’s inaugural football season. Until 1981, Wofford had won only three of their eleven meetings, the last Terrier victory occurring in 1933 by a score of 14–13. The Clemson loss had set the stage for the founding of
IPTAY (v. 1, 254–255). The teams had last played in 1940, with Clemson winning. The 1981 game began with Wofford driving the football deep into Clemson territory and drawing first blood with a 24-yard field goal. Among the Clemson faithful, a collective groan swelled in the stands. But Clemson’s depth prevailed, with the Tigers winning 45–10.14

The season’s second game followed in New Orleans against old intersectional rival Tulane, in the tenth meeting between the two schools, each of which Edwin B. Craighead had led as president at one time or another. Playing in the Louisiana Superdome, Clemson managed a lackluster 13–5 victory. The star of the game was Clemson’s punter, Dale Hatcher, who astonished the spectators with practice kicks that bounced off the scoreboard gondola, hanging high above the playing field.

The next week, the Tigers returned to Death Valley to play the 1980 national champion, the University of Georgia. Ranked only tenth in preseason polls, Georgia had risen to fourth on the strength of victories over Tennessee and California. On Friday, September 14, 1981, the traditional Pi Kappa Alpha First Friday Parade wended its hilarious and rowdy way through Clemson. On Saturday, the still unranked Tigers ran down “The Hill” to the cheers of the faithful and boos from the 12,000 “dawgs” who had driven the sixty miles from Athens for the game, hailed as “Clemson versus Herschel Walker” (Georgia’s running back and future Heisman winner). The Tigers successfully held Walker out of the end zone that day—and every other game he played against Clemson. With Walker rendered unproductive, Georgia quarterback Buck Belue could not pass effectively. The Tiger defense swarmed the “dawg” offense the entire game. But with Clemson leading 13–3 and a minute and fifteen seconds to go in the fourth quarter, Belue began connecting on short yardage sidelines passes, necessary because Georgia had exhausted its timeouts. Belue finally threw the football into the Clemson end zone, but Clemson’s Terry Kinard intercepted the pass and the Tigers won the game.15 A tall, thin older lady standing at her seat in the north stands surveyed the playing field turning autumn gold in the fast-fading sunlight as the crowd grew aware of the victory and began an ancient, deep-throated roar. Speaking to no one in particular, but clearly audible to all around her, she commented, “This reminds me of a hymn in the Hymnbook.” One of her neighbors asked, “What’s that?” Her quick answer was, “Number 133.” Then the bystander asked, “Which one is that?” With a faint smile on her lips, she replied, “Look Ye Saints, The Sight is Glorious!”

For the wearers of the orange, each new week brought joy as the two national polls, the Associated Press (AP) and United Press (UP), presented the “top twenty” lists. By the week of October 19, Clemson had crashed its way to a number four ranking. The North Carolina State game, played at Death Valley, proved tough. Although the Clemson defense allowed its first rushing touchdown of the
season, Clemson won 17–7. The next week pitted Clemson against Wake Forest. The game turned into a runaway affair. In the third quarter, having exhausted his published roster, Ford, with adequate notice to officials and the stunned Wake Forest staff, began double-using numbers. Towards game’s end, Rick Capps, the student dressed out as the Tiger mascot, having done 465 pushups, appeared exhausted. The good-sported Demon Deacon mascot performed the last sets, as the joyful Clemson student body picked up both mascots and passed them each to the last row of the stadium and back down. The final score read 82–26.

With the season more than half complete, the UP placed Clemson third and the AP, second in the nation. Clemson then faced another old foe in North Carolina, ranked eighth, at Chapel Hill. As tough a defensive battle as Clemson had ever fought, the victory turned on the quick-witted play of Clemson’s Jeff Bryant in recovering a fumble with two minutes to go to preserve a 10–8 win. By the end of Clemson’s regular season (November 21, 1981), having won the ACC championship and defeated two in-state teams, Clemson had a firm grip on second place nationally. First place in the polls went to the University of Pittsburgh Panthers, the only other undefeated team. The Panthers still had Penn State, ranked tenth, to play. That match, telecast from Pittsburgh, found most Clemson followers in the viewing audience. What should have been a tight game found Penn State wrecking Pitt 48–14. In the interminable television delays that plague modern sports, a commentator gleefully reported from the sidelines that the NCAA “secret investigation” would soon reveal that Clemson was to be charged with numerous rule violations. The polls the next week listed Clemson as the unanimous choice for the number one team in the nation for the 1981 regular season.16

The final contest for Clemson’s players would be the New Year’s Day evening clash with the University of Nebraska, also a land-grant institution, in the Miami Orange Bowl. Fans from both schools, with Nebraska clad in red and Clemson in orange, jammed the roads and airways to southern Florida. As December 31, 1981, crept on, the town of Clemson appeared hushed. No group hosted a New Year’s Eve dance, although a few churches held vigil nights and a handful of revelers entertained themselves with firecrackers. The next evening, a few gatherings had rented large TV screens, but most still in town settled in front of family TVs, some would say with “kneelers and prayer books.”

By seven o’clock, Orange Bowl pregame telecasting had begun. Crews broadcast from Miami, Lincoln, and other places in the Midwest, asking random watchers in bars and clubs, “What kind of school is Clemson?” or “Where is Clemson?” The questions invoked interesting responses. Outside of towns that housed land-grant colleges (where consciousness was high), a frequent answer was a “large southern private school like Duke or Vanderbilt or SMU.” When asked Clemson’s location, respondents placed it from Texas to Maryland, although one
young bar hopper determined the “S.C.” in the address stood for the state of Southern California.

Despite the extremely hot and humid south Florida weather for a January evening, the game revealed two well-prepared teams. By halftime, Clemson had a lead it would not relinquish. It widened the margin by the end of the third quarter. But Nebraska mounted a mid-fourth-quarter drive that cut the lead to 22–15. Clemson, behind the generalship of quarterback Homer Jordan, then nearly ran out the clock. In the dying seconds, defensive back Andy Headen deflected a desperation Nebraska pass to seal Clemson’s third undefeated and untied season and its first national team sport championship. The orange-clad pilgrims stood and literally roared the old Alma Mater, “Where the Blue Ridge yawns its greatness…” to help dispel any further misconceptions about the location of Clemson. Then, at the request (or direction) of Coach Ford, the Tiger Marching Band played “Tiger Rag” some forty-seven times (according to trombonist Russell Caldwell) until all the red- and orange-clad fans had gone away. Then the band left the stadium.
The exhausted band members, quickly removing their orange tunics and white pith helmets, climbed aboard their seven large busses. The Clemson University band alumni had thoughtfully provided iced-down champagne for the thirsty students. When one of the students was asked how much, he replied, “Three bottles.” The interested questioner quizzed, “A bus?” “No,” the student said, “a band member!” He added, “And I finished my three on the twenty-minute drive back to the hotel. I called home to my folks, but I was so ‘champagned up,’ I couldn’t get my words straight.” His mother later attributed his garbled speech to “excitement.”

Back at the hotel, a dehydrated Homer Jordan, the team’s heroic but undersung quarterback, received a transfusion. Cliff Austin, a running back, who had spent two hours before the game trapped in an elevator, swore he would never get caught in a windowless closed room again. And in true form, 300-pound freshman William “Refrigerator” Perry, a defensive lineman, announced he needed food. They were all champions, but as Col. Robbins once commented, “They may be big but they still drift in and out of childhood.”

Earlier in November, the Greenville News reported the NCAA had questioned twenty-eight Clemson football players and several coaches. The paper stated some of the charges dated back to Charley Pell’s era. Even though the ABC television network aired an editorial on December 14, 1981, strongly implying that Atchley should reveal the names of the accused, the Clemson president insisted that until the NCAA had completed its official investigation, he had nothing to say. In fact, it was not until March 30, 1982, that the NCAA finished its preliminary probe and delivered a lengthy letter to Atchley, strongly suggesting a reply in sixty days. A month went by before Atchley appointed a committee, chaired by Vice President Emeritus Victor Hurst (Academic Affairs), and composed of Hugh Macaulay (Alumni Distinguished Professor of Economics), Stassen Thompson (agriculture professor and Faculty Senate president), student William Linton III (electrical engineering), and alumnus Lawrence Starkey Jr. (a prominent Atlanta lawyer, Clemson graduate, and son of a onetime Clemson faculty member). Starkey, with a master’s in public administration from Syracuse, proved most helpful.

Hurst’s committee agenda included full audits of the custodians of the various funds in the Athletic Department. In the interest of time, the university contracted with independent auditing firms, which worked along with and under the supervision of the state auditors. IPTAY, whose Executive Secretary Joe Turner and his board had insisted on annual audits, was completely in order. The audit of the Athletic Department, because of its multiple streams of revenue, took the longest, but its records also proved clear and mistake free. In fact, the only weak audit belonged to the Block C Club, a student-run organization. Block C’s central problem resulted from its advisor, appointed after the death of Col. Robbins, issuing an inappropriate loan (which was repaid), engaging in sloppy recordkeeping,
and making consistently late deposits of revenue made from sales of various items such as Tiger Rags and programs.23

Following his receipt and review of the Hurst report in early October 1982, Atchley began working to institute reforms. One violation, concerning “unusual financing” of a loan to a student athlete, was considered a possible violation of NCAA regulations by Clemson’s legal advisors. Atchley penalized the athlete by not allowing him to play in one game.24

The NCAA judgment arrived a bit later. The findings determined that Clemson’s football program had violated the association’s rules ninety-seven times, with some going back to the beginning of Charley Pell’s brief tenure as coach in 1977–1978. Most violations, however, occurred much more recently.25 The NCAA placed Clemson on two years’ probation, with stipulations that two coaches receive recruiting restrictions and that Clemson games not be televised. The NCAA also barred Clemson from going to bowl games, and thus would receive no extra revenue for those two years. Besides the two coaches being placed on recruiting probation, no coach could receive salary adjustments or participate in summer camps, which had been a significant source of supplementary income. Four “representatives of athletic interests” of Clemson were ordered to sever their ties to recruiting for two years.26 One day later, the ACC added a third year to the team probation.27 This especially embittered many Clemson fans, who demanded that the school ignore the ACC. Or else, some suggested, Clemson should leave the conference, sue it for a breach of its rules (at the time, adding to NCAA restrictions was not an authority granted to the conference by its members), and insist that the conference return its $725,000 share of the Orange Bowl earnings.28 Most newspapers and many individuals urged Atchley to reveal the names of all cited for violations, including coaches and “representatives of athletic interests.” At great personal cost, Atchley did not.29

This severe penalty marked the seventh time an ACC school had been placed on probation and the second time for Clemson. But it was the first time the offenses occurred in football. Five earlier probations in basketball had involved Clemson (1975), Duke (1971), NC State (1956, 1972), and UNC (1961), and in 1967 the NCAA cited USC for violating academic principle.

Early in 1983, in a most unusual step, the Clemson Athletic Department announced that, using investment earnings from IPTAY reserves, it would build for head football coach Danny Ford an off-campus home, containing 5,000 square feet and a swimming pool, to “aid in recruiting.” The general college faculty, particularly members of the Faculty Senate, reacted furiously. Many IPTAY members appeared equally angry.30 Rumors circulated that IPTAY funds or Athletic Department funds or some wealthy supporters also had purchased or made funds available for the purchase of a farm for Coach Ford. To numerous interested observers, Atchley seemed incapable of reining in athletics.
Through it all, Clemson students remained committed to the school and to the growing legend of their spirit. Typical was the first football season after the probation began (1983). The First Friday Parade took as its theme “50 Years of IPTAY.” The grand marshal was U.S. Senator Strom Thurmond, Clemson 1923, a Pi Kappa Alpha, and a long-standing member of IPTAY. In the second car rode Miss Eleanor Fike, daughter of Dr. Rupert Fike, the IPTAY founder. The car that followed carried former coaches Jess Neeley and Frank Howard. The Tiger Band and thirty-five entries followed, including members of the Kappa Sigma Fraternity (festooned in trails of kudzu) marching (or really cavorting) through the streets. A large banquet given by IPTAY and hosted by Joe Turner attracted 300 longtime donors. Each attendee received a memento, a fiftieth anniversary history of IPTAY researched and written by Joseph L. Arbena, Clemson University sports and Latin American historian, and Harper S. Gault, Clemson 1928, with the help of Sports Information Director Bob Bradley, Turner, and Aurora Arbena, who served as a principal researcher.  

The 1983 home season ended in Death Valley, with the game to decide the ACC championship between Clemson, ranked seventeenth in the nation, and Maryland, ranked eleventh. The Central Spirit student government committee designated the game “Spirit Blitz.” Mark Wilson chaired the activity, which
The High Seminary featured a massive orange balloon release when the Tigers ran down the hill. It required 2,000 students (out of approximately 8,000 undergraduates) to be at the stadium by 7:00 a.m. The balloons needed to be filled with helium, tied in bunches of twenty-five, and anchored throughout the stadium. In typical Clemson fashion, 3,000 students showed up, did their parts, and returned to their residences for another few hours of sleep before the kickoff. As the 80,000 faithful filed into the stadium, each received her or his directions. This would close the inaugural year of the large north upper deck. The team appeared at 12:55 p.m. at the crest of Death Valley. Tiger Band wheeled about on the field and moved rapidly toward the east end to greet the team. The cannon boomed, the band hit “Tiger Rag,” and 320,000 orange balloons covered the skies. Bill McLellan, the athletic director, remembered, “I was on the 50-yard line on the field. It was the most awesome feeling I have felt since...I was a player running down the hill. It had to be intimidating.”32 The final score: Clemson 52, Maryland 27.

Wilson, mastermind of the 1983 Spirit Blitz, served as student body president in 1984–1985, completed his bachelor’s degree in 1985 and master’s in 1986. After several years of teaching in South Carolina, Wilson moved into the principal’s post for a small Georgia high school. The same formula of teamwork and tenacity he championed at Clemson helped him raise the freshman-to-senior graduation rate at his school from 71 percent to 81 percent, close the achievement gap in English between African American and white students, and increase the number of students enrolled in Advanced Placement and International Baccalaureate classes tenfold.33

Money Issues

Along with the problem in the sports program, a number of other issues arose. Some seemed relatively minor, while others held important financial consequences.
One dealt with Clemson’s various marks, trademarks, or brands (called indicia). The university, with the introduction in 1970 of the increasingly popular Tiger Paw logo, had solved most concerns of African American students about sentiments or attitudes conveyed by the various real or perceived Confederate symbols displayed at the school. But Clemson did not immediately take the logical legal steps to protect the mark. When the university moved to do so, the copyright had to have a number of exceptions. With the lesson learned, the Athletic Council and university protected and established Clemson’s colors by international formulae. The concept continued to grow, and by the early 1980s, some sixty universities and colleges had all their indicia properly registered with the U.S. Patent and Trademark Office. That did not stop manufacturers and merchants from infringing. Almost always a strong warning letter from Clemson’s trademark attorney set the matter to rights.

Much more substantial, but still decidedly a financial issue, was the need to pay for the upper deck on the north side of the stadium. Originally, the Athletic Department proposed using bonds guaranteed by future student tuition, which could have slowed the building of classroom, laboratory, and library space. Student government leaders, and particularly Student Body President Oscar Lovelace, fearing this could deter higher academic quality, objected and insisted that the Athletic Department use its own reserves. The funding decision involved

When the concerns of student and faculty opposition to the mode of funding for Memorial Stadium’s enlargement were satisfactorily met, the project began in 1982 with IPTAY funds. The north upper deck opened for the 1983 season. Clemson University Photographs, CUL.SC.
obtaining a bank loan guaranteed by IPTAY, which held reserves sufficient to obtain the $10 million loan, and the construction began. The north upper deck opened for the 1983 season. Of course, IPTAY’s investment could only increase the number of potential donors.

Lovelace, a South Carolinian by birth, was as “marked” a Clemson Tiger as there could be. His father, Fred, graduated from Clemson after serving in Korea in the U.S. Navy, while his mother, Virginia, had graduated from Winthrop and taught in the public schools. Oscar entered Clemson in 1977. He played intramural baseball, belonged to the weightlifting club, and gave of his time to the Delta Sigma Nu Pre-Medical fraternity and his sweetheart, Mary Atkinson, a nursing major and member of the varsity women’s swimming team. Lovelace also held membership in Blue Key, which he served as secretary, Mortar Board, and Tiger Brotherhood. As his senior year concluded, the year in which he served as student body president (1980–1981), Lovelace won the Algernon Sydney Sullivan Award for public service and the coveted Norris Medal. He enrolled in the Medical University of South Carolina and married Atkinson as soon as he graduated. Earning his MD in 1985, Lovelace completed his residency at the University of Virginia’s Family Medicine Residency program. With his family, he returned to South Carolina and established a family practice in Prosperity. In 2006, he even attempted “to sally” into politics by challenging incumbent Mark Sanford for the Republican nomination for the South Carolina gubernatorial race. Naturally, the Lovelaces sent their older children to Clemson.
A third issue involved televising athletic events. Most university athletic departments had not been anxious to negotiate the rights to television broadcasts separately and for each game or match. Therefore, in the 1950s, when the NCAA undertook that bit of business, universities felt relieved. But through the years, televised college football changed from a New Year’s Day activity to a Saturday activity and from a festivity to a regular habit. Further, as the number of institutions and their size increased, the NCAA membership also grew by 1982 to 743 schools. Of these, Walter Cox noted that eighty-two schools represented the major football television attractions. McLellan expressed it in fiscal terms, noting that television watchers’ surveys showed that 7 percent of the profit from the television presentation went to the schools that produced 75 percent of the audience attraction.38 The NCAA had negotiated a contract with CBS and ABC, which guaranteed that except for postseason bowl games (at this point eight bowls were considered for the purpose of McLellan’s numbers39) the television revenues would be divided (not evenly) among the 743 schools. Sixty-two of the eighty-two “major” football schools had formed the College Football Association (CFA), representing all major conferences except the Big Ten (nine teams), the PAC Ten (ten), and Notre Dame, which negotiated an exclusive contract with NBC. The NCAA responded with the following statement: “The NCAA Council has let it be known that participation in the CFA’s contract will be in violation of their obligation of membership.” The NCAA spokesperson continued, “Schools found in violation of this obligation traditionally have been placed on ineligibility in all sports.”40 In other words, the CFA schools would not be on television in any sport, participate in any championship tournaments, or receive any share in the increasingly lucrative television earnings.

By the summer of 1983, the fight between the big football schools and the NCAA Council had reached the U.S. Supreme Court, primarily because the federal government, through the “interstate commerce clause,” regulated most airwave forms of communications. In that regard, former Colorado college football star Justice Byron “Whizzer” White had stayed the lower federal courts’ judgments, thus allowing the Supreme Court to decide whether or not to hear the NCAA appeal.41 The stakes had grown because the television audience that watched college football was the second largest and gaining on the numbers who watched professional football. Interestingly, the total television audience for all sports had declined. By late spring of 1984, the court had sustained the legal challenge originally brought by the universities of Oklahoma and Georgia. John Swofford (UNC), the chair of the NCAA Division I-A (almost identical to the CFA), immediately appointed a I-A subcommittee to develop a plan consistent
with Supreme Court opinion or “principles.” For 1984, it provided for a window of local and regional television, and the television industry would select the national games from Division I-A member games. That would provide for 1984–1985 (June 30) and divert the standoff. But the Division I-A membership requirements gave much room for debate and appeals. As a result, the size of that membership would creep up over the years.

For the Students

Many asked the question, “What benefits will come to Clemson’s students and professors from all this ‘new’ money flowing from television?” Joe Turner had recommended that the Athletic Department make regular gifts to the university library to honor Clemson’s champions (teams and individuals, whether ACC or national). Calhoun Lemon, an influential alumnus and member of the IPTAY Board, actively supported Turner. Lemon, who had briefly attended Clemson before graduating from USC, had already established a professorship in English literature and was in the process of establishing another professorship in the College of Liberal Arts. McLellan agreed and directed funds toward books to honor the championship football team. Then in 1984, Bob Skelton, the new dean of admissions and registration, professor of horticulture, and faculty chair of the Athletics Council, led the Athletic Department to create the Athletic Academic Endowment Scholarship program. The source of the funds included all the corporate matching gifts to IPTAY not permitted for athletic purposes. Other miscellaneous gifts could also be used. The University Scholarships and Awards Committee, composed of faculty from all the colleges, determined both the amount of the awards and recipients.

Tragedy in Clemson

The saddest and strangest athletic-related event claimed the life of Augustinus “Stijn” Jaspers, a Clemson cross-country runner. Jaspers, a runner from the Netherlands, an All-American, and an Olympian, was found dead on October 19, 1984, in his dormitory room. The coroner, Dr. James Pruitt, ruled that Jaspers died of natural causes as the result of a congenital heart defect. Pruitt discovered the presence of a small dose (5 ml) of phenylbutazone (a pain killer) in Jaspers’s system. The county investigator found an unlabeled bottle of the drug in Jaspers’s apartment, and he summoned SLED (State Law Enforcement Division). The latter’s investigation revealed that the drugs got to Jaspers through Clemson track coach Stanley Narewski and strength coach Sam L. Colson. For more than a month, the initial report sat on desks in several Clemson offices. The report did not reach Atchley until after Thanksgiving. He suspended the coaches, who
both resigned on December 11, 1984.\textsuperscript{45} SLED continued to investigate how they had gotten the drugs.

Atchley convinced himself that Melvin Barnette, whose office supervised all police, fire, Emergency Medical Services (EMS), and other such municipal services, played a decisive role in his (Atchley’s) not being informed of the direction the investigation had taken. EMS, in fact, had answered the initial call. But Atchley’s greater distrust had focused on Athletic Director Bill McLellan, whom Atchley felt certain knew of the coroner’s report. Stemming from the football investigations by the NCAA, the concerns may have been sharpened by the report of the Hurst special committee, which pointed to the sizeable number of people (twenty-three) who answered to McLellan as athletic director.

Augustinius “Stijn” Jaspers (right), a cross-country champion and Olympian for Clemson, died in his dorm room, prompting a coroner’s inquest, which led to a shake-up in Clemson’s administration. He is pictured with Hans Koeleman, another Clemson Olympian who competed in the 1984 Olympic Games in Los Angeles, where this photo was taken. Photo taken from the 1985 edition of the Clemson University annual, \textit{Taps}.

Athletic Decision-Making

One of the issues that bothered Atchley concerned the decision-making style the Athletics Department used to assess whether or not Clemson would continue to support a non-money-making sport. Among considerations playing into any such ruling was the travel budget needed to compete. A second issue focused on the role the sport played in complying with the shifting definitions and regulations under the U.S. Office of Civil Rights (OCR) or Title IX (gender equity) jurisdictions. McLellan had kept a close accounting of those and other issues and made his decisions without much consultation. Thus, his superiors (Walter Cox, Bill Atchley, and the Board of Trustees) had been presented with done deeds that had not received thorough consideration. A second characteristic of McLellan was his willingness to accept a statement from someone who worked for him as
true and upon which he (McLellan) could depend. Together, on more than one occasion, these habits left him and his superiors isolated and unprepared to make important rulings.

The McLellan decisions of 1981–1982 had presented Atchley with major difficulties. Football probation seemed the most visible. But before that situation concluded in late autumn of 1982, three similar concerns had emerged. All dealt with McLellan’s decisions to halt offering NCAA team sports in women’s field hockey and both men’s and women’s fencing. None represented ACC sports, which suggested that the costs of recruiting and travel to competition, not to count student time away from campus, were the real problems. Each sport had its successes and thus had public benefits. Further, the cancellation of each sport resulted also in the cancellation of the student athletes’ grants-in-aid. Whatever prompted the decision, the short-term costs of honoring the grants-in-aid already committed were clearly possible because in 1982 the total cost of student athlete grants-in-aid amounted to $1,478,207.03, while the IPTAY fund balance was $6,925,453.35.46

The three teams and their coaches had brought much recent honor to Clemson. In field hockey, Barbie Johnson had received Clemson’s first All-America recognition in the sport.47 Fencing, which Clemson had offered as an intercollegiate sport since 1970, had produced one four-time All-American, Steve Renshaw, chosen for membership on the 1980 U.S. Olympic team. His opportunity for the honor vanished when U.S. President Jimmy Carter halted the participation to protest the USSR invasion of Afghanistan. Clemson’s 1982 team had finished second in the NCAA championship tournament. Coach Charlie Poteat won National Coach of the Year recognition, while student Jay Thomas followed his All-America honors of 1979 and 1980 with the recognition in 1982.48 With the cancellation of the sports, letters of anger from parents arrived, while an indignant alumnus and former fencer wrote Atchley, “I hope that tradition and education play a greater part in Clemson athletics than revenue.”49

The media were unrelenting in their attacks on McLellan,50 and during January 1985, individuals and, perhaps, groups began calling both Atchley and McLellan at home and at inappropriate times. By St. Valentine’s Day, pressure on McLellan via late-night telephone calls to his home had made it nearly impossible for his family to have any peace. He wrote Dean Cox and asked for a leave of absence. After a long visit with McLellan, Cox recommended the leave, which Atchley granted.51 Cox then consulted with Willie Green Deschamps, who chaired the Clemson Board of Trustees Committee on Student Affairs. Deschamps commented on the ferocity of the harassment, but he added that the trustees knew nothing about the request until Cox told him.52 On March 2, 1985, McLellan resigned as athletic director and asked for reassignment.53
Atchley’s Resignation

The Clemson trustees had a meeting scheduled for February 28, 1985. But whatever the board had planned for the meeting, the “executive session” overshadowed it. Atchley had requested the closed-door gathering, at which state law permitted no official action. It was lengthy, and although newspaper reporters and photographers, along with university vice presidents, hung outside the room, some eagerly awaiting the outcome and others anxiously, no one kept an ear-witness account. When the board resumed its regular meeting, it confirmed McLellan’s reassignment (for the time being) and accepted “with regret” Atchley’s resignation as of July 1, 1985. In response to questions after the meeting closed, Chairman James Waddell stated that Atchley’s resignation took the trustees by surprise, but they expected to name an interim president (and, no, they had no one in mind for the post) and a search committee would be formed to conduct a full search for Atchley’s permanent successor. He gave no other comments. Over the next few days, news reporters hoping for more information contacted trustees. While most responses appeared in print, few seemed revealing.

Students, who were fond of Atchley, and faculty, who, while unhappy over the entangled “Gordian Knot” of academics and athletics, had supported all of Atchley’s efforts to move the academic enterprise to primacy, were more than sorry over the turn of events. The Faculty Senate, led by David Senn, expressed its strong appreciation of and to Atchley. Two thousand students marched to Sikes Hall to express their support for him. Former Student Body

After his resignation, outgoing President Bill Lee Atchley responded to the demand of students to make a farewell appearance on the steps of Sikes Hall. Taken from the 1986 edition of the Clemson University annual, Taps.
President Oran Smith said, “Sometimes I think the trustees are willing to allow this place to be plowed up and planted in turnip greens, just so we can have a good football team.”

What moved Atchley to resign is a matter of speculation. Two thoughts suggest themselves. The first is loss of support from individual trustees. The unanimous support from each that Atchley enjoyed since 1979 began eroding in 1982 as Atchley attempted to correct the morass revealed in the NCAA charges. He reached, and without consultation with his trustees, into decisions made by McLellan. This instinct to act swiftly and unilaterally, first observed in 1980 with Atchley’s removal of several deans without prior consultation with the vice president for academic affairs, cost Atchley support within the senior faculty ranks. Fortunately, the involved deans held Clemson’s reputation above their personal feelings, and thus the press and the public quickly lost interest.

The second thought stems from the first—as some trustees lost confidence in Atchley’s ability to govern, they shared their concerns openly. The media quickly and accurately sensed the erosion of support, reported it, and dwelled on it. Atchley, isolated and without support from the trustees and the confidence of many in the public, elected to resign.

The drug story surrounding the death of cross-country runner Jaspers also continued to fill the media. *Sports Illustrated* published an investigative report. It stated that Narewski told the campus (state) police that he obtained the pain-killer drug “bute” from Colson, who in turn said that he obtained the supplies from the Vanderbilt strength coach E. J. Kreis and a Franklin, Tennessee, pharmacist, M. Woody Wilson. Kreis was a former Clemson football player. (Remember, “bute” is a pain medicine, not a steroid.) An investigation implicated Wilson in selling drugs illegally (that is, without a prescription) to Colson and to a large number of Vanderbilt football players.

*A New Vice President for Administration*

During the next weeks, the trustees appointed a presidential search committee and set about selecting the replacement for Adm. Joseph McDevitt as secretary to the Board of Trustees and, to the surprise of many, also as vice president for administration. This repudiation of Atchley’s “streamlining” showed one more sign of the trustees’ displeasure with the president and of their determination to be even more involved in the administration. But their choice for the post worked very well for the health of the entire university. The board named Maj. Gen. Hugh J. Clausen, former judge advocate general of the U.S. Army, as the new vice president for administration. Clausen, a native of Mobile, Alabama, and a graduate of Spring Hill College, a Roman Catholic school in Mobile, had earned his law degree from the University of Alabama with advanced study in administration from
the Harvard business program. He had served in World War II, an experience through which other Clemson senior administrators had traveled. Further, he had been involved in the Korean War and in Vietnam. During his distinguished military career, he had known a large number of army officers who were Clemson men. He had found them thoroughly trustworthy, sincere comrades, and men who honored achievement over fame.59

Clausen held varied responsibilities in the Division of Administration. In addition to his secretarial duties, he supervised the internal auditor, fire department, and police.60 In switching these assignments from Business and Finance, the board demonstrated its displeasure with the communications break of the past autumn, as well as its determination to exercise greater control over the administration than had been possible for nearly a quarter of a century.

Clausen’s first duty included writing the minutes of the board meetings. At the first meeting on June 29, 1985, the board went into executive session to select two important persons, the new board chairman to succeed Senator James Waddell and the new university interim president. About the latter, Clemson alumni, faculty, and professional staff had speculated since early March. While the guesses had run a large gamut, no “leaks” had come from board members, leading to the belief the board faced serious problems in making its choices.

That idea died when, in thirty minutes, the chair reconvened the board and entertained a motion for the post of interim president. On this a motion, second, and vote followed rapidly, and the board named Walter T. Cox Jr. to the position. Briefly, the board considered the notion that Cox would serve as acting president (an appointment akin to that of professor Samuel Earle in the wake of Walter Riggs’s death in 1924). But the board corrected that idea quickly, emphasizing that Cox held an “interim” and not “acting” position (and thus served as the “tenth president”). The choice of board chairman, Louis P. Batson Jr., also surprised most observers. In the ninety-seven years since May 1888, only life trustees had served in that capacity. Batson, a legislative trustee, would be elected a life trustee later. But for now, and once again, the board had crushed the popular notion that a rift existed between life and legislative trustees.61

The Cox Administration

Walter T. Cox, neither a stranger to change nor one who shunned adversity or controversy, had received the full support of the trustees to take the steps needed to begin the rebuilding of Clemson’s integrity. The first (in chronological order) was to ensure that all the trustees, vice presidents, and press (in fact, one might say, especially the press) understood the terms of Atchley’s resignation. Trustee Paul McAlister emphasized that Atchley had resigned from the presidency, not from the tenured professorship that he also held. The year’s remuneration that the
trustees agreed to pay Atchley covered his sabbatical time (1985–1986) and did not represent severance pay. Because Atchley surrendered benefits, costs of these were also paid. The benefits, McAlister stressed, were limited to home utilities, home telephone, home yard maintenance, use of an automobile, and the cost of relocating, but not the cost of housing. McAlister estimated these at about $100,000. The salary recompensed for Atchley’s professorial sabbatical, but the benefits had supported his presidency. James Bostic, the trustee present at the conversation between Atchley and McAlister, confirmed that Atchley sought assurance his resignation would leave the board unified. The board informed him that it was. Trustee J. J. Britton wanted the press to understand that what had led to Atchley’s resignation was not the former president’s handling of the drug investigation, but his general style of management (the term “leadership” was used). Not surprisingly, the press (other than John Norton, the education editor for the Columbia State and a Clemson alumnus) had some difficulty understanding the nature of “sabbatical.” Provost Maxwell, because of his wide experience in higher education, patiently provided clear answers and explanations.62

President Cox also had to deal with McLellan and Barnette. At the time that McLellan asked for and received a leave of absence, Cox had appointed Bobby Robinson as acting athletic director and later, as a permanent holder of the post.
McLellan returned to work on July 1, 1985, and Cox reassigned him to the arena of physical planning for athletics. McLellan had already demonstrated his brilliance at that, beginning with his service as the financial genius behind the Joe Young-led late 1950s and early 1960s athletic master plan. Further, in 1984, the Knoxville Journal ranked Clemson’s total intercollegiate athletic program eighth in the nation, an honor Clemson had held five of the past six years. Throughout, by mid-August, McLellan resigned from the university. A Lowcountry state representative attempted to discover the terms of the resignations of Atchley and McLellan. All parties refused at first to respond. But by November, Clemson had stated—as a result of an informal opinion of a number of the state attorney general’s staff—that even though the source of the money paid to Atchley and McLellan might not have been the state (the source was thought to be bookstore revenues or canteen revenues), nevertheless if a state agency handled the money, then it was subject to state regulations. The university then repeated that Atchley received $76,000 in sabbatical pay (a category available to full-time, tenured faculty) and $24,000 for certain lost benefits. McLellan would receive $200,000 over three years because of the termination of a verbal contract.

On July 29, 1985, Cox visited with Melvin Barnette, and, according to The Tiger, he asked Barnette to resign because of a “perception that some executive officers had lost credibility.” Barnette took sick leave on the advice of his physician and later filed an appeal with the State Employee Grievance Committee. Ultimately, Barnette prevailed, and the State Budget and Control Board upheld his complaint. He would receive one year’s pay and $100,000 in damages, and he agreed to file no other claims against Clemson. Although only inferred, the impression in the news accounts indicated that Barnette had not reported the 1984 drug issue to President Atchley in a timely fashion.

A replacement for Barnette needed to be both temporary and credible. Cox decided not to appoint any of Barnette’s lieutenants because to do so might be understood as a permanent selection for the post. Cox also felt unsure if any of the men in Barnette’s former office would be accepted as credible until some time had passed. Cox did the totally unexpected. He asked Provost David Maxwell if he felt he could essentially turn the academic administration over to vice provosts Schwartz (Graduate Studies) and Reel (Undergraduate Studies), reserve personnel decisions on tenure and promotion to himself, and also serve as the acting vice president for business and finance. After talking with the two vice provosts, Maxwell told Cox yes. It worked well.

One other issue concerned Cox, and that was Clemson University’s relationship with the city of Clemson. The city was incorporated and appropriately governed. However, it was, in size, little more than a village dependent on the university’s activities, whether athletic, intellectual, or emotional, to attract people enough to drink at its citizens’ “watering holes,” eat at its owners’ better
restaurants, live in its landlords’ apartment complexes, and buy from its merchants. And the university, for which the city was named, was not even in the city but was a separate legislatively established jurisdiction. Generally, however, a high degree of cooperation existed between the two units.

But during the Atchley presidency, it seemed that some of Atchley’s assistants had treated the city sloppily or at least carelessly. Cox, a longtime resident of the city (his residency actually predated the city’s legal existence), recognized that some citizens were not part of the university (that is, those teaching or studying at or working for the University) or part of the “Clemson family” (including alumni, family, or loyal friends) and that their point of view and concerns needed to be considered. He asked Nick Lomax, the acting vice president for student affairs, to meet with the city mayor and explore ways that issues common to both jurisdictions could be discussed, misunderstandings corrected, and collisions averted.

Lomax, who had demonstrated an ability in the early days of racial integration to work calmly in crisis situations, met individually with a number of past civic officials to understand the depths of their feelings about the two institutions. Once he felt he had a sense of the history of the relationships, he asked to meet with the mayor. After a series of one-on-one conversations, both grasped the dimensions of the issues. From this understanding, a plan emerged. A small committee of persons most likely to plan long-term changes or major events for either the city or university met to consider the ramifications of any on each other. Each side alerted its leaders and collected comments and concerns, then met in the committee to talk through the issues and perhaps propose modifications or ameliorations. Full agreement would not always be reached, but neither jurisdiction would be surprised by the final actions of the other. After the Clemson City Council and Clemson University Board of Trustees consented to the idea, the committee, named the Joint City-University Advisory Committee, became a major contributor to joint planning and comity.

**Academics**

Despite all the turmoil and changes, positive things occurred in the teaching and learning missions of the university. In the spring of 1984, Joe Arben, with full financial backing from Bill McLellan, organized and hosted Clemson’s first “Sports and Society” Conference. Scholars of literature, sociology, women’s studies, history, law, and other related fields came to Clemson to hear talks on topics as varied and as controversial as players’ rights and the issue of equity for female athletes. Well-known figures such as Wilma Rudolph (1940–1994), the Olympic gold medal track heroine, and Heywood Hale Broun (1918–2001), the noted sports commentator, spoke in the general sessions and attracted large
audiences of students and the general public. The conference continued for a number of years.\textsuperscript{72} A second positive academic moment occurred when German professor Margit Sinka announced that Clemson's Fulbright Committee had sent the names of six students forward to the national Fulbright Scholarship competition. Clemson was not the least bit surprised when Sinka informed Atchley that all six students had received the one-year graduate overseas appointments.\textsuperscript{73}

All watched as the South Carolina Rhodes Scholarship Committee selected John Lawson, a student in Clemson's science college, as one of two South Carolina finalists to be nominated forward to the final selection committee. Only the second Clemson student to progress that far, Lawson was not selected, but Clemson's faculty were still proud of their students' progress and accomplishments.\textsuperscript{74} And of great importance, on October 14, 1985, the trustees named Max Lennon as Clemson's eleventh president. His administration would begin on March 1, 1986.\textsuperscript{75}

Notes

12. Atchley to Reel, Washington, 1986. This was a casual encounter for which I, not expecting this turn in the conversation, seemed little prepared. Notes made after the fact.
13. CUL.SC.CUA S 19 f97.
16. The local public reaction to the television comment was negative. To deflect the attitude, the sponsoring network demanded Atchley reveal the names of those cited as involved, quoting the shibboleth, “The public has the right to know.” Atchley rejected the request, pointing out that no one had been charged with anything.
17. These passages are the combined comments of many people and a number of sources. Among the commenters are Joseph Turner, then executive secretary of IPTAY; Bruce Cook, professor of music and Tiger Band director; Byron Harder, Clemson University physician; and Russell Caldwell, bandsman.
22. CUL.SC.CUA S 37 f77.
23. Ibid.
29. CUL.SC.CUA. S 19 f 385; and *Greenville Piedmont*, November 26, 1982.
Bennett had been the IPTAY secretary immediately before Joe Turner. *The Tiger* reported 425 cylinders of helium, 320,000 mostly orange balloons, and 250 miles of string were used. Organizers raised $30,000 in advance and spent $23,000. The remainder was given to the university library to enhance its collections.
34. CUL.SC.CUA. S 56 b 28 f 27; and *The Tiger*, November 11, 1982.
35. CUL.SC.CUA. S 61 b 24 f 207.
36. Ibid., b 43 f 382; and S 30 v 20, 14–15.
37. Ibid., S 367.
39. The bowls under discussion were (in order of establishment) Rose, Orange, Sugar, (Sun), Cotton, Gator, Tangerine [later Citrus], (Liberty), (Peach), Fiesta, (Independence), and Holiday. The four in parentheses had not yet attracted the attendance, sponsorship, or participants’ purses to raise enough interest for the monetary allotment scheme.
41. CUL.SC.CUA. S 61 b 140 f 1342.
42. Ibid. Also see Porto, *The Supreme Court and the NCAA*, 49–72 for a withering critique of the Stevens written ruling in *NCAA v. Board of Regents*, which Porto portrays as having devastating results for the academic missions of big-time collegiate football schools.
43. Ibid., b 24 f 207.
45. *Clemson Messenger*, January 2, 1985; and *The Tiger*, January 11, 1985. The account is meager here because the university personnel files are restricted until all parties are deceased.
46. CUL.SC.CUA. S 35 f 77.
48. Ibid., 200.
49. CUL.SC.CUA. S 61 b 27 f 225.
50. Ibid., S 19 f 90; and *The Tiger*, February 15, 1985.
52. Ibid., March 6, 1985.
54. CUL.SC.CUA. S 30, v 21, 9.
57. See the published letter to the editor of the *Greenville News*, December 22, 1984, from William H. Hunter, MD. Hunter, a highly regarded physician in Clemson and an alumnus, had played football at Clemson before World War II.
59. CUL.SC.CUA. S 37 f “Administration, 1984–1986.” The statement about Clemson men was made to me in the spring of 2007. At that time, Clausen, now deceased, and I were next-door neighbors. Prior to that, we worked together on a number of projects.
60. Ibid., S 30 v 21, 39–40.
61. Ibid., 28–29.
62. Ibid., Attachment 3. This is an eleven-page verbatim transcript of the meeting.
68. Schwartz to Reel, DVD.
69. Larry Abernathy, mayor of Clemson, to Reel, DVD; and M. N. Lomax to Reel, interview, February 2009.
72. CUL.SC.CUA. S 61 b 1 f 1.
73. Ibid., S 35 f 43.
74. Ibid., S 61 b 152 f 1456.
75. Ibid., S 30 v 21, 46–47.
President Max Lennon and his vice presidents gather around the table in the president’s conference room in Sikes Hall for a Taps yearbook photo in 1989. From left: David R. Larson (vice president for business and finance), Hugh J. Clausen (university legal counsel and vice president for administration), Milton B. Wise (vice president for agriculture), A. Max Lennon (Clemson’s eleventh president), Gary A. Ransdell (vice president for institutional advancement), and M. Nicholas Lomax (vice president for student affairs). Taken from the 1989 edition of the Clemson University annual, Taps.
All alumni, administrators, faculty, employees, friends, and even enemies can feel anxious when a new, unknown university president arrives. So among many the questions ran, and the rumors responded. “This new man, Lennon, what’s he like?” “Well, he fires all the top administrators, all the deans, all the football coaches, all the everybodies in his first year.” (Or was it month?)

The Eleventh President

Following his election by Clemson’s Board of Trustees, Archie Max Lennon had a short four-month wait before he moved into the President’s Office. A North Carolinian, Lennon was born in Columbus County on September 27, 1940. His college career began at his mother’s school, Mars Hill College, where he earned a two-year certificate in agriculture in 1960. From there he went to NC State to earn a bachelor’s degree in 1962. Max and his older brother operated a livestock farm in Evergreen, North Carolina, until 1966 when Max returned to NC State, receiving the PhD in nutrition in 1970.

Lennon taught for two years at Texas Tech University, primarily a teaching institution at the time, and then worked in the private sector for two years, focusing on research in animal nutrition. In 1974, he returned to Texas Tech, having been promoted to the rank of professor and chair of the Animal Science Department. While there, he

President Max Lennon on the day of his inauguration as Clemson’s eleventh president with his family, wife Ruth, son Daniel Ray, and daughter Robin. Clemson University Photographs, CUL.SC.
also served as advisor to the university’s Farm House Fraternity. Six years later, Lennon became chair of animal husbandry at the University of Missouri (Columbia). After only six months there, the university named him dean of its agriculture college and director of Missouri’s statewide agricultural experiment station. Three years later, Ohio State University appointed him vice president for agricultural administration. Two years later, Lennon came to Clemson, bringing with him a rich personal résumé of agricultural research and academic administration.

Lennon’s first day “on the job” as eleventh president of Clemson University fell on March 1, 1986. He already knew a great amount about Clemson by the time he arrived, and to him the most important tradition rested in the university’s reputation as an excellent undergraduate educational institution, with special strengths in mathematical and natural sciences, architecture, humanities, and engineering. External program accreditations and reviews confirmed the reputation, and Lennon had read many of those reports. Based on them, he scheduled Clemson visits with various deans, vice presidents, and department heads. He asked pointed questions about the “why’s” of major issues and frequently posed “why not’s” of alternate paths. Some of the questions foreshadowed major changes that Lennon instituted.

Further, his broad reading, discussions, and experiences had convinced him that universities created regional economic strength only when they possessed strong, sustained research programs, particularly in the sciences and engineering. Building such research strength is difficult for all but the best institutions because of the vagaries of economic change and politics, for while politics exist in any institution, those that have the hardest paths are the ones tightly controlled by religious institutions, single families, or governments. Part of the problem lies in inconsistent or specific funding. A shift in funding priorities by outside agencies can dash the hopes and ruin the plans of the universities and faculties dependent on them for support.

To counter these inconsistencies and to keep the best teaching and research institutions from relying only on student tuition when other sources prove inconsistent, colleges with such aspirations have, at least since the 1890s, worked to build endowments. State-related (supported or assisted) schools in the post-World War II era began to create endowments outside the ability of the state governments to direct them. Although Clemson’s independent foundation was more than fifty years old, the university had only recently gained alumni numbers of the size to make private support even a tentative hope. Besides the concerns of political directives and economic inconsistencies, universities also frequently damage themselves by acting unreasonably to change. But Lennon trusted that Mr. Clemson’s unusual will would provide maximum flexibility to the trustees to implement any changes allowed by law.
Lennon focused initially on his vice presidents and deans. The search for a new vice president for business and finance had reached the selection stage. On May 15, 1986, David Larson, who held an MBA from Tennessee, accepted the position. His former job at the University of Tennessee at Chattanooga appeared similar to that at Clemson, but without the entangling land-grant requirements. Larson and his wife arrived shortly, relieving Provost David Maxwell of one of his extra duties.4

A second position needed filling was the dean of architecture. David Pearson had resigned as that college's dean effective June 30, 1985, and Lamar Brown, a faculty member from construction science, had served as acting dean since then.5 On June 6, 1986, Clemson named as its dean James F. Barker, the dean of architecture at Mississippi State University. A Clemson alumnus (1970) and Kingsport, Tennessee, native, Barker had earned his master's degree from Washington University in St. Louis. As a student at Clemson, he had been a pole-vaulter and a member of Delta Kappa Alpha Fraternity and Tiger Brotherhood. While a visiting associate at Cambridge University, he developed a strong interest in the architectural concept of the “town.” He and wife, Marcia, also a Kingsport native, had two sons.6

In August 1986, Donald Elam, vice president for institutional advancement, resigned to take a position with a consulting firm. Lennon announced that President Emeritus Walter Cox would become the acting vice president for institutional advancement.7 That, of course, necessitated a search for a new vice president for student affairs. A broadly based search committee led by Joy Smith, the dean of students, delivered its finalists to the president. From that group, Lennon chose Nick Lomax, an alumnus (1963) and associate vice president for student affairs since 1982. Further, Lomax had been acting in the vice president’s post since July 1, 1985, and had demonstrated the same even-handedness that Cox had displayed.8 Almost all the personnel changes, with the exceptions, so far as is known, of Elam and Pearson, were expected, thus the fears of some that surrounded Lennon's arrival did not come to pass.

Research Initiatives

To open the way for a major research push, Lennon announced his Second Century Plan. He described it as a three-way partnership involving Clemson “with the state and the business community for economic progress.” Five major research areas evolved: emerging technologies (which could be understood as including all of engineering, agricultural engineering, and textiles), marketing and management (including engineering, agricultural engineering, textiles,
business, and social sciences), quality of life (including the humanities, architecture, education, nursing, and recreation), and forestry and agriculture (including natural fibers). It was probably expecting too much of the newspaper-reading public, much less the television-only audience, to understand the areas and make the connections within each. Later, Lennon noted the mistake he made in not giving “verbal space” to undergraduate education. Some of the public and a few of Lennon’s faculty critics spoke out about what they read or heard regarding Lennon’s perceived omission of undergraduate teaching, Clemson’s historical strength.

A quick survey indicated to Lennon that very little had been achieved or even undertaken with the Oak Ridge Associated Universities consortium, and the cost of a late entry in the nuclear field seemed, in reality, prohibitive. Some strong possibilities included other forms of energy generation, a focus within the Energy Research and Development Center, whose birth lay in the hopes and aspirations of former President Atchley. The faculty had demonstrated its genuine interest, for example, through the work of mechanical engineering professor James Goree in the development of fiber-reinforced composite materials and Alvon Elrod’s work in developing a vastly improved camshaft. Such developments could lead to lighter and more fuel-efficient aircraft and automobile engines.

Prior to David Maxwell’s tenure as provost, the graduate dean had supervised the Research Office and the Computer Center, while the library director reported to the undergraduate dean. After Atchley abolished the position of dean of extension, Continuing Education and Off-Campus Teaching joined the Summer Sessions within the undergraduate dean’s administration. The rationale was that this grouped all faculty activities for extra pay from the university into one office.

Research, which reported through the graduate dean, fell under the direction of Stan Nicholas. His skills in ferreting out helpful contracts had already proven formidable by this time. Every applicable study indicated that Clemson, while the assembled faculty certainly had the ability and imagination to increase the university’s research multiple times, simply had neither the enclosed space nor capital readily available for developing specialized equipment needed to further the research agendas. A Commission on Higher Education statewide study begun in 1984 confirmed that assessment. Lennon and Maxwell directed Nicholas, then, to find both space and resources outside the traditional 1,000-acre teaching campus to create one or more research campuses. Nicholas asked his associate director, Bob Henningson, a longtime officer in the Office of Research, to continue with the campus research projects that involved aspects other than facilities. Nicholas, meanwhile, concentrated on “bricks and mortar” projects both on and off campus.
In these efforts, Nicholas coordinated closely with the Institutional Advancement Office (formerly Office of Development), while he also recognized the somewhat separate domain of the Research and Education Centers (formerly the Agricultural Experiment Stations). During Henningson’s final year, he made one last effort to create interest in the Oak Ridge, Tennessee, projects with the U.S. Atomic Energy Commission (AEC), but like Lennon, most faculty in the fields of engineering and the sciences knew the costs for Clemson to catch up with the leading institutions in the areas of nuclear sciences would be astronomical.

When Henningson retired on June 30, 1986, Clemson replaced him with Jay Gogue as Nicholas’s second in command. Gogue, originally from Waycross, Georgia, held his BS and MS in horticulture from Auburn University and his PhD, also in horticulture, from Michigan State University. After his PhD, he put his special environmental systems education to work with the National Park Service, with which Clemson University had a special decade-long relationship. Gogue and his family came to Clemson from the NPS regional office in Atlanta, Georgia.

With Gogue moving quickly to expand campus capabilities and faculty involved with externally funded research, Nicholas turned his attention to the potential of a research park for the university. This would be Clemson’s second
such effort, the first a lingering memory of the failed textile research park (v. 1, 358–359)\textsuperscript{16} that Nicholas had recommended to Atchley in 1982 by establishing a research authority as allowed by South Carolina state law since 1976.\textsuperscript{17} This time, with full administrative and board support, Nicholas proposed that the university trade the land off S.C. Highway 187, or Wild Hog Road, with the State Budget and Control Board, which then designated it as one of three state research parks. To build the system of roads, sewers, communications, and power in this new Anderson County research park, the Appalachian Regional Commission, a federal agency from which Nicholas had successfully recruited grants in the past, gave Clemson $951,200. The Anderson County legislative delegation granted $237,800 to be used by the S.C. Department of Transportation to complete the needed work. Lockwood Greene, Inc. of Spartanburg created the design of the proposed research park, which needed to precede the work of the transportation department. That required the state's bidding process, which set the starting date back only a half year.\textsuperscript{18}

By June 30, 1987, Clemson's externally funded research (that is, from non-South Carolina public funds) had reached $46 million, or double its 1984 total. Nonetheless, when the trustees issued their charge to Lennon at his hiring, they had insisted that Clemson become competitive in research with NC State ($102 million in 1987) and Georgia Tech ($120 million in 1987).\textsuperscript{19} Clemson, then, despite its already substantial gains, had quite a way to go.

Most of the deeply committed research-oriented faculty stood prepared to make that journey. Composite materials, such as the work begun by Sam Hultbert, had already become a whole new field of bioengineering. Jim Goree's work in composite materials sprang from that same well. Others worked there also. Les Grady, Bowen Professor of Environmental Systems Engineering, received a $250,000 (2011 equivalent $494,897) grant to study various chemical compounds that break down biologically. The help given to public health and waste disposal could prove beneficial to the whole planet.\textsuperscript{20}

By the end of the summer of 1986, Clemson faculty added even more major research when the Office of Naval Research awarded the university $3.2 million for sharing by the departments of Mathematical Sciences and Computer Sciences. At almost the same time, the U.S. Air Force Office of Scientific Research awarded a joint proposal from engineers at California–Berkeley, Carnegie–Mellon, and Clemson $42.6 million to be expended over several years for research into high-temperature structural materials.\textsuperscript{21}

Research grew beyond the management ability of a small staff. In consultation with the trustees, Lennon decided to expand the vice presidential staff. Since the retirement of Luther Anderson as dean of agricultural sciences at the end of 1985–1986, his associate dean of instruction, Stephen Chapman, had served as the acting dean of agricultural sciences (instruction), while Absalom Snell served
as acting dean for agricultural research, and Byron “Bud” Webb as the director of the Cooperative Extension Service. Lennon, eager to raise the visibility of agriculture, the land-grant bedrock subject, added a vice president for agriculture and natural resources. He had the support of trustees Bill Amick of Batesburg, a major producer in the poultry industry; Robert R. Coker of Hartsville, in seed production; Marion Smith of Columbia, in peaches; and Willie Green Deschamps of Bishopville, in cotton. Lennon selected Benton Box, then serving as dean of forest and recreation resources, as the acting vice president for agriculture. Lennon's anxiety over and interest in agriculture, however, became evident in his own cultivation of a number of grants and gifts.22

One of the grant/contracts with Monsanto Company expanded Clemson's interest in genetically engineered microorganisms. Microbiology professor Ellis Kline from the College of Sciences23 and agronomy and soils professor Horace Skipper from the College of Agricultural Sciences24 developed a tracer and a tracking mechanism for such an organism. In conjunction with Monsanto and with full involvement of the U.S. Environmental Protection Agency and the USDA, the concept underwent rigorous laboratory testing before the scheduling of the public test.25

Many scientists held the real concern that such a genetically engineered microorganism, once released into the environment, would be irretrievable and irreversible. The entire study grew out of the 1953 discovery at the University of

Professors Horace D. Skipper of soil microbiology (left) and Ellis L. Kline of microbiology developed a tracer and a tracking mechanism for a genetically altered microbe in a joint effort between Clemson and the Monsanto Company. Clemson University Photographs, CUL.SC.
Cambridge of the molecular structure of the DNA molecule, now known as the “double helix,” by Francis Crick (British, June 8, 1916–July 28, 2008), a graduate student, and research fellow James Watson (American, b. April 6, 1928). Their research, for which they and Maurice Wilkins won the Nobel Prize for physiology and medicine, sprang from the work of a nineteenth-century German biochemist whose analysis led to the identification of RNA (ribose) and DNA (deoxyribose). In turn in 1948, Linus Pauling (1901–1994) discovered that many proteins take the shape of an alpha helix. Erwin Chargaff (1905–2002), Maurice Wilkins (1916–2004), and Rosalind Franklin (1920–1958), a team at King’s College, London, made more discoveries drawing closer to the double-helix answer that Crick and Watson propounded. The slow but intricate nature and the multidisciplinary approach would prove instructive in 1995 to Clemson’s major reorganization of its administrative and college structure.

These discoveries led to the field of biotechnology, a risky and quite controversial new idea. At first all was hailed as a major breakthrough, particularly in the goal to feed the near geometric population growth in the world, including the Third World. But, some also saw biotechnology as another effort of the Northern Hemisphere to exploit the Southern Hemisphere, while still others saw it “secularizing the once Christian West” to control the population in the non-Western world.

Clemson determined to carry out the historic release of a Monsanto Company genetically engineered microorganism and the tracer at the Edisto Research and Experiment Station (or REC, the name and acronym applied to the agricultural research experiment stations by Clemson University), between Williston and Blackville. According to Skipper, this was “the first field test of its kind to receive approval from the Environmental Protection Agency under the Toxic Substances Control Act.” The release occurred on November 2, 1987, directed by the on-site team of Dewitt Gooden, an Edisto Center agronomist; Tom Hughes, a microbiologist; and Dan Kluepfel, a plant physiologist. Well-covered by the national and international press, the release marked the third time in the recent past that Clemson had received such positive attention.

Other Off-Campus Research

In 1971, Clemson’s trustees, led by Alex Quattlebaum of Florence, decided to move the Pee Dee Station from its 500-acre site, then close to Florence, to a much larger 2,100-acre site northwest of the town. Because of its location, the per-acre value of the old station had recently skyrocketed, while the newly acquired land allowed for necessary expansion and long-term growth. The trustees purchased the land from the Dargan family for $650 per acre, using revenue from the sale of the old facility and federal grants. Clemson and
federal scientists worked together to make detailed plans for “proper use and conservation of the land,” explained John Pitner, the superintendent of the Pee Dee Experiment Station.30

The soil scientists on staff noted the presence of natural streams, lakes, and ponds on the property, allowing the station faculty researchers and federal scientists to study water wildlife and aquaculture more intensely than previously possible. Within a short time, the planners determined that about 1,000 acres would remain as woodland, while the remaining 1,100 acres would be used for traditional agriculture. By 1972, a few crops were planted and farming began.31

During Atchley’s administration, Cecil Godley, Clemson’s associate dean and director of agricultural experiment stations, announced that Allen Wood (Clemson 1963) had been selected as the architect for the new building at the Pee Dee site.32 Wood was responsible for the design of Lehotsky Hall and several other buildings on Clemson’s main campus. For the station, he sited the main building so that it straddled one of the small lakes. Approached by a pedestrian ramp from the main parking lot, the building divided into two distinct parts: the agricultural extension services to the northeast and the experiment station offices and laboratories to the south. The extension portion contained a well-equipped auditorium for 350 with two adjacent classrooms able to open into the auditorium, raising the available seating to 450. Other offices and demonstration rooms completed the unit. A large lobby with restrooms and a service kitchen connected this public area, through glass doors and a divider, to the offices and the specialized laboratories. Wood gave much care to light, safety, and temperature control.33 Bruce Fortnum, director of the Pee Dee Center’s academic programs in 2011, has found that the facility has greatly strengthened the teaching and research bonds between the station and the eleven counties that it serves.34

At the same time, Clemson began refitting the other three RECs, the Simpson Station, and the home farm for the future. These agricultural experiment stations had not received the attention from either the federal or state government to continue the improvements in agriculture or agricultural production necessary to sustain the nation internally. Occasionally, relief came to the program unexpectedly, such as when Clemson elected to merge its research activity on the coast into one location closer to Charleston. The trustees sold the old Coast Station between Summerville and Jedburg.35 That almost balanced the $1.5 million debt the station had amassed and offset the reduction in state appropriations in 1982.

The U.S. Congress, in an agricultural appropriations bill in 1989, allocated money to build new USDA and Clemson Agricultural Experiment Station offices and extensive laboratories and greenhouses. This appropriation helped to expand the vegetable and floral tests vital to the tourism and rapid residential
development in the Charleston and Lowcountry region. Acreage for timber trials also enhanced Clemson’s forest industry. Such consolidation also affected the Sandhill Station, which had sat on two large tracts west of Columbia. Planning allowed Clemson to sell some 180 unattached acres to the state, which provided funds enough to create a modern station. The work of updating the stations would continue as a very slow operation.

A surprise gift occurred when John D. Archbold, a Virginia entrepreneur and friend of Senator Strom Thurmond, gave Clemson University his Springfield Plantation on the Caribbean island nation of Dominica. Several years of study went into Clemson’s plan for the bequest. Originally, Clemson hoped to form a contractual arrangement with a number of institutions, including the College of Charleston, VPI, the Smithsonian, Texas A&M, Yale, and several others, to use the handsome site for agricultural and general biological research, but transportation difficulties to Dominica made the work hard to sustain.

**Campus Research Facilities**

Among the notable research buildings added on campus was the Strom Thurmond Institute (STI). Shorn of the desired and very ambitious additions tacked to the plans in the early 1980s, the building was sited south of the Cooper Library. For reasons of energy conservation, designers had nestled the semicircular building up against the earth fill that lay between Cooper and the onetime ravine. Originally planned for three stories, the building had to be scaled down to two because of cost. Had it not been for the personal and organizational skills of Life Trustee Buck Mickel, a nationally known industrial and business leader, the $6.5 million building would have been even further diminished. The facility contained the offices and conference rooms of STI, a medium-sized (270-person) auditorium, and the Special Collections unit of the library. The building, which had been planned, state-approved, bid on and was barely under construction, bothered the new president. Lennon had once received advice not to build circular or semicircular structures because they were hard to modify or enlarge, and to minimize underground spaces because of leakage problems. Reflecting on this later, he remarked ruefully, “So what was my first building but round and underground, and it leaked.”

Two years later (1989), Clemson dedicated the institute. The furnishings, including an intriguing set of “highly stylized” portraits of the presidents of the United States by Graem Yates, were in place. Special Collections, which was allotted most of the ground floor, contained rare books, the Clemson University Archives, and various manuscript collections. Rare books, a collection that traced its origin to several donations that have been noted, would be enhanced by further donations. The University Archives began as the presidential files
during Henry A. Strode’s administration (1890–1893) and the trustee minutes gathered by P. H. E. Sloan during his time as secretary–treasurer to the Board of Trustees. The category expanded dramatically when Michael Hughey, the university’s internal auditor, brought to the Board of Trustees and President Atchley the documents preservation schedule created by the State Division of Archives and History and issued by the S.C. Budget and Control Board. As the University has grown in both complexity and size, the Special Collections unit has grown in its volume as well. Although unable to be installed immediately, the 8,000 square feet of stacks was built with foundations capable of supporting compact shelving in the future. The manuscript collection includes the papers of John C. Calhoun and Thomas Green Clemson, which were part of Mr. Clemson’s original bequest. At the time of the design of the Strom Thurmond Institute, Senator Thurmond (Clemson 1923) donated his own papers to the university on October 29, 1981. Mrs. Nancy Thurmond and U.S. Vice President J. Danforth Quayle participated in the dedication of the center. Four years earlier, then-Vice President George H. W. Bush broke ground for the center, both vice presidents thus honoring Thurmond’s role as president pro-tempore of the U.S. Senate.

A number of other research facilities arose during Lennon’s presidency. One of the most important was the Seed Foundation Building, which housed research to increase and improve seed strains. The S.C. Foundation (Seed) Association drove the effort to obtain money for construction of the facility from private and public sources. The same year, Lois and Robert Coker, the president of Coker Pedigreed Seed Company and a Clemson life trustee since 1960, gave the
Clemson University Foundation $500,000 to create the Coker Chaired Professorship in Molecular Genetics.\(^4^3\)

In the field of engineering research, still other companies and other alumni came forward to help advance Clemson’s research plans. The Fluor–Daniel firm—the worldwide engineering company begun many years before by Clemson Life Trustee Charles Daniel, under the direction of Clemson Life Trustee Buck Mickel, and supported by the company president and Life Trustee Les McCraw and the myriad Clemson alumni hired by the firm—gave money to the university to cover a major portion of the costs of the new Fluor–Daniel building as a center for engineering innovation. The new structure joined another broad area of interdisciplinary research and continued to reconfigure research in ever more fluid relationships.\(^4^4\)

Clemson also received state bonding permission to plan and construct its first livestock arena, although not primarily a research center. Larry Hudson, then acting head of animal science, announced that the S.C. General Assembly approved $4.4 million to erect a livestock arena, which would allow for livestock shows, sales, 4-H sales, and educational and agricultural programs. While the agricultural lobby had been strong enough to get the structure approved, the site of the facility produced a fight. A number of agricultural interests wanted it located nearer the center of the state; many pointed to Clemson’s veterinary offices, located in Pontiac at Clemson’s agricultural experiment station. The state commissioner of agriculture, Leslie Tindal, a life trustee emeritus of Clemson, favored that location. However, the “Sandhill location lobby” split, with groups favoring other “horsier” sites. Ultimately, the decision was to place it in the extensive Clemson Forest close to U.S. Route 76 and I-85. The Clemson trustees named the facility for alumnus T. Ed Garrison (Clemson 1942), state senator from Anderson County and a longtime dairy farmer.\(^4^5\)

**Enrollment**

During his first month as president, Lennon met separately with every college dean, the undergraduate and graduate deans, the vice president for student affairs, and the provost asking why the student enrollment was what it was. Most replied with the stock explanation that the University trustees and the preceding presidents had determined the size of the student body and then built the campus to accommodate the size. But some instructional shortages, particularly in the introductory sciences and especially in the biological sciences, existed. The chemistry program finally prepared to occupy its new Hunter Chemistry Laboratory, sited between Sirrine (which held textile chemistry) and Earle (which housed chemical engineering) halls. This new structure arose in a stark new “brutalist” style, boxy with sharp angles and corners. With all the planning, design, safety, engineering,
bond, and bureaucratic committees at various levels that had to agree to its erection, some five years had elapsed between the decision to build the new chemistry building and the moment that faculty and students actually occupied it. Nearly half of all undergraduates took chemistry relatively early in their degree programs, putting the building to good use immediately.

The Kinard Physics Laboratory, with an annex, remained adequate for its purpose. Generally, physicists (rather obviously), engineers, and architects took physics, and a large number studied physics only after successfully completing one year of calculus. Astronomy, meanwhile, did not require specific space. Geology held some of the space in Brackett Hall previously occupied by chemistry. Biology, the second most specified introductory science, had been aided by the completion of Jordan Hall, which housed the advanced (junior level and up) life sciences. That left the instruction of the first two years of the life sciences in Long Hall, now fifty years old. To build new classroom buildings required the ability to project tuition money, most of which the university had pledged to pay for academic buildings completed in the 1950s and 1960s. In this way, student body size directly affected the construction of academic buildings, and became, therefore, a key issue for President Lennon to investigate.

Further, the legislature, although its appropriate committees heard the presentations of the college presidents, used the formula-generated figures developed by the staff of the S.C. Commission on Higher Education as its starting point for appropriations. Originally developed in the western states, the formula’s goal was to recognize the cost differential among subjects. Besides the cost of maintaining lecture space, the salary of the instructor and the supervisory, clerical, and janitorial expenses all factored into the production of different costs for instruction in different subjects. For example, the calves necessary to the teaching of animal husbandry, something typical for a land-grant school, cost more than the maps, charts, and chalk needed to teach East Asian history. A generation of clerks and accountants had developed tables of average costs for every subject, calculated tables of such costs at every grade level, and worried over and teased out average salaries for all types of instructors based on the normal class size for each subject at each grade level. All of this was designed to produce formula-generated state support tailored, if fully funded, to provide an average (perhaps some would substitute “mediocre” for the word “average”) education. And inasmuch as all prices varied by region of the country, “average” took that into consideration.

However, if the state, through its government, did not fully fund the maintenance of the “average,” then something less had to suffice. Colleges and universities had several options to consider. They could use some of the tuition and fees charged to students to meet annual expenses, thus reducing the money available for maintaining, upgrading, or adding to facilities. They could also raise tuition
and fees, hoping to cover expenses while knowing that the public would (rightfully) complain. Furthermore, they could jettison some of the noninstructional personnel, realizing that student health, safety, and services might be placed in jeopardy. Lastly, they might try to reduce educational costs by increasing class sizes, reducing the degree requirements (usually accomplished by reducing the courses not absolutely insisted upon by external accrediting agencies), or by lowering faculty salaries. Because most academic custodians do not want to cause irreparable damage, such budgetary shortfalls usually force administrators to use a variety of these measures.46

At this juncture, Lennon decided to see where, if any, excess capacity for more students might exist that would entail no building or major equipment outlays. The report, as Lennon digested it, concluded that because of the rigorous redevelopment of academic regulations undertaken during Atchley’s administration, Clemson had eliminated, or at least seriously curtailed, the problem of “professional sophomores” who caused enrollment logjams. Therefore, the issue became one of supply.

A way to handle that problem involved having graduate students, master’s-holding instructors, and adjunct, part-time faculty (in order of preference from most to least) teach the first-year classes. In the case of graduate students, the Southern Association of Colleges and Schools, the regional accrediting group, required that before a graduate student could become the independent instructor for a course, he or she had to have satisfactorily completed eighteen semester hours of graduate work in the teaching field or already hold a master’s degree. Programs such as mathematics or sciences that, at Clemson, offered the PhD designation already maxed out their capacity by using graduate students for teaching and would probably need more resources. English and history, responding more to the job market than anything else, chose to offer excellent master’s programs rather than the doctoral degree.47 Thus, in both departments, only second-year master’s students would be eligible to teach. For history, which relied heavily on written papers, teaching assistants proctored exams and verified citations in course papers. All this required a few years’ lead time to expand programs. However, with careful scheduling that ran laboratory sections into the early evenings and the use of similar, less popular times for required courses, a bit more space was found. Students were unhappy, and a few “hovering parents” complained.

In 1985–1986 (the term in which Lennon, Provost Maxwell, the collegiate deans, the deans of undergraduate and graduate studies, and the acting vice president for student affairs reached the decision to expand enrollment), Clemson’s total enrollment numbered 12,893, including 10,196 on-campus undergraduates, 1,930 on-campus graduate students, and 767 off-campus students (MBA and advanced education degree students). By 1989–1990, undergraduates had
grown to 11,774, a 15 percent increase, while on-campus graduate students reached 3,020, a 56 percent increase. In Lennon’s last year, 1993–1994, undergraduate enrollment reached 13,305, a 30 percent gain from Lennon’s first year, and the graduate student body reached 4,361, a 125.95 percent increase from Lennon’s first year. The graduate/research program Lennon saw as necessary to improve the regional economy and performance of Clemson University was clearly underway.

The Libraries

Provost Maxwell charged Joseph Boykin, the library director, to save space and gather the papers of significant Upstate leaders and alumni. Boykin, who came to Clemson from UNC–Charlotte, played a leading role in the effort to integrate computer capabilities with growing information databases, signified by his serving on the boards of the Southeastern Libraries Network (SOLINET) and the national Online Computer Library Center (OCLC).

In some research libraries, new computer catalogs had replaced the older card catalogs, which, at Clemson, occupied 20 percent of the main floor of Cooper Library. Secondary catalogs in the various departments also took up valuable space. Replacing the catalogs with a computer database accessible by any terminal on campus wired into it seemed not only logical but also preferable. Boykin presented the possibility to the Library Committee, composed of faculty from each college and students chosen by student government. Faculty and students would be the primary users of such a system. Secondary user groups like extension offices, staff, and alumni also had representation. Plenty of questions poured down on Boykin, mainly about the security and performance of the files as records. Discussions involving Boykin, Computer Center Director Chris Duckenfield, Undergraduate Dean Jerry Reel, Provost Maxwell, and the Scholastic Policies Committee of the Faculty Senate continued into the autumn of 1987. Of course, the major background work had been under way for some time. The checkout process had simplified through the insertion of machine-readable bar codes into every volume. Student groups, including service organizations, fraternities, and clubs, all volunteered to help with the coding. The Computer Center’s Division of Administrative Programming Services, working closely with the library professionals, selected a system developed at Northwestern University (Illinois), adapted it, and, after naming it the Library Users Information System (LUIS), installed it. Capable of interacting with most major databases, especially SOLINET and OCLC, LUIS allowed any student or faculty member to conduct searches for books, periodicals, and other documents from dormitories or offices. As money allowed, the library student staff arranged delivery to any faculty campus workstation. By 1987, the Research and
Education Centers could access the library, and shortly thereafter so could the extension stations. In November 1989, Clemson’s libraries joined those at Cornell, Columbia, Carnegie Mellon, Johns Hopkins, and Northwestern as technological leaders in automation.\(^5\)

While some faculty appeared reticent about changes like automation, students, alumni, and the general public embraced the modernization heartily. Block-C and the Athletic Department contributed $50,000 to the library to honor Clemson’s All-ACC and All-America athletes, while Blue Key, IFC, Pan Hellenic Council, and student government donated another $50,000.\(^5\) Among the students was David Harrelson, who, when visiting Harvard’s Widener Library while at a fraternity convention tour in 1986, asked to use its online library catalog. When told that the Harvard libraries did not have one, Harrelson remarked, “Harvard’s behind the times in this, too.”\(^5\)

The decision to move the library’s Special Collections into the Strom Thurmond Center was made necessary by the size of the Thurmond Collection, which just began to arrive at Clemson. The sturdy foundations of the center allowed for the 1994 installation of compact shelving, and its reading room seemed more than adequate for researchers. However, the semicircular design caused odd spaces for the archivists to use. Meanwhile, Michael Kohl, the Special Collections librarian and head, applied to the National Historical Publications and Records Commission to create a university records management program to develop the University Archives.\(^5\)

**Outreach**

In Clemson’s outreach programs, the fifteen-year stretch from the retirement of Edwards (1979) to the resignation of Lennon was one of growing involvement of all Clemson’s faculties in the state’s communities. In 1981, Governor Richard Riley asked the Cooperative Extension Service, through Eddie Wynn, a faculty member in agricultural economics and rural sociology, to consider bringing schooling services to the children of itinerant and seasonal agricultural workers. Wynn, with a bachelor’s degree from Howard University and a master’s in city and regional planning from Clemson, recognized that because most itinerant workers in South Carolina were from Latin American (Spanish-speaking) countries, the most uniformly useful work would be in Spanish with English as a second language. He first visited the faculty in agricultural education, his own area of rural sociology, and then the Clemson specialists in languages. Four sites, the Aiken, Chesterfield–Marlboro, Orangeburg, and Sumter technical education centers, were selected for instruction in English as a second language and the agricultural technician programs for the workers and the children. Local district and county school districts’ teachers became the instructors, which involved intensive
pre-program graduate work. Clemson faculty and staff from the colleges of Agriculture, Education, Forest and Recreation, Liberal Arts, and Sciences served as the graduate faculty, providing guidance and support for the local instructors. Wynn placed the graduate preparation programs in the same four sites and in the county extension offices. Unfortunately, the turnover in the migrant workers and their families made it difficult to maintain continuity or to see progress. But the program did provide useful, if brief, social and learning opportunities for the migrant children.

**Palmetto Leadership**

Clemson’s efforts for the rural population continued unabated. In 1988, through Lennon’s connections, the W. K. Kellogg Foundation of Battle Creek, Michigan, a philanthropic organization, invested $1.1 million in a very imaginative rural leadership and self-improvement program entitled Palmetto Leadership. Under the direction of Christopher Sieverdes, a Clemson sociologist with joint appointments in Liberal Arts and Agriculture, the program led potential local rural leaders to assess deep-seated issues and surface irritants and to examine why both needed help and improvement. The local leaders also learned how to identify public agencies and private resources that could support their efforts. This outreach program proved a daunting task but one to which Clemson faculty committed much effort.

Sieverdes’s own collegiate education, which began at the private, church-affiliated University of Richmond, continued at the relatively new urban Virginia Commonwealth University, and then culminated with his PhD from Mississippi State University, outfitted him for such outreach work. In addition, his organizational skills had been developed through his membership in Kappa Alpha Order and his close affiliation with Tiger Brotherhood. He served also as advisor to the Blue Key Service Fraternity during a lengthy period when it received recognition as the best chapter in the
nation. Later, Sieverdes served as executive secretary of the national Blue Key organization. Under Sieverdes, Palmetto Leadership grew into another successful Clemson program.

**Youth at Risk**

A major multicollege outreach effort emerged also out of concerns for the general community in the Visions for Youth initiative. Again, the genesis resulted from President Lennon’s close relationship with Russ Mabry, the president of the Kellogg Foundation. Mabry and his board asked selected land-grant institutions, including Cornell, Pennsylvania State, Maryland, Clemson, Florida A&M, Wisconsin, Tuskegee, and others, to send representatives to a meeting in Chicago to discuss the “issue of youth.” Lennon asked Reel to attend for Clemson, and upon returning, Reel headed a university-wide committee to explore the possibility of writing a proposal for funding from the foundation. Twenty-eight faculty spent the semester reading reports on the rearing of children in late twentieth century America (and particularly in the Southeast), examining state legislation and regulations about children in South Carolina, and looking at budgets of the state and local governments designated for the aid of the young to grasp the sheer entanglement of the issues. Slowly, the writing team, led by Doris Helms from the Department of Biological Sciences, brought the disparate ideas and hopes of the various disciplines together. Realizing that the whole state bureaucracy in which dozens of agencies held or claimed some part of the “youth problem” did not lend itself to consolidation, the idea developed for the Cooperative Extension Service, which had an “every county presence,” to serve as the “gateway” to Clemson University and the state agencies.

Also, most efforts to work with youth began with middle elementary school-age children (nine to ten years old). This idea evolved from a world in which a two-parent family placed one parent working outside the home, while the other parent worked in the home, raising and educating the young. As fine a model as that represented, it succeeded only if the external parent could earn enough to cover all the expenses. But a variety of conditions, mainly the transition from agrarian to denser population configurations, had radically changed the social unit from the outside-inside to nuclear family unit where both parents worked or a one-parent, who was working, family unit. Further, two-parent families had diminished in percentage. In any case, children were left unsupervised (and called “latchkey” children) at increasingly earlier ages and in greater numbers. Taxpayers found the thought of full government infant care inimical and terrifying to “anti-statists.”

The Clemson idea focused on organizing each community for helping latchkey children so that varied mixtures of local private and public agencies would be involved. It might be fenced church playgrounds or public schoolyards staffed by
local volunteers. Or it could be special study and tutoring sessions in church or school buildings staffed by high school or local college honors students. The extension agents would serve as local conveners and facilitators, curricular resource personnel, and space suitability inspectors. The hope was that no one would be added to payrolls, although supply costs would be partially reimbursed. The Kellogg board approved the concept and provided $3 million to begin the project for the first four years. Lennon and Bud Webb, the dean of the Cooperative Extension Service, appointed Glenn Krohn, the 4-H director and a graduate of the University of Nebraska, to manage the project.58

The Weather Again

In heat and droughts reminiscent of those of the 1920s and 1930s, twice during the Lennon era, in 1986 and again in 1993, the Clemson Cooperative Extension Service distributed hay sent from more fortunate parts of the country to the state’s farmers and advised the early weaning of calves, careful selection and sale of cattle, and keeping the dairy herds cool. At points in both scorching summers, train and truck tank loads of water arrived from the upper South and Mid-Atlantic regions. Again the Cooperative Extension Service oversaw the distribution of these “mercy drops.”59

Clemson’s outreach proved worthy again two years later when, in September 1988, the National Weather Service began tracking a storm of great proportions developing off West Africa in the Atlantic Ocean. As it formed into a hurricane, it acquired the name Hugo, and the meteorologists plotted its course toward the South Carolina coast. The state’s governor, Carroll Campbell, quickly moved the state National Guard and Highway Patrol into assigned positions. At the local level, agricultural extension agents, in many cases joined by local police and Clemson alumni, distributed up-to-date information and instructions on how to secure houses, businesses, and valuables. Other leaflets provided instructions for care of livestock, and still others provided information specific to the area on evacuation routes and havens of sanctuary for both people and livestock. As the storm came closer, the governor ordered civilian evacuation. All lanes of major highways were routed westward, while the highway shoulders remained open for emergency vehicles. Nonetheless, some inhabitants planned to “ride out the storm,” and vehicles did break down, jamming some highway entrance and exit ramps. The storm struck the coast on September 21, 1989.

Hurricane Hugo wreaked destruction in myriad ways. Twenty-one people died in the storm. Livestock loss was far less than anticipated, and aftermath damage from thugs, scavengers, and looters minimized. Having kept watch over their communities through the storm, the extension and the experiment station workers helped to open roadways, count people, and move them as necessary.
They distributed leaflets about displaced snakes, disoriented cattle, safe destruction points for debris and animal carcasses, and the availability of the state (Clemson) veterinarians. Meanwhile, the residence halls and gymnasiums at most Upstate residential colleges filled with Lowcountry college students who stayed until their classrooms, laboratories, and bedrooms were restored, while motels, schools, churches, and homes helped to shelter others in flight.60

With Clemson University’s extensive land, much of it in forests, the school’s greatest loss from the hurricane turned out to be timber. Agriculture Vice President Milton Wise estimated the damage to Clemson in excess of $200 million.61 Of course, the state’s total loss grew much greater, but compared to the chaotic destruction of later disasters such as Hurricane Andrew, South Carolina’s damages and losses were minimized through the leadership of the governor, the bravery of public safety servants, and the efforts of many, especially the Clemson extension and experiment station personnel. One of Clemson’s extension leaders, Dan Ezell, commented, “They did it as humans helping humans…not worrying about areas of responsibility or who got the credit.”62

The Dropout Prevention Center

Yet another outreach initiative that emerged during this period focused not only on South Carolina but on the entire nation. It addressed the growing problem of young people simply leaving formal schooling long before they had completed high school or even reached the generally uniform mandatory age of sixteen, at which school attendance ceased being a state requirement. The causes of dropping out of school ranged from abrupt changes in personal or family conditions to unexpected pregnancy to the death of a major family worker. A South Carolina native and New York City resident, Esther Jane Baskin Ferguson, became vitally concerned and formed a wide-reaching committee of friends and culturally prominent Americans to address the growing issue. Highly regarded people such as Bill Cosby, a well-known public speaker, humorist, and doctor of education, and Paul Volcker, former chairman of the directors of the Federal Reserve, joined Ferguson.63

James and Esther Ferguson had strong friendships as well with members of Congress, including Senator Strom Thurmond, who had a critical interest in education, going back to his undergraduate field of agricultural education at Clemson. And one of his temporary staff at the time was a Clemson political scientist, Horace Fleming, the director of Clemson’s new Strom Thurmond Institute. Through them, Esther Ferguson’s attention on where to establish a national center shifted from a large private university in New York City to Clemson. The reasons, according to Mrs. Ferguson, included her South Carolina roots, her father’s Clemson ties, the innovations of Clemson’s education school and the reputation
of its graduates, the strength of Clemson’s alumni in many fields, and Clemson’s reputation for active community involvement. Ferguson visited with Max Lennon and explained her vision. Lennon quickly involved James Matthews, education dean, and Gordon Gray, a well-regarded specialist in academic curricula, particularly reading improvement.

Ferguson, through her New York committee, proposed to raise significant amounts of money for a nationwide effort, stating, “The country is beginning to marshal its forces on the growing dropout crisis. As in past crises, the danger is clear. Ignorance saps any society, especially a democratic society. Freedom is enlightenment.” Almost immediately the campaign received generous gifts from General Foods, the Exxon Foundation, and the Appalachian Councils of Governments. Shortly thereafter, following a nationwide search, Jay Smink (EdD, Pennsylvania State University) became the director of the National Dropout Prevention Center at Clemson University. The center emerged as the nexus that involved many states and state departments of education in helping to develop solutions and programs for the school dropout problem. It became the primary coordinating operation, reporting on programs in thirty-seven states.

Clemson’s Centennial Anniversary

Still more of Clemson’s outreach efforts resulted from the university’s one-hundredth anniversary and the school’s celebration of it. President Edwards and Stan Nicholas had begun the planning for this commemoration late in Edwards’s administration; however, the personnel changes during the Atchley era caused the latter, in consultation with Maxwell and Walter Cox, to shift the focus and leadership. They decided to give the commemoration a strong educational thrust and to honor a number of special Clemson dates across the Centennial celebration. The steering committee included representatives from all parts of the university community, including students and alumni, the governments involved, faculty, professional and support staff, experiment stations, extension service, and others. Having managed two university presidential inaugurations and several successful summer sessions, Undergraduate Dean Jerry Reel accepted the challenge of overseeing the program.

The Centennial Steering Committee designated four separate foci. The first stretched across the last month of the 1988 spring semester and focused on the gifts to the university from Mr. Clemson. It began with the publication of Tradition, a history of Mr. Clemson and the eleven presidents who had guided Clemson’s gifts for the one hundred years. Donald McKale, Class of 1941 Memorial Professor of History, served as the editor of the project, while Deborah Graham Dunning (Clemson 1975), director of publications and graphics, served as the managing producer. The authors of the individual studies of the presidents
The High Seminary comprised well-known faculty across the campus. One of the book’s strong unifying features included an insightful set of illustrations, each summarizing an administration. Conceived by the nationally syndicated editorial cartoonist Kate Salley Palmer, the illustrations gave the work a brilliance and strong cohesiveness. To introduce the book, the Alumni Association sponsored a reception at the Alumni Center. The special guests included the former presidents and their families and the descendants of deceased presidents.

April 6, 1988, marked the one-hundredth anniversary of Mr. Clemson’s death. A large company of alumni, faculty, students, and friends gathered at Mr. Clemson’s statue in front of Tillman Hall for the ceremonial raising of a new United States flag, which had flown over the U.S. Capitol. Presented by the S.C. Congressional delegation, the Stars and Stripes represented Clemson’s charters in the federal land-grant acts. Next, the South Carolina “Palmetto and Crescent”...
banner, presented by the governor, represented the Act of Acceptance. Finally, the newly designed Clemson University flag, presented by a third cousin of Thomas Green Clemson, Angelique Clemson (the first of his family to have attended Clemson), signified the will. Connie Mack Floyd (MFA 1977), a designer in the university’s Department of Publications and Graphics, created the Clemson flag and a new coat of arms. Army and Air Force ROTC students paraded past the statue and crowd, while Clemson alumni who had served in the nation’s armed forces returned the salute. Those alumni holding the rank of general or admiral commanded the front row. Vice President for Student Affairs Nick Lomax served as the host. After the stirring ceremony, all the guests retired to the Clemson House for a luncheon sponsored by the Alumni Association. Many attended the twelfth annual Service of Evening Prayer at St. Paul’s Church in Pendleton, held in memory of Mr. Clemson. The Student Alumni Council president and President Lennon placed the wreath on Mr. Clemson’s grave.

Saturday featured Clemson sports competitions, with baseball, football, and track all attracting fans to enjoy the beautiful weather. On Sunday, the Greenville Symphony Orchestra presented an outdoor concert on campus that marked its founding by Clemson alumnus Guy Starr Hutchins (Clemson 1928), who attended and received a special tribute.

Monday featured the first of the four Centennial lectures, given by one of the world’s greatest vocal artists, Beverly Sills, in a jammed Memorial Chapel with television transmission handling the overflow. Sills and her husband, Peter Greenough, had been entertained at a luncheon at the home of Ellen and Wright Bryan, one of Clemson’s most distinguished alumni. The two couples had been good friends in Cleveland, Ohio, when Wright served as editor-in-chief of the Cleveland Plain Dealer and Peter, a member of the publisher’s family. When Sills and Greenough arrived, they met Miss Virginia Shanklin, former
organizer of Clemson’s famed Concert Series, the oldest of the southern collegiate concert series, and greeted their longtime friend Mrs. Rebekah Cooleadge, former president of the international Metropolitan Opera Guild. After a tour of Clemson’s Outdoor Laboratory, a pioneer facility in the use of recreational therapy for special populations in which work Sills had an interest, followed by a rest, Sills and Greenough were guests at the President’s Home. Most of the other guests included potential donors to a performing and/or visual arts center. Sills gave generously of her charming personality. Her talk later was well received as were her thoughts about the importance of creativity in the education of community, state, and national leaders. By the time Greenough and Sills returned to New York, Lennon had received enough pledges to begin the planning of a new performing arts center for the campus. Among the donors were the Bob Brooks family and the widow of Wofford B. Camp.

Just in time for the fall term of 1988, the second Centennial-sponsored volume appeared. This, a lavish photographic album, *Clemson University*, with color photographs by award-winning photographer Seny Norasingh, included ninety-six pages of color plates and an additional twelve pages of black and white photographs. The book sold out almost immediately.

Following this, one of America’s leading chemical engineers and a chaired professor at the University of Texas, John McKetta, led a series of selected seminars on environmental concerns with upper division undergraduate and graduate students in sciences, agriculture, and engineering. His public lecture dealt with the frontiers of chemical discoveries. In the same week, the Clemson Players presented *Inherit the Wind*, the prize-winning play that focuses on the controversy over instruction in evolutionary biology in rural America in the 1920s. Chip Egan, professor of drama, directed the student production. The integration of
drama into centennial activities, performed by Clemson students, helped publicize the image of Clemson’s performing arts.

Certainly, one of the highlights of the Centennial outreach was an evening celebration in the capital city of Columbia to commemorate the role of the legislature in accepting Mr. Clemson’s gift and the state’s continuing obligation to support Clemson’s federal mission of teaching, research, and service. The event, entitled “Report to the People” and set in the University of South Carolina Coliseum, which USC President James Holderman offered gratis, was attended by the constitutional officers of South Carolina, members of the legislature, and other select public officials. Beginning with a reception on the concourse followed by a full dinner, the menu featured food developed for or introduced into South Carolina by Clemson. Food science professor Liz Halpin planned the meal and supervised its preparation. State legislators and their guests sat with students, some from the lawmakers’ home counties, and members of Clemson’s Faculty Senate or holders of chaired professorships and their guests. The University Chorus, Clemson’s vocal group that dated back to 1896, offered a choral thanksgiving. Following a program briefly recounting the passage of the Act of Acceptance, in which each current state or university officer commented on his predecessor’s part in the 1888–1889 process, a multimedia presentation offered insights into Clemson’s many contributions to South Carolina. As the evening came to an end, the choral members left the various tables they had helped host to reassemble and sing the Aaronic Benediction. Then each guest received a copy of the Report to the People, which provided the data demonstrating in detail the multimedia presentation. The report had been developed by faculty from all colleges, coordinated by James London, professor of planning, and by staff, particularly from Publications and Graphics, led by Debbie Dunning. Much of the photography, both still and moving, shown during the evening, came from the work of Patrick Wright and Bob McAnally of Clemson’s photographic studios. As the guests departed, a legislator laughed, “We got a really challenging altar call.”

The spring 1989 cluster of activities featured Nobel Laureate George J. Stigler, an economist from the University of Chicago, who discussed several possible futures for the economy and the roles in them the several types of research universities could be expected to play. Provost Maxwell, himself a well-known economist, introduced Stigler and opened and moderated the lively question-and-answer session that followed. A number of Clemson’s leading economists, including professors James Hite, Bruce Yandle, and Hugh Macaulay, participated.

One of the events the Centennial commemorated was the 150th anniversary of the November 13, 1838, wedding of Anna Maria Calhoun to Thomas Green Clemson. In the spring of 1989, a multiday conference honoring that anniversary met on campus, which provided favorable weather for driving for the special in-state guests. The Fort Hill Conference on Southern Culture, coordinated by
Carol Bleser, the Kathryn and Calhoun Lemon Distinguished Professor of American History at Clemson University, focused on the effect that slavery had not only on “the lives of slaves, free blacks, and the poorer whites before the Civil War,” but also on “the lives of the husbands, wives, and children of the Old South’s planter elite.” Bleser assembled the special guests, including regional junior and high school teachers in social sciences, exploratory arts, and literature, and the officers and members of the local historical societies around the state. The conference attracted lecturers from institutions as close as the South Carolina Division of Archives and History and as far away as UCLA. The Oxford University Press showed interest in the meeting and the research papers presented there, which related to the painful question of how slavery, its practices, economy, and value blighted the South down even “to the third and fourth generation.” The conference had an excellent attendance, and the ensuing book published by Oxford and edited by Bleser, *In Joy and in Sorrow*, went through several printings before its reissue in paperback. Bleser thanked Dr. and Mrs. Robert Cook Edwards for their generous support of the conference and the book.80

Also in the spring of 1989, the Spoleto Festival of the Arts, an international three-week activity in Charleston, included a Clemson University student theatrical production. Professor Ray Sawyer, who had earned his BS from Shippensburg State, his MA from the University of Washington, and his PhD from the University of Illinois, directed *True West*, a story of tough sibling rivalry written by Sam Shepard. The playwright traced the origins of the story to the Jacob and Esau rivalry and made allusions to Joyce’s *Finnegans Wake*. The play ran through much of the festival. Charleston-area Clemson alumni and the College of Charleston hosted the Clemson student and faculty troupe, and the production served to strengthen Clemson’s growing reputation in the liberal and performing arts.81

The final major speaker during the Centennial celebration, William F. Buckley Jr., addressed “The Political Future of the South.” As with the other major talks, the Memorial Chapel filled, with the overflow crowd accommodated in
several large lecture halls. The master of ceremonies, Jack L. Stevenson, dean of
the Calhoun Honors College, welcomed Buckley as an “accidental Yankee,” re-
minding the audience that although Buckley was born in New York City, he came
from southern stock with ties to Camden, South Carolina, and New Orleans.
Stevenson noted also that Buckley studied at Yale, the alma mater of John C.
Calhoun. Buckley deftly wove stories of his boyhood in South Carolina that dem-
onstrated its people’s innocence in the inter-World War years (the years of his own
childhood) and its acquisition of political acumen in its post-World War II years.
The questions afterward both challenged and advanced his thesis. Students, the
most active questioners, comprised roughly half the audience.82

Students and the Centennial

The students responded to the Centennial with great enthusiasm. Through
the twenty-month period, the university yearbook, Taps, used the event as a
unifying theme. Blue Key entitled Tigerama “2088: The Next 100 Years, A Look
at Clemson in the Coming Century” in 1988. Pi Kappa Alpha focused the First
Friday parade on the Centennial, and Tiger Brotherhood, to cel-
brate the event, initiated a spe-
cial appeal to its alumni to move
the stone gates from beyond U.S.
Route 76 on S.C. Highway 93 into
the park-like main entrance to the
university. The gates gained new
significance for all Clemsonians,
and the Tiger Brotherhood vowed
to raise money from its alumni to
fund three more sets of gates at the
other significant entry points of
Pearman Boulevard, Cherry Road,
and on the western approach from
Seneca on Highway 93.83 The previously mentioned Clemson Players produc-
tion at Spoleto represented another student gift.

For many, a final, but unrelated, concert seemed the high point of the
Centennial celebration. Sponsored by the Clemson Student Union, headed by
Butch Trent, the union’s first director and a member of the Centennial Steer-
ing Committee, the concert occurred on Thanksgiving Sunday, November 26,
1989, in Memorial Stadium. And it was an earth-shaking event. Featuring the
world-famous Rolling Stones, the concert drew 73,000-plus paying attendees.
President Lennon, as he had done for each major Centennial event, entertained
a large company of potential and former donors at dinner in the President’s Box in the stadium. The entire evening, although not actually part of the university’s celebration, concluded the twenty-month Centennial celebration on a “rockin’” note.84

A pictorial history of Clemson, entitled Visions, wrapped up the Centennial festivities. Alan Schaffer, once head of the History Department, enriched the University Archives by soliciting from alumni, families, faculty, and friends of Clemson photographs of life at Clemson across its early years. He received help from ninety-six families, a number who had multiple generations of involved Clemsonians. The book numbered 144 pages, mainly of black and white images that depicted Clemson from its beginning as a college, small by modern standards but big for its day, up through the impactful era of gender and racial integration. With five publications, Tradition, Clemson University, Report to the People, In Joy and in Sorrow, and finally Schaffer’s Visions,85 the Centennial Committee, staff, faculty, students, and community truly gave a report on itself.

The Campaign for Clemson

Meanwhile, the Division of Institutional Advancement had worked carefully and diligently on a fundraising campaign, which it hoped would raise $63 million for the endowment of Clemson University. While the endowment had begun in June 1933,86 only after World War II had the Depression, the war, and their aftermaths sufficiently abated for Clemson to begin gathering the gifts of alumni. In 1948, Gaston Gage, Clemson 1921 and faculty member in textiles, aroused alumni by urging that more money be given to academics and less to football.87 In the spring of 1948, the endowment, both on deposit with the state treasurer and with the foundation, contained $107,77088 (2011 equivalent $993,104). President Poole agreed and insisted that all class gifts be placed in the endowment. Through the remainder of his presidency, Poole maintained close relationships with the heads of major businesses that he thought might be favorable toward Clemson. He sent regular gifts of Clemson products, particularly seasonal fruits, homemade preserves, and Clemson Bleu Cheese, with personal notes to corporate executives and other influential leaders. By 1955, the endowment had grown to $406,00089 (2011 equivalent $3,362,856). While President Edwards continued the gracious contacts to the same groups, he focused more on getting Clemson ready in buildings, better-credentialed faculty, and academically better students. His vice president for development, Stan Nicholas, frequently was held back from approaching potential donors directly. Edwards, as noted earlier, limited solicitation basically to the annual fund. The few large gifts during his administration were unsolicited. The next campaigns, such as the Edwards Endowment and the Thurmond Center drive, were not widely publicized.90
In May 1986, the Institutional Advancement (renamed from Development) vice presidency became vacant upon the unexpected resignation of J. Donald Elam. Immediately, Lennon asked Walter T. Cox, who had just served as the interim president, to serve as acting vice president. Given that he had faithfully served Clemson in every capacity that had been thrust upon him, it was no surprise that Cox accepted. He spent the next six months making sure the potential Clemson donors and the public fully understood and accepted (if not in full agreement) the rapidity of the changes. Not only were the changes immense, they included the appointments of new vice presidents for the divisions of Student Affairs and Business and Finance.

On March 2, 1987, Gary A. Ransdell, a development officer at Southern Methodist University, was introduced as the new institutional advancement vice president. He held bachelor’s and master’s degrees from Western Kentucky University and an EdD from Indiana University where he held membership in Sigma Alpha Epsilon Fraternity. In the South Carolina upstate, he would serve as the chairman of the Clemson Area Chamber of Commerce and worked actively with the Greenville Chamber of Commerce and Fort Hill Presbyterian Church. He had a sterling reputation, based on his work in both Bowling Green, Kentucky, and Dallas, Texas (SMU), and this reputation would prove at Clemson to be well deserved.

To help in the setting of goals for its future work, Institutional Advancement brought a fundraising consulting firm to campus. The consultants studied Clemson’s objectives and visited with prominent alumni and other leaders throughout the region. They carefully examined Clemson’s fundraising record, including athletic giving, the annual fund, and the money raised for the Poole Scholarships, Edwards Endowment, and Jervey Endowment. The study concluded that Clemson had the capacity, perhaps, to raise as much as $25 million. With that disheartening news, Clemson’s volunteer advisory board leadership met. The groups represented included the Alumni National Council, IPTAY, and Clemson Foundation, along with a select number of nationally prominent but basically uninvolved alumni. Their soul-searching analysis appeared highly self-critical, but the conclusion was anything but. Essentially, their decision and advice brought to mind the determination of the Fort Hill meeting a bit over a hundred years earlier, “Damn the consultants; full steam ahead!” The goal—$63 million.

Almost immediately, Ransdell and Lennon implemented personnel shifts. Deborah Brockman DuBose took the post of the director of alumni relations. A Clemson alumna (1975) with a strong record in the management of Duke Power’s Oconee Nuclear Station visitor’s center, DuBose came from a Clemson family (her father was Class of 1951). She majored in English education, served as the Delta Delta Delta chapter president, and received induction into Mortar
The High Seminary

Board (leadership) and Phi Kappa Phi (academic). The presence of a woman among the alumni leadership signaled the new day emerging in yet another sector of Clemson’s development. Other changes were not so dramatic but were equally effective. Thus, as the public celebration of the Centennial began, the so-called “quiet phase” of the Campaign for Clemson also commenced.

Trustee by trustee pledged his personal and/or corporate gift. During 1987–1988, the university established professorships in materials and ceramic engineering and in electrical and computer engineering, the libraries received a substantial endowment from the Shirley family, and undergraduate scholarships gained endowment funding. The foundation received a total of $10.3 million in gifts that year. For 1988–1989, the total rose slightly. In 1989, the culmination of the Centennial celebration, annual giving rose to $14.6 million. Then, during the fall of 1989, the university announced the public launch of the campaign. The report to the trustees confirmed that the cash gifts, both restricted and unrestricted, had raised $56 million of the $63 million goal, with just over one year to go. The Faculty Senate also directed a successful campaign to raise $1 million to endow a three-year term, rotating Centennial Professorship.

The campaign exceeded the $63 million goal in the spring, and on June 30, 1992, the Campaign for Clemson officially ended, having raised $101 million (2011 equivalent $159,457,208), more than four times that which the consultants predicted and one and a half times the original goal. All in all, Clemson appeared clearly on the path to becoming “the high seminary” the founder and his Fort Hill guests had envisioned in 1886.

Notes

1. CUL.SC.CUA. S 104 Guide; and Lennon to Reel, DVD.
2. Lennon to Reel, DVD.
3. A variety of interviews reported in newspapers, along with my notes taken at a number of Lennon’s early speeches, have helped form this conclusion. See CUL.SC.CUA S 38 f “Lennon,” which includes many press clippings; and Greenville News, October 15, 1985.
5. Ibid., S 35 f 38.
10. Lennon to Reel, DVD.
11. CUL.SC.CUA. S 73 b 3 f 11 and b 4 f 1. See Henningson’s effort in S 73 b 4 f 1; and Alvon Elrod to Reel, DVD.
12. CUL.SC.CUA. S 37 f “Alumni Association.”
13. Ibid., S 19 f 198.
15. Ibid., S 61 b 211 f 2078.
17. CUL.SC.CUA. S 35 f 36.
19. Boykin, “The Visionary: A. Max Lennon, 1986–1994,” in McKale and Reel, Tradition, 265. He noted that Lennon remembered telling those trustees that they should expect, then, to replace him in five years, a memory both men related to me in their DVD interviews.
23. Kline held a BS from Greenville College (IL), a master’s from Northern Illinois University, and a PhD from the University of California–Berkeley (1972). Record, 1988–1989.
24. Skipper’s BS was from North Carolina State University, and his master’s and PhD from Oregon State University (1969). Record, 1988–1989.
27. Schurman and Munro, Fighting for the Future of Food, xvii-xxiv and 2–18. This study is dispassionate although definitely more than cautionary.
28. CUL.SC.CUA. S 37 f “Agriculture.”
29. New York Times, October 21, 1987. The positive comments in national newspapers such as the New York Times, the Wall Street Journal, and the Washington Post all noted the peaceful racial integration of 1963. The second occurrences of positive national press were the football triumphs of 1978 and 1981.
30. CUL.SC.CUA. S 30 v 13, 142.
31. Ibid., v 14, 72.
32. Allen Wood to Reel, DVD.
33. Ibid.
34. Bruce Fortnum to Reel, DVD.
35. CUL.SC.CUA. S 19 f 364.
37. CUL.SC.CUA. S 30 v 18, 57–58; and S 19 f 364.
38. Ibid., S 30 v 24, 68; and S 19 f 122.
39. Ibid., S 30 v 22, 30.
40. Lennon to Reel, DVD.
41. Michael Kohl to Reel.
43. CUL.SC.CUA. S 61 b 25 f 341.
44. Ibid., S 37 f “Building—Fluor-Daniel Engineering Innovation Building.”
45. Ibid., S 30 v 23.
47. To add the doctoral degree, given the commitment of faculty time, meant enlarging both faculties.
48. All data were derived from the Clemson Record, 1986, 1990, and 1994.
49. SOLINET is an Atlanta, Georgia-based association and corporation that provides bibliographic services. OCLC began in 1967. In 2011, in excess of 72,000 libraries worldwide were members of OCLC, and together, they manage the largest resource database catalog in the world. See http://www.oclc.org. Also see CUL.SC.CUA S 74 b 11 ff 3-8 and b 12 ff 6.
50. CUL.SC.CUA. S 74b 1ff 1-7; b 70 ff 13-20; b 71 ff 1-20. Also see Clemson Messenger, November 29, 1989.
51. The Tiger, November 17, 1983.
52. This story was related to me by my son, Jay Reel, who was in that group.
53. CUL.SC.CUA. S 37 f RMCL 1980–1989; and Kohl to Reel, DVD.
54. CUL.SC.CUA. S 61 b 15 f 122.
55. Ibid., S 30 v 23, 30.
56. Ibid., S 37 f “Blue Key.”
58. CUL.SC.CUA. S 30 v 23, 30.
59. Ibid., S 30 v 22, 18 (July 19, 1986); and S 45 b 21 f 10, b 40 all, b 41 ff 1, 2, and 3.
60. Ibid., S 61 b 15 f 122.
61. Ibid., b 180, 181, and 182.
62. Ibid.
63. Esther Ferguson to J. V. Reel, autumn 1987. President Lennon asked that I serve as Clemson’s liaison to Ferguson’s New York Drop-Out Prevention Committee.
64. CUL.SC.CUA. S 37 f “Education 1980–1989.”
65. Ibid.
66. Ibid.
70. The Tiger, November 14, 1986.
71. McKale had been a member of the history faculty since 1979. An undergraduate of Iowa State, his doctorate was from Kent State. He was a well-published and highly respected scholar of Germany under the Nazis. Dunning graduated from Clemson in English in 1975. She was the director of publications for Clemson University. The others of the fifteen collaborators included Susan Duffy, speech and communications, PhD University of Pittsburgh; Robert Green, education, EdD University of Virginia; C. Alan Grubb, French history, PhD Columbia University; James C. Hite, alumni professor, agricultural economics, PhD Clemson University; John Lane Idol, alumni professor, English literature, PhD University of Arkansas; Michael F. Kohl, Special Collections librarian, MBA University of Wisconsin; Robert S. Lambert, history head emeritus, PhD University of North Carolina; Ernest M. Lander, alumni professor emeritus, history, PhD University of North Carolina; Max Lennon, president and professor of animal husbandry, PhD North Carolina State University; William F. Steirer, American history, PhD University of Pennsylvania; Stephen Wainscott, political science, PhD Miami (Ohio); John R. Wunder, history head, PhD University of Washington; and Bruce Yandle, alumni professor, economics, PhD Georgia State University. The study, published by Mercer University Press, 1988, first edition, is now in its second edition, 1998.
72. Mrs. Wright Bryan to Reel, conversation in Atlanta, Georgia, 1997.
73. Lennon to Reel, DVD.
75. CUL.SC.CUA. S 61 b 58 f 505.
76. Ibid.; and C. Egan to Reel, DVD.
77. CUL.SC.CUA S 61 b 58 f 505.
78. He spoke to Pam Defratus, Mrs. Lennon’s assistant, as he was leaving. She told several of us while we were winding up the evening.
79. CUL.SC.CUA. S 61 b 58 f 503. Also see Taps, 1989, for its fine collection of photographs from the university’s centennial year.
80. Carol Bleser held her bachelor’s from Converse College (Spartanburg, South Carolina) and her PhD from Columbia University. She edited the subsequent volume. The other scholars who participated in the Fort Hill Conference were Peter W. Bardaglio (Goucher College); Virginia I. Burr (independent scholar); Catherine Clinton (Harvard University); Drew Gilpin Faust (University of Pennsylvania); Elizabeth Fox-Genovese (Emory University); Eugene D. Genovese (University Center of Georgia); Alan Grubb (Clemson University); Frederick M. Heath (Winthrop College); Jacqueline Jones (Wellesley College); Michael P. Johnson (University of California–Irvine); James L. Roark (Emory University); Anne Firor Scott (Duke University); Brenda Stevenson (University of California–Los Angeles); Wylma Wates (South Carolina Department of Archives and History); Sarah Woolfolk Wiggins (University of Alabama); C. Van Woodward (Yale University); and Bertram Wyatt-Brown (University of Florida). As noted in the text, Bleser edited the essays In Joy and In Sorrow: Women, Family, and Marriage in the Victorian South, 1830–1900. (Oxford, UK: Oxford University Press, 1991.)
81. Egan to Reel, DVD; and The Tiger, April 14, 1989.
82. CUL.SC.CUA. S 61.
84. CUL.SC.CUA. S 61.
87. Ibid., July 1933.
88. CUL.SC.MSS 66, f 2.
89. CUL.SC.CUA. S 11 f 17.
90. Ibid., S 5 b 6 f 8; S 11 f 480; and CUL.SC.MSS 91 f L 448.
91. Harry Durham, DVD; and Stan Nicholas, DVD.
93. CUL.SC.CUA. S 93 b 71 f 2195.
94. Ibid. Of course, the quotations set off my editorial paraphrasing of Adm. Farrugut during the American Civil War.
95. CUL.SC.CUA. S 37 f “Distinguished Service Award.”
98. CUL.SC.CUA. S 30 v 26, 4.
99. Ibid., S 61 b 97 f 887; fundraising details are scattered from f 882 to f 887.
Through the many changes in Clemson administration in the 1980s, David Maxwell, provost and vice president for academic affairs, served as a constant, steadying force. The academic foundations of the modern Clemson were, to some extent, his work. Clemson University Photographs, CUL.SC.
The twilight used to be known as “the children’s hour,” but in more modern times, a more complex world labeled the transition the “cocktail hour.” One commentator noted, however, that “the children stayed on for the drinks!” For Clemson University, the transition from the strong centralized Edwards direction to a more team-managed enterprise was ably nurtured by David Maxwell, the thoughtful, genial provost. Skillfully, he led the faculty to develop well-integrated academic regulations and used the Atchley-conceived governance structure to elevate the faculty’s role in academic decision-making, all accomplished by 1984. While not exactly what Maxwell, more an “academic classicist,” would have required, the general education program, academic requirements common to all baccalaureate degrees, that emerged seemed reasonable and creditable to the broader academic world.

A rational, but patient leader, Maxwell enjoyed nothing so much as when one of his staff officers “got it right.” By the arrival of Max Lennon as Clemson’s eleventh president, few of those whose administrative careers stretched back deeply into Edwards’s years still worked at Clemson. One of Maxwell’s staff, Chris Duckenfield, director of the computer center, freed from the constraints of the older managerial style, blossomed in the much looser reins of Maxwell’s system. Computing services provided to other state and federal agencies that Duckenfield and Graduate Dean Arnold Schwartz developed continued to expand. In addition to the major contractual services that the Computer Center, so named in the early 1980s, provided for the S.C. Department of Social Services (DSS), Duckenfield signed a contract with the sixteen presidents of the state’s technical colleges to develop and manage an online administrative computer system for the schools.¹

Although the center was constricted by space (a problem that Duckenfield addressed simultaneously with growth), Duckenfield gained an agreement for Clemson to provide computer consultation to the S.C. Department of Health and Environmental Control (DHEC) four months after Lennon became president.² Clemson’s selection by DHEC demonstrated the university’s leadership strength in computing and programming. Then only six months later, Duckenfield secured a contract from the Compass Consulting Group in Bellevue, Washington, of the Peat, Marwick, Mitchell & Co. (PMM & Co.). Provost Maxwell

noted, “This is a real compliment to the quality and efficiency of our computer operations. PMM & Co. chose us even though they will bear the long distance cost from the West Coast.”

**Improvements in Outreach**

Numbers of ideas percolated during the middle-to-end of the Atchley administration and then in Cox’s brief tenure that were nurtured during the constant crises and turmoil surrounding the resignation of Atchley. Such views then blossomed and gave new vigor to Clemson. The first dealt with guests to the campus—how to welcome and direct them. The idea emerged first in Atchley’s off-hand question asking how Clemson greeted its visitors and prospective students upon arrival. Looks of bafflement passed among the vice presidents and others seated at the cabinet. With no positive response, Atchley directed Harry Durham, his “go-to” person and director of university relations, and Kirby Player, then student body president (1982–1983), to return to the president with a plan. They did. The immediate stopgap measure was to ask the Student Alumni Council for help, to which everyone agreed.

Durham and Player then began to look for space in which to house a future visitors center, locating temporary quarters on the main floor of Tillman Hall. After equipping the new office with surplus furniture and display boards showcasing Clemson scenes and degrees at work, Durham turned to finding a full-time manager. He recruited Janis Moore (now Miley) as the first director of Clemson’s Visitors Center. Initially, Moore (Clemson 1967) relied on faculty and staff wives to serve as volunteer hostesses. Mrs. Henry Vogel (Babs) and Mrs. Don Johns (Liz) were among those who took time to see that all who arrived between eight and five were greeted well. Meanwhile, Moore created and trained a student volunteer group of guides. Most of the students also enrolled in a one-credit course in the history of Clemson. Moore quickly made a case for an independent budget, and she added Joy Davis Skelton (Clemson 1981), the first of several assistants. By 1987, Helen Reel Adams (Clemson 1986), who began her involvement with the Visitors Center as a member of the Student Alumni Council and a volunteer tour guide, became the second assistant taking over from Skelton.

**“Oz, the Great and Terrible”**

Having vastly improved service to prospective students, the university turned its focus onto continuing undergraduate students and the major weaknesses that had surfaced in the academic advice given to them. Centering on the academic transcript, a student’s progress was measured in a chronological fashion,
which created a necessary and valuable record of the student’s path or curriculum through the institution. Faculty designers of the curriculum grouped the courses in large blocks that fulfilled certain requirements, namely, general education, major (or subject of degree), minor (a subfield that adds to the student’s breadth or depth), and courses that the student chooses because they interest the individual. Generally, at the baccalaureate level, degrees indicated by the designation “arts” had more flexibility in choices in each block than did those indicated by “sciences” or some other title. Clemson University held firm that while the subject that would be taught was the decision of the trustees,
the trustees by their action in the spring of 1893 gave the design of the course (“course of studies” with “studies” understood to be “subject” and curriculum understood to be “course”) to the faculty. And the understanding of the word “faculty” meant, also in 1893, those regularly assigned to teach the class. Provost Maxwell, in 1980, had stated that the “initiative in curriculum design rests with faculty,” which practice indicated that the Council of Academic Deans (the successor to the Educational Council after the Atchley reorganization) could reject or return faculty action, as could the provost, the president, or the Board of Trustees.

While during the early history of Clemson the whole faculty recommended each curriculum or change, by the era following the Cresap, McCormick and Paget (CMP) administrative reorganization, faculty curricular matters came under the authority of curriculum committees, usually at department, college, and university levels. The department was expected to initiate the major and the minor according to university guidelines. A department or an interdisciplinary faculty group could initiate interdisciplinary majors or minors as well, but demonstrable consultation with and official opinion of the immediately affected departments (and colleges) had to be afforded them. For the registration staff, experience had built a reservoir of knowledge. Had the staff been enormous, no doubt it could have handled all but the rarest of questions. But Clemson early chose the path that the responsibility for degree completion resided with the faculty and determined to keep staffs such as the registrar’s relatively small. Faculty who served as advisors either stayed with the post a long while or removed themselves from that side of academia quickly.

Faculty desire to keep their curricula as current as possible further complicated the issue. While faculties updated course work regularly, they also constantly added new courses and withdrew old ones. Major advisors, keeping up-to-date, could deal with the usual questions. The “stumpers” were those times (which happened more and more often as the options available grew and the students improved academically) when, for example, a junior in chemical engineering might announce in his or her meeting with an advisor that he or she decided to go into the Peace Corps and really needed a cluster of courses mixing a bit more civil engineering with Sub-Saharan studies; or the junior history major who had been
preparing for theology school now wanted to be ready to go to the mission field with enough nursing to be “of service.”

Those are examples of the “what-if,” a type of question that occurred regularly. Such questions surfaced in advisors’ meetings brought together by Registrar Stan Smith and Undergraduate Dean Jerry Reel. The gatherings discussed the extent of the advising problems with Graduate Dean Arnold Schwartz, through whom the Computer Center reported. Schwartz asked Phil Lyles, director of academic programming services, to join the group. After several exploratory sessions, Robert Waller, dean of the College of Liberal Arts, joined both from his own interest and as liaison with the Academic Deans’ Council. Slowly, and with the help of a cluster of faculty and registrar’s officers, the courses were tentatively placed in the standard general education, major, minor, and elective blocks appropriate to their use in each curriculum. These had to be responsive to a Course Enrollment System (developed in 1982), which allowed or blocked enrollment based on course prerequisites, and a Grade Maintenance System (developed in 1983), which signaled the successful completion of a course with a passing grade. The faculty member entered the grade on a computer-readable form (called an optical scan sheet), which reduced the margin for error. Other schools had created similar systems, and as Clemson learned of them, information and visits in each direction ensued, which led to the Transfer Evaluation System (1985). The system developed as the first visible benefit to the general faculty and a major relief to the transfer process.

Obviously, this complex system, with the probability of change occurring regularly, needed constant oversight. Smith took his need to Vice President for Student Affairs Nick Lomax; Reel and Lyles did likewise to Provost Maxwell. Together they found enough money (1986) to fund a new position, and Smith received the authorization to recruit and hire a person with educational knowledge and computer skills necessary to direct and keep such a program operable. Fortunately, Clemson found

Stanley B. Smith, a Furman graduate who also holds a master’s degree from Clemson, was instrumental in the creation of the computerized Clemson degree progress system. Here, he is holding a copy of the “Clemson Establishment Documents” (including the two Morrill Land Grant Acts of 1862 and 1890, the Hatch Act of 1887, the Smith-Lever Act of 1914, the Act of Acceptance of 1889, and Mr. Clemson’s will) to be presented to James F. Barker at his inauguration as Clemson’s fourteenth president in 2000. Clemson University Photographs, CUL.SC.
a highly qualified person already on campus in Richard Carpenter, a Pennsylva-
nian who had taught mathematics and coached athletics in Fort Myers, Florida, 
and Laurens, South Carolina. He earned his master of science from USC and 
taught mathematics at Erskine College for five years before joining the agriculture 
economics staff at Clemson. Given Carpenter’s computing, teaching, and man-
agement skills, he served well in this new and critical venture.16

With the last database, “Curriculum,” created in April 1988, the first twenty-
four degree progress reports, as they were called, rolled out for one department, 
Electrical Engineering, selected because of its relative rigidity of courses in se-
quence. Wayne Bennett, the eager department head, was ecstatic. By October 
1988, two colleges were “online,” and six months later the number rose to five 
colleges and half the undergraduates. The full system was in place in 1991, and for 
the autumn of 1992, 12,837 reports were delivered to the nine colleges. It took 
a few more years (1995) for the famous “what-if” question to be posed online by 
an undergraduate. The students heralded the degree progress system as “Oz—The 
Great and the Terrible!”

And the faculty and advisors? Most expressed enthusiasm. Janie Dillon in the 
College of Sciences said, “Every time I look at one of these sheets, I am amazed at 
the amount of information on it.” Gordon Howard, from Parks, Recreation and 
Tourism Management, commented, “Nothing else comes close to it in providing 
service (faculty, student, and staff clients)….The Clemson Degree Progress System 
is one of the best in the nation.” And faculty from many other schools took notice, 
such as the assistant registrar at the University of Texas, Austin, who wrote (April 
6, 1994) to express appreciation. It signified a true step forward for Clemson.17

In 1988, Lyles announced that beginning with preregistration for spring 
semester 1989, the entire course choice process would appear online. The pri-
mary purposes were to reduce errors of omission, such as not selecting a labora-
tory section to accompany a lecture section, and to allow deans and department 
heads to add class sections quickly as needed. To take it further, students received 
“prompts” to check and edit all their choices. If all went well in that first attempt, 
then Lyles and his team would place registration completely online in a year.18 As 
it happened, everything did go well, and Lyles had the online registration system 
up and running within a year.

Services to Faculty and Staff

Besides these aids to smoother and better advising and easier access to stu-
dent academic records, the Computer Center faculty and staff also spent the mid-
1980s to the early-1990s improving the university’s employee position application 
procedures and many other data systems as they worked to reduce the immense 
mound of paper discarded each year.19 Nonetheless, in spite of the creativity of
the computer staff and the vast improvement in the university’s processes, Duckenfield was hindered by very crowded and quickly overheated space and with equipment soon outdated in functions, storage, and capabilities. The computing industry shifted with fierce and brutal mobility, leaving yesterday’s leading equipment abandoned in a dead-end alley.

Space enhancement needed obtaining first. The Clemson Master Planning Office realized all too well the dollar limits the S.C. Budget and Control Board had calculated for Clemson University, and Mark Wright, the master planner, also knew the growing needs of Clemson’s computer units. He scheduled a visit by the S.C. Commission on Higher Education’s (CHE) facilities review team to survey what he described as the needs of “the four computer-related departments.” Also he asked for the support of the three teaching departments (Mathematical Sciences, Computer Science, and Electrical and Computer Engineering) and of what, after 1985, became known as the Division of Computing and Information Technology (DCIT). The space and size availability (based on enrollment) were, Wright admitted, much smaller than any one of the four unit heads thought was needed, and he stated that the square footage had been decided upon by the president and vice presidents. However, according to Maxwell and Cox, Vice President Melvin Barnette of the Business Division had insisted on the footage a year earlier because “that amount could be sold in Columbia.” An unhappy Duckenfield pointed out that the entire proposed computer resources building could not adequately hold the needs of his program even if he left behind some equipment. He proposed another configuration, which the other departments did not find acceptable.

Duckenfield, with Maxwell’s permission, appealed to President Atchley’s executive assistant, Ed Byars. Byars, besides serving as a professor of engineering, had nominated Atchley for the Clemson presidency while they both served at West Virginia University. Atchley brought Byars back to Clemson as his aide. Duckenfield stated the Computer Center’s needs succinctly. Byars understood and explained to Atchley that more administrative dithering would drop Clemson further back in the
academic race. Atchley presented the problem to his cabinet (then composed of his vice presidents and himself). After the meeting, the president gave Duckenfield the opportunity to create a radical solution, which Duckenfield promptly did.

By the spring of 1986, just as Lennon took office, Duckenfield had completed the needs assessment and, using nonstate contract income, developed the plans for a lease-for-purchase computer mainframe and building for the newly developing State Research Authority park, located on S.C. Highway 187 nine miles from campus. Maxwell, now in his capacity as acting vice president for business and finance, obtained the “judgment from Business and Finance staff” on the scheme. The opinion was positive. The new building, paid for by the State Research Authority and leased to the university, had the space in which to expand. Clemson occupied it in the early winter of 1986–1987.

The physics law “to every action there is an equal and opposite reaction” held true. First, the head of the CHE immediately lobbied the legislature to close the “loophole” that had allowed Clemson to acquire a new building without obtaining all the proper approvals. He reasoned that this “end-around process” could saddle the state government with unplanned building upkeep expenses, which was correct. Eventually, the use of the end-around procedure stopped, but, given the state’s undertaking of increased social services without much new income, Clemson (and every other state school) found it increasingly difficult to keep pace with the costs of new technology. Duckenfield’s only recourse involved continuing to improve the computer hardware while balancing the costs through increased contractual service to outside users, primarily state agencies, a feat at which he proved quite successful.

At the same time, Clemson’s Division of Computing and Information Technology hoped to upgrade its equipment, which brought the division and the university into conflict again with the CHE because of Clemson’s request to purchase a “supercomputer.” Governor Carroll Campbell supported naming the S.C. Research Authority as the “lead agency” in determining South Carolina’s needs in supercomputing. Fred Sheheen, CHE commissioner (executive director), saw both Clemson’s bypassing the commission’s approval process and the governor’s action as an infringement on that body’s statutory and implicit authority. But Clemson’s new president, Max Lennon, citing the state code (59-103-35), noted that the S.C. House Ways and Means subcommittee had asked Clemson to present its needs to it directly. Support for this more direct approach came from executives of South Carolina’s power cooperatives and industries. The commissioner, perhaps in an effort to divide the smaller state colleges from the research universities (Clemson University, the Medical University of South Carolina, and the University of South Carolina), sent a letter to the faculty and student senate presidents “warning” of the potential funding problems that would occur through this approach. The warning received slight response.
With the supercomputer issue tangled in the snare of state politics, a second effort by CHE to slow down the rush of the research schools to move forward in technology developments arose. Sheheen planned to impose a “moratorium” on the acquisition of advanced technology. Whatever a moratorium might have done to other schools, Clemson faced a setback because its research officers anticipated a $945,000 grant from the U.S. Department of Energy for improvement in the county Cooperative Extension Service offices, 4-H leadership centers, agricultural experiment stations (RECs), and university Communications Center (itself an important cog in the extension “machinery”). Sheheen’s planned “freeze” could have been in direct conflict with S.C. Educational Television, with Clemson’s public service authority, with the legislature’s position in understanding extension
outside CHE, and with the federal government.\textsuperscript{28} Perhaps sensing the gathering opposition, the CHE’s appointed board did not sanction issuance of the moratorium. Clemson moved ahead.

\textit{Agriculture}

Extension continued to urge farmers away from tobacco, corn, and cotton and toward winter wheat, aquaculture (catfish, shrimp, crawfish, brown trout, and oysters), soybeans, and more vegetables. Jim Palmer, an extension soybean specialist, advanced the use of a late-maturing soybean variety, Perrin, which grew extremely well following winter wheat harvests, particularly in the Coastal Plains.\textsuperscript{29}

To disseminate new environmental knowledge to the general public, the Extension Service also undertook short-term leadership camps at its camping facilities in the Lowcountry and the Midlands. Until the late 1980s, no such facilities, other than the Outdoor Laboratory in the Clemson South Forest, existed in the Upstate. Then in the mid-1980s, the Board of Trustees received 302 acres in York County. The university developed the land situated on Turkey Creek between the Sharon Community and McConnells as the Matthews Learning Center.\textsuperscript{30} For supervision, the Board of Trustees transferred the tract to the Extension Service.\textsuperscript{31} Later, in June 1994, the camps hosted seminars on financial wellness operated by the Extension Service and funded by the National Endowment for Financial Education. Joyce Christenberry led the program.\textsuperscript{32}

Agricultural research continued to develop food-improvement processes. In a joint effort led by Craig Brandon of engineering, a team of pomologists, chemists, and engineers established a filtration system that eliminated half of the ten steps in apple juice processing. The result allowed less expensive, quicker preparation, and because it eliminated pasteurization, enhanced nutrition and taste.\textsuperscript{33}

Brandon’s research project was one of many that helped Clemson forge ties with the international community when the university celebrated the restoration and centenary of the Statue of Liberty. As good fortune had it, John Acorn, head of visual arts, had earlier suggested to then-President Cox that Clemson use the halftime of the Clemson–Duke football game a year later (October 18, 1986) to commemorate the occasion. Thinking it a good idea, Cox created a committee composed of Acorn; Bruce Cook, director of Tiger Marching Band; James Grubb, band commander; Bobby Robinson, athletic director; the graduate student president; the undergraduate student president; and Mary Allison, an Undergraduate Studies staff member. Cox asked Jerry Reel to chair the group.\textsuperscript{34} The committee developed the idea of asking a student from each of the eighty-one countries, including the United States, represented in the student body to march on the football field during halftime carrying her or his national flag. Lennon, as the new president, invited the consulates and embassies of the students to participate
in the weekend, which included a buffet lunch and watching the game from the President’s Box or other similar space, while faculty who had specific research dealings with universities or corporations in those countries served as hosts. Several countries responded to the event positively, and the committee arranged to establish faculty contact. Brandon’s group, for example, helped host several major apple-producing countries. In some cases, the contacts proved useful. Afterward, the guests who stayed the evening attended the George Burns homecoming performance in Littlejohn Coliseum. Thus, a football weekend helped to serve research, while 80,000 spectators learned of Clemson’s international student body.

And—the cherry on top—Clemson won the game.

To make space for building more campus facilities, the university moved its fruit orchards to a larger, more protected campus environment and named the farm for Albert M. Musser, horticulture head from 1943 to 1958. As soybeans became an increasingly more significant crop, agronomists developed varieties more highly resistant to nematodes, also a problem for tomatoes and peaches. At the same time, efforts to protect the coastal African American basket-weaving art by domesticating sweetgrass showed only modest success. The problem arose not from the domestication, but from the development of the coastal lands by realty businesses.

One of the rapidly emerging fields in agriculture and engineering was packaging science. Clemson brought Robert Testin from industry to create the university’s program. Undergraduate enrollment in the new field grew rapidly, and in recognition of the program’s graduates, the Sonoco Corporation of Hartsville contributed $500,000 to build a well-equipped laboratory in Newman Hall in 1992. Both to herald the new program and to highlight the worldwide commemoration of the “discovery of the ‘New World’” with its new foods, Clemson’s Summer Sessions and the History Department sponsored a four-part lecture series on the effect of the Columbian voyages to help add depth to the quincentenary of the Castilian-financed Columbus expeditions. The last Columbian presentation marked the opening of the laboratory. The lecturer, Albert Crosby from Texas A&M, discussed the four-continent (Africa, Europe, and North and South America) exchange of “people, plants, plagues, and pests” that formed a significant historical background to the dedication of the Sonoco Packaging Science Laboratory. Richard Golden, a Clemson University European historian, organized the program, which brought people from surrounding states to hear lectures on such issues by specialists from, in addition to Texas A&M, the Newberry Library in Chicago, Johns Hopkins, and William and Mary.

Long-distance outreach improved with the creation of an agricultural computer network, the Clemson University Forestry and Agriculture Network (CUFAN), developed by Jerry Lambert in agricultural engineering. The network gave localized weather information along with planting, fertilization, and harvesting advice to any person with computer access to the university library catalog.
Renewed through faculty ingenuity, similar outreach efforts had begun in a more limited fashion in the 1950s when Clemson had a radio studio (at one time WEPR) in the Clemson House and television studios in the Poole Agricultural Center. But these stopped during Atchley’s administration when the legislature discontinued funding such teaching and research opportunities at any level even close to the state government’s own defined “full-formula” spending.40

In 1988, the agricultural sciences graduate program began receiving enough interest from the Wade Stackhouse 1945 gift of $20,000 (2011 equivalent $246,605) to the Clemson University Foundation to be able to give six renewable graduate fellowships, each worth $7,000 (2011 equivalent $13,311) annually. Such handsome stipends were rare.41

Agriculture had no single executive coordinating its three parts—teaching, research, and service—since the retirement of Luther Anderson in 1986. After a bit of hesitation, the Board of Trustees, at the urging of Lennon, changed the position of dean to vice president for agriculture. Occurring after several years of economic shortfall, the move proved popular neither with students nor faculty who saw this as an example of administrative bloating. But a number of politicians and agricultural support groups viewed the creation of the vice presidency as a way to have a single, highly placed agricultural voice in the university, a positive in their minds. After an extensive search and closely involving the agricultural interests of South Carolina and a few trustees, Lennon announced that Milton Wise, associate dean of agriculture for extension at Virginia Tech, had accepted the vice presidency at Clemson.42 In 1989, Thomas Ross Anderson, who held a baccalaureate in biological sciences from Notre Dame, a master’s from the University of Maryland, and a doctorate from Washington State University, became the dean and director of resident instruction in the College of Agricultural Sciences.43

By 1994, the agriculture college comprised 526 undergraduate and 265 graduate students; 264 faculty scattered across the state in teaching, research, and service; and a large number of professional staff in extension.44 Obviously, as configured in all land-grant schools, many of the nonfaculty staff taught as much and as many students through statewide extension, although those students did not count in the university’s or the CHE’s student (FTE or otherwise) numbers. At least in South Carolina, the General Assembly budgeted separately for the work, and Clemson University accounted for these separately in a budget called Public Service Activities.

**Architecture**

In June 1986, the new dean of the College of Architecture, James “Jim” Barker (Clemson 1970), inherited a college whose rise appeared dramatic among the Clemson colleges since the 1950s. The future of the college lay in a series of
opportunities, which could become problems. The most critical were the demand for admission; its corollary, the need for more space; an aging professoriate (a number who had been the dean’s undergraduate teachers); and a need for strengthening the Clemson Architectural Foundation, a semi-independent institution that had been the locus of the dean’s strength since Dean Harlan McClure’s creation of the body. In addition, faculty in the college had a strong desire to begin a program in landscape architecture. This brought the architecture program into conflict with Clemson’s horticultural program, which included several well-regarded floriculturists and silviculturists on its faculty. The “opportunities,” with the exception of the landscape architecture issue, needed solving in parallel with each other.

Barker met early with Lennon and discussed the desperate need of space for architecture, especially if Clemson sought to achieve success in serving South Carolina and compete regionally. They agreed on several strategies, including the necessity of hiring more faculty in the design and construction of buildings, residential and commercial, for the developing coastal Lowcountry. A model existed.

Hilton Head Island, at the southernmost tip of eastern South Carolina, bore the name of English sea captain William Hilton, who gave the headland his name in 1663. Early in the American Civil War, Union forces captured the island with its twelve-mile beachfront, giving them a major naval base for the U.S. blockade of the Confederate coast. After the Civil War and until 1956, the island served as a source of timber and held sawmills, small farms owned by the descendants of onetime slaves, and boatyards. In 1917, Wall Street entrepreneur Alfred Lee Loomis (1887–1975) and his brother-in-law bought 16,000 acres (63 percent) of Hilton Head Island for a hunting and fishing preserve from the descendants of African American slaves, many who had held title to their lands since the Union army/navy seizure. By 1950, the island population had fallen to approximately 300 people. In 1956, with the building of the James F. Byrnes Bridge, transportation to and from the island became easier. During the same year, Charles E. Fraser (1929–2002) purchased the southern third of the island from his father, an army general. Fraser’s wife, Mary Wyman Stone, was a descendant of the South Carolina Lawton family, who owned land on Hilton Head in the antebellum era. Fraser, a passionate lover of history and a practitioner of a protected and preserved environment, developed Sea Pines Resort with his older brother, Joseph Jr., and their father, Joseph B. Fraser, serving as chairman of the board. Charles Fraser, considered the “inventor of the modern American resort,” worked with local architects, many with Clemson degrees, along with others influenced by the Taliesin school and the California architecture movements, to create a local, endogenous architectural style using the deep eaves, working shutters, and natural colors of the Lowcountry. The landscaping, favoring the natural, necessarily abandoned the formal lawns and gardens of the northeastern resorts.
The beautiful resort impressed most Clemson architects and particularly Barker, who had studied the great varieties of towns and small cities since his graduate days at Washington University. At the same time, population patterns revealed the movement of the American population toward the warmer southern climates and, once there, the desire either for the western highlands or the eastern coasts, both found in South Carolina, North Carolina, and Georgia. Clemson’s Piedmont location and small-town environment integrated its teaching easily into the second favored locale, but the coast was not easily accessible for the student architects. At the same time, Charleston’s outlying barrier islands along with South Carolina’s northeastern coastal resort, Myrtle Beach, drew increasing vacation interest. At least one major out-of-state university noticed the absence of a localized architectural teaching program and considered opening an architecture/landscape architecture program in Charleston, according to President Lennon, who also gave the information to Barker.48

Barker traveled to Charleston and, over a period of days, met with Clemson alumni architects, most very supportive of the concept of establishing a Clemson program in Charleston, particularly in cooperation with the College of Charleston. That school’s new president, Harry M. Lightsey Jr. (1931–2006), had earned a Clemson degree in animal science in 1952 before receiving his DVM from the University of Georgia in 1954. After practicing veterinary medicine in Allendale until 1958, Lightsey attended and graduated from USC’s law school with the LLB in 1958. He served in the S.C. Attorney General’s Office, becoming an expert in administrative and regulatory law. Also he taught in the USC Law School and then served as its dean from 1980 to 1986, when the College of Charleston, at that point a new state higher education institution, tapped Lightsey as its president.49 The third major partner was the city of Charleston. Barker visited with the city’s mayor, Joseph P. Riley (b. 1943). Riley graduated from the Citadel in 1964 and from the USC Law School in 1967. A year later he entered the S.C. House of Representatives, where he served as a Democrat until 1974. Elected Charleston mayor in 1975, he has been reelected continuously since.50 All three potential partners in the Clemson/Charleston enterprise were more than enthusiastic.

By November 1986, Barker had the space requirements in Mayor Riley’s hands and provided curricular matters to President Lightsey. The Commission on Higher Education had undertaken a search for its new executive director, and Charles A. Brooks Jr., the interim executive director, recognized that this proposal envisioned no new curricula, programs, degrees, or additional buildings, so CHE’s involvement would be quite limited. He placed the request on a fast track.51 In the formal proposal to CHE, submitted September 11, 1987, the National Architectural Accrediting Board endorsed the concept, stating, “The program proposed for Charleston shows promise….Charleston is of national importance and
an obvious asset in South Carolina which should be taken advantage of. Clearly, it would enrich the undergraduate experience...."

The proposal also revealed a special side benefit for Clemson. The first-year Charleston enrollment was estimated to begin at twenty and rise to forty within the next year, thus quickly relieving pressure at Clemson. Ray Huff, a successful 1971 Clemson architecture graduate, served as director of the Charleston Clemson Architecture Center. A gifted and respected leader, Huff lectured at South Florida, the City University of New York, the University of Arkansas, and Yale University. With all this activity, Huff maintained a practice with offices in Charleston and New York and was registered to work in five states.53 For Barker, the extension brought immediate, albeit short-term, space relief, giving him breathing room to grapple with the near-Byzantine process of gaining state approval to build new space.54 This development and the strengthening of the Genoa, Italy, program allowed the architecture college to add the master of science in architecture. A research, as opposed to a design, degree, the new master’s first focused on energy and received funding from the Governor’s Office. Environmental issues dominated the design projects in the undergraduate architectural studios.55

The architectural professoriate received a multitude of honors attesting to the high esteem in which its members were held. Honors included the Distinguished Professor Award given to Alumni Professor of Art and Architectural History Harold N. Cooleidge, already held in awe by his fellow teachers and countless students.56 The award came from the Association of Collegiate Schools of Architecture (ACSA), founded in 1912 and composed of 250 schools. The association limited full membership to accredited U.S. schools and royally chartered Canadian schools.57 Five members of the fifty-eight-person Clemson faculty held the rank of Fellow in the American Institute of Architecture (AIA), half of all the AIA Fellows in the state, which marked the high quality of their reputation as practicing architects.58 At the same time, Barker named John Jacques, a young architect, as head of the architectural department, the second sign (beginning with Barker’s own appointment) of the emergence of the new faculty.59 And before the 1980s had passed, Alumni Professor Peter Lee joined the ranks of Harold Cooleidge and Harlan McClure as ACSA Distinguished Professors, elevating Clemson to the leadership post in that award as the only school in the United States and Canada so highly honored.60

Ray Huff (Clemson 1971), a practicing architect in New York City and Charleston, is the founding director of the Clemson Architectural Center in Charleston. Clemson University Photographs, CUL.SC.
Building science, also part of the college, had a close relationship with the Associated Builders and Contractors (ABC), an association composed of seventy-five chapters, themselves made up of 23,000 merit-based companies. The association, structured like a craft guild, drew its construction standards from the best research in industry, civil engineering, and collegiate building science schools and programs. Clemson’s curriculum, headed by Roger Liska, relied heavily on the university’s design, civil engineering, and engineering mechanics programs.61

Landscape architecture remained a Clemson goal. Three existing university programs had a strong interest in the field: horticulture, silviculture, and architecture. Horticulture taught a number of vital courses in plant and other landscape materials essential to any scientific landscape program. On that faculty, two members held state landscaping licenses. Architecture also had two licensed landscape architects, and the university’s administration employed several such certified architects. Provost Maxwell, believing that the field seemed a natural fit for Clemson and blessed with new, not highly possessive leadership in all three colleges’ (agriculture, architecture, and forestry) deans, appointed an intercollegiate committee to design a proposed curriculum. He selected Gordon Halfacre (Clemson 1963, BS; 1965, MS), one of the senior landscape faculty in horticulture, to chair the committee. The latter studied the licensing requirements in South Carolina, North Carolina, Georgia, Florida, Virginia, Maryland, and New Jersey, the states that had provided most of Clemson’s students during the past decade.62 Ultimately, the committee recommended the program be lodged in the College of Architecture, the relevant courses be cross-listed in the three colleges, and the involved faculty hold joint appointments. The various Clemson bodies, impressed with the logic and the supraterritoriality of the proposal, each quickly approved the recommendation.63 The CHE and Clemson’s Board of Trustees approved.

Commerce and Industry

When Ryan Amacher became dean of the College of Industrial Management and Textile Science in July 1981, he judged the college old-fashioned in its organization and nondescriptive in its name. His first step, which required the support of the senior faculty, agreement from Provost Maxwell and President Atchley, and then the explicit approval of the Clemson Board of Trustees, was to rename it the College of Commerce and Industry. Consequently, the reorganization created a School of Accountancy, a School of Business, and a School of Textiles. Textiles, the traditional program, had been taught at Clemson since 1898. However, some of its longest-term supporters saw warning signs that textiles was becoming “one of many” and about to be eclipsed.

In the School of Business, Amacher combined economics, finance, marketing, and management, which he described as “the traditional business components.”64
Ralph D. Elliott, a true entrepreneur, expanded the reach of the College of Commerce and Industry’s Continuing Education and Professional Development program around the country. Clemson University Photographs, CUL.SC.

Others might not call economics a component of business alone, but also a field within social sciences or even liberal arts. Amacher believed the newest field of the three, accountancy, would attract the financial support of large public accounting firms because of its visibility.

Amacher kept the Office of Professional Development, directed by Ralph Elliott, and the Small Business Development Center (a consultation unit), within the dean’s office.65 The Small Business Development Center (SBDC), which supported new businesses and faltering small ones, had begun in the summer of 1978 as a consortium involving USC, South Carolina State College, Winthrop College, and Clemson University. The involvement of the universities varied according to the geographic area served and the type of business. Clemson, for example, opened a satellite office on the USC branch campus in Spartanburg, which functioned well. The Clemson headquarters had a director and seven consultants, all experienced business owners and frequently either advanced graduate students or Clemson MBAs. By 1986, James Patrick Cunningham had assumed the headship of the program from Charles Paterno. Cunningham, a Winthrop undergraduate, held a joint Clemson–Furman MBA.66 The Clemson offices assisted about 800 existing or planned small businesses annually and offered 65 short courses for several levels of planners and potential entrepreneurs.67 David Taylor assumed Cunningham’s post the next year, and thereafter change came regularly.68

As a part of its efforts to understand and assess the quality of the programs taught in the state’s higher education institutions, CHE obtained state government funds to send teams of paid consultants, nominated by the schools generally from out-of-state colleges and universities, who visited each school for several days and then wrote comments and recommendations. Of the Clemson business programs, the visitors wrote, “While the business program at Clemson in a recognizable form is relatively new, great progress has been made in terms of quality….Clemson should be commended on this achievement.”69

Shortly thereafter, the Office of Professional Development, with the college dean’s blessing, launched a multistate continuing education campaign. The first sign of hostility came in 1982 from Alabama. Immediate reverberations arrived on President Atchley’s desk from the dean of continuing education at the University of Alabama asking why Clemson was offering these “recent missionary
efforts” in Alabama so far afield? With tongue-in-cheek, the Alabama dean noted that “less than half the faculty listed in the brochure is associated with Clemson, which renders the product suspect.” The dean also noted that the University of Alabama and Auburn University had specific statewide missions in this field, and the city where Clemson planned its program, Mobile, was also served by the University of South Alabama. Upon investigation, Atchley learned that Elliott, before entering on this effort, had discussed with Dean Amacher taking Clemson’s professional development programs beyond the university’s traditional areas (generally considered to be all of South Carolina, North Carolina, Virginia, the D.C. area, Georgia, and Florida, each with dense concentrations of Clemson alumni). The surviving records do not indicate if Amacher had sought the permission or advice or even notified Maxwell before the decision to expand Commerce and Industry’s marketing territory. Across the years that Maxwell headed Academic Affairs, the issue of non-notification by Amacher came up more than once. But one of Amacher’s rebuttals was, “Ask forgiveness not permission.”

A second issue that emerged in Professional Development was the “student’s” cost associated with the continuing education programs offered both by Commerce and Industry and by Engineering. A state representative wrote President Lennon concerning a special 1986 two-day program that cost $450 (2011 equivalent $908). Lennon’s answer explained how the college determined pricing, given the state’s unwillingness to contribute to the costs, which it did for the technical schools.

A third issue, the attraction of imitators, emerged as Elliott increased and improved his program. Some represented legitimate institutions copying a good product, but others traded illegally or unethically on Clemson’s name. A group called the “Clemson Conference Center” sponsored one such program, held at a meeting space immediately adjacent to the Clemson campus. After the “continuing education one-day course” finished, complaints came to Elliott, who quickly moved to shut down the operation by notifying CHE. The commission, as legally charged, prosecuted the less-than-honest agents, relieving Clemson of most of that burden. Companies that had attended the program had to pursue the issue of refunds in court. This allowed Clemson to leave the solution for the problem directly to the state. Thus, in many cases, CHE proved both a shield and protector.

By the end of Lennon’s first year and about halfway through the tenures of Maxwell and Amacher, the College of Commerce and Industry had received $175,000 in new computers for student laboratories from NCR and IBM (2011 equivalent $340,972), $200,000 for undergraduate scholarships (2011 equivalent $389,682), and money for a new professorship. General research funding from exterior sources gathered $1,835,943 (2011 equivalent $3,577,170),
while collegiate administrative costs dropped from 5.1 percent to 3.9 percent of the college budget.\textsuperscript{73}

\textit{Textiles}

Clearly, the American textile industry was weakening. From the perspective of the major U.S. manufacturers, the American “no or low” import tariffs policy caused some of their distress. Nations, particularly those in emerging areas, could produce fabric and fashion it into whatever was desired, then ship the finished product to any industrialized nation, pay the minimal (if any) tariff, and set the sale price far below the price for a locally (e.g., American) grown, harvested, processed, woven, and crafted product. The U.S. manufacturers pointed out that the labor costs and conditions in the exporting countries fell far below those of this country’s, particularly because of U.S. government safety standards, minimum wage laws, and other regulations. Sociologists, labor historians and economists, and others argued that the U.S. manufacturers continued to make profits great enough to invest in foreign-made, ever-newer, computer-supervised machinery that quickly rendered the line operators and the other skilled and less-skilled positions obsolete. Both sides were right, and each hurled charges at the other.

The territorial issue heated up when Amacher received an invitation from the East China Institute of Textile Science and Technology to visit China in April 1984. The Clemson University president, provost, graduate dean, textile department head, and several textile faculty also received the invitation. Reaching Shanghai would be Clemson’s financial responsibility, while the institute would cover all expenses in China. In addition, the wives of the Clemson contingency were invited. Amacher set to work securing the travel funds from nonpublic sources, and the university announced the visit.\textsuperscript{74}

Reaction came quickly from the private sector. Some hostility resulted from the misunderstanding that public rather than private sources funded the trip. Serious conversation came from major cotton producers. One, from the Charlotte office of Cotton Incorporated, offered that the opportunity would prove personally rewarding to the participants but would be of no value to Clemson University, South Carolina, or the United States. When asked by the university president for his thoughts, Maxwell responded that the United States’ best long-term interest was to strengthen China as a counterbalance to the USSR and that our immediate hope should be the economic improvement of the Chinese people, which would boost their consumerism. There the matter rested, the visit occurred, and while a flurry of interest followed, long-term benefits included the growth in the number of Chinese advanced students studying at Clemson.\textsuperscript{75}
A second issue surfaced during the same autumn when the press published a negative quote, probably out of context, by Dean Amacher about the State Development Board. Hayne Hipp, a board member from Greenville, wrote directly to Amacher, who responded pleasantly, demonstrating that in this instance the press had extracted the quote from larger context and badly distorted its meaning. Hipp wrote back with thanks for the clarification. The rapidity and courteous reply by Amacher averted an insult to a major commercial leader.

Still a third issue involved U.S. Senator Ernest F. Hollings and a senior Clemson economics faculty member, Richard McKenzie. It arose as well amid the reelection campaign of Rep. Carroll Campbell, and thus cut across both political parties, which, in South Carolina agreed on tariff protection for textiles. In a published essay, McKenzie posed the dilemma whether to impose a tariff that protected some 730,000 jobs (or approximately 3,328,000 people) or to allow an open market that had the potential to lower the expenses of the other 240,000,000. McKenzie added that the real cause of the industry's decline was management’s introduction of labor-saving machinery, which reduced the number of textile workers. Hollings immediately fired off a letter to James Waddell, chairman of the Clemson Board of Trustees. The somewhat baffling missive perplexed Waddell, who forwarded it to Clemson's president for comment. Lennon passed the letter to Maxwell to draft a reply. Although Maxwell found the Hollings letter “basically an emotional reaction rather than a reasoned response,” he nonetheless crafted a letter to the senator that commended the latter for his (implied) compassion for the workers. At the same time, he skillfully prevented a negative situation involving a major political leader who had always dealt fairly with Clemson and turned it into a neutral or perhaps even a positive encounter.

One of the most significant developments in the College of Commerce and Industry proved to be the strong direction the textile program took under its head, Edward Vaughn. A Virginian, Vaughn, his wife, and family came to Clemson after he had completed his master of science degree at the Institute of Textile Technology (Virginia). He then earned the PhD from Victoria University of Manchester (UK). Vaughn had inherited an excellent, but traditional, Clemson program and, having lived and studied in Britain, knew the inevitability of change. In hiring replacement faculty, he brought in younger scholars who sought to solidify the work of men Edward A. Vaughn, an innovative member of Clemson's textiles faculty, redirected Clemson's venerable textiles department toward advanced materials science research. Clemson University Photographs, CUL.SC.
like Joseph Lindsay (v. 1, 359) and John Jefferson Porter, who had strong links to the chemistry faculty through the polymer work of Garth Spencer. These scientists became the nucleus of the new materials science research and teaching programs.

The textile faculty submitted a proposal to the Defense Logistics Agency of the U.S. Department of Defense to create a demonstration laboratory for manufacturing new special-purpose military uniforms for service in extreme conditions including weather, gases, and radiation. Besides the efficacy in protecting against the extremes, efficiency in production time and in overall cost would be major factors in the agency’s awarding of three research grants. Clemson proposed to invite equipment suppliers and apparel managers to collaborate. The proposal’s authors identified the industrial coalition, an advisory system, and a computer information dissemination system that would allow for rapid online correction and minimize the “downtime.” The proposal went forward, and Clemson won one of the Department of Defense’s three nationwide grants.

Shortly thereafter, Amacher concluded his regular five-year review of his department heads. Vaughn received high marks for his skills in reorienting, renewing, and rebuilding his faculty. Amacher, with Maxwell’s concurrence, asked Vaughn to accept another five-year term. But Vaughn did not do so, saying he was ready to return to teaching and research, which he did on June 30, 1989.

**Business**

The second major teaching and research component of Commerce and Industry in 1986 was the School of Business. The departments of Economics, Finance, Management, and Marketing taught both undergraduate and graduate courses and did most of the independent research. Professional Development, part of Dean Amacher’s office, offered much of the public service. With undergraduate enrollment soaring in the years 1986 to 1991, Amacher managed the School of Business directly. Economics, headed by Michael T. Maloney (PhD, Louisiana State University), offered both the bachelor of arts and the bachelor of science degrees. The department contained the Center for Policy Studies, directed by Roger E. Meiners (JD, University of Miami; PhD, Virginia Tech). The center generally studied various issues concerning property rights and business cartels, which took it into such arenas as slavery and collegiate and professional sports.

Each of the other departments—which by 1992 included Finance, headed by Rodney Mabry (PhD, UNC); Management, led by Hurley Hendrix (PhD, Purdue); and Marketing, led by Norman Kangun (DBA, Indiana University)—offered master’s degrees, and the doctorate was offered in management and
industrial science. All of the appropriate programs in the School of Business had received accreditation continually since 1983 by the American Assembly of Collegiate Schools of Business (AACSB).

Management, which had extended some of its graduate programs through Furman University to the Greenville market during Edwards’s presidency, appeared most anxious to carry its programs to broader audiences. Consequently, in 1991 it began offering the MBA under its own aegis at Lander College in conjunction with Lander’s undergraduate program in business. Offering the MBA off campus proved both useful to Clemson and beneficial to the communities.

Almost simultaneously, several faculty proposed offering the business programs in Europe. Alan Hugh Ringleb, a professor in economics, led the effort. By 1991, Ringleb had made arrangements for Commerce and Industry to offer the MBA in Germany and Italy. Germany had become a major player in the South Carolina economy, especially in the Upstate, initially in textiles and chemicals, while Italy also made significant contributions. Ringleb negotiated teaching arrangements that called for a minimal transfer of funds in any direction. Students spent the final summer of the program on the Clemson campus, when the Clemson facilities offered more space. Amacher was pleased to receive word from AACSB that because Clemson’s programs on campus, at Furman, and at Lander were accredited, no further accreditation would be necessary. But the association made it clear that the 1998 reaccreditation would require visits to all sites. Clemson submitted the full proposal on June 18, 1991, to CHE, with whom Farrell Brown, then acting dean of the Clemson Graduate School, had corresponded regularly about the program. The sites specified in Europe included Pordenone, Italy, and Munich, Germany. On July 11, CHE approved the program, and in keeping with Mr. Clemson’s will (v. 1, Appendix A, paragraph 4 and item 2 pp 526–527), the Clemson Board of Trustees agreed to the new venture the next day.

In November 1992, Michael Hughey, Clemson’s internal auditor, at the request of the Board of Trustees Audit Committee, studied the program. His office was somewhat hampered in that he reported,

We have not interviewed Dr. Al Ringleb, Director of the MBA Consortium, or requested information from other participating entities concerning ownership, capitalization, finances, etc. The Administration [Hughey does not define the term, but board definition limited the use to the president and vice presidents] felt that to do so might have a negative impact upon the program since it is understood that Clemson University has no authority or right to require this type information from these entities.

The auditors found no dissatisfaction on the part of the graduates (the first group completed the degree at Clemson and graduated on August 8, 1992) or
other students. But the auditors noted that the major partner, the Consortium of Universities for International Business Studies, appeared to be a “loose-knit” group of professors at various university business schools. There was no monetary support from the members,” and that “the Administration at the various universities listed in the brochures [printed by the consortium] may not be aware of the existence of such a consortium.” Besides that, the report indicated some concern that Ringleb’s freedom of income (which derived from an additional separate entity) allowed him to move the consortium from Clemson at will. A second audit revealed no financial improprieties, but it pointed out structural weaknesses that the college fixed quickly. The college dean’s (by that time Jerry Trapnell) response included full financial statements for 1991 and 1992.

During the preceding five years, Commerce and Industry saw a great increase in student enrollment, with the largest occurring in the marketing program. At the same time on a national scale, business faculty salaries rose much faster than did all others except a few in the medical and legal fields. In business, marketing salaries grew most rapidly. As a result, Clemson’s academic administration simply could not hire marketing faculty rapidly enough to take care of student demand. Amacher decided to experiment with a large introductory class section, a common practice among “big universities.” The college engaged Tillman Auditorium and assigned professor James A. Muncy (PhD, Texas Technological University) to teach the class. Amacher allocated two graduate students to assist with the class and $10,000 extra for audiovisual development and equipment. Muncy spent extra time planning the class. Six hundred students enrolled in the autumn term of 1990. Even though The Tiger reviewed the class unfavorably, the student participants judged the course as well above average for all classes at that level but did not consider the class difficult. (In fairness, comparable student responses to the questionnaire to judge difficulty of the same course taught in smaller classes do not survive, so a comparative measure is not possible.) But such a large class ran counter to Clemson’s general approach to undergraduate academics, and the idea neither spread to other disciplines nor was continued long in marketing.

Changes in College Leadership

Accounting had built a strong and consistent curriculum. In 1986, James R. Davis, the director of the school, returned to the classroom. Davis had received all of his education from Georgia State University. Jerry E. Trapnell, a professor of accounting at Louisiana State University, served as the new director of the School of Accountancy. Trapnell, a Georgian by birth, had received his bachelor’s and master’s from Clemson University and then his doctoral degree from the University
of Georgia. Like most of Clemson’s academic deans and department heads, he taught regularly. His students appreciated his interest in student activities, including his support of their academic and leadership societies, along with his amused support of their parades, displays, skits, and what-have-you. Consequently, they soon asked him to join several of the groups; his affiliation with Tiger Brotherhood represented a continuation of its strong historic links with the faculty. Under Trapnell’s leadership, the numbers of young Clemson graduates who passed the professional certification tests rose consistently. Undergraduate enrollment remained steady, although the in-state/out-of-state mix shifted in favor of the out-of-state students.94

On April 30, 1992, Ryan Amacher submitted his resignation as college dean, effective June 30, to accept the post of president of the University of Texas at Arlington. Throughout his eleven years as dean at Clemson, his choice of faculty, particularly in economics and business, strengthened the college remarkably. In addition, he early sensed that the era of textiles education had passed and that the future in fibers lay in research and new materials. His support of Vaughn and the textile chemists aided its transformation. Amacher, during his Clemson career, remained an active researcher, publishing regularly with fellow economist Holley H. Ulbrich and occasionally with Richard McKenzie.95 Very much a champion of his college, his frequently uttered propositions—“a rising tide lifts all ships” and “every boat on its own bottom”—suggested a singleness of collegiate purpose not usually found at Clemson.

Education

Following the resignation of Harold Landrith, the founding dean of the College of Education, James E. Matthews took over the deanship. On behalf of Fred Raetsch, an education faculty member who coordinated the college’s recruiting efforts, Matthews sought and received from Maxwell extra funds to produce and distribute a brief recruiting tape and literature through the high school guidance counselors for high school juniors whose academic records suggested that they qualified for admission to Clemson. At the time, South Carolina had 350 public, private, and vocational–technical secondary schools.96

Education also managed a large off-campus graduate program. The latter involved a large number of faculty from other Clemson colleges, particularly in the fields of mathematics, physics, geology, biology, and English. In one year, Clemson faculty traveled to 21 of South Carolina’s 46 counties and presented 233 separate courses.97 But in one area of study, several of the graduate students who were mature and experienced teachers complained severely about the haphazard quality of some of the instruction. Matthews, always concerned for quality, checked thoroughly, became convinced as to the validity of the complaints, and
moved the three faculty cited out of the classroom into full research and some “administration.”

At the beginning of the 1987–1988 year, Dean Matthews indicated that he wished to return to full-time teaching and research, effective June 30, 1988. Provost Maxwell convened the college faculty to elect four of the seven-person committee empaneled to screen the applicants for filling the dean’s position, which the faculty did. Maxwell appointed three: an administrator in the college, an academic dean, and an upper division education student.

Within six months, the search and selection committee winnowed the fifty-seven applicants, which included two from the existing Clemson faculty. Six candidates (including one of the local candidates) visited Clemson, the education faculty, faculty in other colleges who taught the subject matter courses in the students’ specialties, academic deans, and other campus leaders. Then the committee sent forward three names, including the one local candidate. Maxwell, in a letter to Lennon, pointed out that each of the finalists for the position seemed capable, which he found quite unusual. But he noted that the college’s faculty, who had produced almost no research and had never been led by an “outsider,” felt uneasy with the prospect of any such person. Ultimately, Maxwell and Lennon chose Gordon Gray, the insider, as dean.

Seemingly vitalized, the College of Education faculty put forth new efforts. During the autumn of 1988, the faculty proposed a new master’s program in special education. A second new program, a PhD in science education, prepared the graduate to teach sciences and mathematics in the first two years of college.

### Engineering

Charles Jennett, the engineering college dean, lamented frequently upon, and enumerated, the issues his college faced. At first, he followed the prescribed path of sending his needs and suggestions forward through the provost. Following a period of not receiving all he felt his college deserved, he bypassed the provost, to whom he reported. For a time, he directed his lists to the president, who simply returned them to the provost. The president’s responses to the dean generally informed him that the chief executive had appropriately redirected the “request.” The dean then tried approaching individual trustees, most of whom sent the letter back to the president, who followed procedure and sent it to the provost. Of course, new trustees occasionally attempted to act on the request. Usually, a word from an experienced trustee helped the new colleague on the board understand his role in such matters.

The irony of Jennett’s approach of bypassing the provost in searching for financial or other relief was not lost on the dean, who had a good sense of humor. His greatest problem was space. The increase in the attractiveness of an engineering
career shifted the thinking of young people preparing for college more toward the discipline, while the growing reputation of Clemson as a school of choice brought more student applications its way. Both W. Richard Mattox, the longtime director of admissions who retired on June 30, 1988, and his successor, Michael Heintze, observed and commented on the steady increase in applications for admission to Clemson’s engineering program. In the early 1980s, engineering applicants who applied to Clemson also applied in order of frequency to Georgia Tech, USC, NC State, and Virginia Tech. Generally, if the student had a choice, the early 1980s applicants selected Georgia Tech or Virginia Tech over Clemson, while students chose Clemson over the other two. By the beginning of Lennon’s presidency, the preferential order had changed, with Virginia Tech rising to first and USC falling to sixth. By 1992, the order remained about the same.\textsuperscript{103} During that time, little space relief came to the Clemson engineers, despite the growing popularity of the field.

The first idea, to which the dean and faculty returned later, proposed moving temporary offices (mobile units) to open land across from Lowry Hall, behind Earle Hall, or to other free spaces, and using the mobile units to house the growing numbers of graduate students. The spaces they had previously occupied would then be converted to classroom or faculty offices and/or laboratories. The campus master planner, Mark Wright, aware of the crowded conditions in engineering, raised a series of questions about the proposal. In the meantime, he set forth the ways the whole university strained to accommodate the needs both in engineering and in architecture. Maxwell sided with the master planner.\textsuperscript{104} Two years later (1989), Jennett repeated his request, this time to Lennon without even going through Maxwell, insisting that the space newly assigned to mechanical engineering in the Ravenel Center was too far away to incorporate upper division undergraduates, graduate students, and faculty in a joint project. That seemed a reasonable assessment, and in fact, given that the administration seemingly had taken no steps to address this serious problem in two years, Jennett made “simply an admission that Clemson University does not have the infrastructure to support the level of research we are seeking to obtain.”\textsuperscript{105} Lennon wrote back to the dean, giving in to the request but providing a long list of requirements. But before Jennett could accomplish much, the Campaign for Clemson began bearing fruit, and early design work for a new engineering research center began.

Jennett turned his attention and his faculty toward fundraising to assist the college in moving through the ongoing financial shortage. To help bridge the space gap and shorten time to acquire more room, the basement of the oldest section of the oldest campus building, Hardin Hall, was opened, cleaned, updated, and pressed into use for engineering graduate offices. The space had remained unused except for storage since the 1920s; it helped solve the problem.
Then Bob Gilliland, an electrical engineer with excellent personal and business skills and who served at the request of Dean Jennett, Provost Maxwell, and President Lennon as the major development officer for engineering, undertook a multitracked approach to industry, the state, and the federal government. Gilliland visited with Frank Kinard, a physicist and, in many ways, the intellectual on CHE, for advice as to what should be included in the large engineering research proposal that asked for combining textiles and computers and for more space. Ultimately, the project divided into two parts: first, textiles, computer science, and computer engineering moving into the world of defense research, which garnered early support from the federal executive branch; and second, promoting more general engineering innovation. The first attracted the Defense Department. Once again, Senator Thurmond helped provide support, this time from President George H. W. Bush. Clemson also received help from several textile executives and U.S. senators from other states, which moved the Clemson cooperative project forward.
The second half, the “engineering innovation center,” did not offer the opportunity for much federal support. Mark Wright, the master planner, recommended that because the state expressed concern about the cost estimate for the building’s 104,000 gross square feet for a fee of $13 million (2011 equivalent $22,380,242), the building be developed as a shell, with as much as could be finished undertaken at once and that the remainder be finished as private money became available. Clemson had to sell the idea to both industry and the state, which generally did not support “overbuilding.”

While the plans moved by jolts and bumps, other engineering programs also grew in both size and stature. A new PhD in ceramic engineering began operation in the summer of 1987, keeping Clemson in the forefront of the defense portion of the project. In a related development, a northeastern optical firm and the Clemson ceramic engineers, through Jay Gogue, Clemson’s associate research director, created an optical fibers research center in the research park.

No greater proof of the strength of the engineering college and Clemson University exists than the generosity of its alumni and the businesses of the region. Clemson Life Trustee P. W. McAlister (Clemson 1941) and his family made a $1.7 million gift and bequest to establish a chair in advanced engineering materials in October 1987, while only a month later George J. Bishop III (Clemson 1952) endowed the Bishop Chair in Ceramic Engineering. These gifts allowed Clemson to begin forming a cluster in the critical area of new and advanced materials. At the same time, added strength emerged in one of Clemson’s oldest engineering fields with a substantial gift from Betty and Milton W. Holcombe (Clemson 1953) to establish the Holcombe Chair in Electrical and Computer Engineering. And just over a year later, D. Houser Banks, the recipient of the 1919 Norris Medal, created the Banks Professorship in Electrical and Computer Engineering. A second emphasis area emerged.

These strengths improved because industry and the government enriched the college’s teaching and research capacities. Mentor Graphics added $200,000 (2011 equivalent $336,453) and NCR contributed $50,000 (2011 equivalent $84,722) to allow engineering undergraduates to design integrated circuits and test their reliability. The gifts were attracted in part by a $454,000 (2011 equivalent $769,278) bequest from Semiconductor Research Corporation to the Clemson Center for Semiconductor Reliability, which Jay Lathrop directed. The Department of the Army awarded Clemson’s Department of Environmental Systems Engineering $2 million (2011 equivalent $3,443,114) to help solve a number of environmental problems on army bases. In 1989, Dow Chemical established a professorship in chemical engineering. Within two years, Structural Dynamics Research Corporation of Ohio gave $1.1 million (2011 equivalent $1,893,712) in computer software shared by computer engineering and computer science.
And the students? Approximately 3,800 studied engineering, including some 550 graduate students. And of the undergraduates, 10 percent were ethnic minorities and 20 percent were female. Clemson also ranked thirteenth in the United States in the number of African Americans who received bachelor’s degrees in engineering, giving credence to the recruiting of Corinne Sawyer, Robert Snelsire and Jill Williams-Wilks through the Career Workshop program (see chapter 6). One hundred forty-five faculty in the college, of whom ten held named chairs, taught and carried on research.120

Nursing

Following an excellent five-year administration of the College of Nursing, Mary Lohr announced her resignation. She also released the report that 94 percent of Clemson’s nursing graduates passed the licensure examinations, a major improvement since the end of Edwards’s presidency. And at the spring semester of 1987 Commencement, Mary Ann Kelly, the acting dean, awarded degrees to ninety-one students at both the bachelor’s and master’s levels. Kelly implemented a reorganization in which an associate dean oversaw all the degree-granting programs, both undergraduate and graduate, and a cluster of four chairs oversaw the subject matter fields. A second associate dean supervised professional services. The administrative overhead costs dropped significantly.123

During the year, the College of Nursing received a number of gifts, including one of $100,000 (2011 equivalent $201,855) in memory of Mary Johnson Cox, the deceased wife of Walter T. Cox, Clemson’s tenth president. Mrs. Cox had served as Clemson’s Mother of the Year in 1984. Later in 1988, the U.S. Department of Health and Human Services (DHHS) gave $550,000 (2011 equivalent $1,029,419) over three years to improve the nurse practitioner program. The initial grant of $169,772 (2011 equivalent $317,757) accompanied the announcement of the award. A year later, and pleased with the progress on the past grant, DHHS granted the college $130,000 (2011 equivalent $232,173) for master’s education in prenatal, infant, and maternal care. The establishment of this specialization resulted from the nursing faculty’s systematic needs assessment in Anderson, Oconee, and Pickens counties.

As the new dean of the College of Nursing, Clemson chose Opal Hipps, who held the BSN and the MSN from UNC and the EdD from USC. A leader in her field, Hipps came to Clemson and settled into the new and developing organizational structure that Kelly had put into place. Working with Robbie Hughes, the head of instruction, who held degrees from the Medical College of Georgia and from Clemson (EdD), Hipps smoothed the paths of the registered nurse (RN) to BSN or MSN, programs that first had been tried a decade...
earlier, and the improvements attracted new students into it.\textsuperscript{127} The second new curriculum grew out of a series of significant service courses in health sciences, developed by Carol Young Schwartz, who earned her BSN from Nazareth College in Pittsford, New York, and her master’s from Clemson. Schwartz came to Clemson in 1963 with her husband, Arnie, and she taught at the Spartanburg campus of USC in its nursing program. She began teaching at Clemson in the autumn of 1981.\textsuperscript{128} Her courses in personal and community health filled a need in the knowledge gap of the young adults. Rapid growth in demand caused the dean to seek out and hire additional faculty. During 1992, Schwartz created a health sciences major, which offered a strong foundation to any student planning to continue in fields such as physical therapy or public health. Measured by enrollments, graduation, professional examinations, and placements, the graduates of the two major programs in nursing had much greater success during the 1990s than in 1979.\textsuperscript{129}

These professional colleges, which had grown around the two original programs, agriculture and mechanics, proved that under Maxwell’s leadership they could flourish. But Maxwell’s heart and soul really rested in what the first trustees called the “academic program.” How did this program, now the colleges of Sciences and Liberal Arts, fare?

Mary Lohr (left) and Opal Hipps served as the second and third deans of the rapidly growing College of Nursing and developed innovative programs to help registered nurses (RNs) earn bachelor’s and master’s degrees in nursing. Taken from the 1984 and 1988 editions of the Clemson University annual, \textit{Taps}, respectively.
Notes

1. CUL.SC.CUA. S 61 b 70 f 647. This is a letter from Atchley, written by Duckenfield, to the sixteen technical college presidents.
2. Ibid., f 648.
3. Ibid.
4. Kirby Player to Reel, DVD. Player entered Clemson in 1979 from his family farm in Wisacky. An active student, he majored in agricultural education, participated in several interdenominational religious groups, and held membership in Kappa Sigma Fraternity. He earned his BS in 1983 and his master’s in recreation and parks administration in 1987. Later he joined the Clemson College of Agricultural Sciences in enrollment development as part of its student personnel staff.
5. Janis Moore Miley graduated in 1967 with a BA in mathematics and did her master’s at the University of Virginia. While a student at Clemson, she was among the first freshman women who lived in a dormitory. A cheerleader, she was active in Sigma Beta Chi Sorority. When it affiliated with Chi Omega, she continued her support for her new sisters. She is married to William F. Miley Jr. (Clemson 1965), Kappa Sigma Nu, and they have continued their support for Clemson.
6. The course began in 1978 and was team-taught by three history professors: Robert Lambert, professor of colonial history, who gave two lectures on higher education in America from Harvard through the land-grant act of 1862; E. M. Lander, Alumni Professor of South Carolina History, presenting two lectures on Mr. Clemson and the place of Clemson College in South Carolina; and Jerry Reel, whose specialty was British Medieval history, providing the last six lectures. When Lander and then Lambert each retired, Reel assumed their areas of the course.
7. Helen Adams to J. V. Reel, DVD.
8. Reel, The High Seminary v. 1, Appendix A, The Last Will and Testament of Thomas G. Clemson, 525–533, and in particular, 526, “…but I desire to state plainly that I wish the trustees of said institution to have full authority and power to regulate all matters pertaining to said institution—to fix the course of studies…”
9. This has become, if it were not always, a confusing term. However, since the CMP report of 1955, the term has been understood as the staff who report to the vice president of academic affairs and whose primary position is tenurable. Thus, the dean of the university, or of a specific college, or of graduate studies is not tenured in her or his administrative post, but because he or she is a faculty member can be tenured in that capacity.
11. Obviously, this left the question of the role of external bodies open for serious debate.
12. Each of these is an actual instance, the first related by an advisor at an advisors’ meeting, and the second, a question posed to me by a young man who followed that path and now serves a very rural series of communities. The minutes of the University Undergraduate Curriculum Committee and the Council of Academic Deans (both are in CUL.SC.CUA. S 93 bxs 27–33) carry the paths of course and curriculum approvals.
13. CUL.SC.CUA. S 93 b 28 ff 693–746.
15. Although there were others, the mainstays in the registrar’s staff were Sheron Burdette, Debra Burton, Richard Carpenter, Sanya Hodge, Lori Hughes, Elaine Laiewski, Carol Marrell, Trent Matuck, and Sally Wines.
16. Carpenter’s career and that of his wife, Nell, are detailed in Stanley Smith’s letter of October 2, 1987, found in CUL.SC.CUA. S 367, in process.
17. The letters and other correspondence may be found in CUL.SC.CUA. S 367, in process.
18. CUL.SC.CUA. S 61 b 70 f 651.
19. Ibid., b 71 f 658.
20. Ibid., b 70 f 647.
Ibid.  
22. Ibid.  
23. Ibid., f 648.  
24. Ibid., f 649, f 650, and f 659.  
25. Ibid., f 651.  
26. Ibid., f 652.  
27. Ibid. In the same folder was the CHE commissioner’s somewhat confused but direct approach to the student body president(s) and all the colleges’ faculty senate presidents setting out in detail his case for CHE primacy in the matter.  
28. CUL.SC.CUA. S 61 b 70 f 10.  
30. CUL.SC.CUA. S 30 v 24, 62.  
31. Ibid., 63.  
33. CUL.SC.CUA. S 37 f “Agriculture, 1982–1986.”  
34. Ibid., f “Concerts, 1986.”  
36. Ibid., S 30 v 23, 22.  
37. Ibid., v 27; also see Bostick, The Lasting Legacy, 143.  
39. CUL.SC.CUA. S 93 b 68 f 2036.  
41. Ibid.  
42. Ibid.  
44. CUL.SC.CUA. S 37 “Agriculture 1985–1996.”  
48. Lennon to Reel, DVD.  
51. CUL.SC.CUA. S 61 b 21 f 170.  
52. Ibid.  
54. CUL.SC.CUA. S 61 b 21 f 171.  
55. Ibid., f 174.  
56. Ibid., f 171.  
58. CUL.SC.CUA. S 61 b 21 f 171.  
59. Ibid., f 173.  
60. Ibid., f 172.  
63. CUL.SC.CUA. S 61 b 21 f 172.  
64. Ibid., b 67 f 611.  
65. Ibid.  
67. CUL.SC.CUA. S 61 b 68 f 632.  
69. CUL.SC.CUA. S 61 b 21 f 172.  
70. Ibid., b 68 f 630.  
71. Ibid.; Lennon’s response is filed in b 70 f 647.
72. Ibid., b 67 f 611.
73. Ibid., f 613.
74. Ibid., f 612.
75. Ibid.
77. CUL.SC.CUA. S 61 b 67 f 612.
78. Ibid., f 613.
79. Ibid., b 68 f 623.
80. Porter held his BS and PhD from the George Institute of Technology.
81. H. Garth Spencer, a professor of chemistry, received his BSE, MS, and PhD from the University of Florida. Spencer also served as the department head for chemistry.
82. CUL.SC.CUA. S 61 b 67 f 616.
83. Ibid., b 68 f 620.
84. Ibid., b 67 f 616.
86. CUL.SC.CUA. S 61 b 68 f 621.
87. A. H. Ringleb held his BA from Graceland College (KS), a PhD from Kansas State University, and a JD from the University of Kansas.
88. CUL.SC.CUA. S 61 b 68 f 623.
89. Ibid.
90. Ibid., f 624.
91. Ibid., f 627. The Consortium of Universities for International Business Studies listed as charter members the University of Alabama, Arizona State University, University of Arkansas, Clemson University, University of Delaware, University of Florida, Florida State University, University of Georgia, University of Illinois, Kansas State University, Mississippi State University, Oklahoma State University, Texas Tech University, and the University of West Virginia.
92. CUL.SC.CUA. S 61 b 68 f 628.
93. Ibid., b 67 ff 623-624.
95. CUL.SC.CUA. S 61 b 68 f 625.
96. Ibid., b 84 f 768.
98. CUL.SC.CUA. S 61 b 72 f 671.
99. Ibid., b 84 f 768.
100. Ibid., f 770.
101. Ibid.
102. Ibid.
103. Ibid., b 7 f 51, b 8 f 55, and b 9 f 61.
104. Ibid., b 94 f 857.
105. Ibid., b 95 f 863.
106. Bobby Eugene Gilliland, professor of electrical and computer engineering, earned his BS from Louisiana Polytechnic Institute and his MS and PhD from the University of Arkansas; Clemson Record, 1992.
107. CUL.SC.CUA. S 61 b 205 f 2015.
108. Ibid., and b 87 f 798.
109. Ibid., b 94 f 858.
110. Ibid., S 37 “Ceramic Engineering.”
111. Ibid., S 73 b 22 f 6.
117. CUL.SC.CUA. S 37 f “Environmental Systems Engineering.”
122. CUL.SC.CUA. S 90 b 1 f 15.
123. Ibid., b 20 ff 14 and 15.
125. CUL.SC.CUA. S 35 f 45; and S 37 f “Nursing, 1979–1994.”
128. Ibid., 1982.
A prankster proved that it’s hard to keep a good mouse down on April 1, 1981, by placing a cutout of Mickey Mouse on the southern face of Tillman Hall’s clock tower. Taken from the 1982 edition of the Clemson University annual, Taps.
In June 1985, the university lowered the eighty-year-old bell that hung in the clock tower of Tillman Hall and placed it in temporary storage awaiting a new campus home. With it came out the Seth Thomas clockworks. Fortunately, these relics, unlike the balcony rails in the old library and the seat ends from Memorial Hall, were not discarded but saved for future use. Just as the clock and bell had greeted ends of wars, the change in the school’s name, and the national football championship, they had been the objects of some quintessential student pranks. Early in the twentieth century, cadets hitched multicolored horses and mules harnessed to professorial carriages at the tower. Later, more than one reassembled automobile greeted April 1 from the roof. On April Fools’ Day 1981, the morning dawned to find the southern clock face displaying the body of Mickey Mouse, while Mickey’s gloved paws and thin limbs clung to the hour and minute hands. There the modern “prankster” kept time for the campus. The rumor mill suggested that the Physical Plant spent much of the day building giant mousetraps with which to ensnare the “rascally rodent.”

The old bell (v. 1, 152–153) gave way to a wonderful new set of bells that enlivened the Clemson campus with their sounds. Alumnus Rembert G. “Red” Horton (Clemson 1930) gave four bronze bells, called the “Victory Peal” in honor and memory of his family. He dedicated one bell to his brother, Capt. Lewis Samuel Horton Jr. (Clemson 1940), who had died fighting in the Battle of San Pietro (Sicily), December 9, 1943. The Hortons proposed that the four bells be the first to make up a carillon. Clemson installed two other bells at that time to bring the initial set to six, and the renowned Paccard Fonderie de Cloches in Annecy-le-Vieux, France, cast five more bells for the Clemson carillon. Five months after the June 1986 dedication of the six bells, Red Horton died (November 19) having heard his gift in use. By the end of Clemson’s Centennial celebration three years later, all forty-seven bells had been subscribed, and a great giving era began for Clemson from alumni, families, businesses, and friends who continue to this day to strengthen Clemson. But as the university increased its attention to research, some faculty, a large group of undergraduate students, and many alumni expressed concern that Clemson was turning its back on teaching.
Early in November 1986, Henry Vogel announced he would leave the office of dean of the College of Sciences to return to teaching and research.\textsuperscript{5} Within six months, Provost David Maxwell and President Max Lennon appointed Bobby G. Wixson, dean of international programs at Missouri–Rolla, as Clemson’s new sciences dean.\textsuperscript{6} Wixson, born in Abilene, Texas, in 1931, had enrolled in the U.S. Marine Corps and served in Korea from 1952 until 1956. After Korea, he remained in the Marine Reserves while he attended Sul Ross State University in Alpine, Texas, receiving a BS in geology in 1960 and an MS in biology in 1961. He then moved east to Texas A&M, where in 1966 he earned a PhD in aquatic biology oceanography.

From College Station, Wixson went to the University of Missouri–Rolla, where he rose into the ranks of academic administration. As dean of international programs, he worked with educators in a variety of countries in Asia, South America, Egypt, Europe, and Middle America. Wixson had a large array of foreign friends and enjoyed exchanging visits with them. During 1982–1983, he served Missouri–Rolla as acting provost. He and his wife left their grown and married children when they moved to Clemson and took up residence in 1987.\textsuperscript{7} Because of his international connections, Wixson enhanced the careers of a number of Clemson faculty by helping them make contacts with foreign scientists. One of the most pleasant exchanges that caught the community’s attention involved a several-day visit from a Welsh men’s choir from Chepstow. Traveling with their wives, a soloist from the Welsh National Opera, accompanist, and conductor, the Welsh families stayed with Clemson families in town. The group gave two spirited concerts, one on campus and the second in one of the town’s larger churches.\textsuperscript{8}
Wixson organized the College of Sciences under two associate deans. The college had the second most numerous faculty at Clemson and produced the greatest number of teaching hours (that is, enrollments multiplied by class minutes for any term) of all the colleges. As associate dean for graduate education and research, Wixson appointed Lewis Duncan, a physicist who held degrees from Rice University. Wixson named Doris Helms as associate dean for undergraduate education. Helms, a biologist from Philadelphia, had earned her baccalaureate degree from Bucknell University and her PhD from the University of Georgia. College Board circles regarded her highly, as did high school teachers in South Carolina.

**Chemistry**

Prior to his stepping aside as dean, Vogel had recommended dividing geology and chemistry into two departments, an arrangement present at Clemson as early as 1905. This division became necessary because of the somewhat smaller size of the new chemistry building and because of the different types of laboratory arrangements needed in each discipline. Odell Associates of Greenville designed the two-part chemistry facility in which the large lecture laboratory occupied one triangle. Office laboratories, smaller teaching laboratories, and supply, equipment, and workshop space filled the multistoried second triangle. In severe red brick “Brutalist” style, the complex sat between chemical engineering and textile chemistry to form a natural interdisciplinary design pod. The building was named Howard Hunter Laboratory in memory of the longtime professor of chemistry and dean. M. B. Kahn Construction of Columbia built the new teaching and research facility. Geology occupied space in Brackett Hall, completely renovated in 1992 and reoccupied also by the social sciences.

The chemistry faculty, involved in the development of new materials, also conducted research programs in engineering, textiles, and the wood chemistry aspects of forestry. Since the downturn of state funding early in the Atchley administration, the Chemistry Department needed more funds for equipment and for graduate assistantships to help the faculty in their teaching and research. Further, graduate stipends needed increasing, both to meet the rising costs of living and for Clemson to be competitive with the chemistry programs of other national graduate institutions. The department submitted forty-seven research proposals during the year 1986 and received $518,075 (2011 equivalent $1,062,494), not including indirect cost payments. Gregory H. Robinson, who held the PhD from the University of Alabama, emerged among the young faculty who moved quickly into a research lead and who garnered an excellent teaching reputation. The NSF awarded him $152,000 (2011 equivalent $311,729) to aid in developing a new technique for chemically separating compounds that are mirror images of each other. The department head in 1990, Darryl DesMarteau, had received
Darryl DesMarteau, a noted researcher in fluorine chemistry, served as the head of the Chemistry Department. Clemson University Photographs, CUL.SC.

global recognition for his research in fluorine chemistry, a field in which the National Drug Science Foundation cited Clemson as one of the nation’s best. DesMarteau held his baccalaureate from Washington State and his PhD from the University of Washington.\(^{15}\)

One of the ways Lennon kept abreast of the faculty during the early years of his administration was to invite the departmental faculty to elect a senior professor, but not the department head or assistant to the head, to visit and talk with him about major university issues. Some responses, offered consistently across the university, included low morale and pay, and high teaching and university committee loads. Chemistry in 1990 chose Rudolph Abramovich as its spokesperson. A skilled researcher, Abramovich had served as department head during the planning of the new building in 1980. He knew that the state funding technique for the building could not adequately meet the department’s needs at that time and certainly not for a student body that had grown by 40 percent by the time the building was completed and by 13 percent since the department occupied the building.\(^{16}\) But simple percentages disguised the fact that the graduate student body in chemistry nearly quadrupled between 1986 and 1990, which spoke to the rapidly growing reputations of the faculty.\(^{17}\) Finally, Abramovich feared that without improvement in the salaries of those at the lower faculty ranks, such bright young scholars like Robinson would soon move elsewhere.

**Biological Sciences**

The major problem most collegiate teaching programs in biological sciences faced involved the fracturing of the general discipline into departmental specialties such as zoology and botany. No general introductory course (Biology I) served as the starting place for the first year. Doris Helms, a faculty member in the biological sciences, proposed and, with a team of younger teaching faculty, resurrected an idea for a freshman biology program. To be successful (judged by the future performance of students in advanced biological fields such as microbiology, plant pathology, or genetics), the courses and the faculty functioned in an independent department. About 1,600 students enrolled each semester. The faculty delivered
Doris Helms, a highly regarded teaching faculty member and administrator in biological sciences, served as the associate dean for undergraduate education in the College of Sciences and later would become the provost for Clemson University. Clemson University Photographs, CUL.SC.

the material using the latest in teaching and testing methods and technologies. And the improvement in student performance, particularly in later science courses, proved strong. Vogel’s willingness to reward teaching excellence with salary increases, tenure, and promotions enabled Helms to gather and keep an outstanding faculty together. Several of the biology program faculty made national teaching reputations and regularly participated in the Advanced Placement program.\textsuperscript{18} When Helms moved to the dean’s office, William Surver filled her place as head of the biology program. Surver received his bachelor’s degree from St. Francis College and his PhD from the University of Notre Dame.\textsuperscript{19} But the total biological sciences teaching program weakened somewhat. The dean attempted to replace retiring teaching faculty in all of the programs with potential researchers who had graduate student direction for primary duty and one or two undergraduate courses to teach.

The other constituent parts of biological sciences, such as botany and zoology, that fell within the sciences college were grouped together as the Biological Sciences Department. During Lennon’s administration, the department head changed several times. Carl Helms, the husband of Doris Helms, came to Clemson University in 1975 from the University of Georgia. When Vogel merged zoology, botany, and biochemistry in 1983, he named Carl Helms the department head.\textsuperscript{20} Helms

Carl Helms, an ornithologist, served as the first head of the Department of Biological Sciences. Clemson University Photographs, CUL.SC.
earned his bachelor’s degree from the University of Colorado and his doctorate from Harvard. He specialized in the biology of birds and their migratory paths and patterns. During his tenure, Helms brought together a number of outstanding faculty, including Jim Schindler, who held his undergraduate degree from North Dakota State University and his DPhil from Oxford. Schindler conducted research in the study of life on the water borders. Another research scholar was Sidney Gauthreaux, an ornithologist educated at Louisiana State University and a gifted illustrator of birds. When Carl Helms retired, Larry Dyck, a professor of botany with a baccalaureate degree from UCLA and PhD from Washington University (St. Louis), served as acting department head. In 1990, Wixson appointed Jack Lilien, who had a bachelor’s degree from the University of California (Berkeley) and PhD from the University of Chicago, as head.

With the instruction of the introductory courses offered by a cluster of strong teachers, the upper division program grew rapidly, awarding twenty-eight bachelor’s, four master’s, and five doctorates in 1987. Within seven years, the number of graduates had grown to sixty-seven bachelor’s, four master’s, and fourteen PhD’s. In 1990, Gary L. Powell, professor of biochemistry with a BS from the University of California and PhD from Purdue, in collaboration with Lilien and several other faculty, received $290,000 (2011 equivalent $499,251) for three different research projects.

**Computer Science**

Computer Science appeared in 1980 as a new department in the College of Sciences. Led by Albert Joseph (Joe) Turner Jr., the department grew rapidly, both in students and in faculty. Turner received his baccalaureate degree and master’s at Georgia Tech and then attended the University of Maryland where he earned a second master’s and then a PhD in computer science in 1976. At Clemson he chaired the faculty group that wrote the degree proposal, which the trustees approved, to move what had been a field within the Mathematical Sciences Department to an independent program.

Enrollment in the program increased rapidly, driving the need for new faculty and filling more space than available in Martin Hall. Graduate Studies Dean Arnold Schwartz, functioning as

Albert Joseph Turner, an outstanding researcher and administrator in computer science, was the first head of the Department of Computer Science. Clemson University Photographs, CUL.SC.
“academic space czar,” negotiated to move computer science “temporarily” into the nursing building, which also “temporarily” housed sociology. The science and technology areas suffered greatly until the latter 1980s from the lack of teaching and research space, a consequence, in part, of the growing enrollment after years of the Edwards era “10,000 students” limit. For the computing department, the move meant offices for faculty could be grouped together, but the teaching space remained scattered around the eastern side of campus, located in lecture halls in Kinard and McAdams and classrooms in Martin and Daniel, hardly the ideal way to carry forward a successful program.25

**Physics**

The May 1986 undergraduate physics class produced eight exceptional scholars: four women and four men. All had excellent opportunities, going on to the universities of California–Berkeley, Chicago, Harvard, and Columbia or to internships at Brookhaven, Livermore, and other world-famous laboratories.26 Graduating summa cum laude and with senior departmental honors, all eight fastened black paper cups containing dry ice to their graduating mortarboards. As they approached the ramp leading to the stage where President Lennon and Dean Vogel bestowed the degree and a handclasp, each graduate poured water from a conveniently sequestered pitcher into the cup and crossed the stage “smokin.”27 One father wrote that his daughter “is a very honest young lady. When she refers to something as ‘superior’ she means it. She would not hesitate to use that word to characterize the [Physics] faculty….She worked primarily with Professors Skove, Gettys, Graben, Stillwell, and Keller….”28 In response to a comment from President Lennon, Carlton Ulbrich, the department head, wrote on behalf of his colleagues about the eight, describing them as “the best that we as faculty have ever had the pleasure of working with.”29

Meanwhile, in the midst of that success, many of the same faculty grew weary of receiving rejections on research proposals submitted to federal agencies such as the National Science Foundation and the National Institutes of Health. One excellent Clemson scholar received a rejection that read, “…I realize that it is by far more difficult for scientists from small schools, where there are few experts in any one area, to compete successfully for research support.” The Clemson writer noted, “It is clear from referees’ comments that they cannot have read the proposal carefully, if at all. Often their specific criticisms or questions have been carefully answered in the text. Some referees seem to feel that a proposal from Clemson should not be taken seriously.”30

The frustration and growing anger by no means confined themselves to Clemson. Many complainants from around the country noted that a favored few institutions seemed to garner most federal grant dollars.31 Concerned researchers
The High Seminary

throughout the nation attacked the issue and came to the conclusion that, while some emerging California system schools had modest success, the distribution of federal research money since World War II had not shifted greatly in the four-plus decades. They further concluded that southern institutions, particularly the state-founded ones, had the greatest difficulty receiving such grants.

John P. McKelvey, former head (1974–1982) of physics, had led the argument for Clemson with the help of Rep. Butler Derrick (D-SC) and senators Strom Thurmond (R-SC) and Orrin Hatch (R-Utah) that led NSF to create the Experimental Program to Stimulate Competitive Research (EPSCoR). As a result, through EPSCoR the state of South Carolina received $2.5 million (2011 equivalent $6,089,793) to begin adding to its research capabilities.

Another direction in which the physics program moved was astronomy. The department’s headquarters, Kinard Laboratory, featured a planetarium, and the physics faculty taught astronomy. While most students who took classes in astronomy confined themselves to introductory courses, the faculty with a strong interest in astronomy were enthusiastic scholars. Donald D. Clayton, a highly regarded nuclear physicist and astrophysicist, joined the Clemson faculty in 1989. Clayton earned his BS from Southern Methodist University in 1956 and his PhD from the California Institute of Technology in 1962. He received the Alexander von Humboldt Senior Scientist Award twice (1977 and 1982) and in 1981 delivered the George Darwin lectures to the Royal Astronomical Society. After coming to Clemson, Clayton was inducted as a Fellow of the American Academy of Arts and Sciences (2000). His Clemson career also encompassed his receipt of the Leonard Medal of the Meteoritical Society (1991), the NASA Public Service Award (1992), and the NASA Exceptional Scientific Achievement Medal (1992). Clayton’s major study focused on the origin of atomic nuclei in stars and the evolution of stars.

Also in 1992, physics professor Raymond C. Turner won recognition as the S.C. Governor’s Professor of the Year. Shortly thereafter, he received appointment as Alumni Distinguished Professor.

Donald D. Clayton, a noted and award-winning nuclear physicist and astrophysicist, came to Clemson in 1989 to help place more emphasis on the university’s Department of Physics and Astronomy. In 2000, he became Clemson’s first faculty member to be inducted into the American Academy of Arts and Sciences.
Mathematical Sciences

The EPSCoR program, which attacked what many called an “old boy” system of grant awarding in place since World War II through a federal effort to strengthen scientific research throughout the United States, proved important to Clemson’s mathematicians as well as to others.38

One who emerged as a leader in his field was Joel Brawley. A native of Mooresville, North Carolina, Brawley received all of his degrees from North Carolina State University. He began his teaching at NC State but came to Clemson in 1965. Exhibiting strong ability in the classroom, he moved from assistant professor to professor by 1972. Especially noted for his teaching skill in beginning college calculus, particularly to minority freshman engineers, he also received much attention teaching linear and abstract courses. He enlivened statistics classes with gambling probabilities and card tricks, while his talents on both the guitar and banjo held students, who witnessed lectures using music as a mathematical instructional tool, faculty, and townsfolk in rapt attention. Having directed twenty-nine students who received the master’s and seven who received the doctoral degree, he offered a seminar on “preparing for college teaching.” In 1982, Brawley was named an Alumni Distinguished Professor.

As a research scholar, Brawley published more than sixty papers, some in mathematics education but most in algebra and cryptography. In the latter field, he served for many years as a consultant to the National Security Agency (NSA) and gave summers over to the Jet Propulsion Laboratory and the Institute for Defense Analysis in Washington, D.C. A decade

Joel V. Brawley, one of Clemson’s leading scholars in mathematics and frequent consultant to the National Security Agency, often used card tricks, gambling probabilities, and music to illustrate mathematical principles in his classes. Taken from the 1984 edition of the Clemson University annual, Taps.
later, Gen. Michael Hayden, the director of NSA, wrote Clemson’s president, “The National Security Agency extends its most sincere appreciation to Dr. Joel Brawley of Clemson University for his commitment to bring the full power of modern mathematics to bear on problems of critical importance.”

Brawley stood as one of several outstanding examples of the well-committed teacher. John Kenelly’s work with high school teachers was another. His summer workshops on teaching calculus while using graphing calculators attracted international attention. He also convinced the Educational Testing Service to hold summer readings at Clemson, bringing 300 readers at a time to campus. Kenelly’s efforts expanded Clemson’s name and place recognition among both high school teachers and college faculty nationwide.

Another talented “teacher of teachers,” John Leudeman, in programs sponsored by the S.C. Department of Education or by the CHE, offered numerous in-service workshops on improved learning and teaching strategies for schoolteachers throughout the state. While some educators received modest compensation for the hours of development and travel that went into any such true public services, it is not possible to measure the impact these servant scholars or Clemson had on the people of South Carolina. In 1993, Clemson’s leadership in working to improve teaching in the school system achieved national recognition when the NSF and NSA combined to fund a series of regular conferences at Clemson that attracted mathematics education leaders from great distances and numbers of states.

Richard D. Ringeisen became department head in 1988 and recommended that an independent assessment team be invited to make a careful study of the mathematical sciences graduate programs. Ten reviewers in five teams covering the department’s five emphasis areas—analysis, algebra/combinatorics, computation, operations research, and statistics—read descriptions and curricula vitae and studied student course evaluation summaries before coming to Clemson for their visit on April 15, 1993. After gaining permission to engage the experts for such a visiting team, the mathematics faculty gathered the data and assembled the reports that the assessors needed. Some of their comments could be predicted: The workload was too high and the budget too small. Nonetheless, the assessors noted “the remarkably high quality of recent hires.” The very first comment declared, “The department’s graduate programs are unique in their approach and form a remarkable paradigm for what has come to be called ‘mathematical sciences.’ There are no comparable programs in the United States.”

The Dean and Research Funds

In an effort to stimulate research productivity in sciences, Wixson, relying on the ability to amass enough lapsed and tuition money to build a flexible financial reserve, made some excellent but expensive faculty hires accompanied by equally
costly laboratory equipment acquisitions. As long as funding was available to hire master’s-level faculty in nontenure-track positions (those not leading to permanent positions) and as long as an abundant supply of teachers or graduate students existed, Wixson’s strategy worked well.

One change slowed both supplies of teachers and graduate students. Many of the most willing (and affordable) graduate students came from non-English-speaking countries or, at best, from parts of the British commonwealth where spoken English in rhythm, intonation, meter, and inflection sounded different from the language as spoken in North America. Consequently, students, particularly those in the technologies and sciences learning new vocabulary related to their fields of study, complained about their inability to understand their instructors. Objections that the instructors could not speak English arose not only in Clemson, but also at most schools around the country that used graduate (or upper undergraduate) assistants or instructors. Legislators nationwide moved to address the problem. South Carolina’s statewide solution, adopted by the legislature, charged each institution with creating and instituting a mode of redress and reporting on its effectiveness each semester to a designated CHE staff member. Farrell Brown, acting dean of the graduate school, assembled Clemson faculty from the two commissions (graduate and undergraduate) and developed a quick, practical solution. It required the student to report the difficulty to the department head within the first three class meetings. The department then moved the reporting student to another section of the same course but with a different instructor, and the newly assigned faculty member provided the student a few tutoring sessions. At the end of each semester, department heads reported any complaints made in the first three meetings and how each was handled to the collegiate dean, who filed a summary with the undergraduate dean. That dean in turn sent a single, Farrell B. Brown, a chemist, served as acting dean of the Graduate School on several occasions during the 1980s and 1990s. Clemson University Photographs, CUL.SC.
detailed report to the provost and CHE. By attacking the problem at the beginning of the term, the Clemson solution averted genuine harm to students. Combined with the accrediting association’s requirement that a graduate student must have eighteen semester hours of graduate instruction in the subject field and the Clemson-required English as a Second Language (ESL) program offered by the College of Liberal Arts for graduate students who were not native speakers, the early identification program reduced complaints almost to nothing.45

Liberal Arts

Liberal arts subjects, especially English and history, had been a significant part of the Clemson education since 1893. In fact, it was hard to imagine a Clemson graduate who had not studied substantial doses of semicolons, Shakespeare, and George Washington. Since 1970, Liberal Arts had functioned as a single college, and by 1982 Robert Waller served as only its second dean. A man who seemed tireless, he walked the nearly two-mile hike from his Folger Street home, leaving most mornings at 7:00 a.m. He carried a Gladstone-style briefcase and note card in one hand and small dictation recorder in the other. As he moved at a firm marching pace, memos, letters, and notes to his indefatigable secretary took shape. He tried to finish his dictation by the time he reached Sikes Hall, the 1904 onetime agriculture building, then college library, and now administration building. At that point, with note card and recorder stored in an outer pocket, Waller changed to the stereotypical jovial, avuncular college dean, nodding this way, smiling and greeting the other way, but never breaking pace, so that by 7:45 a.m. he arrived at his desk, having deposited his dictation, a list of telephone calls to be placed, and a sheaf of hand-composed correspondence to be mailed.46

On a few occasions, Waller dictated answers to letters from the public asking about or criticizing one liberal arts program or another. As a consequence, he defended his faculty on issues of artistic and academic freedom, such as the issue over a nude sequence called for in the play Equus. The performance near the end of President Atchley’s administration appeared problematic for several reasons. The presenting group, the Clemson Players, a venerable part of Clemson’s activities, was, at the time, a volunteer student organization sponsored and largely financed through Student Affairs. But it drew its director and professional staff from the Clemson faculty, and the members of the production staff and the acting troupe might be students, faculty, or staff from any college. In any case, the Student Affairs dean, Walter Cox, made the decision to remove the nudity. The controversy generated much mail, both “pro” nude scene and “anti.” Waller received some of it because the play’s faculty director, Ray Sawyer, taught in the College of Liberal Arts. Even though Sawyer objected to the decision, he implemented the directive. Waller defended Sawyer to the public, as did Provost Maxwell and President Atchley, who,
having resigned, still never dodged his obligations to Clemson.47 Interestingly, only a few months earlier (November 19, 1984), the S.C. Theatre Association had presented its annual Founders Award to Clemson University.48 As a result of the “unpleasantness,” Atchley transferred all responsibility for the performing arts from Student Affairs to Academic Affairs. Months later (November 1985), the Kennedy Center American College Theatre Festival awarded the Clemson Players’ production of David Mamet’s *American Buffalo* one of six first-place national prizes.49

Other good news followed. Waller, from his second year as dean, had vigorously pursued grants and gifts for college improvement. Even though his college as a discipline was as old as Clemson College itself, Liberal Arts alumni had graduated from its constituent fields only since 1956. Prior to that, their degrees were nebulously listed as “General Studies.” Thus, the easily identified alumni were relatively young and not nearly as numerous as those of some other colleges. That did not slow Waller. His earliest target, the National Endowment for the Humanities (NEH), turned down Waller’s first application in 1983. But he persevered. In July 1986, in response to the second more-refined and less-ambitious proposal focusing on “communications” as a foundation discipline, the NEH awarded Clemson a $300,000 challenge grant, to be matched by $900,000 in new gifts.50 One month later, former Trustee Bob Campbell (Clemson 1937) and his wife, Betsy, gave $1.05 million (2011 equivalent $2,153,391) to establish a chair in technical communications, administered jointly by the colleges of Liberal Arts and Engineering.51 The Campbells had matched the NEH grant. The chair attached to the Liberal Arts dean’s office, although the faculty member holding it could serve in any department or college. Then, as a 1988 Christmas present, another Clemson alumnus, Roy Pearce (Clemson 1941), and his wife, Margery, added $1.5 million (2011 equivalent $2,478,249) to establish the Pearce Center for Professional Communication, also lodged in the Liberal Arts dean’s office.52

The gifts to support communications initiatives involved a number of the English faculty and their department head, Bill Koon. Koon, a Newberry College BA and Auburn University MA, held his PhD in American southern literature and culture from the University of Georgia. Joining the Clemson English faculty in 1972, he became department head in 1984 and served in that position through 1990. *Hank Williams: A Bio-Bibliography* numbered among his publications.53 During that period, the department worked closely with different student groups to attract outstanding speakers to campus. Clyde Edgerton (b. 1944—), a well-regarded North Carolina author, captured the imaginations of many Clemson students with his banjo and stories from his air force fighter pilot service in Japan, Korea, Thailand, and the U.S. His novels, most of them semi-autobiographical,
were favorites with the students. A professor at UNC–Wilmington, Edgerton returned to Clemson as a guest lecturer a number of times.  

A second speaker, jointly sponsored by PAMOJA, the successor organization to the Student League for Black Identity, Maya Angelou, a highly regarded poet and novelist, addressed well over 1,000 students, who had preferential seating in Memorial Chapel. Her theme, being “true to the inner voice,” resonated well with the young people, to whom she spoke quite directly.

Koon stepped aside as department head, succeeded by James Andreas, a Shakespearean scholar with degrees from Northwestern (BA), Johns Hopkins (MA), and Vanderbilt University (PhD). Andreas instituted several major efforts at academic outreach at Clemson. One, a scholarly journal, The Upstart Crow, featured studies in Shakespeare and the culture of the era. It proved popular with college faculty and secondary school teachers. The second, a Shakespeare Festival, regularly brought to campus touring companies as varied as those representing the Alabama Shakespeare Festival, the Oregon Shakespeare Festival, and on several occasions the forty-four-person traveling ensemble of the Royal Shakespeare Company. The Clemson Players, which had produced Shakespeare regularly through the years, also performed. O. B. Hardison Jr. (1928–1990), a friend of many Clemson faculty from his years at UNC and the librarian of the Folger Shakespeare Library in Washington, D.C., when speaking at Clemson in the early 1980s, had noted the apparent pleasure audiences in the Upstate took in Shakespeare and encouraged Clemson’s theater and literature groups to offer more of the works and writings of Renaissance and seventeenth century theater. The Clemson Shakespeare Festival regularly scheduled performances for high school classes and groups. But with only a handful of performing venues, the department eagerly awaited a really good performing space.

Besides offering its students both excellent examples from the past, as in Aristophanes’s Lysistrata or Shakespeare’s dramas, and from the present, the English Department fortunately also counted practicing writers in its faculty. One, Jack McLaughlin, whose baccalaureate was from Temple University and whose PhD was from the University of California, wrote and had published Jefferson and Monticello, which was a finalist for the 1988 National Book Award. Deftly, McLaughlin combined his skills as a humanist with the keen understanding of a craftsman in this significant work.

Clemson students taking English also studied under Mark Steadman. From Savannah and himself the son of a Clemson alumnus, Steadman wrote a string of books, including a collection of short stories entitled McAfee County, which presented the reader insight into the rural southern variety of personalities. Another of his books, A Lion’s Share, a novel about a high school football star who flamed out early, was a much-acclaimed study of youthful pride, over-expectations, and the tragedy associated with falling short of them. During the 1980s, Steadman was chosen to be a Fulbright lecturer at the University of Leningrad and also
published *Angel Child* and *A Bang-Up Season*. A southerner, Steadman recognized the region’s faults but noted, “The South has a sort of tolerance for weirdness and idiosyncrasies…,” qualities that came across in his books.

Teachers such as these remained in high demand on the lecture and television circuit, bringing to Clemson and the College of Liberal Arts a special glow, even if they did not garner large research grants. Besides the undergraduate students and the broader public, the English Department served the region well through its graduates, some who went on to teach in public and private schools and colleges.

**Music**

Having served as the acting (and, as he said, “the singing”) dean of liberal arts during 1980–1981, John Butler returned to the headship of the Music Department. And as he approached his retirement on July 1, 1988, his colleagues and the students who had been the performers in the marching and the concert bands joined a number of alumni of these long-standing Clemson student units in a

A young John Butler conducts Clemson’s symphonic band as it plays a transcription by him of a major orchestral score. The overhead pipes were not part of the instrumental sections, but rather symptoms of early bands’ having to practice in less-than-ideal places such as the basement of the YMCA. Butler would later serve as the acting (and “singing”) dean of the College of Liberal Arts in 1980–1981. Clemson University Photographs, CUL.SC.
concert in Butler’s honor.62 The Music Department had received its first endowment in 1985–1986 when two Clemson faculty, Lillian “Mickey” Utsey Harder, a professor of music, and her husband, Byron Harder (Clemson 1964), a physician at Redfern Health Center and with the athletic programs, endowed the chamber concert series in memory of Mrs. Harder’s mother and father, Lillian and Robert Utsey. The Utsey Chamber Music Series opened on September 30, 1986, and continues to this day offering free concerts for students and the public.63

The duties of managing the Clemson Concert Series (rapidly approaching its fiftieth anniversary) devolved onto Bruce Cook, who continued the eclectic and excellent programming with jazz guitarist Alex de Grassi and Mark Egan on bass in the spring of 1987, which followed with South Carolina’s own “Dizzy” Gillespie in September.64 The two series also presented classical concerts, such as the February 1988 performance by the Chamber Orchestra of the Auvergne of an Albert Roussel (1869–1937) sinfonetta and two series of Joseph Canteloube’s (1879–1957) *Chants d’Auvergne* sung by Marvis Martin, who had debuted at the Metropolitan Opera in 1982. A Floridian and one of the more noted exponents of Canteloube, Martin won a $10,000 national prize the week before she appeared in Tillman Hall’s Memorial Chapel.65

Then, the first of the Centennial concerts featured New Orleans’s great native son Wynton Marsalis, playing several classical pieces for trumpet, drums, and piano, followed by a selection of trumpet music in blues and in jazz. The overflowing Memorial Chapel erupted with an encore rendition of “Tiger Rag,” although it took a few measures before the audience recognized it in its closer-to-the-original form.66 President Lennon, realizing that only a few days earlier Beverly Sills had spoken from the same stage about the necessity of good facilities to nurture creativity and knowing that several alumni had approached him with promises of substantial financial support, asked his business vice president, David Larson, to plan for a $10 million facility. Larson knew such a structure would have to be a mix of classrooms and student-use spaces, which could be funded through bonds, and the performance spaces, which had to be covered by gifts.67

Of course, the need for an adequately sized and equipped space for public performances had been recognized since Bruce and Morgan designed the Main Building (now Tillman Hall), with Memorial Hall (or chapel) adjoining it, in the 1890s. Thus, when President Sikes determined to increase the student body size, he called on professor Rudolph Lee to enlarge the hall, which led to the building of the north transept, the balconies, and the changing of the axis to south-north. Efforts to gain support for a new auditorium-armory failed until the 1960s when Trustee-Senator Edgar Brown gained legislative approval for Littlejohn Coliseum. However, its design rendered it near hopeless for performances. As has been noted, Atchley recognized the need and grouped a performance center with the entire Thurmond Institute plan. Thus, the need was forward in Lennon’s mind during
his administration. The difference was that Lennon would direct the campaign and actively solicited private resources to bring this desire first to bud and then to flower.

In July 1987, the faculty of the award-winning theater program combined with the faculty in the former Music Department to form the Department of Performing Arts. Arthur Richard Nichols, a theater professor with a baccalaureate degree from Michigan State University, an MFA from Ohio University (Athens, Ohio), and a PhD from the University of Washington, served as the first department head. The multiple challenges of an eagerly awaited new performing arts building, in the design of which everyone wanted a voice, a newly created department, and strong faculty desires for the creation of several new curricula seemed almost overwhelming. In September 1987, Nichols, Waller, and the faculty completed a program report and delivered it through Maxwell to Lennon. The estimated cost, according to the university’s Physical Plant superintendent, Jerry Boyer, amounted to $15 million. Lennon studied the whole program, but two days after he received it, he turned the paper back to Maxwell. The provost met with Nichols and the committee to reiterate the financial limit and directed them to “go back to the table.” Shortly thereafter, Nichols resigned and left Clemson.

Clifton Scott Miller Egan, a professor of theater who had joined the Clemson faculty in 1976, accepted the headship. A Kentuckian, Egan had attended
Hanover College in Indiana, earning his BA in drama and speech. Active in Sigma Chi Fraternity, he worked for a time with the young Clemson chapter. He and his wife, Diane (also a member of the Clemson faculty and like her husband a Hanover graduate), went to Northwestern University where they had both earned master of fine arts degrees. They came to the Clemson faculty together. By 1989, “Chip” Egan, the new department head, was active in community life.

The financial issue in the proposed performing arts facility concerned the desire for proscenium stage auditoria of two different sizes. The larger, a 2,200-seat theater, was advocated by the Facilities Planning Committee, while the Performing Arts Center group noted that the large facility alone could cost in excess of the entire budget, leaving nothing for the teaching program. The latter proved significant because if teaching space were set aside or deferred, then the legitimacy of issuing bonds using tuition increase dollars to pay became questionable. And even if the state attorney general or the Budget and Control Board held such as within state regulations or law, no space would come available for the use of the various overcrowded teaching programs. The argument in favor of a smaller main auditorium (1,000 seats) conducive to younger voices prevailed, which meant the facility would serve as a true teaching center and not just a “roadhouse” built for traveling shows. Those in the discussion also noted that Greenville was erecting a facility for traveling productions, so that type of performance would be easily available.

Lennon and Maxwell asked Larson and Jim Barker, the architecture dean, to join them to discuss the process. Barker recommended an open competition in which every firm wishing to submit a preliminary proposal paid an entrance fee. This would defray the costs of evaluators to critique the plans and estimators to determine the structural and financial viability of each proposal. Nearly one hundred firms applied, including twenty-seven from South Carolina. Mark Wright, the campus planner, distributed the detailed specifications that contained the necessary topographical maps. Clemson received some fifty preliminary proposals. Wright masked personal identifications, replicated the proposals, and sent them along with instructions and rating sheets to the evaluators. The proposals with structural and financial merit then went to the estimators. Of the fifty preliminary proposals, four became finalists and eight received honorable mention. All, of course, received notice of the outcome. Then the finalists came to Clemson to develop the preliminary proposals into full presentations. The estimators and evaluators came also. Out of all of this, and following an architectural jury review, the Cambridge, Massachusetts, firm of Sert, Jackson & Associates emerged as the winners in a decision announced on May 25, 1989.

Two major gifts in support of the center, both committed in 1988, came from the estate of Wofford B. Camp for the building of the Wofford B. and Louise Camp Performing Arts Pavilion and from Robert H. Brooks for the performance wing. Wofford Camp (1894–1986), from Campobello, graduated from Clemson
in 1916 in agronomy and joined the USDA cotton office. The U.S. government transferred him to California to develop the cotton fiber needed to become the “skin” for the army air corps airplanes in which the young pilots, air warriors, and photographers such as Frank Poole, the first alumnus to serve as Clemson’s president, flew during World War I. Incidentally, Camp built on the work of another Clemsonian, former textiles professor Fred Taylor. Taylor, an Englishman, joined Clemson’s faculty in 1909 to teach the carding, spinning, classing, and grading of cotton before entering federal service, where he directed the development of universal standards for the grade and staple of American cotton. In 1917, Taylor designed and developed the first successful cotton fabrics for use in airplane wings in a joint effort between the USDA and the National Bureau of Standards. In his work that built on that of Taylor, Camp determined quickly that Egyptian Pima cotton served best for this use. His crops in the critical war years of 1917 and 1918 proved excellent.

After the war ended, Camp then switched to a finer cotton variety and raised cotton privately. Married in 1921 to Georgia App of Bakersfield, California, he accepted a position as an appraiser and advisor to the Bank of Italy (now the Bank of America) in 1929. He remained in Fresno, California, until 1934 when, at the request of President Roosevelt, he went to Washington, D.C., and served as fiscal director of the Cotton Division of the Agricultural Administration. His Washington term, which SCETV described as “three stormy years,” set the stage for his return to the San Joaquin Valley, California, where he again practiced agriculture. He established farm enterprises in South Carolina, California, and Washington. Georgia, his wife and mother of his sons, Wofford Jr. and Don, died of pneumonia in 1943, and on January 18, 1956, he married Louise Wise of Trenton, South Carolina, an accomplished pianist, widowed farmer, and mother of three daughters. In his will, Camp left in excess of $1 million (2011 equivalent $2,050,849) for the building of a performing arts teaching facility at Clemson. Camp died on August 1, 1986, in Bakersfield, California, but not before he met another Clemson graduate, Robert Howell Brooks.

Bob Brooks (1937–2006), the son of a tobacco farmer in Loris (Horry County), grew up, as did many southern farm boys, without the benefits of electricity and running water. He worked for his father, Gerald, and his mother, Mary Belle Bellamy Brooks, in all aspects of the farm. After graduating from Loris High School, Bob and another farm employee drove a truckload of harvested tobacco to market. After the two sold the load, Brooks took the share his father promised him, leaving the other man to return to Loris with the bulk of the cash and the truck.

Bob Brooks set out for Clemson, hitchhiking from North Carolina. He arrived at Clemson Agricultural College on the Saturday before school opened in September 1956. Finding Tillman Hall closed, he sat on its old granite steps to ponder what he should do next. Coincidentally, Walter Cox, just recently
appointed dean of students, came out of Tillman’s main door. He had met with the registrar to go over the scholarship designation list. Cox saw Brooks and introduced himself, asking if Brooks needed any help. Brooks’s story, adventure, and hope poured out for Cox. Temporarily settling Brooks in a dorm room and giving him a guest meal pass to the dining hall, Cox went to his office where he called an old friend (a Clemson man) in Loris. The friend was a public school trustee and, like Brooks, a Methodist. Yes, he knew Bob, identifying him as a good student from a fine Methodist family and quite industrious. He would put full affirmation by telegram and the copies of records in special delivery mail as soon as he could.81 When Brooks arrived on Monday at Cox’s office, he learned not only of his admission to the college, but also that he had received the first Wofford B. and Georgiana Camp full scholarship, renewable for four years. Here lay the reason for the visit, but by no means the only visit, of Bob Brooks to see “Bill” Camp years later. In 1988, when Beverly Sills appeared at one of Clemson’s Centennial events, Camp’s widow and the Brookses stayed with the Lennons, cementing the gifts and their uses for the building of a performing arts center.82

After completing his military service, Bob Brooks graduated in agriculture from Clemson in 1960. He worked with a Philadelphia food formula firm first, resigning in 1966. With his savings, he opened Naturally Fresh, a condiments company in Atlanta, Georgia. One year later, he invested in a small Florida bar chain, Hooters. The New York Times reported that its name referred to the “female anatomy.” He turned it into a “spicy wings restaurant” and guided it to 430 locations. Brooks had two sons, Mark and Coby, by his first marriage. Mark graduated from Clemson in 1991 and went into the sports automotive field. He was killed in a plane wreck in 1993 with champion driver Alan Kulwicki.83 Brooks’s second
son, Coby, also a 1991 Clemson alumnus, managed the family enterprises after Bob Brooks retired in 2003.84 Bob Brooks donated $2.5 million (2011 equivalent $4,130,415) to Clemson’s performing arts center, which is named for him. The lobby is named in memory of Mark and one of the major concert series for Bob’s daughter, Boni Belle.85

Construction began on the Brooks Center for the Performing Arts in 1991, but in the meantime, Bruce Cook supervised the Clemson Concert Series, whose productions, still in Memorial Chapel, offered to the Clemson community the Budapest Symphony with Leonard Pennario as the pianist. Student productions also expanded. The Gospel Choir, just a few days later, presented its eighth anniversary concert.86 Finally, planning could begin for the dedication of the Brooks Center for the Performing Arts and the Camp Performing Arts Pavilion, along with the inaugural concerts. Egan, Cook, Harder, and the performing arts faculty planned one day and two nights of performance designed to showcase all the performing groups and spaces. They selected the dates April 15 and 16, 1994. The first evening featured excerpts from two great pieces of literature: Shakespeare’s Romeo and Juliet and Voltaire’s Candide as presented by the Clemson Players. The student orchestra and the Clemson University Chorus offered selections from Leonard Bernstein’s (1918–1990) West Side Story, a New York City retelling by A. Laurents of Romeo and Juliet.87 Clemson’s student groups also offered scenes from Bernstein’s Candide. The libretto was by the distinguished New Orleans playwright Lillian Hellman.88 Interestingly, the haunting “Two Hands, One Heart” from West Side Story began as a proposed finale to Candide.

For the open house the next day, April 16, faculty, which included the few stage technicians, manned their posts. At scheduled times, student and faculty groups offered “pocket performances” designed to show off both space and the department’s virtuosity. A jazz combo and the Gospel Choir were the stars of the day. The second evening demonstrated that the main 1,000-seat auditorium, besides its generosity to student voices, accommodated large professional productions. The Greenville Symphony and the combined Greenville and Foothills cho- rales with “imported soloists” from several American opera companies presented Ludwig von Beethoven’s Ninth Symphony. The packed auditorium rose to applaud the splendid performance, and appreciative cheers thanked the Brooks family and Max Lennon. It proved an exceptionally thrilling night for the stalwart performing arts faculty, many who had long awaited the moment.89

History

As was appropriate for an era focused on the decade that led to the creation of the Clemson Agricultural College of South Carolina in 1889, the history faculty remained busy with teaching. Alan Schaffer had stepped aside as department head;
the new leader was a midwesterner, John Remley Wunder. After Wunder received his bachelor’s degree in 1967 and then his master’s and law (JD) degrees in 1970 from the University of Iowa, he taught at the secondary school level and practiced law until he decided to pursue the PhD, which he received from the University of Washington. Time spent in school administration and educational law gave him a strong foundation for academic administration. And he took his role as department head to heart.90 Besides the normal hiring duties, he faced the “replacement” of one of the department’s finest teachers and publishing scholars in Ernest McPherson “Whitey” Lander. Known throughout the South for his well-researched writings, he had also delighted decades of Clemson students with his learned and witty lectures on southern history. To his friends, who were legion, he was the master raconteur.

Wunder was very fortunate that the C. C. Leons from Barnwell decided to endow and thus create the Kathryn and Calhoun Lemon Professorship in History, which provided a stipend to add to Lander’s now vacant position. Lander held the Alumni Distinguished Professorship, but the title represented a high reward to a special faculty member for excellence in teaching and was not attached to Lander’s position. Using his contacts made through the statewide advisory committee on archives and historical records, Wunder brought Carol Bleser, a well-known historian of the antebellum South with a specialty in South Carolina women, to Clemson. Bleser earned her baccalaureate from Converse College, a liberal and fine arts women’s college in Spartanburg. After Converse she attended Columbia University for her master’s and PhD. Although she regularly presented papers and commented on others at the conventions of the Southern and American Historical associations, she taught at Colgate University in Hamilton, New York. Her research required her to spend much time in South Carolina. Thus, Clemson’s offer of the endowed professorship appeared both timely and attractive. Bleser joined Clemson in the 1985–1986 school year.91

As soon as Lennon arrived on campus as Clemson’s eleventh president, Wunder and the History Department’s advisory committee visited him to express concerns about salaries, a common complaint, but also to set before the president three proposals: for the department to establish, with the administration’s help, 1) an institute for the humanities similar to the Aspen Institute; 2) a center on technological and industrial literacy for secondary school teachers to incorporate that literacy into middle (or junior) and high school courses; and 3) a history extension program. The ideas went nowhere.92

Wunder’s second strategy involved sending Lennon regular annual reports. One, entitled “An Unequal Department,” reported nine books published by the history faculty during the year, twenty other similar works with publishing contracts, six finished manuscripts under publishers’ reviews, two books being prepared for the university’s Centennial, and twenty-four articles published. Wunder concluded the report by noting that the department had produced such quantity
and quality of research with only half as many faculty as the largest department in the college, and that the historians produced the most publications in the college. Also, the department had received $143,178 in external grants. But the administrative response remained noncommittal. Frustrated by his inability to generate much enthusiasm from the president for the department’s record and to elicit an effort to aid the department in instituting new initiatives, Wunder resigned and returned to the Midwest. The search for a new head took longer than expected, and Joseph Arbena served as acting department head, a position he filled very well.

By 1990, the History Department selected David Nicholas as head. A highly published medievalist whose specialty focused on the Low Countries (today the Netherlands, Belgium, and Luxembourg), he received a baccalaureate degree from UNC, master’s from the University of California, and PhD from Brown University. A different type of department head, Nicholas maintained an active research schedule, which he conducted away from Hardin Hall, the department’s home since the late 1950s. As a result, he set his office hours from 8:00 a.m. to 2:30 p.m. on Monday to Friday. Wednesday afternoons were given over to increasingly longer meetings of the Liberal Arts department heads with Dean Waller. Nicholas posted his home telephone number and asked that faculty feel free to call him until 10:00 p.m. Some, but not all faculty, took exception to his management style. Regardless, when Waller reviewed Nicholas’s performance, he recommended reappointment, with which the new provost concurred. Four senior faculty who had objected openly to the reappointment wrote a strongly worded objection and asked Lennon to overrule the action. Lennon did not take such a highly unusual step, but the record contains no explanation. No doubt, the anger and deep resentment caused by Atchley’s precipitous action in 1980 by reaching beyond his academic vice president to remove three college deans was warning enough. And by 1993, Lennon faced his own problems.

**Philosophy and Religion**

Another change that the History Department experienced in 1989 besides the resignation of its head was the removal of philosophy and religion to form a separate department. The professor selected to serve as acting head of the new Department of Philosophy and Religion was Charles “Chuck” Lippy. Lippy, a nationally regarded professor of religion and an ordained Methodist minister, held a BA from Dickinson College, master of divinity from Union (New York) Theological Seminary, and PhD from Princeton University. He also served as a national officer and eventually national president for Alpha Chi Rho Fraternity. His publications generally focused on variant religious movements, particularly in the western Christian church. At the time of his acting headship, he completed a study of American religious periodicals and, with Peter W. Williams, a
three-volume *Encyclopedia of Religion in America*. The latter, published by Charles Scribner’s Sons in New York, has become a standard research tool.\(^9^8\) Lippy was well connected to the national intellectual leadership in the academic field of religion. The colleagues who came to speak at Clemson at his request included Martin E. Marty (b. 1928).\(^9^9\) When Marty first appeared at Clemson, his book *Righteous Empire* had just won the National Book Award in Philosophy and Religion for 1972.\(^1^0^0\) Marty’s Clemson lectures, a part of the Clemson Liberal Arts Lecture Series, focused on the American religious experience.

One of the first issues for the Philosophy and Religion Department was to secure a permanent head. Despite Lippy’s strong contributions to Clemson’s intellectual life, Clemson named Stuart Silvers, who held undergraduate and master’s degrees from Michigan State University and the PhD from the University of Pittsburgh, as department head, beginning July 1, 1990. Silvers left the chaired Professorship of Theory of Knowledge and Philosophy of Science at Tilburg University in the Netherlands to join Clemson. A well-published scholar, his essays appeared in leading journals in the philosophy of science. He had also held a Senior Fulbright Scholarship and visiting professorships at Leiden and the Basque University in Spain.\(^1^0^1\) Lippy later accepted a chaired professorship at the University of Tennessee–Chattanooga.\(^1^0^2\)

**New Curricula in Languages**

Two new interdisciplinary programs sprang forth with leadership from the Languages Department. As the Lennon years began, Helene Riley, a German literature scholar with a baccalaureate degree from North Texas State University and the master’s and PhD from Rice University, stepped aside to return to teaching. The new department head, recommended by the faculty and selected by Dean Waller, was Judith M. Melton, a Memphis native who held all her degrees from Louisiana State University. An excellent scholar noted for her work in modern German literature, Melton led the initiative to establish a program in women’s studies focusing on all aspects of society and culture. As an idea whose concept was new and “on the edge,” the minor made its way easily through all curriculum committees and became a useful and popular program with the students.\(^1^0^3\)

The second new curriculum was the dream of another Clemson German faculty member who, like Patricia Wannamaker, professor of German in the Department of Modern Languages, was the visionary who created the language and international trade program for Clemson. Clemson University Photographs, CUL.SC.
Melton, had received her PhD at LSU. Patricia Wannamaker had grown up in Columbia and studied German, receiving her bachelor’s and master’s degrees from USC. She and her husband, John Wannamaker, a faculty member in accounting, joined the Clemson faculty in 1963, and they settled to a life of teaching and service both to the university and the community. A believer in German-style kindergarten, Wannamaker, when the Holy Trinity Episcopal Day School did not open one year, created her own, designed the curriculum, and hired certified leaders. Designed not as a moneymaking venture but as a service, the school ceased when the church day school reopened.

Patricia Wannamaker occasionally accompanied John to his business and accounting conferences, and she made a point of attending sessions that focused on foreign issues. She noted quickly that most business programs paid no attention to foreign language, culture, or social behavior, and she began to search for models of curricula or programs that prepared students for international business. Eventually, only one program, created by Ray Schaub at Eastern Michigan University, caught her attention. She sketched out ideas and also contacted Schaub. After exchanging a number of letters and phone calls with him and others in her academic field, Wannamaker created a network of colleagues who helped. Among the most valuable were Bhuvnesh Goswami and Fred Simon in textiles. Both men had numerous international contacts that proved helpful. Goswami’s wife, Dixie Goswami, a noted professor of English, added her rich experiences in curricular matters and, as most vital, in grant writing.

Dixie G. Goswami, professor of English and communications, helped develop proposals to fund the language and international trade program. Here, she receives the inaugural Class of ’39 Award for Excellence from Gordon Halfacre, president of the Faculty Senate.
Wannamaker broadened her efforts into Clemson's general business arena. Here she first cultivated Dean Wallace Trevillian and later Dean Ryan Amacher, in the College of Commerce and Industry. Then she presented her ideas to her own Liberal Arts dean, Bob Waller. They approached faculty and administrators in the College of Agriculture and the College of Forest and Recreation Resources, both of which had strong international interests and ties. Wannamaker spent hours visiting, explaining, and listening to the ideas that tumbled forth. They coalesced into a “three-legged stool.” One “leg” was solid language and humanities competence, enabling the student to function easily in another culture. The second focused on the study of business from both the economic position and from the other culture. And the third was field specific, such as agricultural, forestry or textiles.

Schaub advised Wannamaker to write a strong proposal for the Fund for the Improvement of Postsecondary Education (FIPSE), a federal agency managed by the U.S. Department of Education. Dixie Goswami helped in the proposal development and recommended that Wannamaker obtain written support from all involved campus units and from state agencies.

Wannamaker asked the various campus units to contribute support letters and brief course descriptions while she visited the State Development Board and the Ports Authority directors making presentations. Then she called on governors Richard W. Riley (1979–1987) and Carroll A. Campbell (1987–1995), each in succession, and received strong letters of support. The proposal went to FIPSE, whose grant rate was about 4 percent of the applications. While waiting for the reaction from the fund agency, Wannamaker and her colleagues finished the Clemson curricular proposal that contained the rationale, structure, and courses, thirteen of which were new. The faculty of each involved college had to approve its role and the university-wide curriculum committee the total package. The university committee, composed of one voting delegate from each college, included nonvoting observers from the registrar, the admissions office, the libraries, and the faculty and student senates. After rigorous discussions and questions, the courses, the curricula (one for each field as specified), and the new courses were recommended to Provost Maxwell, an ardent supporter, and quickly he urged the president to approve the package. From there, the latter moved to CHE. To attend the meetings, one with an advisory committee and the other for the commission, Wannamaker traveled to Columbia. The proposal sailed through with little objection. Back it went then for the Clemson trustees.

While waiting, and with an opportunity provided by the Development Board, Wannamaker and Marty Williams, Clemson’s cooperative education director, with John Wannamaker (serving, according to Patricia Wannamaker, “as chauffeur”) visited Germany to present the idea to a number of the larger international firms and gain commitments of support from them. The Cooperative
Education program oversaw and, as an academic unit under the provost, offered credit for work experience that met its standards. Patricia Wannamaker remembered that the visits were successful and with John having mastered the “‘lights flickering’ and 120-mile-an-hour autobahn travel,” they made time for visits to over two dozen companies.

Wannamaker returned and got the exciting news that FIPSE had approved the grant. The inaugural year, 1988, found Wannamaker’s office ready with brochures and videos for applicants and their more-than-interested parents. Each semester, a series of speakers, frequently from South Carolina, North Carolina, Georgia, and Tennessee divisions of international industries, economic attachés of consulates, and international educators such as Ray Schaub, came to Clemson to speak to the new students. Schaub entitled one of his most popular lectures, on cultural differences, “It’s Okay to Hold Hands with An Arab.” Another, speaking on verbal gaffes, illustrated with two classic stumbles the efforts to market automobiles in foreign countries: Chevrolet’s Nova (“no go” in Spanish) and a Silver Mist (“silver manure” in German).107

The enrollment effect occurred immediately. Recruiting high school students who did well in the declamation contests that the Languages Department sponsored grew easier. Freshmen who had entered Clemson undecided as to their study path had another option. During the Lennon years, before language and international trade (L&IT) was available, an annual average of seven students received bachelor’s degrees in modern languages (1987–1989). From 1990 (the first year L&IT degrees were awarded) to 1994, modern languages granted an average of nine degrees, while the faculty recommended and Clemson awarded forty-two L&IT degrees each year.108

The success of the program was built, Wannamaker contended, on Mr. Clemson’s vision of solid education in a science or technology and a strong base in the humanities. The surviving fragments of his first will, which, on the advice of Richard Wright Simpson, Clemson’s last lawyer, were not incorporated into the final document, specifically included “a department of modern languages.”109

心理学，社会学，和政治科学

The three social sciences—psychology, sociology, and political science—also grew rapidly. Together, they anticipated their move into Brackett Hall, which had been vacated by the chemistry program. To refit the forty-year-old building required a major overhaul. Browning Architects, Inc. of Greenville won the bid for the redesign, and Sherman Construction of Piedmont won the bid for the subsequent construction. The redesign called for the enclosing and incorporation of the large light and air courtyard into the interior for circulation and gathering. To keep the light effect, designers covered the space with a huge skylight. In turn,
the architects removed half of the interior halls using cantilevered balconies extended into the interior enclosed courtyard for circulation. Eugene Galluscio, head of psychology, served as chair of the committee that recommended how many special classrooms, laboratories, and other spaces were to be included. Galluscio held his undergraduate degree from California State College (of Pennsylvania) and his master’s and doctoral degrees from LSU. The other two department heads joined him on the committee, although for practical purposes, faculty members represented them. The sociology head, Richard Larson, had received his baccalaureate degree from Seattle University in 1957, his master’s a year later from the University of Washington, and his PhD in 1961 from the University of Notre Dame. Charles Wythe “Chuck” Dunn, head of political science, had served as the founding head of the department and through his dynamism had carried the program to a strong position in the region. He received his bachelor’s degree from Illinois State University and advanced degrees from Florida State University. All three department heads served at Clemson before the advent of Lennon, and all three proved adept at department building.

The Brackett building redesign proved to be a challenge. Even with geology remaining in Brackett, the building was larger than it and the three other programs could use. Further, the potential exit of the three social sciences had given much-needed breathing room in Daniel Hall, Hardin Hall, and Strode Tower. Other crowded programs in Academic Affairs, including campus computer needs, the rapidly expanding Calhoun College honors program, and Cooperative Education, which tucked in a corner of Hardin Hall, all needed space. So did the expanding University Research Office, which, after Stanley Nicholas’s retirement in 1988, had been assigned temporarily to Edward W. Page III, a professor in computer science, while a search for a new director was conducted. Eventually, Provost Maxwell decided the space issues, and all parties moved into the beautifully refitted Brackett, which interior sculpture enhanced even more by 1992.
A series of symbiotic sculptures adorned the east wall of the atrium. Each of the figures, regardless of individual scale in nature, equaled one another in size. Thus, Joe Walters, the artist, demonstrated “the interdependency of species within ecosystems” by using “intentional scale discrepancies” to reinforce this idea. The surfaces, finished as though they were corroded iron, created a “Pompeii-like archaeological context for the work” that could “metaphorically reference the fragility and fleetingness of life.”

For political science, student enrollment remained steady. However, attitudes toward Chuck Dunn, the department head, grew increasingly sharper over the years of his tenure, which lasted longer than many other department heads. An excellent professor, Dunn attracted a strong following with students; his interests were primarily in modern political processes, particularly in American politics. In the early Lennon years, he frequently appeared on commercial and public television discussing current events and bringing insights and perspective to upcoming elections. His explanation of U.S. realpolitik in the buildup to the first Gulf War (1991) and in the abrupt cessation of hostile action short of toppling the Iraqi regime brought careful analysis to that situation.

Out of the classroom, Dunn was a cautious conservative and in his religious leanings, a very conservative Protestant. Dunn received frequent attacks from a small group of faculty for “religious proselytization” but was equally defended by a politically and religiously disparate group of his faculty and dean. Provost Maxwell’s counsel was that Dunn had held the position of department head too long but that he “should continue” as department head for a few simple reasons. Namely, he received the support of a majority of his faculty, including those who practiced faiths other than Christianity, other department heads in his college had favorable opinions of him, and he had the enthusiastic endorsement of his college dean, Robert Waller. Also, Maxwell felt that, in absence of any misconduct, Dunn could remain as department head. By the end of Maxwell’s term as provost, the Department of Political Science had developed a joint master’s of public administration degree with the University of South Carolina with the condition that the entire program would be offered in Greenville as part of the Greenville Higher Education consortium.

Across the same years, the psychology program also showed steady growth under Galluscio. The years 1985–1994 found the faculty growing in their publication records as well as in the number of “full” professorships (from four to seven). The new full professors emerged from the rank of associate professors, which had also increased from five to six, even after the progression of the three new professors. Here, the new associates were evenly drawn from the assistant professorship ranks at Clemson and from other institutions. The department’s faculty grew 23 percent from seventeen to twenty-one, and the department achieved its goal of adding an MS in applied psychology. Student research, presentation, and publications—with
the writing well critiqued through the Pearce Center—became a feature of Clemson’s psychology program.114

Although the sociology faculty remained remarkably stable across these same years, the faculty strengthened in terminal degrees and in publication record, waverin number between thirteen and fifteen. Richard Larson, the department head, gave special attention to the development and institution of a new applied master’s degree.115

Maxwell Retires

Provost Maxwell ended his era (1980–1991) as provost with—much to his credit—dozens of new or rejuvenated programs, a large number of new academic buildings and upgraded facilities, a vastly improved and nationally respected undergraduate program, and rapidly expanding graduate programs, particularly in the sciences, business, and engineering. In every college, and in most programs, basic and advanced research, teaching, and learning, as measured, had increased. A number of special receptions honored this champion of academic primacy and integrity, most notably one given by the Faculty Senate, a second by the president, and a third—a private dinner—by the Board of Trustees, where the guest list included past trustees who had served while Maxwell was in office. At the last event, speakers said much about Maxwell’s tenacious struggle when he upheld the spirit and sense of Mr. Clemson’s will and when, at other times, he spoke convincingly for the need for a limited statewide higher education coordinating committee. Now, Clemson needed a new provost.

Notes

6. CUL.SC.CUA. S 37 f “Sciences 1987.”
7. Ibid., S 61 b 166 f 1675.
8. My wife and I hosted one of the Welsh families for its visit. Approximately sixty Clemson families did likewise.
12. CUL.SC.CUA. S 61 b 165 f 1673.
13. Ibid., b 166 f 1674.
15. CUL.SC.CUA. S 73 b 10 f 3; and Record, 1988.
16. CUL.SC.CUA. S 61 b 167 f 1673. The enrollment data are from the Record, 1980 and 1990.
18. CUL.SC.CUA. S 61 b 165 f 1673.
23. These figures are taken from the annual (audited) reports filed by Clemson’s registrar through the vice president for academic affairs to the staff of CHE.
24. CUL.SC.CUA. S 61 b 167 f 1683.
25. Ibid., b 165 f 1673.
26. Ibid., b 166 f 1675.
27. As dean of undergraduate studies, with a minor responsibility for the commencement, and as a teacher fortunate enough to have taught a “history of ideas” course to several of the eight graduating physicists, I was more than aware of the “display” before it happened.
28. CUL.SC.CUA. S 61 b 166 f 1675. The letter listed Malcolm Skove, BS (Clemson), PhD 1960 (University of Virginia); Ephraim Posey Stillwell Jr., BS (Wake Forest), MS, PhD 1960 (University of Virginia); Henry Willingham Graben, BS (Birmingham Southern), MS, PhD 1962 (University of Tennessee); William Edward Gettys, BS, MS (Clemson), PhD 1964 (Ohio State); and Frederick Jacob Keller, BS (Marshall), MS, PhD 1965 (University of Tennessee).
29. Ibid.
30. Ibid. Similar letters from other Clemson scientists exist in the Lennon files.
32. Graham and Diamond, The Rise of American Research Universities: Elites and Challengers in the Postwar Era. This point is central to their thesis and is discussed and further expanded in Thelin, American Higher Education, 344–357.
34. McKelvey held the BS (1949) and MS (1950) from Pennsylvania State University and the PhD (1957) from the University of Pittsburgh. After his master’s, he joined the Westinghouse Research Laboratories and for three years headed the semiconductor device physics group. He returned to Penn State in 1962, staying there in teaching and research until he came to Clemson as head of the Department of Physics and Astronomy. McKelvey resigned the headship in 1982, and, after a sabbatical, he returned to teach and research.
37. CUL.SC.CUA. S 61 b 167 f 1685.
38. Ibid., b 166 f 1675.
39. Http://www.clemson.edu/ces/math/history/brawley.html; and Brawley to Brown, DVD.
40. CUL.SC.CUA. S 61 b 166 f 1674; and Kenelly to Reel, DVD.
41. CUL.SC.CUA. S 147 b “Center of Excellence in Math and Science Education” f 1.
42. Anderson Independent, April 12, 1993.
43. Having been privileged to serve on several assessment teams and having read several dozen similar reports, I know these comments about workloads and money are close to ubiquitous. Nonetheless, the money shortage, as the state was increasingly less capable of approaching “full formula funding,” which was designed to provide southern state average or, as Provost Jennett once commented, “full formula mediocrity,” grew in pain.
44. CUL.SC.CUA. S 61 b 167 f 1686.
45. Ibid., S 30 v. 27, 85.
46. Because I lived in almost the same direction, I frequently trailed Waller onto the campus and became quite familiar with his morning routine. He expected his department heads to be in the office and ready to receive calls by 8:30 a.m., but he was no martinet when it came to faculty hours.
47. CUL.SC.CUA. S 61 b 134 f 1284. A letter in this file from W. Thomas Sprott Jr., of Winnsboro (April 26, 1985), secretary of the South Carolina Theatre Association, is an excellent, dispassionate statement favoring “artistic freedom.”
48. Ibid., S 35 f 43.
50. CUL.SC.CUA. S 73 b 19 f 3.
53. CUL.SC.CUA. S 38 f “George William Koon.”
63. Ibid., S 39 f 12.
64. The Tiger, April 3, 1987; and September 18, 1987.
67. Lennon to Reel, DVD.
68. Record, 1990.
69. A letter from Waller through Maxwell to Lennon on September 14, 1987, in CUL.SC.CUA. S 61 b 133 f 1272.
70. Ibid.
72. Egan to Reel, DVD; and Egan curriculum vitae in CUL.SC.CUA. S 367 in process. Egan, in his Clemson career, created thirty-one lighting designs, designed another thirty production layouts, and directed nineteen productions. Beyond the campus, his wife and he participated in twelve Clemson community theater productions and dozens of professional productions in the Southeast and Midwest. The Egans are also active in Fort Hill Presbyterian Church in the choir and with youth programs. Their son and daughter, now having advanced degrees, were born and reared in Clemson.
73. In his memo in CUL.SC.CUA S 61 b 133 f 1272, Waller stated 1,200 seats, but the other correspondence indicates the number expected was 2,200. The size is significant when considering the projection power of youthful voices.
74. CUL.SC.CUA. S 61 b 133 f 1274.
75. Ibid., b 94 f 858.
79. Max Lennon to J. V. Reel, DVD.
81. Most of this narrative is drawn from a talk Bob Brooks gave at alumni reunion 1988, which I heard, and then authenticated much in conversations with Walter Cox. On the Loris telegram and special delivery, I must admit that I almost inserted a Dickensian “gentle reader” comment explaining that in those years, telegraph offices and delivery service, just like U.S. Post Office openings on Saturdays and personal special seven-day delivery service (Special Delivery), existed.
82. Lennon to Reel, DVD.
87. West Side Story, with lyrics by Stephen Sondheim, took a long time to develop with the earliest sketches from the late 1940s; the opera opened in New York at the Winter Garden, September 26, 1957.


91. Ibid., 1986.

92. CUL.SC.CUA. S 61 b 132 f 1263.

93. Ibid., f 1268.


96. CUL.SC.CUA. S 61 b 134 f 1281.


98. CUL.SC.CUA. S 61 b 132 f 1268.


100. Ibid.


103. CUL.SC.CUA. S 49 b 52 f 5.

104. *Record*, 1990. Bhuvnesh Goswami received his BS from Delhi University in 1959, his MS from Bombay University in 1963, and his PhD from Manchester University in 1966.

105. Ibid., 1986. Frederick T. Simon, the J. E. Sirrine Professor of Textile Science, received his BS from Morris Harvey College in 1955 and his MS from Marshall University in 1965.

106. Ibid., 1990. Professor Dixie Gooch Goswami held her BA from Presbyterian College and MA from Clemson University in 1967. Her career, which focused on superb written, visual, and oral communications, has included guest teaching at Middlebury College and at the Breadloaf Institute, both in Vermont.

107. Patricia Wannamaker to J. V. Reel, DVD. Also see the Clemson *Record*, 1989, for curricular details.


112. Little evidence of complaints registered against Dunn during Maxwell’s tenure survives, if it ever existed. As one of Maxwell’s aides, however, I was privy, along with acting graduate dean Brown, to Maxwell’s private consideration of this and several other cases. Also, see CUL.SC.CUA. S 81 b 14 ff 3–7.


One of the few constants during this period was the presence of President A. Max Lennon, who continued to guide Clemson through a time of upheaval with both the Board of Trustees and university athletics and a litany of changes to the physical campus. Pressures internal and external to Clemson, however, would eventually force a change in presidents by the end of this period as well, further proving that change may indeed be the only thing one can count on. Taken from the 1993 Clemson University Report of the President.
CHAPTER XI

Topsy-Turvy
1986–1994

Change is the only constant. But as Jean-Baptiste Karr wrote in The Wasps, “Plus ça change plus c’est la même chose.” Translation: “The more things change, the more they stay the same.”

Trustee Changes

Lennon almost immediately accommodated himself to turnover in the Clemson Board of Trustees. Three legislative trustees resigned. James Bostic moved to Georgia for business reasons, which led to his resignation. Both Fletcher Derrick, a Charleston urologist, and William Geiger, a Columbia architect, cited growing professional pressures and retired from the board. In addition, two of the younger legislative trustees died. Marion Smith, an engineer with South Carolina Electric and Gas and a peach farmer, died after a struggle with cancer. A 1954 agricultural engineering graduate, he had served in the U.S. Army. William J. Neely Jr., a 1958 graduate in engineering, died at age fifty-five of a heart attack in 1992. The sixth, Bill L. Amick, selected a legislative trustee in 1983, became a life trustee in 1989.

The General Assembly chose the replacements. The first, John James (J. J.) Britton, returned in 1988, having served previously from 1983 to 1986. Britton, an obstetrician and gynecologist from Sumter, graduated from Clemson with honors in 1958. While a student, he served as student body president, in the Numeral Society (a local fraternity whose ties were quite close), in Tiger Brotherhood, and on the Taps staff. Married, he went to the Medical College of South Carolina. After receiving his MD and then interning at the University of Miami, he enlisted, completed basic training, and was assigned to the Naval Hospital in Portsmouth, Virginia, as a captain in the Eighty-second Airborne Division, U.S. Army Medical Corps. With his military service completed, he and his family returned to Sumter. There he joined a medical practice and was active in civic and historical groups.

During the same session, the legislature selected Louis Lynn from Darlington County to fill one of the vacancies. A member of the Student League for Black Identity while a Clemson student, Lynn graduated in horticulture in 1970. After earning an MS from Clemson, he studied at the University of Maryland and earned a PhD in 1975. He worked as a research scientist with Monsanto
The legislature chose Sumter architect Allen Wood, an undergraduate member of the Numeral Society and a 1963 graduate of Clemson. Wood had helped design and was the on-site supervisory architect for Lehotsky Hall and also designed the Pee Dee Research and Education Center in Florence. He knew deeply the pressures Lennon faced as evidenced in the legislative hearings in response to the question from a representative, “Mr. Wood, if you were to get elected to the Clemson Trustee Board, would you consider as a priority—athletics or academics?” That a state representative would ask such a question indicated the growth of discontent with athletics at Clemson. Wood, who brought to the board extensive architectural experience, answered straight away, “Academics.”

In a later session, the legislature selected (Harold) Douglas Kingsmore, who graduated from Clemson in 1955. A member of the Clemson baseball team, Kingsmore led the ACC in home runs, runs scored, on-base percentage, hits for extra bases, and batting average. After graduation, he played with the Baltimore Orioles farm teams for three years. Then he entered the textile industry and, progressing rapidly, served as chief executive for five major textile corporations. He served on the Textile Manufacturers Association at the national level and on five different state boards. The Wall Street Journal “Business Review” named him one of the best textile executives in the United States.

Joseph D. Swann of Greenville held the position of vice president of Rockwell Automation Power Systems when the legislature selected him for a seat on Clemson’s board in 1990. A 1963 Clemson graduate in ceramic engineering, he held an MBA from Case Western Reserve University. While at Clemson, he was a member of the Numeral Society and president of the 1962–1963 senior class. During Harvey Gantt’s enrollment, Swann visited with many student groups urging goodwill, dignity, and order.

The office of life trustee, as designated in Thomas Clemson’s will, had greater stability. But in 1988, state Senator James Waddell, who was locked in a “heated campaign” for reelection to the General Assembly, resigned at age sixty-six. Less than a year later (1989), P. W. McAlister and James C. Self also resigned. Some
years earlier, the life trustees had adopted a “sense of the whole” resolution pledg-
ing to resign when each attained seventy years of age. However, nothing com-
pelled that action.

To fill the vacancies, the remaining life trust-
nees selected legislative trustee Bill L. Amick, the
chairman and chief executive of Amick Farms in
Batesburg–Leesville. While a student at Clemson,
he became a member of Alpha Gamma Fraternity
and then Sigma Phi Epsilon Fraternity. He also met
his future wife, Linda, at Clemson. He graduated
in 1966.10

Also, the life trustees selected Lawrence M.
Gressette Jr. from St. Matthews, the only son of
state Senator Marion Gressette (v. 1, 487–510) and
Florence Howell Gressette. When Lawrence came
to Clemson, he studied history and played football
as a fullback under Coach Frank Howard. After
graduation with high honors, he served in the U.S.
Army, completing service as a first lieutenant. He
attended the USC law school and graduated first
in his class.11 After working in his father’s firm, he
joined Carolina–Pipeline Company. Then he and
John Warren, the chairman and chief executive of
South Carolina Electric and Gas, became a part of
SCANA, a large holding corporation.12 Gressette
served as a solid rock for all Clemson leaders.

The last of the new life trustees selected in 1989 was Philip Hunter Prince
(v. 1, 400–402). Born in Bostic, North Carolina, and educated first in Erwin,
Tennessee, he came to Clemson on an IPTAY athletic grant-in-aid. After military
service, he returned to Clemson and the football team, serving as co-captain of
the 1948 undefeated, untied Gator Bowl team. An active member of Alpha Phi
Omega Service Fraternity, he was also tapped for Tiger Brotherhood. Phil, as he is
known, married and, with his wife, Celeste, struck out for the New York Giants
and Columbia University’s business school before the U.S. Army called him back
during the Korean War. When Prince returned to civilian status, he joined Mil-
likken Corporation, ending that career as vice president in 1978. American Express
then hired him as its senior vice president. Those two positions allowed him to
live all over the world, where he always affiliated with the local Clemson Club
and Clemson folk. In 1971, he served on Clemson’s Board of Visitors, and from
University Foundation, serving as its president. When selected for the Board of

Bill L. Amick (Clemson 1966) is one of South Carolina’s leading poultry
businessmen and has served his alma mater as a legislative
trustee (1983–1989), life
trustee (1989–present ), and
chairman of the Clemson
Board of Trustees (1991–
1995). Clemson University
Photographs, CUL.SC.
Trustees, he was chairing the Campaign for Clemson, which he directed to its successful conclusion. As a group, these trustees would serve Clemson as have few others since the founding board.

**Basketball**

Shortly before Lennon arrived in 1986, basketball coach Bill Foster resigned from Clemson. Bill McLellan, then athletic director, hired Cliff Ellis, from the University of South Alabama, as Clemson's new head basketball coach. A Floridian by birth, Ellis coached in several high schools before breaking into college coaching at Cumberland University (Tennessee). From 1975 to 1984, he coached at South Alabama, leading his teams to regular season Sun Belt Conference championships in 1979, 1980, and 1981. Ellis's ability to recruit in a state dominated by two SEC teams and in a region open to strong out-of-state competition attracted McLellan's attention. Ellis inherited a rising program at Clemson, but he faced stiff competition in the Atlantic Coast Conference. He left a 171–84 record to join Clemson, where he enjoyed considerable success. A clutch of talented players awaited him. Among them, Vincent Hamilton, a guard, during a game against Ellis's former team, the South Alabama Jaguars, rebounded the basketball eighteen times, scored twenty-one points, and was directly involved in seven more scoring plays. In that same season, when Clemson upset nationally eighth-ranked Georgia Tech 90–81 on January 8, 1985, Hamilton scored twenty-seven points. Clemson finished the season with sixteen wins and thirteen losses, but in the ACC, the Tigers finished 5 and 9.

The next season, 1985–1986, Clemson improved overall to 19 and 15, although in conference play the team dropped to 3 and 11. Ellis's third year, however, was one of Clemson's best with a 25 and 6 record overall and a second place 10 and 4 finish in the ACC. Senior Horace Grant shot 65.6 percent from the field and won the mythical ACC “Triple Crown,” leading the conference in scoring, rebounding, and field goal percentage. He was named the ACC Player of the Year, Clemson's first with that honor, and he was selected to three second All-America...
teams. After Clemson, Grant played seven years for the Chicago Bulls, then played two years for Orlando, later Seattle, and finally for the Los Angeles Lakers.17

Ellis’s Clemson teams reached their apogee in 1989–1990 with a 24-win and 8-loss (75 percent) regular season. The team’s 10 and 4 ACC record gave it a first place regular season finish in the conference, although a loss to Virginia in the tournament’s second round eliminated them.18

Then, nearly literally and figuratively, Littlejohn began to buckle. The signs of “near literal” began when Athletic Director Bobby Robinson read the state building inspector’s report that the massive fifteen-foot deep I-beams that spanned the square coliseum showed severe signs of stress. Robinson temporarily closed the “great pit” to allow for the repairs as directed by the state inspector in the autumn of 1989.19 Littlejohn was repaired and back in service later that season.

Also, the NCAA showed keen interest in a Clemson recruit, Wayne Buckingham, a nineteen-year-old freshman who enrolled in Clemson in August 1989. His high school career had begun in Cascade High School in Bell Buckle, Tennessee, before he transferred to Southside Comprehensive High School in Atlanta, Georgia. Clemson’s director of admissions, Michael Heintze, found the transcript and Southside’s evaluation of Buckingham’s grades from Cascade strange, so he, on the advice of B. J. Skelton, dean of admissions and registration, sought a ruling from the NCAA. Anxious to help, the Atlanta School Board opened Southside’s and

Horace J. Grant, the ACC Player of the Year for 1987, was drafted tenth overall by the Chicago Bulls in 1987 and played seventeen seasons in the NBA. The four-time NBA champion (1991–1993, 2001) was inducted into the Clemson Hall of Fame in 1999 and was named to the ACC 50-Year Anniversary team in 2003. Photo taken from the 1985 edition of the Clemson University annual, Taps.
its own records to the NCAA. While they investigated and deliberated, the NCAA authorized Clemson to allow Buckingham to play.\textsuperscript{20}

Three years passed while the NCAA investigated Buckingham’s transcript. Finally, the chair of the NCAA Committee on Infractions, David Swank, dean of the University of Oklahoma law school, announced the decisions. The NCAA found Clemson guilty of improper recruiting. For the 1993 year, Clemson could have no paid recruiting visits, and in 1994 had a limit of two visits. In addition, the program had to divest itself of one coach (he had resigned) and remain reduced by one coach for two years. Further, Clemson was ordered to forfeit $353,361 (2011 equivalent $566,807) in NCAA tournament revenues.\textsuperscript{21} Under that cloud and reduced in support, Ellis struggled through 1992–1993. Then on January 7, 1994, Ellis, the most successful basketball coach in Clemson history, and against the advice of his wife and Athletic Director Robinson, announced his resignation. He attributed his decision to the pace of recruiting in the basketball-crazy ACC, fan fickleness at football-crazy Clemson, and the continual presence of the NCAA and its unofficial watchers.\textsuperscript{22} Ellis moved to Auburn.\textsuperscript{23}

In January 1993, Allison Dalton resigned as the IPTAY executive secretary to join the Easley Baptist Hospital fundraising staff. Dalton left IPTAY only because of what he believed to be a higher calling—helping in human healing.\textsuperscript{24} Robinson summoned George Bennett back to Clemson from a thirteen-year odyssey that had led Bennett to Vanderbilt, then Furman University, and finally the Baptist Hospital in Nashville, Tennessee. When Bennett, both of whose children had graduated from Clemson, returned to Clemson, he declared, “The wheels are off the wagon!”\textsuperscript{25}

\textbf{Olympians}

Beyond Clemson’s boundaries, Clemson’s Olympians had achieved success in the world arena. In 1988, Mitzi Kremer gained a bronze medal in swimming, while Michael Milchin won a gold medal in baseball. In 1992, Gigi Fernandez captured a gold medal in women’s tennis singles, and Mark McKoy won a gold medal in high hurdles for Canada. Clemsonians everywhere shared the sorrow that James Trapp, Clemson’s only ten-time All-American, who played football and ran track for Clemson, was hampered by injury and did not receive a medal.\textsuperscript{26}

\textbf{Football}

No single sport dominated Clemson in the 1980s and 1990s as did football, and not without reason, sometimes sad and at other times joyful. A disheartening event happened shortly after Lennon arrived. Four football players received charges of sexual assault in the town of Clemson. The Clemson city police served
warrants on the two then residing in their jurisdiction and sent warrants to the university police to serve on the other two young men who lived on campus. In reporting the action, the Associated Press suggested that an unnecessary delay occurred in the university Public Safety Office. While those actions transpired, Richard Harpootlian (Clemson 1971), the lawyer for two of the accused students, arrived and interviewed the complainants, who later withdrew charges against his clients. Almost immediately, various university offices and officers, including News Services, Student Affairs, the president, the general counsel, and the athletic director, received complaints about coverups. The university responded that the alleged incident occurred off campus, beyond the university's legislatively defined jurisdiction; that the state attorney general, through the solicitor, continued investigating; and that the grand jury would hear the arguments. The grand jury heard the case on September 2, 1986, and in the matters involving handling the incident, found “nothing improper” done by the city and university police. The grand jury also cleared the four men on the grounds of insufficient evidence. Harpootlian was quoted as saying, “Justice was done.”

The unfortunate episode displeased Clemson faculty, as much of their correspondence about it demonstrated. No one appeared more disturbed than John Idol, a distinguished professor of English and a self-confessed “amateur athlete who has suffered many bruises and a couple of fractures playing tag football, baseball, and softball….” His displeasure was not in the men’s receiving no punishment by civil authorities. The grand jury had weighed the evidence.

Three of Clemson’s outstanding professors, (from left) John L. Idol Jr. (Alumni Distinguished Professor of English and 1991 winner of the Class of ’39 Award for Excellence), Raymond C. Turner (Alumni Distinguished Professor of Physics and 1992 winner of the Class of ’39 Award for Excellence), and Eugene H. Bishop (Alumni Distinguished Professor of Mechanical Engineering and Alumni Master Teacher), impacted Clemson students with their superb classroom teaching and lively interest in student life. Clemson University Photographs, CUL.SC.
and found it wanting. Nor did he argue that the university, as a public institution, should have done more. As a faculty member who lived through the 1960s and 1970s, he realized the legal constraints on any branch of the university, a state institution, from taking action on any activity that occurred beyond the university’s legal boundaries. Included was Student Affairs, of which athletics was a part. He did suggest, though, that the students as a group were not so constrained.

Nonetheless, Idol catalogued five episodes, two in basketball, which “brought the heel of the NCAA down on the head of Clemson…” in the form of basketball probation and the removal of the coaching staff (see chapter 5). He cited two other actions by members of the football staff. “As a faculty senator [Idol served during 1982–1983] I sat in the presidential conference room in Sikes and read the report. The black ink spread over the names of the offenders seemed symbolic of the repeated wrongdoing of men who had dishonored Clemson and brought undeserved shame and bruises to thousands of trusting, loyal, and dedicated Clemson alumni, faculty, and staff.”

In the second football shame (1985), Idol noted, “Clemson football players mauled and kicked a Maryland football player before a television audience and fans in the stadium, and Danny Ford [head football coach] ranted and raved at the officials during the same game. Led by Nick Lomax [acting vice president for student affairs], Clemson stirred itself to do the honorable thing in this case and took action to heal its bruises.” And of himself, Idol wrote, “I feel not only bruised but dirty and befouled now. If I did not have the memory of having worked with thousands of decent, caring, loving students, and the present happiness of teaching more honorable, clean, and caring students, I would feel demeaned by having to say I teach at Clemson.”

He was not alone among the faculty who also wrote the president. Lennon’s response to each, although hardly satisfactory, agreed. “These students engaged in activities that are repulsive and unbecoming to a Clemson student. Disciplinary action has been undertaken by the Athletic Department which is directed towards helping these young people not only learn from their experiences, but also enhance the development of their citizenship.”

In the face of such unpleasantness, many overlooked the on-the-field accomplishments of the football team, which finished 8–2–2, including road wins over Georgia and Georgia Tech and a 27–12 victory over Stanford in the Gator Bowl. Six student athletes, none among those charged in the criminal processes of the summer past, were named to one or another All-ACC team, while two won All-America status.

The relatively high note on which Lennon’s first football season ended led to much anticipation for 1987. In attendance alone, home crowds ranged from a high of 81,875 to see the photo-finish 21–20 defeat of Georgia, down to a low of 70,294, when Clemson got by Duke 17–10. The average home attendance
totaled 76,007, while the six home games attracted 456,042, of which 61,000
represented the total student count for all games. Clemson ranked sixth in home
game attendance among the nation’s sixty-eight Division I-A schools, and the
visiting conference team took home an average of $226,305. Clemson negotiated
individual contracts for nonconference games, but the total for all six home op-
ponents was $1,592,046.34 At a time when bowl games still had a special status,
Clemson added a New Year’s Day Citrus Bowl victory over Joe Paterno’s Penn
State, 35–10. The year ended with the Tigers taking home their second consecu-
tive ACC championship, with national rankings ranging from 10 to 12.35

**Athletic Expenses**

Athletic costs continued to shoot upward, driven in part by the increased size
of athletic departments, many of which had to pay not only salaries but also travel
to major away games. Besides the players and the coaches, a medical staff, trainers,
managers, and the athletic staff, the entourage frequently included cheerleaders,
band members and their equipment, along with some administrators and a handful
of others. Travel, housing, and food costs also had to be considered. A second
issue for the athletic budget involved the increasing educational costs of tuition,
books, fees, room, and board. Athletic departments also faced maintenance, up-
keep, and some construction costs. All schools faced these issues, long before
coaching salaries began climbing skyward in the late 1990s.36

In the face of such financial pressures, the Clemson Athletic Department’s
cash donations to the university or the Clemson Foundation since July 1, 1986,
amOUNTED to $875,000 for the Athletic Academic Endowment Scholarship Fund,
an additional $150,000 to the Centennial Fund, $90,000 for band uniforms, and
an unspecified amount for band equipment. In addition, Athletics helped provide
funding for costs associated with Institutional Advancement ($100,000) and the
expenses of band travel to away football and bowl games.

Athletic Director Bobby Robinson also analyzed the continual upkeep and
improvements of athletic facilities. Some such changes were needed, others were
for the benefit of Clemson’s guest teams, and still others were to keep the media
happy and the coaches satisfied. Additional changes that affected the budgets in-
cluded the hiring of six new executive office positions and an expansion of the
women’s basketball staff. While such overhead was covered by athletic revenues,
or by IPTAY contributions if for academic expenses (as in the hiring of a new aca-
demic advisor or in increases in tuition), costs were controlled only by Robinson’s
vigilance and by his ability to say no.37

But occasionally, someone in the department would not accept such an an-
swer. This included Danny Ford, the head football coach. He had requested as
early as 1986 an athletic dormitory to replace the twenty-three-year-old Mauldin
Hall. No doubt Mauldin Hall was far too small to house all the athletes, for it had been built in 1963 for 144 female students. By 1986, Clemson counted over 390 male and female student athletes. Neither gender would fit in any but the largest dormitories. Robinson and Lomax, who had been named permanent vice president for student affairs, visited with Lennon on April 30, 1987, to discuss the Ford request, which maintained the appropriate chain of command, a marked difference from the “ad-hoc” approach under Atchley.

To confirm the results of the request, Lomax wrote Robinson a memorandum listing seven questions and responses. “Athletic dormitory” topped the list. On May 5, 1987, Lomax responded,

Athletic Dorm. A new dorm is not feasible at this time or in the foreseeable future. We will study possibly improving the restrooms in Mauldin Hall and constructing an annex to better accommodate the academic advising program (memorandum attached). If approved, it would be desirable for this work to be accomplished during the summer of 1988. [On the Clemson calendar, between May 15 and August 15, 1988.] These improvements plus carpet replacement and the possibility of space in the East Campus Activity Center now under consideration should completely satisfy the needs of the Athletic Department once thought attainable only through construction of a new dorm. 38

Lomax also quickly consolidated this “improvement” by bringing Almeda Rogers, housing director; Clemson planner, Mark Wright; and Robinson together to develop plans and funding for the renovation and for the construction of an athletic academic advising center. He called for a May 15, 1987, proposal. 39

Within two months and armed with a firm proposal, Lomax and the other three met with the IPTAY Board of Directors at its autumn meeting. The directors required university approval to move ahead with an academic annex. The Augusta, Georgia, firm of VGR designed the building. 40 Named for the retired dean of admissions and registration, Kenneth Vickery, the building commemorated the man who was instrumental in creating Clemson’s academic entrance standards. Nearly twenty years after Vickery’s achievement, the creation and staffing of the special hall, built and equipped for $2.5 million (2011 equivalent $4,130,416), represents one of Clemson’s most widely imitated athletic innovations. 41

Such efforts to help the student athletes academically took time to get into place and did not placate Ford, who continued to insist that he and the football program needed an athletic dormitory complete with an athlete’s training table (dining room) and other meeting rooms. Robinson, after turning Ford down several times, finally, and perhaps in frustration, sent Ford’s request to Lomax on November 16, 1988. In the request, Ford contended that he also needed a set number of exemptions of recruited players from the NCAA-imposed entrance requirements (called “Proposition 48”), rather than applying on a case-by-case
Robert W. Robinson, Clemson’s golf coach since 1973, inherited the athletic directorship upon the resignation of Bill McLellan in 1985. Robinson continued the patient building of Clemson’s athletic facilities until his retirement in 2002. Clemson University Photographs, CUL.SC.

basis. Many faculty, who had shifted from support for the engaging and boy-like charm of the head coach to disappointed frustration over what they perceived as his rapidly expanding demands for special treatment, in conversations and comments to President Lennon, let him know their feelings.

Lomax responded to Robinson, maintaining the chain of command. He wrote that neither request was acceptable. To the continued demand for an athletic dormitory, Lomax wrote,

When the decision was reached to build the learning center, the athletic administration was informed that construction of an athletic dorm was no longer under consideration. That remains true today, and it is important to let staff know that there are no such plans for the foreseeable future.

Lomax continued, underscoring key phrases to highlight them,

Bob, on both issues there appears to be a low profile campaign underway to sway the administration’s position. As Athletic Director, you would be expected to take whatever personnel action is necessary to insure that all coaches and other athletic staff members are not involved in such a campaign.

Copies of the letter went to President Lennon and to B. J. Skelton, chairperson of the Athletic Council and Clemson’s faculty representative to the Atlantic Coast Conference. Steven Wainscott, then chairperson of the Scholarships and Awards Committee and a member of the Clemson Athletic Council, reported that nine of Clemson’s fifteen sports teams were on academic probation. The poor academic records mainly beset men’s teams, and the Athletic Council insisted on improvement.

By September 1, 1989, David Berst, assistant executive director of the NCAA, having been involved in an investigation concerning an out-of-state football recruit, sent President Lennon a letter informing him that the inquiry had led the investigative team to begin a full-scale inquiry. Lomax, in whose bailiwick athletics resided, commented that Clemson’s internal investigation and its cooperation “prepared it for the NCAA’s announcement.”
By January 6, 1990, Berst delivered to Lennon the findings report scheduled for presentation to the NCAA Committee on Infractions. The fourteen violations, which occurred between 1984 and 1988, ranged from improper gifts to monetary payments to recruits and players. Lennon later stated informally that Berst mentioned the prospect of the NCAA’s dreaded “death penalty,” which was the cessation of competition in the sport for a full year. In the meantime, reports back suggested that members of the athletic recruiting team, including the head coach, while speaking to alumni and fan gatherings, continued to pressure for an athletic dormitory. Lennon visited with each of the trustees and, where possible, the trustees emeriti, to discuss the solution. Obviously, with charges stretching back into the previous NCAA probationary period (1982–1984) and continuing unabated to the present, the behavior seemed ingrained. The directives to discontinue the agitation for an athletic dormitory were ignored and willfully and almost petulantly violated, with the prospect of doing serious damage to Clemson’s major fundraising effort for academics, Clemson’s reason for existence.

In two weeks’ time, national and local newspapers announced that Danny Ford, the nation’s third-winningest active football coach, had resigned from Clemson University. For example, the Los Angeles Times (January 18, 1990) reported that for at least the past week, Ford and his lawyers had met with university officials, attempting to work out a deal that would allow his retirement. The eventual deal paid him $190,000 a year (2011 equivalent $327,095) for three years; in exchange he could not accept another head coaching job. Should he choose not to accept another such position at the expiration of the three years, he would receive another $190,000 per year for two more years. Ford left Clemson having brought the school a national championship, five Atlantic Coast Conference championships, and an overall 96–29–4 record.

Within three days, Robinson announced that Clemson had hired Ken Hatfield, the University of Arkansas’s head coach, to replace Ford as head football coach. The quickness with which the new contract was made caused the entire arrangement to appear suspicious to those who searched for such. Likely this robbed Hatfield of support from the very beginning of his Clemson years. Hatfield, Lennon, and Robinson met with a chorus of boos outside a stadium space prior to the announcement. During the latter, Robinson called Hatfield a person of “great strength and fortitude and confidence.” As the announcement meeting ended, Frank Howard, having been “retired as Clemson’s head coach for twenty years,” admonished the outside protestors to behave like loyal Clemson folk.

Of course, comments of every variety poured into many offices. The President’s Office saved those that arrived there. One letter writer demanded a full explanation. Some correspondence was hostile and threatening. Of the letters that survive, eighteen came from persons identifiable as part of the “Clemson family” and firmly blamed Lennon for the problems, a few insisting that the university
reappoint Ford as head coach. Twenty-six blamed someone else, usually Robin- 
on. Just over one hundred letters strongly supported Clemson’s steps, mention- 
ing Lennon, Lomax, and Robinson. From those not identified as members of 
the “family,” twenty-five blamed Robinson, six blamed Lennon, and sixty-four 
supported the university. Included were a few head coaches from well-regarded 
football-prominent schools and a similar number of college presidents. One letter 
in support of the university, from a member of the Class of 1922, told, “I am too 
rabid—. But I hasten to say I am a rabid follower in your camp.” Or this, from a 
Pennsylvanian to Coach Howard,

Until a couple of years ago, I knew little or nothing about Clemson Univer-
sity, much less anything about Clemson football. I discovered your magnificent 
campus while on a business trip in 1987. One look at Death Valley and I was 
hooked….

The writer then went on to detail the various sports events he had seen personally 
and added,

I can honestly say that I have never witnessed such excitement, tradition and 
outright fan enthusiasm as I have had the pleasure to witness at a Clemson foot-
ball game in Death Valley.

The writer then expressed support for the decision and signed up for IPTAY. A 
pleased Frank Howard sent the letter along to “prexy,” Howard’s affectionate title 
for Lennon.52

Of course, many football players were hurt. One team member told an As-
sociated Press person, “Until the team is satisfied, until we get an explanation and 
get what we want, our intentions are to boycott this season.” Another was quoted, 
“We want Coach Ford back, and if not we want them to sit down and give us rea-
sons why. It hurts and it hurts bad.”53 An alumnus, himself a public figure, wrote 
to one of the team’s selected leaders,

I am writing this letter to you and your teammates. We were all very proud that 
you, our local boy, were chosen by your teammates to present the team’s view to 
the news media. Your performance was viewed on national television, and you 
made us proud. Your sincerity, maturity, and your education showed well.

He went on,

…‘the tail of athletics can never wag the dog’ of academics. The mission of 
Clemson University is to educate in mind and body young men and women 
that come to its campus. [Walter Merritt] Riggs, former Coach and Clemson 
President, in 1899 stated it very well, ‘So long as the game of football helps to
make better men, stronger in body, more active in mind, men with energy, enthusiasm, and indomitable personal courage, so long as in all these ways the best interest of theirs and other colleges are advanced, and the course of education aided in its highest mission, which is to make the best men out of the material at hand, long may the game of football live and prosper.'

And he ended, “Please consider this word of advice and I know your maturity and leadership will come through these trying times.”

He did, his teammates did, and Clemson did. Interestingly, the letter’s addressee and three other football players received first team Academic All-ACC recognition. And five days later, Athletic Director Robinson received a letter from the chair of a search committee for an athletic director at another ACC school asking if he were interested in that post. Robinson answered that he was “happy in my position at Clemson....”

Ken Hatfield, the man picked as Clemson’s new head coach, came from the same position at the University of Arkansas but now had three grave disabilities. First, he followed Ford, and many fans (although, if the letters in newspapers are a reasonable indication, heavily weighted from the nonalumni) held that against him from the start. Second, the Hatfields chose to live away from the Clemson community and did not become part of it. Therefore, they made few acquaintances or friends, choosing to remain isolated. Third, having few, if any, contacts in Clemson’s recruiting territories, he and his assistants had little success in convincing many of the outstanding high school athletes in Clemson’s “region” to come to Clemson, although with Ford’s collected “stable of talent,” the prospects for good seasons appeared bright.

And Hatfield proved to be a very good coach. His first Clemson team (1990) ended the season 10–2, with a 30–0 Hall of Fame Bowl victory over the University of Illinois from the Big Ten. But ticket sales fell each of his succeeding years, and IPTAY contributions declined almost immediately. By November 1993, season ticket sales had dropped by 14 percent, creating grave concerns for Robinson and his staff. Later that month, after a strong 8–3 finish, a victory over USC, and
a bid to the Peach Bowl, Hatfield “resigned.” His “buyout,” even though less than that of Ford, infuriated the faculty, many of whom spoke fervently against it at the regular December faculty meeting. Hatfield left Clemson with a 32–13–1 win-loss record (72 percent wins). The simmering anger was fanned by the falling support for higher education from the S.C. General Assembly. His last comment in departing seemed caustic and bitter, “My wife and I leave behind much disappointment in the so-called fans who didn’t support the team and the people at the university who worked hard against us.”

Baseball

All leave-taking was not so fraught with angst. Although every Clemson daughter, son, friend, critic, and enemy knew that collegiate baseball’s living legend, Bill Wilhelm, would retire “soon,” all hoped it would not be “very soon.” But that day came at the end of the 1993 season. And as expected of one of Clemson’s greatest teacher-coaches, Wilhelm arranged his departure in a decent and orderly fashion. During his thirty-six years as head coach (the longest head coaching career in the school’s history), his teams never had a losing season. Wilhelm recorded 1,161 victories, 536 losses, and 10 called games (a 68.01 winning percentage). His Tigers finished first in regular season conference play nineteen times and brought home the ACC championship eleven times. They journeyed to the NCAA seventeen times (44.7 percent) and to the College World Series in Omaha, Nebraska, six times (16.6 percent). Twenty of his players received All-America honors and twenty-seven played in the major leagues. During those same thirty-six years, he upheld Clemson and his own good name with no problems from or with the NCAA. He refused to allow the university to name any facility for himself. An orderly man, he recruited Jack Leggett, a promising young coach, to serve as his assistant. When he an-

Jack Leggett was selected to succeed Bill Wilhelm as head coach of Clemson’s now-legendary baseball program in 1994. Leggett has guided the Tigers to seven conference championships, twenty-four NCAA tournament appearances, and six trips to the College World Series. Clemson University Photographs, CUL.SC.
nounced his retirement to Robinson, he recommended that Leggett succeed him. Robinson concurred. After Wilhelm retired, he and his wife remained integral members of the community until his death in 2010.

A Loss for Lennon

Except for the departure of Hatfield, which was unpleasant, and Wilhelm, who disappointed many at Clemson with his refusals to allow the school to honor him, nothing hurt President Lennon’s administration as badly as the next resignation. When Provost David Maxwell retired at the end of 1992, Lennon lost his surest and most valuable advisor.

Maxwell’s replacement as provost, Charles Jennett, did not have the patience to deal judiciously with the personalities of several of Lennon’s other advisors nor with all his collegiate deans. Lennon, who unwisely failed to exercise prudence, received poor advice regarding the last football recruiting change in 1993 and mishandled some of the suggestions of his other advisors.

A New Master Plan

Even though the financial difficulties in athletics appeared in 1991, the university’s Board of Trustees had decided to commission a new campus master plan in response to Lennon’s desire to increase the size of the student body. After the formal bid process, the trustees contracted with Frederic R. Harris, Inc., a New York-based engineering consulting firm, to aid them in several areas of potential growth. Three company planners worked with Lennon, both provosts, the vice presidents, and the collegiate deans to translate into reality the five major research foci that Lennon enunciated early in his presidency. These areas included engineering and basic science, textiles, marketing and management, quality of life, and agriculture. Using a variety of maps, preliminary population reports (based on the 1990 census; agricultural, industrial, and commercial data; and forecasts), the Harris group spent spring and early summer of 1990 studying campus capacity issues. Clemson’s Facilities and Maintenance group provided detailed information on maximum capacities for water, sewage, power, and fluid and solid waste treatment, reuse, and disposal.

Continuing a pattern set when the university established the research park, Lennon and his vice presidents sought to recruit newly emerging industries to match the deepening scientific and technological expertise of university faculty and graduate students. Stan Nicholas, shortly before he retired in 1988 from Clemson as director of research, had negotiated for several light industry buildings, one to contain the computer-operated textile manufacturing research funded in part by the U.S. Department of Defense and a new integrated wildlife toxicological
Numbers of faculty, technicians, graduate students, and clerical staff, along with supplies, equipment, and cars, moved from the campus proper to Pendleton and to the research park. Together with programs in Genoa, Charleston, Greenville, and the education graduate courses offered statewide, Clemson’s off-campus programming increased the university’s impact mightily.

**Residence Halls**

With the data and the successful off-campus programming, Harris concluded that, without a major overhaul of the infrastructure, Clemson University could educate 23,000 students. The best mixture, the report advised, was about 16,300 (70 percent) undergraduates and 6,700 (30 percent) graduate students. Except for a small number, almost all undergraduates would reside in the extended neighborhood, with several options as to how many would be provided beds on campus. Sadly, neither Harris nor the administrative directors of the study asked about space either for staff or faculty (the group called “employees” in the report), although they estimated the number of faculty needed.

The report, delivered to the university in January 1992, noted the availability of 6,939 beds on campus. The relatively new Lightsey Bridge Apartments, attractively sited on a rise across Hunnicutt Creek (hence “bridge” in the name), offered 600 beds, or 68 beds per acre.

Also in low-density housing on east campus, the Calhoun Courts Apartments provided 761 beds on 7.1 acres, or 107 beds per acre. The forty-year-old Thornhill Village had 397 beds, and Douthit Hills (including the Clemson House) counted 385 beds, both facilities built for young families. The report discussed the need for Thornhill Village to provide 863 beds, a figure greater than Thornhill and Douthit. All of east campus, the planners reasoned, should house 5,573 persons.

The west campus, which had served as the housing center of the college since the arrival of the first cadets in 1893, no longer remained the residential hub once the demolition of most of Johnstone Hall happened. The five old barracks, named for five of the seven life trustees appointed in Mr. Clemson’s will and thus frequently referred to as the “will lifes,” remained the “Quad,” although the lack of social and/or meeting space meant they no longer functioned well as fraternity houses. However, the five housed 652 students. The “Shoeboxes” provided 743 beds, while the small surviving part of Johnstone provided only 387 beds. The footprints of old Johnstone B and C now contained two handsome residence halls. Both featured rough block-base exteriors, reminiscent of the granite foundations of the original Bruce and Morgan designs of the oldest buildings. The halls were named Holmes and McCabe. Holmes Hall served as the residence hall for 286 Honors students when the facility opened. Later, McCabe for a brief period housed members of the Air Force
ROTC who desired residential grouping. As is the practice in residence halls arranged in suites with semiprivate baths and toilets, these halls were available to both genders. Boudreaux, Hulstrand, and Carter served as the architects for both facilities.

Harris produced two other housing plans. The second increased the campus beds to 10,943, or 67 percent of the undergraduates, reducing the beds expected from the private sector by about 25 percent. To accomplish this required the removal of the former water treatment plant, which had been in use as a civil engineering laboratory for nearly thirty years. The plan also redeveloped Douthit Hills more extensively, an idea not looked upon favorably by the housing staff, who worried about even more students crossing increasingly busier S.C. Highway 93. Next, the consultants proposed to use the site of the Sirrine Hall parking lot to erect a dormitory with 500 beds. The last was to rebuild dormitories on the site of demolished Johnstone E, F, and F annex. Few negative comments came to the president’s attention concerning the removal of the former water treatment plant or the rebuilding of dormitories on the old Johnstone site. But Douthit residential expansion produced safety concerns. The potential loss of the Sirrine parking lot raised grave concerns from faculty in business, textiles, chemistry, and chemical engineering, and from students in the Shoeboxes, who used the parking lot in the evening hours.

Harris’s third plan scrapped the Douthit redevelopment but continued the Thornhill project of 863 beds and added a small annex to Mauldin to its west. It continued the reconcentration at Johnstone and the addition at the water treatment plant site. The beds increased to 8,931, or a shade over 54 percent of the undergraduates.

Parking and a Master Plan

Without getting into any discussion of academic needs, which included classrooms, laboratories, and faculty offices, not to mention libraries, university leaders found student residence halls and parking at odds. Before Harris ever tackled the campus or before the student population expanded in the middle of the Lennon years, suggestions came from students, parents, and staff to the President’s Office and to the faculty and staff senates pleading, insisting, and demanding that something be done. Liberal Arts Dean Robert Waller, known as the “walking dean,” (see chapter 10) wrote, “Admittedly, the parking situation on any campus is a morass of conflicting needs but I am convinced that we can do better than we do at this institution.” The various senates spent so much time on the “parking issue” that one of the more frequently elected faculty senators, Lemon Professor of Literature Roger Rollin, commented to his colleague Corinne Sawyer, “With all those degrees and all that brain power, we ought to be able to solve that and
debate something truly important.” The consultants noted that Clemson did nothing to discourage persons from registering personal vehicles.

The report had several explicit, and a number of implicit, suggestions. The former included a prohibition on “freshmen from bringing cars to campus—this action is not uncommon at many universities across the country.” While no comment survives on this suggestion, old “Clemson hands” easily remembered the years between 1955 and 1968 when such a regulation was in effect, and the large number of automobiles parked or “hidden” throughout the narrow streets of Clemson and, some said, in the adjoining forest seemed legion. A second suggestion limited the vehicles that could be registered to one per person (student, faculty, or staff). Moving away from car stickers to hangtags was adopted and enforced reasonably well for a few years. This had a minor positive effect. A third suggestion involved more rigid enforcement, including towing of vehicles improperly parked or tagged. Vice President Hugh Clausen observed the “weeping, wailing, and gnashing of teeth” that accompanied most efforts to collect fines or enforce towing. He privately doubted if the president or vice presidents had either the courage or the stamina to withstand the pressures of “sure and swift enforcement.”

A fourth suggestion removed the visitor and service/delivery spaces, opening them to employees and students. Although not detailed in the report, a variant limited service (including delivery and stocking of vending) to times beyond class or usual hours, such as 8:00 p.m. to 7:00 a.m., with exceptions only for police, fire, and emergency medical services.

Other suggestions were to increase the cost of parking fees radically (even to athletic and IPTAY users), employing the potential fees to offer bonds to build parking structures basically off Pearman (Perimeter) Road and to create and improve a transit system that serviced the large clusters of student off-campus living and perimeter parking. Further, the plan noted the need to improve social on-campus spaces, offered at reasonable rents, to attract student social life to the campus. The major suggestion, for parking structures off Pearman Boulevard, seems to have been dismissed. However, the idea of a transit system became the seed of an important service for the future.

**Academics in the Master Plan**

The master planners then took the selected enrollment figures, estimated the distribution of students into broad study fields offered at Clemson based on U.S. and S.C. labor needs projections, and arrived at total net and gross needs in facilities. These reached 160,271 net square feet, or 351,772 gross square feet. The former showed actual classroom and laboratory square footage, while the latter included space for storage, offices, restrooms, halls, stairwells, mechanical rooms, and the like.
Three plans emerged. Constant developments in all three academic schemes included a large underground library expansion on the west, south, and east sides of the library to create more student study space needed because of the projected doubling of the student body since 1980, when the planned library capacity had been reached.

The three plans placed an addition to the Hunter Chemistry complex to the west of the building and to the east of the Sirrine parking lot (or structure). Also, the engineering innovation building sat to the west of Lowry Hall with a second innovation building directly to the south of that site. And all three showed an extension of Lee Hall eastward into the ravine. They differed on the placement of three large science/engineering/agricultural complexes. An alternate one placed these roughly to the south of Poole Agricultural Center, suggesting several locations in a crescent stretching from the southwest corner of Brooks Center around to the eastern side of Newman Hall. These plans drew little or no opposition.83

The new master plan also proposed increased activity, meeting, and social space. The Edgar Brown Union and perhaps Johnstone A were to become the administrative center of Student Affairs, recognizing that the housing shift demanded that campus center space provide more for academic needs, while east campus served as the activities and social center. A second larger student union on east campus was placed between the nursing building and the red sheep barn, and a central center with additional study and group study space would occupy the large green space north of the library. The last part of the activity/social space sited a new continuing education center very near the lake and south of the Fort Rutledge site.84

The last section, recreation and open space, indicated the enlargement of Woodland Cemetery in all directions around the central core of the two loops. The planned golf course integrated itself around and through the agricultural research fields, the botanical gardens, and the arboretum. The 20,000-acre forest, now dotted with occasional “other use” facilities by the university, stood as a sylvan barrier to the encroachments generated by I-85.85

**Library and Special Collections Needs**

When the Robert Muldrow Cooper Library opened in 1966, it had been designed for internal expansion to accommodate 10,000 students, an enrollment reached in 1980. But pressure from citizens, alumni, and South Carolina legislators demanded that Clemson’s student body grow to meet the needs of the state and the vision of its founder, Thomas Green Clemson.

In their effort to meet these needs, campus planners had tried satellite campuses (in Greenville and Sumter) and alliances with “3x2” programs, but nothing worked. Something always got in the way—the admissions standards and quotas.
were too strict, the transfer system was too formidable, fraternity rush was delayed or denied outright, football tickets were unobtainable, etc.

Of course, the demands of a growing campus enrollment also impacted the library. A *sine qua non* in any campus master plan had to deal with the library. One solution used much earlier set up large storage spaces for infrequently used books, while a second was a careful weeding of the collection, which was an inexpensive way to make room for more frequently used material. A third option created a stronger borrowing system among the state or regional libraries. Of course, technological changes also came into play, with a major one being digitization of long runs of hard-to-locate scholarly journals, publications, and scientific works. Much of the activity of the state government was posted there, so the library needed computer stations with access to the best search engines.

The Clemson University Libraries also held special collections of manuscripts and rare, unusual, and valuable works such as a copy of the 1560 Geneva Bible (also known as the “Breeches Bible”) and the Behrend Collection (v. 1, 374–375) that needed adequate cataloguing and archival space.

The Special Collections unit of the Clemson University Libraries, which occupied about half of one of the six floors in the Cooper Library, moved to the new Strom Thurmond Institute facility when the building opened in 1989. Michael Kohl, the Special Collections librarian, having already established a documents collection policy (see chapter 8) under the direction of Isaac Wallace, university records manager, received a large amount of Clemson-related records. Wallace and his helpers sorted through the materials, removing repetitive documents and misfiled desiderata. In addition, they separated confidential personnel materials, as spelled out in the schedules approved by the S.C. Budget and Control Board, which they isolated from the remainder. The rest went to Special Collections. Library Dean Joe Boykin and Kohl had hired Dennis Taylor in 1986 to serve as the university archivist responsible for the oversight of Clemson’s records. Taylor, a graduate of Piedmont College in Demorest, Georgia, held a master’s degree in history from the University of Georgia and an MLS from Emory University. He also had teaching experience.

At the same time that the Special Collections began receiving university records at a rate of 250 to 300 cubic feet per year, the Thurmond Papers went through the archiving process based on the initial classifications developed by the senator’s staff. To help maintain, classify, and catalog these and other collections, most of which were unaccompanied by funds to support the work, other people trained in librarianship, history, and handwriting joined the staff.

Shortly after the Special Collections library moved to the Thurmond Institute, the storage area began filling quickly. In 1990, the Hayne Hipp family and the Liberty Corporation gave $225,000 for the purchase and installation of compact shelving to help cope with the sheer volume of the division’s holdings. The
process of ensuring that the light, temperature, and humidity were well regulated for the preservation of records, installation of the shelving, and restocking took until March 1994. All of this gave Cooper Library a bit more room for its holdings before the shortage of space would become critical in 1999.

**New Buildings**

Even as university leaders discussed the new master plan, the Board of Trustees developed first a traffic-rerouting plan for the new east campus activities building. The trustees also awarded a construction contract for the athletic addition to the north of Jervey Athletic Center. The Names Committee recommended naming the building for one of Clemson’s great student athletes—J. Banks McFadden, an All-American in 1939 in both football and basketball.

Although the decision to end a relationship with a noncampus entity might not appear to affect buildings, a Board of Trustees move on June 10, 1992, did just that. On that date, the seventy-eight-year-long agreement between the then Clemson Agricultural College of South Carolina and the Young Men’s Christian Association (YMCA) made on April 5, 1914, ended as the Clemson University YMCA ceased to exist. The magnificent red-tiled brick building, the oldest of the Rudolf Lee buildings still standing at Clemson, had been named for Preston B. Holtzendorff Jr., the longtime director of the YMCA. The trustees, noting that the 1914 board had decreed that “the building shall be devoted to the social uses of students,” placed the structure in the management and control of the Division of Student Affairs. Less than two weeks later, Hugh Clausen, vice president for administration and secretary to the Board of Trustees, retired. The trustees hired Nick Lomax, vice president for student affairs, to fill the post. On the advice of Lomax and perhaps others, Lennon appointed Almeda Jacks to

![Hugh Clausen](CUL.SC)
the Student Affairs vice presidency. No search occurred for either post, however. Some faculty and perhaps others appeared displeased with the ignoring of the usual open search for the vice president positions, and dissatisfaction continued to grow.

**Students Serve**

Within these changes and hoped-for changes, a strong trend emerged. The students’ participation in the international political movements of the mid-1960s through the end of the 1970s gave way to a sense of local concern, involvement, and willingness to work for local improvement. While some efforts, such as the regard groups showed for the university environment, remained sporadic, others were annual.

The drive on campus to donate blood for use in medical emergencies continued each year. While blood drives are conducted frequently, this one built on the sports rivalry between the USC Gamecocks and the Clemson Tigers. Begun as a challenge between the two student bodies, the effort was directed at Clemson by the Alpha Phi Omega Fraternity. Jack McKenzie, an APO member at Clemson since 1973 when a sophomore in political science, became the advisor of the Clemson chapter in 1980. He worked carefully with the chapter to develop an organizational structure that made contact with Clemson students, arousing their spirit for the contest, and arranged with blood donation services to provide stations with enough staff and equipment to draw blood efficiently and

Jack A. McKenzie (Clemson 1976), noted as an undergraduate for his editorship of *The Tiger* and his active role in Alpha Phi Omega, received Clemson’s highest student honor, the Norris Medal, upon graduation. He returned to Clemson to join the Department of Publications and Graphics and, as advisor to Alpha Phi Omega, helped create their very successful annual blood drive. Here, McKenzie is pictured (right) with APO brother Todd Rigler (Clemson 2004), the student who nominated him to carry the Olympic Torch through Clemson for the 2002 Winter Games. Clemson University Photographs, CUL.SC.
safely. During the past twenty-five years, the two student bodies have contributed 90,000 pints of blood. McKenzie noted that the most important contribution involved teaching the collegians how to organize themselves to lead in service ventures.  

Another example of the rising service ethic in the student body grew from students’ desires to create a Habitat for Humanity chapter. In 1992, Paul Anthony Acorn (Clemson 1994), representing a group of construction science graduate students, visited with the architecture dean, Jim Barker. They discussed the vision, and Barker supported the students. By the spring of 1994, the chapter, under Acorn’s leadership, had reached out to the Rev. Mr. Christopher Heavner, the Lutheran (ELCA) student pastor attached to the University Lutheran Church, to serve as the group’s off-campus advisor. Heavner, previously active in 4-H while growing up on the family farm in western North Carolina, had graduated from North Carolina State University. After seminary and his first pastorate position, he and his wife came to Clemson to work with students. The students conceived the notion of a Habitat home on Bowman Field alongside the large, colorful displays erected by fraternities, clubs, sororities, and a few other groups during homecoming week. At the end of the week, the unfinished, but usually dried-in, house was moved to its permanent site and finished across the winter. During the entire “first build” process in 1994, some 480 students, two dozen faculty, and about forty townsfolk, including faculty emeriti, wielded hammers and saws. The townsfolk at work included Larry Abernathy, the city of Clemson mayor, and Rick Cotton, the city manager, while a leader in the emeriti was Joe Dickinson from plant pathology. More than thirty additional students, along with the eventual owners, invested more time after the move. One family of owners of a later Habitat-built house found the wife/mother receiving a permanent campus job. She, with her supervisor’s help, enrolled in classes and eventually received her degree, while the eldest of her sons also attended Clemson, graduating with his mother.  

In 1997, at the request of the town, the coalition built two houses. To help manage the chapter’s portion of the materials expense, Clemson alumni in
various relevant businesses donated needed materials for the projects. In 2001, the Clemson chapter invited a number of other college Habitat chapters to spend their spring breaks at Clemson and help build five houses. Over a five-week span, nearly 4,000 students trekked to Clemson to work. They brought sleeping bags and stayed in the recreation halls of the town's churches. The custom of spring break service projects at Clemson has continued. And the Clemson students learned how to plan, recruit volunteers, find and be thankful for donations, marshal, manage, and complete a major project.94

While these two provide outstanding examples, many student organizations give freely of their time to aid other important causes, including the Special Olympics in the Upstate, fire departments, and other community groups.

The Departure of Lennon

Max Lennon had, on several occasions, commented to the trustees that the goals they and the president sought mutually for Clemson had personal risks involved. During the interview process, the trustees told several of the candidates that they wanted Clemson to pursue a major increase in the dollars brought to Clemson from nonstate sources for research, and they cited several other universities in the ACC as examples of schools that were successful in that venture. Lennon noted that given the Clemson faculty’s apparent commitment to teaching, most would not gladly follow such a path. The consequence could be a short
presidency.95 Just four years later, when Lennon and the trustees decided to end
Clemson’s relationship with its popular football coach, the sense of the Faculty
Senate was to support the president in the unpopular step,96 and a significant
portion of the student body rejected efforts of “athletic supporters” to cause the
president trouble.97 But close readings of the statements made lead to the conclu-
sion that the support was for Clemson, not for the president.

Three factors that emerged during 1993 and early 1994 made the prospect of
Lennon’s continuation as president untenable. First, the state of South Carolina’s
financial support of Clemson declined rapidly. During 1990–1991, the General
Assembly had funded higher education at close to 91 percent of the “full for-
mula,” which itself was designed to produce “average” higher education. Further,
the morale and outlook of the Clemson community remained high as a result, in
part, of the very positive Clemson University capital campaign that year.

The 1993–1994 state budget took effect on July 1, 1993, when South Caro-
lina, following the example of many other states, found itself hopelessly over-
committed financially in all its various aspects. The General Assembly funded
higher education at only 65.5 percent of full formula. The faculty received very
few raises and occasionally promotion to a higher rank occurred with no increase
in salary. Thus, every perquisite that even appeared to move dollars to some other
part of the university only increased the anger.98 The Commission on Higher
Education received the already below full formula and allocated (a process that
itself costs money) to the state’s public colleges and universities. Clemson’s vice
president for business and finance, David Larson, informed the trustees that
Clemson’s portion was 63.3 percent of full formula, a 2.2 percent decrease less
than the already 65.5 percent of full formula. Even a fee increase failed to close
the gap in the university’s needed funding. This was the third consecutive de-
cline in state appropriations from the high of 1990–1991.99 The decrease in state
support contributed to the background of the faculty anger at the buyout of
Hatfield’s contract.

The discontent began building even more broadly when Lennon established a
committee of faculty, administrative staff, and a few trustees to begin an in-depth
study to reorganize the university. Although Lennon stated that the purpose was
to increase efficiency, a number of programs and groups worried that each ap-
peared on a “secret list” for elimination. In fact, only the federally mandated pro-
grams had certainty of survival. Nonteaching and research groups, such as the
myriad committees, commissions, and senates, along with all large nonacademic
units, feared they faced the prospect of money-saving elimination. Lennon asked
Holley Ulbrich, a professor of economics, to chair the university-wide commit-
tee. Ulbrich convinced Lennon to limit her committee’s charge to academic mat-
ters and, if he wished, to appoint other committees to examine the university’s
other areas, such as the divisions of Business, Student Affairs, and Institutional
Advancement. Lennon established the groups. Each committee seemed most interested in self-preservation, so the changes it recommended remained only minimal or “on the fringes.” The reports, not compiled or brought together for nearly a year, bore heavily on Lennon’s presidency by creating an atmosphere of rising tensions and fear.

Then came the final set of irritants to beset this presidency. They involved perquisites given to the president’s small circle of advisors. The first was the use of leased cars. A custom most pronounced in Athletics, the practice drifted into Institutional Advancement, overseen by Vice President Gary Ransdell. Some of his staff who called on potential donors were allowed to use leased cars for the entertaining of the clients because staff members’ family cars were considered inadequate and the university motor pool cars were too easily identified and subject to complaints of social use. Institutional Advancement had the legal advantage of operating with some nonpublic money, although some of its divisions, such as University Relations, received public financing. The question about the propriety of leasing cars arose at the president’s advisors’ level. The administrators judged such leases, if justifiable, acceptable. Of course, that opened the institution to the prospect of much unnecessary criticism, which happened. At least two highly placed nonacademic officers immediately leased “high-priced” automobiles, and neither person’s job description required much, if any, off-campus travel or entertainment, although each contended that such was needed. The two longest-serving senior administrators warned against the practice, but such counsel went unheeded. The story of the leased automobiles broke in the news to yet more anger among most staff and faculty.

Within a month, an idea circulated in the same group that on those business trips that involved working with donors, the Clemson University Foundation should be billed for the mileage. Apparently, discussion ensued as to how to divide expenses between the foundation and the university when a trip had several different purposes. The possibility of double billing for mileage also entered the conversation.

While double billing appears in no documentary or other evidence, the outrage was great enough that at the February meeting of the Faculty Senate executive committee, a resolution of “no confidence” in Lennon was placed on the agenda for the next day’s monthly senate meeting. Alan Schaffer, the Faculty Senate president, met that same evening to inform and alert President Lennon as to the new business and these recent dramatic events. Later the same evening, but before local newspapers went to press, Lennon called his vice presidents and the university News Services, informing them he would resign with the exact date to be announced. The Lennon years were fast coming to a close.
Notes

3. CUL.SC.CUA. S 30 v 28, 22; and S 30 ss i f 10.
4. Ibid., S 28 f “Britton”; S 30 ss i f 10; and Sumter Item, 5, 10, 1958.
13. CUL.SC.CUA. S 102 Finders Guide.
14. McLellan to Reel, interview.
17. Ibid., 170 and 205.
18. Ibid., 205.
19. Robinson asked me to visit with him in early August 1989 as soon as he received the inspector’s memo because I had the next two events scheduled on the Littlejohn calendar. The first was a Centennial event—a Beach Boys concert. Robinson offered and I accepted his offer to hold the event in the baseball facility. While there were seats available, the audience was invited to bring blankets and picnic baskets and enjoy the late summer concert on the playing field. The Beach Boys and about 16,000 fans enjoyed the balmy night. The second event was December graduation. Robinson was sure the Coliseum would be ready in time for the late November opening of basketball season and so in plenty of time for the December graduation. It was.
23. Ibid., April 8, 1994; and CUL.SC.CUA. S 38 f 38.
28. CUL.SC.CUA. S 61 b 29 ff 248 and 249.
31. CUL.SC.CUA. S 61 b 29 ff 248 and 249. These files carry letters from supporters, antagonists, friends, alumni, students, staff, and faculty. The letter of Alumni Distinguished Professor of English John Idol is used as one from a number of the missives. Lennon’s response to the faculty, while personal in opening, carried a near identical text. In such a small community, presidential texts were frequently compared.
33. CUL.SC.CUA. S 61 b 25 f 209.
34. Ibid., b 27 f 231.
36. CUL.SC.CUA. S 61 b 25 f 210. For more on the financial problems, see S 61 b 25 f 211 with reports from the Dallas Morning News, June 18, 1989, for reports on the University of Wisconsin, LSU, and the general conditions in the Southwestern Conference. Monday’s issue (June 19, 1989) focused on other money-raising plans, featuring Southern Methodist University and a variety of plans developed by other schools.

37. CUL.SC.CUA. S 61 b 25 f 209.

38. Ibid., b 3 f 17.


42. CUL.SC.CUA. S 61 b 25 f 232.


45. The Tiger, September 1, 1989.


47. In an interview with President Emeritus Max Lennon at his Mars Hill, North Carolina, retirement home, while Glenn Spake, the videographer, was disassembling the recording equipment, Lennon stated that Berst strongly suggested that the NCAA would consider the “death penalty.” Although this total ban for at least one year on the playing of a sport was only assessed once, and that in 1987 against SMU for its football program, it was dreaded. Lennon to Reel, DVD.


49. Los Angeles Times, January 18, 1990. Ford’s total resignation “bonus” would have been $950,000, and the 2011 value for the five years would amount to $1,495,003.


52. All the letters to Lennon, even the “cruder” ones, appear to have been answered. The file is catalogued as CUL.SC.CUA. S 61 b 29 ff 250–254.


54. CUL.SC.CUA. S 61 b 29 f 253.

55. Ibid., f 254.

56. Ibid., b 25 f 213.

57. I was present at the meeting, whose minutes reflect only action taken.


59. See the published salary ranges in CUL.SC.CUA S 87 b 11 f 3. The pay raise was limited to 2.1 percent with no General Assembly appropriation to cover the $600,000 expenditure. Also see CUL.SC.CUA S 87 b 11 f 12.

60. Ard, “The Ken Hatfield Files,” Tiger Illustrated.Com Publisher. Provided to me by the Clemson University Athletic Department.


63. These conclusions are based on candid, but off-the-record, remarks by two persons whom I trust, and who relayed the same sequence of events separately. Each asked me not to reveal the names either of those who gave the poor advice or of my sources. I am honoring their requests.

64. Lennon to Reel, DVD. Also see chapter VIII.

65. CUL.SC.CUA. S 61 b 96 f 870.

66. Ibid., b 95 ff 866–867 and b 96 ff 871–874.

67. Ibid., b 205 f 2015.

68. Ibid., b 96 f 870, 13.

69. Ibid., b 94 ff 857–858.

70. The bond issue for housing had been approved February 4, 1989; see CUL.SC.CUA. S 30 v 24, 2–4. The first of the building contracts went to Dillingham Construction Co. (Pleasanton, California), July 15, 1989; see CUL.SC.CUA. S 30 v 24, 66. The facility was named for deceased trustee Edward Oswald Lightsey by board action on July 12, 1991; see CUL.SC.CUA.
Oswald Lightsey served as a legislative trustee from 1963 until his death in 1978.

71. Built in 1978–1980, these brick veneer and wood-frame lodges (the students called them “ski lodges” because of the prominent sloping roofs) were named for Life Trustee Patrick Noble Calhoun (served 1966–1976). Unfortunately, with the large number of Calhouns knitted into the university’s history, tradition, and legend, most students are clueless about who the remembered person might be.

72. The one-story-double or semidetached Thornhill units were named for T. Wilbur “Buddy” Thornhill (served 1947–1960), a legislative trustee with a great interest in soil conservation.

73. Named for Joseph B. Douthit Jr. (served 1936–1956), a legislative trustee whose agricultural interest was in crop diversity. His large Anderson County farm, traversed by Lebanon Road, became a major part of the Simpson Experiment Farm.

74. The largest complex, the Quad, was named for D. K. Norris (served 1888–1905), John E. Wannamaker (1888–1935), Robert E. Bowen (1888–1909), John E. Bradley (1888–1907), and Milton L. Donaldson (1888–1924). Omitted were B. R. Tillman (1888–1918), for whom Main was renamed in 1946, and Richard Wright Simpson (1888–1912), whose name was affixed to the experimental farm in Pendleton. His “absence” from the campus would be rectified in the 2000s.

75. Holmes was named for Lewis D. Holmes, Clemson legislative trustee (1960–1973). The residence hall has been dedicated to the use of Honors students throughout its existence. McCabe Hall is named for W. Gordon McCabe Jr., legislative trustee (1960–1978).


77. CUL.SC.CUA. S 61 b 96 f 870, 16–17.
78. Ibid., 18–19.
79. The letters are in many of Lennon’s boxes and files. An example can be found in CUL.SC.CUA. S 61 b 133 f 1269.
81. A comment made to me when we (Clausen and I) met in a hallway as he was leaving an Administrative Council meeting.
82. All these suggestions are given along with others in CUL.SC.CUA. S 61 b 96 f 870, 37–48. Even though Clemson is an academic institution, no suggestions were made to issue student parking on the basis of GPR or faculty parking on the basis of number of students being taught or some other measurable academic characteristic.
83. CUL.SC.CUA. S 61 b 96 f 870, 4–11.
84. Ibid., 21–27.
85. Ibid., 29–34.
87. Dennis Taylor to Reel, CD.
88. Record, 1987–1998; and M. Kohl to Reel, CD.
89. CUL.SC.CUA. S 61 b 134 f 1283; and Taylor to Reel, CD.
90. CUL.SC.CUA. S 30 v 29, 8.
91. Ibid.
92. http://apo.org/pages/show/About/History (accessed February 12, 2012); and J. McKenzie to Reel, DVD. APO’s vision is the preparing of “leaders through service,” and while most of its members are former Boy Scouts, that is not a requirement. Founded at Lafayette College (Easton, Pennsylvania) in 1925, APO held as its highest purpose the virtue of “servant leadership.” The organization is now coed. The Clemson chapter was installed on October 6, 1940.
93. McKenzie to Reel, DVD.
94. Heavner to Reel, DVD.
95. Lennon to Reel, DVD.
96. Schaffer to Reel, conversation; and CUL.SC.CUA. S 61 b 97 f 886.
98. CUL.SC.CUA. S 87 b 11 f 12.
99. Ibid., S 30 v 28, 70.
100. The vice presidents who warned against the practice were Lomax in Administration and Jen-nett in Academic Affairs. Clemson *Messenger*, March 12, 1994; and *Greenville News*, March 20, 1994.
101. Conversation among the author, Alan Schaffer, then president of the Faculty Senate; Carol Bleser, Lemon Professor of History; and Jane Hurt, a professor of planning, at a dinner party. I later reconfirmed the conversation with Schaffer.
102. Lennon to Reel, DVD.
Presidents Constantine W. “Deno” Curris (left) and Philip H. Prince (Clemson 1949) led Clemson out of the tumultuous ending of the Lennon presidency and into a period of restructuring. Clemson University Photographs, CUL.SC.
Months of speculation by the “Clemson family” followed Max Lennon’s February 1994 resignation announcement, for which he set no firm date. Rather, because he had no pending position offers elsewhere, he set a “latest date” at the end of spring 1995, creating a “shadow land” of up to sixteen months. This opened a six-year era of upheaval for Clemson. The university went through three presidential searches, as much change in the office of provost, the position that had emerged as the mooring academic post during the 1980s, and the usual disruptive structural studies. The Athletic Department experienced nearly as much change as well. All this instability added up to a growing sense of unease about job security and could have been reflected by high turnover in students and in faculty. Oddly, turnover was neither high nor disruptive, and the old ship Clemson never broke loose to drift nearly aimlessly.

In addition to their regular duties, a large number of Clemson personnel found themselves involved in the task forces created by Lennon to plan for restructuring. Taking Alumni Distinguished Professor of Economics Holley Ulbrich’s advice, Lennon, for better or worse, created a series of task forces averaging about fourteen members each to consider massive rearrangements of Clemson’s varied parts and, perhaps, to recommend eliminating or “outsourcing” (a popular term for using outside firms or groups to provide services not directly related to the three missions of teaching, research, and public service) some activities of the university. Ulbrich’s advice was based on two reasonable concerns: first, a real fear that the faculty would not be accepting of a new structure in which they were not in control; and, second, her sense that no one body could get all the work done without more representation than Lennon had placed on the committee by the time the president expected the report. Clemson had not had this much coming and going in the “head shed” (a less than affectionate aggie term for Sikes Hall) since the 1891–1902 early years of Clemson.

Stassen Thompson, a professor of agricultural and applied economics and a former president of the Faculty Senate, chaired the University Strategic Planning Committee. Its overall tasks were to coordinate the needs of the six task forces,
C. Stassen Thompson, professor of agricultural and applied economics, chaired the Strategic Planning Committee and was charged with the responsibility of bringing President Lennon’s reorganization to fruition. Clemson University Photographs, CUL.SC.

to keep the bodies acting in concert with each other and each out of the other’s charges, and to bring a coordinated report to the president by early autumn of 1994. The membership of Thompson’s committee comprised the six task force chairs and the chair of the Board of Trustees.

Two task forces dealt with organization. Ulbrich led a group responsible for academic organization, the part of the university that encompassed the teaching and some of the research mission. Trustee J. J. Britton met with this group. The second organizational task force dealt with all nonmission activities, that is, those that bore indirectly on or supported the school’s mission. Most of the functions clustered under this group could be typecast as necessary, such as the personnel or budget offices, or required by state or federal law or regulations, but not essential. Some, like food services (already outsourced to Pennsylvania food service corporation ARAMARK), housing, maintenance, medical services, police, and fire (the last three sometimes referred to as “municipal services”) historically were part of Clemson’s public safety operations because of the school’s rural location. Others, including those of Student Affairs, fund-raising, and alumni, were critical to the quality of the mission, even if not essential. Judi Nicks, a programmer in computing services, chaired this task force, and Thomas McTeer, a trustee from Columbia, served as the board liaison.

The third task force, led by Tom Keinath, dean of the College of Engineering, focused on budgeting. While Clemson received revenue from many streams, the chief source was the legislative appropriation from the state, 38.51 percent of the expected $341,550,000 revenue. Federal appropriations made up only 3.52 percent of Clemson’s income. Student fees (tuition

Holley H. Ulbrich, Alumni Distinguished Professor of Economics, chaired the Academic Reorganization Task Force during President Max Lennon’s massive reorganization program. Photo taken from the 1987–1988 President’s Report.
and special fees) accounted for $51,593,000, or 15.11 percent of Clemson’s income, while revenue from short courses, seminars, and miscellaneous sources accounted for 7.16 percent of the total. Gifts, much of which came from the Clemson University Foundation in the form of scholarships, represented 3.3 percent. Grants and contracts, which mainly paid for faculty research time and to hire replacement faculty, totaled 10.7 percent of Clemson’s income. Other sources contributed to this restricted money (that is, the funds that had to be spent on specified projects), which amounted to 17.83 percent of the revenue. The last portion, room, board, and those other services the state government determined desirable, carried the classification of auxiliary enterprises, which meant its cost had to be paid for by its own revenue.

The Clemson University Board of Trustees budgeted the spending of these revenues. The largest share went directly for instruction (24.13 percent), while research accounted for 19.69 percent. The third direct mission outlay, public service, cost 14.53 percent. Direct support for these academic efforts, which could range from library personnel and research materials to secretarial or academic administrative costs, accounted for 8.27 percent. Thus, the mission enterprise used 66.62 percent of the revenues. Food and lodging payments accounted for 18.47 percent, maintenance and cleaning represented 5.26 percent, and institutional support and other costs were 9.64 percent of the university’s entire expenses of $341,550,000 for 1994–1995.

Tuition that year totaled $2,954 for in-state students and $7,896 for those from out-of-state. Clemson’s out-of-state cost was the highest of South Carolina’s public institutions, although the in-state rate ranked fourth highest of six schools listed. Of course, independent (private control with some state support) schools had higher costs. Among other southern land-grant university peers, Clemson ranked fifth highest. Compared to all fifty 1862 land-grant institutions, Clemson was eighteenth highest for in-state students and twenty-second highest for out-of-state students. Dean Keinath’s budgeting task force had little luck finding fat.

The athletic budget remained the one flexible amount not listed in the general description above. South Carolina law and regulations treated athletics as a totally separate and self-supporting enterprise, similar to housing and food services. State-appropriated funds could not be diverted to support such operations. The ways in which athletics contributed to the greater university budget included tuition paid for the more than 400 in- and out-of-state student athletes and support given to the managers, trainers, student medical support staff, and interns in many offices. Athletics grounds and maintenance staff cared for the athletic facilities. Revenue from athletics ultimately paid the salaries and fringe benefits of all its employees. The revenues that met these expenses, plus travel and a percentage fee to the university, came from ticket sales, including student admission and revenue fees (Clemson students paid the lowest, both in amount and percent, of the ACC), concessions,
television and broadcasting fees, and other smaller fund streams. IPTAY contributions paid for costs of the grants-in-aid, tutoring, learning materials, and other academic-related services. One class of “athletic money” included specific matching and performance money. Some of the companies that pay for advertisements at sporting events—for example, the net imprinted with a company logo that is lifted to retrieve the football on point-after-touchdown or field goal attempts—specify that the money paid to the school for the advertisement must go into the institution’s general academic fund. The same can be true for employers that match individuals’ contributions to IPTAY. When this fund became sizable, Bobby Joe Skelton, then chair of the Athletic Council, succeeded in establishing the Athletic-Academic Scholarship Endowment, now the largest scholarship endowment in the Clemson University Foundation.7

Across the latter 1990s and the early 2000s, South Carolina became involved in tuition supplement (or voucher) systems to support academically achieving South Carolina students enrolled at in-state colleges, whether state founded or independent. Keinath’s task force was charged to simplify the budget distribution. It recognized that several trends at work damaged all higher education, while other factors particularly harmed public higher education. Thus, efficiency became the goal.8

Although the remaining three task forces that dealt with rewards met, each recognized that much of its work awaited the outcomes of the committees chaired by Ulbrich, Nicks, and Keinath. Their summer work focused on strategies and methodologies. Sandy Smith, a lifelong member of the Clemson community and the nurse–manager of Redfern Health Center, led the team examining staff rewards.

Trustee Patricia McAbee represented the Board of Trustees. McAbee, a graduate of the College of Charleston, resided in McCormick, although much of her work kept her in Greenville.9 Within the university’s administrative staff, those who served in the clerical and accounting positions were probably the most flexible. Their relationships and friendship networks spanned the whole university, including its research and education centers, extension offices, and myriad parts in a way and depth that did not hold true of any but the most involved professionals.

The Task Force on Faculty Rewards, chaired by Alumni Distinguished Professor of Economics Bruce Yandle, and the group studying professional development, led by Debbie Brockman DuBose (Clemson 1975), were aided by trustees...
Harold Kingsmore and Joseph Swann, respectively, both industrialists with much experience in employee relationships.¹⁰

Thus, insofar as was possible, the task forces set to work, each seeking its own way forward. They gathered reams of paper laden with organizational charts and work descriptions. The identification of duplication came first. The job of determining between acknowledgment and approval of action by a higher office moved slowly. Within the resulting welter of concern, teaching and research continued, student leadership and social life functioned, and plans and preparations for the May 1994 commencement progressed. Those who prepared for the new students, organized orientation, and made plans for the coming autumn (August 1994) labored on, while all wondered who was to be the new president and if the “center would hold.”

The Year of the Panther(s)

Clemson had access to one other source of money. During Lennon’s last year as president, he negotiated, with the help of Athletic Director Bobby Robinson, an agreement that allowed the NFL’s Carolina Panthers expansion team to use Memorial Stadium for the team’s first season of play (1995) as it awaited the completion of its stadium in Charlotte, North Carolina. When the season concluded, the revenue from rent due Clemson totaled $2,113,000. By agreement, the city of Clemson received $100,000 to cover police overtime, trash collection, and traffic direction; $10,000 for utilities; and another $18,000 for miscellaneous expenses, totaling $128,000 in revenue for the city. Certainly it could have been more. South Carolina is a Sunday “dry” state with local option for alcohol by popular vote. The vote was conducted and soundly defeated—the objection was that the local option could not be limited either in time (i.e., only a few hours around a professional football game) or to end automatically when the football season ended. Thus to many locals, the Sunday option, which could mean more tax revenue for the city and more for the small merchants, raised the specter of a permanent change casting the city of Clemson as the only open town in its tri-county area. Seeing the city become the Sunday alcohol cup for the whole Upstate was something the citizens were not anxious to face.¹¹ Clemson University, then, received $1,971,000, from which $532,000 was used for upkeep of the stadium ($1 per seat, per game). That left a $1,439,000 profit for the university, which it divided among academic/athletic programs: $900,000 for general academic scholarships, $225,000 for the Athletic Department with “special attention to gender equity issues,” $50,000 for faculty assistance, $14,000 for student assistance, and $250,000 for the university libraries. An unexpected $100,000 gift from the Jerry Richardson family (the owners of the expansion team) at the same time brought the total gift to academic scholarships to an even $1 million.¹²
The New Chief

The pace quickened late in the spring of 1994 when Lennon informed Bill Amick, the board chairman, that he would depart by June 30, 1994. Amick then asked Ulbrich’s and Nicks’s task forces to submit their tentative reports to Thompson by the end of June.13

The trustees met in Columbia on June 9, 1994, to handle routine fiscal year-end (June 30) business and to select an acting president, which, in turn, would allow for measured time to seek and choose a new permanent chief executive. The matter of an acting president attracted the most media attention and, as expected, was conducted in executive session. Amick invited Lennon and Nick Lomax, then vice president for administration and executive secretary to the Board of Trustees, to remain in the meeting and excused all others.14

The trustees seemed to agree that for acting president they needed “an outsider,” that is, not an employee of the university and someone unattached to any particular function, segment, or group of the school. But the outsider would have to be close enough to the university to understand the institution in all its aspects—perhaps “an inside outsider.” Second, such a person had to be an experienced manager who could administer the Cerberus-like tiger. Third, he or she needed a crystal-clear reputation with all the constituents, private and public, of Clemson University.

The conversation rambled before its coalescence, and then the focus of it fixed on one of the board’s own—Philip Hunter Prince (Clemson 1949). After all, his work experience, first with the Milliken Corporation and then as senior vice president for American Express, filled the board’s expressed need for a “manager.” Second, Prince was a Clemson graduate who never put the ring aside and who, because of his frequent visits to and several times living in Clemson, would bring relief to older Clemson folk. Clemson’s sports fans remembered him fondly as the co-captain of the unbeaten-untied 1948 Gator Bowl Champion team (v.1, 400–402). Clemson’s scholars knew his favorite professor had been the rigorous, passionate John Lane and that Prince had taken advanced academic work at Columbia University. A happy family man, he had proposed to Celeste Orr, a student at the Women’s College of North Carolina, on their first date. While she set aside her answer for the moment, they married eventually and had two sons.15

Before he rejected or accepted the challenge of becoming acting president, Prince needed a few points clarified. First, concerning his post as a life trustee, he, of course, would resign. But he wanted it understood that the resignation would be permanent, and that he must not be expected to return to the board because it might stifle free exchange there both during his term as acting president and later.16 His colleagues’ replies remained mixed enough to leave their acceptance of his request uncertain.17 Second, he refused all remuneration other than business expenses. The board accepted with thanks and the understanding that the various
Philip H. Prince (Clemson 1949) served his alma mater as a life trustee and a member of the Clemson University Foundation Board, and he chaired Clemson’s first two capital campaigns. The Board of Trustees first selected Prince as the interim president after the resignation of Max Lennon in 1994 but later named him the university’s actual president (the twelfth). Clemson University Photographs, CUL.SC.

state legal and employment offices would have to handle such an arrangement to ensure that the appropriate liability, health, and life insurance coverage remained in effect. Third, under no circumstances did Prince want the position to evolve into one of permanency, believing that Clemson would need a younger and academically more experienced leader to carry the university into the twenty-first century.18

With all agreed, the board moved back into open session, invited the public and the press to return, and then elected Prince acting president.19

**The Change Begins**

Having been a life trustee, Prince did not have a mountain of background material to digest, although a pile of mostly social correspondence awaited him. This he handled adroitly. The avalanche began to arrive shortly after he settled into the President’s Office. Much came from individual faculty and professional staff requesting special consideration for promotion and upward salary adjustment. These he dispatched to the appropriate vice president or dean with a request that he or she keep him informed.

Provost Charles Jennett received the faculty letters along with the bulk of correspondence from potential teachers and researchers and the letters from anxious applicants and from the parents of denied applicants. Usually, the letters from applicants and families went to the Admissions Office, which, along with the Registrar’s Office and Student Financial Aid, had been transferred to the Division of Undergraduate Studies in 1992. Almeda Rogers Jacks, the vice president for student affairs, handled student issues not involving academics, along with housing questions and complaints. Jacks, a Clemson graduate (BA 1974, MEd 1975), had become the vice president when the board named Nick Lomax vice president for administration and executive secretary to the Board of Trustees. Jacks represented the highest-placed female in the Clemson administration. From a strong Clemson family in Clinton, she had moved up through the Housing Office and gained a reputation as a hard-working and diligent administrator.20
In December 1993, Milton B. Wise, the vice president and vice provost for agriculture and natural resources since 1987, announced that he would retire on June 30, 1994. After a search, President Lennon selected as the new vice president Byron K. “Budd” Webb, a Clemson-educated agricultural engineer and dean of the Cooperative Extension Service. Webb held his bachelor's (1955) and master's (1962) degrees from Clemson and his PhD from NC State. He proved himself steady in managing people, finances, and resources, a most useful trait in an era of uncertainty and shortage.

Prince met in August with the faculty and campus staff in Tillman Hall's Memorial Chapel. He informed the audience that the 1994–1995 year could count 12,290 undergraduates, down 235 from the previous year. Graduate students reached 4,000, a loss of 89 from the previous year. The total students on campus numbered 16,290, a slight decline of 1.77 percent, which Prince attributed to the 2.8 percent fee increase. The school made the budget through a “no raises” policy for both faculty and staff. The university's budget for the next year stood at $325,333,000. Of that, he reported, $130,875,000 (38.8 percent) came from state appropriations. Gifts and contracts added 17.8 percent to the revenue. The federal appropriation added $13,139,000 (3.9 percent of income), while other revenue, such as license income and copyright and patent payments, added $13,666,000 (about 4 percent) to the income. He emphasized that most of these were the fruit of research and that the holder of the license had already received his or her share. He stopped at this point to explain that, in addition to this income, the general fund derived $28 million from the endowment, which through careful tending still included income from Mr. Clemson's founding gift, while income from athletics had reached nearly $5.9 million.

Then came the warnings. The projected budget provided the revenue to get through this state shortfall, but given the commitments the state had in public education and welfare, it demanded that Clemson University pare down expenses because the state could not lessen its expenses, which were heavily invested in social services and entitlement programs. This played on the familiar theme of “help yourself!” Thus, reorganization, which would be painful, must proceed. Prince reiterated the timetable, including a November 1 date to announce to the trustees the reorganization plan being developed from the task force findings and upon which the board would act. He closed his address to the faculty and staff, urging openness to new designs and arrangements and goodwill to all, and asking that thoughts and prayers be e-mailed to him.

More Unexpected News

In the midst of all the change, and a hope for major belt-tightening and a directional turn, President Prince received from Gary Ransdell, vice president for institutional advancement, bad and unexpected news relating to the Clemson physical
plant. The massive central energy plant, driven by coal, had, by working for the past thirty-four to forty-seven years, long exceeded its life expectancy by a decade. Lennon had attempted to address this earlier, but he was unable to secure the assistance of the federal government. The Board of Trustees, whose membership included several engineers who were specialists in energy and who had already announced that they would not vote on any decisions in order to avoid even an appearance of charges of unfair competition, recommended that the university contract with the Marriott Corporation to develop a proposal for a replacement. The huge coal boilers would be taken off-line one at a time and replaced by natural gas boilers. Switching from coal to natural gas was an environmentally sound decision on the part of the university, which also sought to lessen its environmental footprint by cutting down the sulfuric byproducts of coal burning, which contributes to harmful acid rain.

The U.S. Department of Energy provided partial funding of this proposal as part of its research into “pulsed atmospheric fluidized bed combustors.” These called for the use of lower temperatures for the firing of coal, which no longer needed pulverizing for burning, reducing atmospheric emissions by as much as 90 percent. Called “the demonstration combustion” system, the new process planned for Clemson’s power facility resulted from five years of collaborative research and work involving two Maryland companies, the West Virginia University–Morgantown Energy Technology Center, and the Clemson-based S.C. Energy Research and Development Center, with funding coming from the U.S. Department of Energy. This research group dated back to contacts made by Clemson during the Atchley administration. The project’s completion and overall cost totaled approximately $33.1 million, phased in from spring 1996 to summer 2000. This refurbishment, instead of an all-at-once replacement, allowed for zero interruptions in Clemson’s operation and kept the tuition increases needed to pay for the operation low (6 to 7 percent per year). The university so cogently set out the argument for its needs that the Commission on Higher Education staff handled the emergency replacement expeditiously and quickly gave Clemson the go-ahead.

As the new equipment went online, the president’s telephone line clogged with calls from nearby residents complaining about the rise in noise levels created by the new apparatus. Lawrence Golan, director of the S.C. Energy Research and Development Center, responded by starting tests that measured atmospheric noise levels. The sound measurements showed noise levels at one of the complaining homes to be no greater from the new machinery than that of everyday traffic passing by on the streets, satisfying the neighbors and allowing the project to inch forward. The new system had responded very well to its first emergency.

To respond so quickly required an actively involved research faculty, something in which Clemson lagged far behind most other comparable schools because such faculty generally required strong, well-developed graduate programs. The latter enabled consistent, focused research to take place, allowing for the foregoing
type of recommendation in a variety of interrelated fields. At each major outside effort at reassessment or reorganization of Clemson, consultants commented on the underdeveloped nature of the university's graduate school, and each noted South Carolina's need for a greater commitment to graduate programs. The major distinction between Clemson's undergraduate school and the graduate school, which Jack K. Williams had set forth in the 1960s, had simply been marginalized since the program's inception. The concept was still fairly novel in the United States during Williams's era and was tied to the uniqueness of the land-grant college through the Hatch Act of 1887 (v. 1, 72–74, 190–194). It was shortly after graduate programs in engineering were proposed by the National Association of State Universities and Land-Grant Colleges (NASULGC) conferences (dubbed "engineering experiment stations") that the presidents of fourteen major research-oriented universities with five land-grants met to form the American Association of Universities (AAU).28 Clemson, because of funding issues, never followed the path of building a graduate school except for a brief period during the Lennon administration.

The role of research in times of national crisis had emerged in America during the buildup to the world wars. Both had raised the value of university stock as time and again the news reinforced the role of research in the war effort. Seemingly every time the news cited a soldier, sailor, or pilot—or Wellington's oft-quoted remark about the playing fields of Eton in his conflict with Napoleon—commentators frequently made mention of the faculty on leave from university laboratories and classrooms and assigned to MIT on sophisticated projects involving sound and light waves or to the mysterious splitting of the atom under Stagg Field at the University of Chicago. These events and others attracted young scholars with interests in the sciences like physics and chemistry toward metropolitan areas where they banded together to create the National Science Institution and its satellite units. These institutes, though closed rather quickly at war's end, were regrouped and re-created as sites such as the Oak Ridge National Laboratory in Tennessee, the Red Rock Arsenal in Alabama, the Hanford Site in Washington, and Brookhaven and Lawrence Livermore laboratories in New York City and Livermore (Alameda County), California, respectively. From such origin points would flow the creative streams that established the aristocracy of the scientific intelligentsia in post-World War II America. The University of Alabama, which had a small branch in Huntsville, and the University of Tennessee also benefited, producing a second level of aristocrats and expanding membership of the AAU further.29 Both also had emerging medical schools. Still, access for universities to "serious" federal money did not come easily.

Tenure Under Attack

An openness at Clemson to all suggestions on the part of President Prince calmed many fears of job and program security on the campus and created a
stronger sense of comprehension in the audience. Faculty and staff suggested possible new revenue sources, and the administration explored them. Prince’s faculty advisors in the Faculty Senate widely shared e-mails, minus names of the faculty senders. A feeling of honesty among the faculty and administration built for Prince a genuine reservoir of goodwill and affection. But challenges to the “protected nature” (e.g., tenure) of the faculty continued to arise. A South Carolina legislator presented an amendment to the S.C. Code of Laws to eliminate tenure. The amendment called on the governing board of every public college that offered tenure to “develop a new employment relationship between the faculty and the board, which relationship would embody the necessary guarantees while eliminating the inflexibility of tenure.” This raised countless fears among the faculty of public universities and colleges and the public school teachers and drew threats of backlash at the voting box.30 The legislature did not adopt the amendment, although at Prince’s urging, the Clemson Faculty Senate and the provost undertook to examine the concept of a contract to replace tenure, and the provost and the Faculty Senate spent much time on that possible contract.

The Era of Remembrance

The 1990s witnessed a number of transformations of Clemson’s landscape with the relocation of long-beloved buildings and the creation of new memorials. One of these was the Hanover House, which had been located after World War II by David Watson, the director of grounds, and James C. Littlejohn, the college’s business manager, near the sheep barn and several early settlers’ cabins. They desired for Hanover House to be part of a long-range plan to create a “historic district.” The district did not gain the anticipated additions, and as time for new student housing came closer, Hanover House—shorn of its planned companions and located on a major thoroughfare with only limited parking—seemed a fish out of water.31 The 1716 dwelling of the Ravenel and other Huguenot families, which had been moved board-by-board and brick-by-brick from the Moultrie River basin, now

In 1994, Hanover House, which once sat next to the red sheep barn near the high rise dormitories, moved to its new home in the S.C. Botanical Garden where it is infinitely more accessible. Clemson University Photographs, CUL.SC.
blocked expansion on the university’s east side. Campus planners decided to move the historic structure into the South Carolina Botanical Garden, a decision that brought the concern of the Colonial Dames XVIII Century to President Prince’s office. But the move away from a busy and crowded portion of campus provided better situing and parking for all involved, a huge plus. In addition, because of the large number of public school visitors, moving the house and making it easier to visit would bring the revolutionary and colonial history more sharply into the schools’ curricular foreground. The discussion of the planned move raised concern from a dozen Colonial Dames, architectural historians, and other special interest groups desiring to meet with Prince and his lieutenants. Prince agreed to the meetings and attended them with patience, allowing him to absorb a view of the depth of affection the citizenry felt for Clemson before he made the final decision. And with the utmost care for all the brick, mortar, and beloved Huguenot “Peu a peu” terracotta plaque, Hanover House moved on down the road.32

As is tradition at Clemson, each graduating class since 1934 has adopted a Golden Anniversary project to present to the university on the fiftieth anniversary of the class’s graduation. The Class of 1943 chose to create the Carillon Garden, an area between Sikes Hall, the Outdoor Theater, and Tillman Hall that displayed the Class of 1939 bell tower, including the bell that had hung in the Tillman clock tower until 1985 when it was moved to make room for the Clemson Memorial Carillon. The Carillon Garden, dedicated in 1993 as a lasting tribute to the entire class, honored particularly the members who died in World War II. The gift and landscaping improved aesthetically a very worn space on the front campus, one of the first sites that many visitors to the university see. President Lennon received the gift and thanked the Class of 1943 for the significant contributions it had made to beautify the campus and remember its fallen comrades.33

When the Class of 1944 determined the focus of its Golden Anniversary gift to Clemson, it chose to expand the university’s visitors center, hoping that every visitor to the building would also then remember the class’s sacrifice in the world war and the school that educated the class members. Years earlier (1972), the federal post office had relocated from the northern border of the university, where the town of Clemson’s jurisdiction began, to a site once occupied by the public grammar school about a mile up College Avenue. This meant that the building (today’s Mell Hall) now graced by the Class of 1944 statue “And Then There Was War” would soon be available for new occupants. Other than the visitors center, only the Clemson University Housing Office had a great interest in the space. The building might have been a choice spot for welcoming the university’s guests; however, the short supply of parking space was a drawback. Consequently, Gary Ransdell, vice president for institutional advancement, under whose aegis the visitors center fell, opted to pass on the building and offered a counter-proposal to construct a new facility as an addition to the existing Alumni Center. Ransdell
considered a number of other options as well. The class raised the money for a purpose-built visitors center, and work began early in 1997 through the architects and engineers of Durham–Greene, Inc., a construction company in Easley. The dedication ceremony, presided over by Harry King, the class president, and the opening of the Class of 1944 Visitors Center occurred on October 10, 1997. The summer of 1994 also commemorated the fiftieth anniversary of the D-Day Landing, producing a revival of interest in Clemson’s military heritage. One of the most noted of all military groups at the university was the Senior Platoon. Organized in 1930, it began as a competitive drill team open through tryouts to cadets in their junior year. In 1995, under one military officer who served as advisor, there were some 800 former members of the group still living.35

Committed to building a monument to commemorate Clemson’s rich military heritage, leaders from the Classes of 1950–1953—Sam Willis, Bill Laffoday, Leroy Doar, Dan Carmichael, and Hugh Woodle—met with President Constantine Curris, the president selected in 1995, himself a former history major with a strong interest in education and the role that small groups such as fraternities and military units play on a large college campus. This group developed a multistep plan. First, they proposed to build a monument to the cadets and to solicit donations for the monument and for scholarships for men and women to enter officer training for the various branches of the armed forces. The donations would come primarily from any and all Clemson graduates who had served in the early cadet corps or the advanced divisions of ROTC during their time at the school. Many responded with contributions, including major gifts from the Senior Platoon and the Classes of 1941, 1942, and 1958. The physical product of the monies collected, the Military Heritage Plaza, arose between Memorial Chapel and Bowman Field, which served as Clemson’s earliest military drill complex. The monument cost $450,000, and any extra money received from donors went to scholarships for advanced ROTC cadets and monument maintenance. The memorial features eighteen steps that lead down to the drill field, each one inscribed with an ideal instilled in the Clemson cadet: discipline, teamwork, confidence, humility, equality, courage, respect, responsibility, perseverance, honor, pride, esprit de corps, leadership, integrity, success, loyalty, life, and duty. At the foot of the monument, a bronzed statue of a cadet graduate in his Clemson uniform, striding with purpose into the future, emerges from a large brick and metal pair of die. Martin Driggers, president of the student body in 1993–1994, served as the model for the cadet statue.

The group that pushed for the Military Heritage Plaza, now newly organized as the Clemson Corps, still felt that more could be done to remember the sacrifices that all soldiers, Clemson students included, have made in service to the United States. The Corps determined to erect a memorial, called the Scroll of Honor, to all Clemson men killed in any American combat. This decision was made after the Corps settled the issues of what made one a “Clemson student” (whether it
be graduation, attendance, or some other affiliation) and what monuments to these deceased existed already.\textsuperscript{38} As this group began planning, they were drawn to Memorial Stadium as a heavily visited site to place the new memorial. The field directly across from the stadium, on Williamson Road, was suggested as a potential site. The consultation showed that under the ground ran the subterranean and legendary tunnels that heat, cool, and carry electricity and water to campus buildings. Because of the underground infrastructure, the space could not support a large structure like a dormitory or classroom building. This space seemed ideal for the memorial and was set aside for it. In truth, the memorial could not have been more appropriately placed, sitting across from Memorial Stadium, which was named in 1940 to honor Clemson alumni who had died in the line of duty.

\textit{Athletics}

Williamson Road, the street that separated the Scroll of Honor from Memorial Stadium, had long been a major line of demarcation between the athletic and academic portions of campus (v. 1, 293–294, 328–329). Much like the academic administration of the university, the athletic teams of Clemson saw considerable change during the 1990s. On November 23, 1993, Tommy West replaced Ken Hatfield as head coach of the Tiger football team, continuing the head-coaching turnover that had marked the program since Danny Ford’s resignation. West, a standout in football and baseball in high school in Gainesville, Georgia, and at the University of Tennessee, arrived at Clemson from the University of Tennessee at Chattanooga, nullifying the remainder of his five-year contract with the school at a personal cost of $140,000.\textsuperscript{39} In addition, West was also a former Danny Ford assistant at Clemson, which made him a popular choice of many Tiger fans. West’s first game at Clemson was the December 31, 1993, Peach Bowl victory over the University of Kentucky Wildcats, an auspicious start. His first two seasons showed

Tommy West came to Clemson from the University of Tennessee at Chattanooga to replace Ken Hatfield as head football coach in 1993. West enjoyed some success as coach, helped increase attendance by over 6,000 per home game, and was very active and visible in the community until his departure in 1999. Photo taken from the 1995 edition of the Clemson University annual, \textit{Taps}. 
uneven, up-and-down play by the team. During the 1994 season, his team had impressive wins over Wake Forest, North Carolina, and Georgia Tech but ended with a 33–7 home loss to rival University of South Carolina. By the end of the 1995 season, in which the Tigers compiled an 8–4 record and received an invitation to the 1996 Gator Bowl, attendance had risen over 6,000 per game. Athletic Director Bobby Robinson extended West’s contract through the 2000 season. Robinson also raised West’s salary 10 percent, from $114,796 to $126,275. However, and in spite of all of Robinson’s positive hopes, by November 23, 1998, Clemson’s Board of Trustees had decided to terminate West’s contract and search the market for a new head coach. Some insisted it was a ploy to get Ford back to “save the program.” The board had four priorities in its search: a coach who stressed academics first (measured by graduation rates), who possessed proven excellence in recruiting and player retention, who had a successful Division I head coaching record, and who possessed personal integrity and an unimpeachable record of NCAA rules compliance. Almost immediately, former coach Danny Ford, who lived in the area, apologized for all the mistakes he had made during his tenure and let it be known that he held interest in the position. Board Chair Lawrence Gressette was quoted as saying that while the board accepted Ford’s apology, “Mr. Ford will not be considered for the position…. It is time,” he continued, “for Clemson to move forward and find the right person to lead the football program into the next decade.”

In the meantime, Clemson had begun to improve significantly its golf program. Bobby Robinson, a Furman graduate, had served as golf coach and business manager for women’s sports during the years of confusion that followed the enactment of Title IX and the rule-writing struggle that followed. In 1985, he had become Clemson’s athletic director after the resignation of Bill McLellan. As a former golf coach sitting on an extended campus of 26,000 rolling acres of land, Robinson could imagine the pleasure of playing on an excellent course and hoped it might come about during his tenure. In 1989, Clemson approached the S.C. Commission on Higher Education for permission to build a golf course in connection with the long-hoped-for continuing education center. After debate, the CHE set aside $4.5 million for the course and a cap for the potential cost of construction. It also approved the issuing of $8.4 million in bonds to be retired by revenues from the rentals on the property and the property itself. It would take $1.5 million in additional donations and revenue to build the course. The Greenville News saw this as one more step to give South Carolina an edge in the “very competitive world marketplace,” and it urged the university onward with the admonition, “There is no reason for Clemson not to proceed.” The newspaper’s urging seemed especially relevant when one considered that by the end of 1994, the Tiger golfers had captured their second straight NCAA East Regional title under coach Larry Penley (Clemson 1983) and had won at least one tournament
every year since 1985. Golf was clearly on the rise at Clemson and warranted an upgraded facility. The State Budget and Control Board approved the proposal, and almost immediately, the university issued an information sheet on the project listing the funding sources, one of which was the Clemson University Foundation, to which interested parties could pay membership and use fees. The Foundation served as the collateral for the funds to begin construction of the course, but it was not until the university acquired an anonymous $1 million donation in December 1993 that the project received the green light. Of course, no idea, good or bad, usually goes unchallenged. Two groups, the Faculty Senate and the local chapter of the Sierra Club, raised objections, and for a time, Governor David Beasley joined the opposition. Both the Faculty Senate and the Sierra Club cited the potential environmental hazards of fertilizer and herbicides needed to maintain the course. Eventually, such voices calmed down, and on September 9, 1995, the course opened and the newly constructed adjacent conference center served lunch for the inauguration of President Constantine Curris.

Clemson had also begun a program in golf course management within the sports management baccalaureate program. On the same day the golf course opened, Clemson also played host to the Carolina Panthers, the NFL's expansion franchise in the Carolinas, for the first game of the new team's inaugural season. Clemson's own football team continued at the center of swirling change for the Athletic Department as Director Robinson, who had survived the buffets and criticism of the end of the Ford era, had to find a new coach for the 1999 season. Robinson felt he had taken the high road when he hired Tommy Bowden away from Tulane, where Bowden had served as head coach of a team that had compiled an 11–0 record. The son of Tommy Bowden, who came to Clemson from Tulane, followed Tommy West as Clemson's head football coach. He was hired with great expectations and enthusiasm for his stellar performance at Tulane, his football pedigree, and the impeccable off-the-field demeanor of his past teams. Photo courtesy of the Clemson University Athletic Department, Sports Information Division.
the highly regarded head coach of Florida State, Bobby Bowden, Tommy came to Clemson as its twenty-fourth head coach. Previously, he had also held nine assistant coaching jobs (including offensive coordinatorships at Kentucky and Auburn) dating back to his 1977 graduate assistantship at West Virginia. Bowden’s five-year contract with Clemson paid him between $700,000 and $750,000 per year, with a $150,000 base salary and $325,000 from guaranteed radio and television income. Moreover, he received guaranteed endorsement monies for apparel, shoes, and equipment as well as for speaking engagements. In addition, he could earn bonuses for his team appearing in bowl games, in a BCS bowl, and in a national championship game.48 Tulane matched Clemson dollar-for-dollar in its offer to retain Bowden but could not compete with Clemson’s facilities, schedule, tradition, and opportunities.

During the 1990s, several other head coaching posts besides football opened, as though (or “if?”) the university’s academic reorganization had seeped into the Athletic Department. The departure of Cliff Ellis after 1994 had put Clemson in the market for a head basketball coach, and the university’s eyes fell on Rick Barnes, the coach at Providence College in Rhode Island. One consideration before attempting to lure him away was that Barnes had several years remaining on his existing contract, but the Providence athletic director stated that Barnes “would not have to buy out the balance,” noting that Providence “would never stand in Rick’s way” in his decision to leave the school. Barnes, a Lenoir–Rhyne College graduate (1977), had served as an assistant at Davidson, Alabama, George Mason, and Ohio State, then returned to George Mason for a full season (1987–1988) before coaching six seasons at Providence (1988–1994). He accepted Clemson’s offer and a salary of $110,000.49

**Campus Problems**

Almost simultaneously, officials from Oconee, Anderson, and Pickens counties reopened the question of using some of Clemson’s forest acreage as a new landfill. Clemson had explored the request in 1993 and concluded that the hazards
and the risks far outweighed the research value of such a move. To strengthen their request, the county officers asked their legislators to add the weight of their offices in pressing Clemson, which they did. In rejecting the landfill idea as presented by the counties, the Clemson president pointed out the magnitude of university mandates unfunded by the legislature, particularly in staff and faculty salaries and in regulations that had put the branches of government in the financial straits in which the state now found itself.50 The issue finally settled in the winter of 1998 with an agreement between two of the counties and DHEC.51

Another problem, namely the large number of cars on campus, moved toward a solution when, through continual complaints from students, the city of Clemson and the college community combined to create Clemson Area Transit (CAT) for the region. CAT looked to the state and federal government for grants to operate the elaborate bus system. As it developed its routes, CAT purposefully stopped at most of the apartment complexes that surrounded the university. Transfer locations made it easy for the rider to move from a long-distance bus onto an internal campus route. This development lessened greatly the stream of traffic from the communities that surrounded the campus and eased the pressure for building parking garages, although that still remained a problem. CAT routes also operated so that many scholars at other colleges could travel easily within the tri-county area, calling at Southern Wesleyan University, Tri-County Technical College, and Anderson University. While the buses had the “kneeling capacity” to permit boarding and exiting by the mobility impaired, they were also equipped to carry wheelchairs and small motorized units as well as bicycles. But the government grants covered only the daylight hours, and Clemson seriously needed after-dark service but had no regular source of funding available. The students voted in referendum to designate a portion of their student activity fees for a year-round night CAT service, resulting in an increase of the fees. Within a year, “Night-Cat” service also expanded throughout the area. The orange and purple buses became a large traveling exhibit for student ability to make improvements through sacrifice. All the bus services were provided fare-free and were subsidized by the students of the area colleges (Anderson University, Clemson University, Tri-County Technical College, and Southern Wesleyan University), shopping centers (Walmart), the townships (Seneca), and others who wanted the services for their customers.52

Reorganization Day

November 1, 1994, the day all the university had awaited for the unveiling and announcement of its reorganization plan, arrived. As expected, the trustees met on campus in a long executive session with the vice presidents. As the meeting convened, the first statement from Chairman Gressette declared that reorganization was an ongoing, continuing process. The school’s last major reorganization
had occurred in 1955, forty years earlier. It was time again to restructure and overhaul, clear out the dead underbrush, trim back on overhead, and lay plans for the coming important change.

One month earlier, at the board meeting on September 30, Trustee Louis Batson moved a resolution from the Presidential Screening Committee chaired by Trustee Lawrence Gressette, which recommended that the term “Acting” be removed from Philip H. Prince’s title because the word minimized the exemplary manner in which Prince had performed his duties during such an important time in Clemson’s history. The board seconded and unanimously approved the resolution to make Prince the twelfth president of Clemson.53

At the November 1 meeting, Prince distributed a consolidated task force recommendation, presented the four task force leaders (with Henry Pate substituting for Bruce Yandle for the Faculty Rewards Task Force), and sent the meeting into executive session. During the session, Prince recommended that the number of colleges within the university be consolidated and reduced from nine to four and the number of vice presidents be reduced to four.54 He recommended the following be the new colleges: (1) Architecture, Arts, and Humanities; (2) Agriculture, Forestry, and Natural Resources; (3) Business, Education, and Nursing; and (4) Engineering, Science, and Textiles. The vice presidencies remaining would be: (1) provost and vice president for academic affairs; (2) vice president for administration and institutional advancement; (3) vice president for agriculture, forestry, and natural resources and research; and (4) vice president for student affairs.55 Also reporting to the president would be the university’s general counsel, athletic director, and athletic compliance director. The executive secretary of the Board of Trustees would no longer hold the dual role of vice president for administration and would become a separate position. Also of note, the board eliminated the once-powerful business office as a position with a vice presidency. The trustees established July 1, 1995, as the effective date for the changes.56

Major changes occurred also at the next level. Prince noted that frequent problems had recurred with the general education program—the staffing and resourcing of the common courses. He examined extensively the models sent to him by the task forces. One of the most frequent suggestions combined the arts and sciences, placing all general education under a single dean. But Clemson had created
a strong senior vice provost model; each served as the undergraduate and graduate schools’ final office in all academic disputes and received reports on admissions, academic regulations, degree completion, and all the slippery parts that lead to embarrassment and the potential of lawsuits. So the proposal to place all general education under an arts and sciences dean was not followed. A major difficulty was that all the college deans were not equal. Some had no interest in the basic courses and no appreciation of the necessity of monitoring them closely. For others such as Liberal Arts and the Sciences, these courses represented the majority of course work. Prince’s solution took the general education program and distributed it among each of the four new colleges so that each dean had responsibility for his or her undergraduates from admissions to graduation—a bold but dangerous move.57

The Colleges

In the Prince reorganization, there were four colleges. The first, Architecture, Arts, and Humanities, now comprised ten departments: Architecture, Construction Science, English, History, Languages, Performing Arts, Philosophy and Religion, Landscape Architecture and Planning Studies, Speech and Communications, and Visual Studies and Art History. Although Prince made no immediate recommendation for dean of the college, James Barker had served well as dean of both liberal arts and architecture, and eventually he was recommended to continue.

The second college, Engineering and Science, lodged the basic sciences in the departments of Mathematics, Chemistry, Computer Science, Earth Science, Physics and Astronomy and their advanced fields, Ceramic Engineering, Chemical
This chart shows how Clemson's academic "silos" were combined into four innovative and professionally driven colleges on November 1, 1994. Taken from *Inside Clemson*, vol. 3, no. 13, January 27, 1995.

The third college built around business and social sciences, including education, which leaned heavily on psychology and sociology as foundational curricula. Accountancy, economics, finance, and nursing—at best an odd mixture—were added to this cluster. Wixson had supervised some of the programs, such as sciences and education, and Opal Hipps, dean of nursing, directed others. Because of a variety of needs, Prince made no immediate recommendation, but eventually Jerry Trapnell, dean of the business school, received the nod.

That left agriculture, which the reorganization combined with the biological and life sciences, forestry, and parks, recreation, and tourism management. The new college carried the name Agriculture, Forestry, and Natural Resources. Prince made no recommendation for dean of the college, but the appointment soon fell to Jay Gogue, a member of the forestry faculty who had served as an able member of the university research staff. Ultimately, Prince as president appointed all the deans.58

Amid all these initial changes, the real “restructuring” had not hit home. Tucked away in the verbiage of the numerous announcements rested a simple statement: “The role of the department head has been completely changed.” The department head had part-time teaching duties. But if the department heads returned to teaching, then who

Thomas Keinath, professor of environmental engineering and dean of engineering, chaired President Lennon’s Budgeting Task Force. Clemson University Photographs, CUL.SC.

Jerry Trapnell, who held both his bachelor’s and master’s degrees from Clemson, returned to his alma mater as head of the accountancy department from LSU. He would inherit the disparate programs of the new College of Business, Education, and Nursing. Clemson University Photographs, CUL.SC.
would be responsible for evaluating faculty, recruiting and hiring faculty, departmental budgeting and scheduling—the real daily work, which over the years had devolved on the assistant and associate department heads. In short, the plan simplified the authority lines by reducing them, which meant the deans had to reassume such work. While increasing the department heads’ responsibility in teaching and stripping the position of its “nonproductive” (in the sense of “not producing student credit hours”—the unit developed by CHE to measure and compare productivity) component shifted accountability and work load, it made more challenging the deans’ newly emerging money-raising responsibility, whereby the deans’ and heads’ value rested increasingly on outside dollars they raised.

The new responsibilities of deans and heads began the first counter-academic revolution. The deans met almost every weekday in the early-morning hours before classes began with Provost Jennett, determined to save the office of department head. Slowly, acquiring one small concession at a time, the deans managed to restore the utility of the office of department head. From teaching a half-load (two courses each semester and one in the summer) to teaching a single course in the semester and alternating in the summer, the department head gathered enough time to resume much of his or her supervisory capacity.

**Administrative and Presidential Changes**

Not surprising, some of the people affected by the announced reorganization looked for other employment. In May 1995, Jay Gogue accepted the post of provost at Utah State, vacating the deanship of the College of Agriculture, Forestry, and Natural Resources. Shortly thereafter, David Larson, vice president of the Division of Business and Finance, resigned. The newspaper account noted that the campus saw him as the source of the massive reorganization and growth of the nonteaching side of the administration. Soon thereafter, Texas A&M at Laredo selected as its new president Charles Jennett, Clemson’s provost and top academic officer.

Amid the massive organizational changes, Clemson searched for Lennon’s replacement as president. Between January 16 and 19, 1995, the trustees and executive officers interviewed five finalists for the presidency: Constantine W. “Deno” Curris, president of the University of Northern Iowa, and his wife, Jo; Gregory M. St. L. O’Brien, provost of the University of New Orleans, and Mary, his wife; Morris L. Marx of the University of West Florida and Sally, his wife; Benton Box, vice president of agriculture at Clemson, and Sallie, his wife; and Horace Fleming, provost of Mercer University, and his wife, Steve.

As usual for personnel matters, the Board of Trustees met in executive session and asked Lomax, Prince, and Clemson General Counsel Benjamin W. Anderson (Clemson 1973) to join them. The discussion centered on three candidates: Box, a known and well-regarded entity, who with great skill had brought the
Greenville Higher Education Consortium into reality after several earlier false starts; Curris, remarkable because he had steered a third-level school successfully through the political shoals of Iowa politics, equally as treacherous as those in South Carolina; and Fleming, an astute politician who had brought the Strom Thurmond Institute to life at Clemson University. Evenly split with little ground for compromise, the board took Prince’s advice to adjourn and bring the candidates back for a second round of interviews. The board spent much time until then interviewing the senior administrators and deans. On January 16, the three candidates returned for the second round of interviews. Three days later, the selection process ended.

On January 20, 1995, at 1:25 p.m., Chairman Gressette nominated Constantine W. “Deno” Curris to be the thirteenth president of Clemson University. Trustee Buck Mickel moved to close the nominations. Dr. J. J. Britton seconded, and the vote to close discussion was immediate. The board unanimously elected Curris. Bill Amick notified Curris by conference call. Before the call to Curris ended, Cathy Sams, chief public affairs officer, asked questions on behalf of the media present. Curris answered a string of questions, commenting that he felt honored at the opportunity to build on the legacy of Thomas Green Clemson. With no further business that day, the board adjourned at 1:40 p.m.

As the news of the choice hit the various Clemson airwaves, someone popped the first question: “Who do we know at Northern Iowa who can shed some light on this unknown person?” Faculty and others combed Curris’s widely circulated résumé with a forensic thoroughness. They soon noted he had little classroom experience (meaning he might expect miracles), had no experience with big-time athletics (this could get really interesting), had switched jobs a lot (won’t stay long or hunker down; this too shall pass), had been a fraternity man (same as Jennett), and on into endless speculation. But amid the widespread musing, the faculty
knew that reorganization had just begun, and most doubted if the trustees would let that bone go. They didn’t.

**The Issues**

During the presidential search and selection, Prince continued to work to achieve maximum efficiency in wringing out the last drop of duplication, most of which occurred in overlaps between Academic Affairs and Student Affairs. The long process identified quickly some seventy-one examples of duplication between the two areas. The issue had the potential for leading to much frustration on the part of the student, who might feel the university sent him to multiple offices to obtain permission for one thing or another. America’s military involvement in the Persian Gulf offered a case in point. A student enrolled as an undergraduate who received his call-up notice could be sent to one of two offices, the dean of undergraduate studies in Academic Affairs or to the dean of students in Student Affairs. The former was prepared and could make fairly short work of the process of withdrawing the student from school, which involved notifying the student’s instructors, the housing office, the dining hall, the academic advisor, and the registrar. Further, the dedicated secretary in charge, Mary Ann Rampey, took a keen interest in each student. Before the student completed the withdrawal process, he had copied down Rampey’s address and promised to write her regularly. Such students usually did, and she responded. Every university needs one such point of contact.68

On the other hand, Student Affairs’ main concern focused on payment of housing and food bills, so it sent the new inductee to each office to acquire an all-clear slip. In contrast, Rampey did the job by telephone and relied on personal friendship with her counterparts for integrity. That usually worked. When it did not, she turned to her supervisor, George E. Carter, who spoke to the counterpart’s supervisor. The ancient system of “who you know” worked well. The arrival of e-mail bolstered quickly the solution to the issue.

Of the few overlaps that remained, one existed in the relationship between the Cooperative Education program, which was within Undergraduate Studies, and the Placement Office, a unit within Student Affairs. In Cooperative Education, the student’s performance received a grade, generally from the faculty supervisor based on observation of what the student had done. The grade was entered into the permanent academic record and included in the final course grade.

The issue was further complicated because Student Affairs soon had a new student center in which more than adequate space existed for the Placement Office, which helped students in their career search. To make the office function better, it needed funding from outside the university. The Placement Office, headed by Alfred Mathiasen, maintained a great amount of material about
potential employers who sought students in various fields. The office also offered guidance in building a résumé and preparing for job interviews. 69 While in the minority, a few critics claimed the Placement Office focused its attention too much on engineering to the exclusion of other majors. Mathiasen noted that the engineering emphasis matched the hiring demand. Engineering jobs accounted for 60 percent of the offers to seniors during the years 1985 to 1995. In that large field, students in petroleum engineering received by far the most and best offers. 70 In addition, the Placement Office offered extensive guidance and testing to help students select the most appropriate area of study for them. Further, the staff recommended quickly that students choose wisely their extracurricular organizations, such as publications, fraternities, and student government, which all help to identify the doers and achievers. 71 By the early 1980s, the Placement Office arranged some 8,000 interviews each year. 72 To broaden the students’ opportunities, the office also sponsored a variety of pairings where a student could meet the young practitioners whom they visited or shadowed in the hopes of seeing what a job entailed.

The one service the Placement Office did not perform was job placement for credit. That was the role of Cooperative Education, which had been lodged in Undergraduate Studies for five years because of its academic ties. The Cooperative Education program had grown quickly, both in the number of students it served each semester and in the number of annual continuing students. Student Affairs expressed a desire to bring Cooperative Education into its domain, but Marty Williams, who had worked in both environments, did not appear eager to make the switch. Eventually, the trustees followed the wisdom of the past and directed that the change be made, moving Cooperative Education back to Student Affairs and into the new student center. The space Cooperative Education had occupied in Brackett Hall was able to be absorbed back into the general inventory and put back to office use in research.

If department heads and school directors were counted as teaching positions, it was up to the trustees now to confirm the arrangement and make it permanent, which they did on April 7, 1995. 73 By the time of new student orientation in the summer of 1995, the massive reorganization that had swept over Clemson appeared in the Announcements, the undergraduate catalog given to newly arriving students. Most of the faculty accepted the document as the authoritative contract between students and the school.

But one area of potential problem remained. That was the fourth college, which drew together the social and behavioral sciences, education, nursing, and business into one conglomerate. The Gilbert and Sullivan fans referred to the dean of that college as “Lord High Everything Else!” Curris, in part because of his interest in the emerging field of humanics, considered grouping these (nursing, teaching, and youth leadership studies) together with the public service
portion of the Cooperative Extension Service and leadership studies that supported military studies. That would move the study of youth programming (FFA, 4-H, scouting, and other purposeful youth work) into the fifth college. Social scientists greeted the move with relief. It reflected a natural extension of the path begun in American society a century earlier in the rise of youth clubs, scouting organizations, church groups, sports leagues, and the corn and tomato clubs.

But just as the collegiate particularization (called “silos,” which placed each discipline in its own college) begun under President Edwards seems to have worn out its welcome, Prince, who would not relinquish office until after May commencement, sent a letter to the trustees summarizing for them the status of the reorganization. First, he noted that thirty tenured, veteran faculty had returned to teaching, providing instruction for some ninety introductory sections, mainly in general education. This could provide instruction for about 2,700 new students, which nearly equaled an entire new entering freshman class or an increased number of new transfers. In dollars, this diverted approximately $3 million from administrative to academic pursuits. Prince had studied the requirements of the accreditation agencies closely enough to conclude that, if executed correctly, such a change could eliminate as well the need for thirty-nine of the fifty-three academic budgets. While such positions (the thirty new tenured faculty positions) generally were not filled with persons with instructors’ qualifications (that is, the extra person might not be qualified to teach in classrooms), the positions did take space, back-up files, and other incidental expenses. These resources could be diverted into instructional equipment, travel funds, and research support. Both came as very good news to young, emerging professionals.

Prince ended his summary report by suggesting that the title “department” be used only for those units composed of a single academic unit or discipline and that “school” represent an administrative unit composed of several academic disciplines grouped together for accreditation or other external constituencies. A department chair would receive up to 25 percent extra pay. A school director had a stipend that could include an additional 33 percent of pay. Here the dollar savings were substantial.

Curris Continues the Reorganization

The formation of the new colleges would be step one in the Curris presidency. At his initial meeting with the Board of Trustees on April 7, 1995, President Constantine “Deno” Curris, proposed, and the board approved unanimously, the reorganization of the academic structure of the university from the four colleges recommended by Prince to five colleges. The five were the College of Agriculture,
Admissions

Shortly after his arrival, President Curris expressed a concern with Clemson’s admissions procedures. He felt that the Sikes Hall office needed greater prominence within the university and accessibility to potential students and their parents. Second, while the Admissions Office seemed to be going great guns, and the university recruited the best of the in-state and out-of-state applicants, reports noted that competitors continued to make slow but steady gains on Clemson. A careful reading of the data revealed the obvious problems. Where Clemson competed head-to-head with other schools, and when it offered lucrative scholarship monies, Clemson succeeded in attracting its share of outstanding engineering students against Georgia Tech and Duke. But where the competition reached the students ranked in the second tier academically, or students with interests other than engineering, Clemson had insufficient resources to compete with the same schools or the next level of schools, such as NC State, Auburn, and USC. Admissions Director Mike Heintze stated that Clemson simply had no more scholarship money to give out, handcuffing the university’s recruitment efforts. Curris felt convinced that the money appropriated to the Admissions and Financial Aid offices could be used more strategically and efficiently, so he brought in a consulting group, Noel Levitz, to examine the offices.

The Levitz group made thirteen recommendations, some of which could be met with a simple rearranging of resources. To start, the consultants recommended that the Admissions Office use more people in recruiting by tapping into faculty, students, parents, and alumni. The office needed also an increase and upscale of space, a recommendation that the university’s Physical Plant helped to provide. The consultants also noted that recruitment efforts should lead to increases in big on-campus visit dates. Furthermore, they called for a simplifying of the transfer student credit evaluation process and for the Admissions Office to implement geodemographic strategies. This last suggestion involved a service that Noel Levitz had developed and which Clemson could purchase from the firm. In this case, geodemography matched the home location of students with average income of the other members of the students’ neighborhoods and then made a series of assumptions based on the data to estimate how much scholarship money it would take to recruit a particular student to Clemson. The cost for the service and consultation, however, seemed high. Curris turned to his deans, vice presidents, and trustees for advice on...
the matter. The record does not indicate the outcome of the conversations, but the university opted to take a less expensive route than the one proposed by the Levitz group. The president chose to refurbish the Admissions Office rather than expand it, and he increased the budget for admissions. But the office’s director, Heintze, felt uncomfortable with the pressure and attention that the president placed on the Admissions Office. The president’s close supervision of the admissions process damaged Heintze’s authority with his staff. Soon Heintze let it be known that he wished to leave Clemson. Quickly, he received an attractive offer from his PhD school, Texas Tech, to assume its vice presidency for enrollment management. Provost Rogers suggested that Heintze meet with Curris to discuss the matter, which he did. Curris encouraged Heintze, according to the former admissions director, to take the offer from Texas Tech, a chance of a lifetime for the Texan.

With Heintze choosing to leave, Vice Provost Jerry Reel, Provost Steffen Rogers, and President Curris formed a committee to search for a new admissions director. Reel named the Clemson second-in-command, Robert S. Barkley, to serve as acting admissions director. The search committee found several excellent prospects, including the second-in-command in admissions at the University of Georgia and at Clemson and several experienced younger candidates. Curris turned down each person recommended by the committee. Barkley remained in the acting capacity until Curris left Clemson in 1999 and then became the actual director.

Mike Heintze, as the director of admissions, presided over Clemson’s rapid growth in applications and increased academic status. Clemson University Photographs, CUL.SC.

National Scholars

Curris recognized that his desire to improve the profile of incoming students would be difficult to do without top-dollar scholarships. As a result of continual conversations on the issue, some held on long recruiting trips, a plan emerged for creating and funding an elite scholarship program called the Clemson National Scholars. It is difficult to know who proposed the original idea, although much credit must go to Marvin Carmichael, director of financial aid; Mike Heintze, admissions director; Betty McClellan in Institutional Advancement; and others in Undergraduate Studies. The scholarship offered a full ride, including a summer session in Europe. The university recruited the students, selected from a list provided by the College Board, and invited them to apply to Clemson. A selection committee, comprised of Clemson faculty, chose twenty to thirty such potential
applicants. McClellan secured several major donations that led to the funding of the National Scholars program.

Most of the students invited to apply did so, submitting the required essay, full transcript, recommendations, and completed applications. The applicants' packets were circulated to the faculty committee, whose members read the materials and then met as a group to submit their selections. Clemson then invited the top applicants to campus for a visit and interviews. They, along with their parents, arrived in the early spring for a weekend of interviews as intense as a prize athlete’s recruiting visit. An honors college student in the applicant’s designated field of study served as each applicant’s host. The day involved time spent interviewing faculty and students, and enjoying a bit of social life. After the visit concluded, the hosts met together to make recommendations. The offers went out, and responses came in. All offered a National Scholars award did not accept, so the selection committee sent a second round of offers. It did not take long to complete the inaugural class of Clemson National Scholars, who arrived on campus for the 2000-2001 academic year and from which it was hoped would emerge Marshall and Rhodes Scholars.76

Academic Concerns

The quality of Clemson’s teaching also emerged as a concern for Curris. In this regard, he received help from the S.C. Commission on Higher Education, which published data on the percent of graduation rate by cohort in four, five, and six years. The figures demonstrated that in graduation rates on a cohort basis, Clemson students graduated at a higher percentage of the entering class than did any other school in South Carolina. Curris praised Clemson's faculty for the quality of their teaching.77

In 1996, the search for the new provost came to a conclusion when Curris offered the position to Steffen Rogers, the dean of liberal arts at the University of Rhode Island.78 Rogers settled into Clemson and began building his team. The graduate dean, Wayne Bennett, accepted the deanship

A. Wayne Bennett had taught electrical engineering at Clemson before becoming the university’s Graduate School dean following Arnold Schwartz. Bennett’s interests in international education and in research and fundraising helped him secure the position and eventually the deanship of engineering at Mississippi State University in 1994. Clemson University Photographs, CUL.SC.
of engineering at Mississippi State, leaving that post open. By 1997–1998, the percent of graduate students in the student body stood at 22.5 percent, a marked decline from 1993–1994 (the end of the Lennon presidency) when the percent had reached 24.6 percent. This 10 percent decline in the total size of the graduate student body suggested a weakening of the graduate school following Bennett’s exit four years earlier (1994).

The Commission on the Future of Clemson University

During 1996–1997, some two hundred Clemson alumni and friends from around the United States came to the campus on their own expense but at Curris’s invitation to study the university and help it plan for the twenty-first century. The group, called the Commission on the Future of Clemson University, met through the year before delivering a comprehensive series of recommendations to the Board of Trustees.79 One of the major outcomes of the group’s efforts involved a reorganization of Student Affairs.

Announced by Student Affairs Vice President Almeda Jacks, the reorganization created three sub-deans, who would divide and administer the large area of Student Affairs. The dean of health and municipal services supervised the Municipal Court and Public Safety. The dean of housing and alumni development (and fundraising) fell directly under Jacks. This transferred $100,000 from the Office of Student Development, which the reorganization dismantled. The third, the dean of student services, oversaw personnel and budget, which was reassigned to the Career Center (also called the Placement Office), thus improving this critical service to aid students in their career searches. With that, Student Affairs took over Cooperative Education and placed it under the Career Center, which had ample space in the new student center.80

The commission was organized into seventeen committees, one for each college and one each for student life and services, intercollegiate athletics, university research, library and information technology, public services and cooperative extension, undergraduate education in the Clemson experience, university advancement, university management and administration, continuing education and professional development, and contributions to South Carolina’s future.81
The commission’s top priority emphasized Clemson’s undergraduate education division. In this regard, the commission concluded: “This focus is one of the University’s strengths that should be maintained as the University prepares for the challenges of the 21st century.” Specifically, the commission’s report urged greater requirements for undergraduate education, more exposure of students to a global society, and an increase in curriculum requirements for competency in a foreign language and the written and oral use of the English language.82

All of the commission’s collegiate committees proposed a greater focus on international interests and tuition-free scholarships, while also recommending the use of technology and research emphases at both the undergraduate and graduate levels. The committees, furthermore, identified an unserved need for continuing education in all colleges. As an example of such education that worked well, the commission singled out the partnerships developing between the College of Agriculture, Forestry, and Life Sciences and the Greenville Hospital System.83 In a section oddly similar to Robert Franklin Poole’s dream, the commission called for a greater ability to broadcast from every classroom to every school and living room.84 To a great extent, the commission’s report provided a significant guide for the president, the university’s marketing offices, and the Office of Institutional Advancement.

A New Student Center

Permanent improvements moved ahead with a strong focus on the anticipated east campus student center. Vice President Jacks presented the floor plans and the financing plans for the building. In a surprising move, Curris offered a damning critique of the building’s financing plans, which relied on a series of large contributions from sororities for dedicated space in the building. Curris held a concern that since the building was smaller than it needed to be, blocking off a large part of the social space for sororities might create an unnecessary antagonism among some in the student body. Jacks withdrew the plans. Ultimately, an acceptable plan emerged and received approval. The Board of Trustees agreed to issue $8,835,000 in bonds, combined with private gifts from Trustee Leon J. “Bill” Hendrix Jr. (Clemson BS 1963, MS 1968), to build the Hendrix Student Center behind the high-rise dormitories. During the summer of 1996, the board formally approved the plans by the Neal–Prince & Partners Architects of Greenville, and work on the new Hendrix Center began.85

More Leadership Changes

At the summer 1996 meeting of the Board of Trustees, Curris announced the personnel changes in the university’s officers. Steffen Rogers had become provost,
William Wehrenberg came to Clemson from the University of Wisconsin–Milwaukee to lead the College of Agriculture, Forestry, and Life Sciences, which emerged from President Curris’s academic reorganization. Clemson University Photographs, CUL.SC.

replacing Charles Jennett; John Kelly had been named interim vice president of public service and agriculture, replacing Byron K. “Budd” Webb; Scott Ludlow served as the university’s new chief financial officer; and two new deans, Harold Cheatham and William Wehrenberg, were appointed. Cheatham became the first dean of the College of Health, Education, and Human Development and the first African American dean in Clemson’s history. He came to Clemson from Penn State, where he had received his bachelor of science degree in psychology before receiving his MA from Colgate University and the PhD from Case Western Reserve University. Wehrenberg, who received the BS from Valparaiso University, MS from Purdue University, and PhD from the University of Wisconsin–Madison, assumed the post of dean of the College of Agriculture, Forestry, and Life Sciences at Clemson. Previously, he had taught at the University of Wisconsin–Milwaukee for sixteen years.86

Harold Cheatham became the first dean of the College of Health, Education, and Human Development, which emerged from President Curris’s academic reorganization of 1995. His broad training in human development and in education made him ideal to serve as the first dean of a college that focused on the humanics. He also notably became Clemson’s first African American dean. Clemson University Photographs, CUL.SC.

Curris Departs

As the 1996–1997 school year began, with the changes of the late summer settling in, President Curris notified the Board of Trustees and his vice presidents that he had tested positive for cancer and would undergo radiation therapy. So that Clemson could continue functioning smoothly, Steffen Rogers, the provost, assumed the post of acting president, and Vice Provost Jerry Reel served as acting provost. Curris completed the first round of radiation therapy in October 1998.87 He returned much subdued and fatigued. In January 1999, he announced that he required immediate surgery followed by a second round of radiation therapy
and a period of long rest to recover his strength. The surgery was performed at Sloan–Kettering Institute in New York on January 29, 1999, and was deemed a success. After completing the ensuing radiation treatment, Curris realized that his strength had not returned sufficiently to allow him to resume his huge obligation and burden of leading Clemson. The Board of Trustees began the process of finding his replacement, but the process itself was not clearly delineated. In the meantime, at the suggestion of Trustee Britton, the board named J. Thornton Kirby of Sumter as executive secretary to the Board of Trustees as a way to maintain continuity in the executive office, should anything befall Curris.

Chairman Gressette scheduled the board meeting to begin the process of selecting Curris’s successor. This was the second time in four years the board had chosen a president. Not since the very early days of the school or since the end of Atchley’s administration had the board faced such rapid turnover in the school’s top post (to this point, presidential terms had lasted a bit over eight years on average). But the board serving in 1999 was a much different body than it had been in 1893. The heavy agricultural orientation had been supplanted by business and engineering. And the thirteen trustees now included one female. When Clemson’s first female trustee, Patricia McAbee, joined the board in 1993, a number of her colleagues were old enough to be her grandfather, suggesting a “graying” trend in the board as well. She wondered how, being a female and young, and if she would be taken seriously. McAbee recalled that when the board had gathered for its annual retreat, during a break, she had come upon Buck Mickel sitting alone in a courtyard smoking a cigar. She joined him, and he asked how she was doing. She responded that she wondered what, if she did not stand for re-election, would happen to the performing arts and humanities, a voice she represented on the board. Mickel smiled and offered her a cigar, which she took. He lit it for her and told her to keep speaking her mind. He cautioned that the trustees might not agree with her at first, but if she kept speaking her point of view, they would listen. The trustees had not, Mickel pointed out, become successful by not listening.
When Gressette appointed McAbee to serve on the screening and selection committees for the new president, she met privately with the chairman. Her concern, having served on the same committees in the most recent selection, was that this system, in an effort to be open, diminished the trustees’ responsibility for hiring and overseeing the Office of the President. Only three trustees had served on the previous screening and selection committees, and they were easily outnumbered by the presidents of Clemson’s various constituency groups included in the process and who played a critical role in writing the job description. This led to the favoring of a president who had already served as chief executive at another college or university and who held a PhD. The first prejudice obviously put any local candidate at a disadvantage. The second eliminated many professionals such as lawyers, physicians, and architects whose occupations did not typically terminate with a PhD. Further, the nineteen or so other members of the committees, having never managed a large business, revealed no sympathy for those who had. During the previous selection of a president, the committees received 116 applications, and every effort to bring stronger candidates forward was frustrated.

Gressette took the concern to the board’s executive committee for its advice. Knowing that Clemson could not afford to spend the months negotiating with all the various groups who currently had representation in a new process, Gressette was advised by the committee to appoint the screening and selection committees alone, which he did. The chair named the committee made up of trustees, which drafted the advertisement, received board approval, and initiated the process. McAbee remembered that the applications numbered slightly more than the previous search, but not extraordinarily so.90

At the same time, Curris, before he had resigned, surprised everyone at Clemson by announcing a raising of admissions standards. This prompted concern among the collegiate deans, who quickly consulted on the matter with Curris. Vice Provost Reel was directed to provide a report from the admissions director on the potential effect that such standards could have on future freshman classes. Acting Admissions Director Robert Barkley suggested that the upgrades should not begin until the following academic year, allowing potential students the opportunity to take the third year of a foreign language and higher-level mathematics courses in preparation for entrance. When the trustees approved the higher standards, they charged the Admissions staff to take into account the abilities of the students as revealed in aptitude tests, rather than relying solely on achievements and grades, and to allow summer work to count.91

The Search Is Over

Meanwhile, the presidential search brought candidates to Clemson. One was Jay Gogue, the former vice president for research at Clemson who had left
to become the provost of Utah State. A second, Richard Ringeisen, had chaired Clemson’s Department of Mathematical Sciences from 1988 to 1993 and had since served as dean of the College of Sciences at Old Dominion University and as vice chancellor for academic affairs at East Carolina University. The third candidate was Jim Barker, a 1970 bachelor of architecture graduate who had returned to his alma mater in 1986 as dean of the College of Architecture and currently served as dean of the College of Architecture, Arts and Humanities. Each had a good familiarity with Clemson and a long visit with the board. Ultimately, during their meeting on October 3 and 4, 1999, the trustees offered the position of the fourteenth president of Clemson University to James F. Barker, who accepted immediately and set about rebuilding the campus leadership.

Having been an administrator at Clemson for thirteen years, Barker was both well known and well liked in the community. The night he was selected, he and Marcia, his wife, visited key members of the Clemson family to thank them for their support and friendship. Several nights later, Barker surprised the undergraduates by moving into Johnstone Hall Section A for an evening, something no other president had done before. The students were delighted. And it completed a cycle begun many years earlier when Jim had visited Clemson as a prospective student.

As he pondered the role of the Clemson presidency that he was about to assume, Barker knew he followed to the post a procession of Clemson alumni—Philip H. Prince, Walter T. Cox, Robert C. Edwards, and Robert F. Poole. Among the fourteen Clemson chief executives, Barker was the fifth “son of dear old Clemson” to bear the title “president.” Of that group, he joined Prince, Cox, and Poole as lettermen in a varsity sport (Edwards, had, at the request of his father, served as a manager of the varsity football team rather than as a player). Also like those three, he held membership in a college fraternity, although only Barker, Cox, and Prince had done so as undergraduates. Like most of the other alumni presidents, Barker had been a student leader (witness his membership in Tiger Brotherhood), and he belonged to Fort Hill Presbyterian Church, as had two of the others. Yet, unlike the others, and more a factor of his time in history, Barker had not seen active military service, though he had been an Army ROTC cadet. Ironically, the very emblem of military leadership first brought Clemson to his attention.

On his first day as president, December 6, 1999, Barker got to know his office staff well. He cleared off his desk, but spent most of the day answering the telephone calls of well-wishers. He was widely recognized and broadly liked by his publics. Known as an independent, Barker, it became obvious quickly, valued honesty and results most highly of all.

When Jim was only eight years old, a new family had moved into his neighborhood in Kingsport, Tennessee. Jim, a curious boy, drifted down to the new neighbors’ house to help the family, the P. J. Burnses, move into their new home. One of Jim’s responsibilities was to carry Mr. Burns’s dress sword, which Burns had
received from Clemson College. Reminiscing about that moment forty-five years later, Barker recalled thinking as an eight-year-old: “How neat. If you go to Clemson, they give you a sword to play with!” That, young Jim decided, was very good.

The oldest of three boys in his family, Jim visited Clemson as a high school senior, sleeping on the floor of the dorm room of a former Dobyns–Bennett High School classmate, Jim Tiller. The next day, he met Dean of Architecture Harlan McClure, and Joe Young, a quintessential uncle figure, showed Barker around Lee Hall. Barker immediately felt the warmth of the Clemson family surrounding him and chose Clemson as his higher education destination. While at the school, he dated his high school sweetheart and future wife, Marcia Dean, who had come to South Carolina to study at Winthrop College, and whom he married before his senior year. As a student, he participated in extracurriculars such as Delta Kappa Alpha, Tiger Brotherhood, Central Dance Association, and the track and field team, all the while balancing the demanding workload of a Clemson architecture major.

After graduation in 1970, Barker worked for an architectural firm in Atlanta (Stevens and Wilkinson, Architects and Planners) and then entered Washington University in St. Louis, Missouri, where he received in 1973 the master of architecture and urban design degree. From there, he taught for a year at the University of Tennessee before going to Mississippi State University as a member of the first faculty to begin there a new school of architecture. He stayed at State from 1974 to 1986 and had been named dean of architecture when several of his former teachers at Clemson asked him to consider accepting the deanship of Clemson’s architecture program, which he assumed in 1986.

Barker, in his 1999 interview for the Clemson presidency, and at the request of the trustees, had laid out his goals for the school: to achieve the top-twenty ranking of U.S. public research universities in ten years. He knew that President Max Lennon had attempted to stir Clemson to compete as a major research university, but that while Clemson doubtlessly needed to strengthen its research, whatever else the institution was or had been, it existed primarily as an undergraduate school with its mercurial world of highs and lows.

He sat and, picking up pen and paper, began writing, “The diagram for many research universities is a huge graduate school and research enterprise surrounding an isolated undergraduate program. We are saying no to this traditional research university model and saying we will invent our own model with more bridges and fewer walls. In the process we are re-inventing the research university.”

The trustees set Barker’s inauguration date for April 7, 2000, and Vice Provost Reel was asked to plan the occasion. After meeting with Barker, the two agreed to hold the ceremony in the heart of campus at the Outdoor Theater. The dogwoods, azaleas, and daffodils would array the dell magnificently, and the Physical Plant staff gave much attention to the grass on Bowman Field and in the Carillon Gardens. Crews cleaned away the winter stains on the stage, and the art deco superstructure
freshened up nicely. Faculty in the former dean’s college joined the effort to make the inauguration special. Art professor Mike Vatalaro cast a commemorative tile with an inscription reading “J. Barker Clemson’s 14th” as a favor for the stage party and all those involved in the planning and execution of the event, while Syd Cross, also a professor of art, illustrated souvenir invitations and programs.

The University invited the Clemson community to join in watching the traditional Thursday ROTC full inspection drill, followed by an ice cream (Clemson’s own campus-made) reception. Several thousand students and townsfolk showed up for this event as well as the inaugural ceremony the next day. A unique aspect of President Barker’s inauguration was the procession, which included class representatives. The oldest member, Larry Massey, Clemson Class of 1927, held pride of place marching first. His verger was a senior member of Tiger Brotherhood and a member of the Student Alumni Council. Massey, a longtime member of the Cooperative Extension Service staff, commented later on Barker, whom he had known from Fort Hill Presbyterian Church, “I’m glad the trustees got it right. A Clemson man for Clemson. This is a great day for Clemson!” Barker laid out his vision of and for Clemson in his inaugural address, “The Idea of Clemson,” reprinted as the Epilogue of this volume. After the ceremony and the recessional, all adjourned to Bowman Field for a reception and a chance to meet and congratulate the fourteenth president of Clemson.

James Barker (Clemson 1970) and his wife, Marcia, ride as co-marshals in the 2010 First Friday Parade. Barker, the fifth Clemson alumnus to become the university’s president, is holding his granddaughter Madeline, and Mrs. Barker is holding the first dog, Mac’s, named by the student body for their favorite diner. Taken from the 2011 edition of the Clemson University annual, Taps.
Notes

1. My memory based on Ulbrich’s explanation to the restructuring committee.
2. CUL.SC.CUA. S 30 v 29, 338; and Record, 1980–1981.
5. This money came in two allotments. The Educational and General (called the E&G) fund paid much of the total nonhousing, food, or athletic expenses, while Public Service Activities (PSA) received $42,812,313. This supported the Cooperative Extension Service, agricultural research, and similar extension and research activities in forestry. In addition, federal appropriations added $11,301,877 for PSA functions and $25,000 to E&G revenue.
7. Verified by Skelton and Cameron.
8. CUL.SC.CUA. S 102 b 4 f 9. Prince’s notes for his address at the general faculty/staff meeting August 24, 1994.
9. Ibid., S 30 v 29, 338; Sandy Smith to J. V. Reel, DVD; and Patricia McAbee to J. V. Reel, DVD.
10. CUL.SC.CUA. S 30 v 29, 338.
11. This is drawn from my memory of every discussion of the issue during the prior spring.
12. CUL.SC.CUA. S 30 v 31, 12.
13. Ibid., v 29, 279.
14. As was customary, no official minutes of that meeting were kept. However, Max Lennon and Phil Prince both candidly and at different times answered questions. Their responses are both on DVDs in Special Collections. Nick Lomax met with me at his home in Abbeville and talked about the meeting. The memories of these three form the basis of this section.
15. Prince to Reel, DVD; also McAbee to Reel, DVD.
16. Ibid.
17. Lomax to Reel, DVD.
18. Prince to Reel, DVD.
19. CUL.SC.CUA. S 30 v 29, 290.
20. Ibid., S 38, f “Jacks, Almeda.”
24. A copy of the text and message survives in CUL.SC.CUA. S 102 b 4 f 9; this was then sent to the trustees.
26. CUL.SC.CUA. S 104 b2 0 f 8.
28. Thalin, A History of American Higher Education, 110–112. The major universities were Harvard University, Johns Hopkins University, Columbia University, the University of Chicago, the University of California, Clark University, Cornell University, Catholic University, the University of Michigan, Stanford University, the University of Wisconsin, the University of Pennsylvania, Princeton University, and Yale University. If one examines the group of fourteen schools that created the AAU and its research agenda, certain key characteristics emerge. The group included the oldest eastern colonial schools, very well endowed recently created schools, exceptionally large well-funded schools, and almost none that had access to the federal experiment station funds. When one remembers that this was at the time that the land-grant schools were making a concerted effort to get a federally funded engineering experiment station established, one can imagine another compelling force toward the formation of this elite cluster as it attempted to keep pace with the land-grant juggernaut.
29. The member universities and their dates of entry are: Brandeis University (1985), Brown University (1933), California Institute of Technology (1934), Carnegie Mellon University (1982), Case Western Reserve University (1969), Columbia University (1900), Cornell
University (1900), Duke University (1938), Emory University (1995), Georgia Institute of Technology (2010), Harvard University (1900), Indiana University (1909), Iowa State University (1958), Johns Hopkins University (1900), Massachusetts Institute of Technology (1934), McGill University (1926), Michigan State University (1964), New York University (1950), Northwestern University (1917), Ohio State University (1916), Pennsylvania State University (1958), Princeton University (1900), Purdue University (1958), Rice University (1985), Rutgers, The State University of New Jersey (1989), Stanford University (2000), Stony Brook University–State University of New York (2001), Texas A&M University (2001), Tulane University (1958), University of Arizona (1985), University at Buffalo, The State University of New York (1989), University of California, Berkeley (1900), University of California, Davis (1996), University of California, Irvine (1996), University of California, Los Angeles (1974), University of California, San Diego (1982), University of California, Santa Barbara (1995), University of Chicago (1900), University of Colorado at Boulder (1966), University of Florida (1985), University of Illinois at Urbana–Champaign (1908), University of Iowa (1909), University of Kansas (1909), University of Maryland, College Park (1969), University of Michigan (1900), University of Minnesota, Twin Cities (1908), University of Missouri–Columbia (1908), University of North Carolina at Chapel Hill (1922), University of Pennsylvania (1900), University of Pittsburgh (1974), University of Rochester (1941), University of Southern California (1969), University of Texas at Austin (1929), University of Toronto (1926), University of Virginia (1904), University of Washington (1950), University of Wisconsin–Madison (1900), Vanderbilt University (1950), Washington University in St. Louis (1923), and Yale University (1900).

31. I wish to thank Special Collections Director Michael Kohl, an excellent colleague with a perceptive mind, for the context of this story.
33. CUL.SC.CUA. S 30; and Clemson Messenger, July 21, 1993.
34. Adams to Reel, DVD.
36. This was conveyed by Ann Smith, director of the Clemson Fund, whose office is responsible for class gifts.
37. Ibid., April 2, 1996.
38. Ibid.; and Anderson Independent, June 8, 1996.
39. West emphasized that the buyout of his contract with UTC was his own obligation and not Clemson’s. Greenville News, December 5, 1993, and September 21, 1994.
43. Taps, 1995, 125.
44. Anderson Independent, July 15, 1993; and CUL.SC.CUA. S 37 f “Golf Course.”
47. Ibid., July 30, 1995.
48. CUL.SC.CUA. S 37 “Tommy Bowden.”
52. Clemson Messenger, September 14, 1996.
53. CUL.SC.CUA. S 30 v 9, 355–357.
54. Ibid., 358.
55. Ibid.
56. Prince to Reel, DVD.
57. Surver to Reel, DVD; and Prince to Reel, DVD.
58. Prince to Reel, DVD. In an interview, McAbee confirmed that the choices lay entirely with President Prince. Also see McAbee to Reel, DVD.
60. CUL.SC.CUA. S 30 v 29, 339, 342 Items II. A, B.
61. Greenville News, May 4, 1995; and Prince to Reel, DVD.
64. CUL.SC.CUA. S 30 v 29, 289–291. Many of the actions come from comments made on Prince to Reel, DVD.
65. CUL.SC.CUA. S 30 v 30, 8–9.
66. Namely, the press present were: Bill Robinson (representing the State); Kevin Chapman (Anderson Independent-Mail); Rob Anderson (WYFF-TV); Paul Brown (WSPA-TV); Glenn Spake (WSPA-TV); Greg Oliver (Clemson Messenger); and Tyrone Walker (The Tiger).
67. CUL.SC.CUA. S 30 v 30, 8–9.
68. Extracted from President's Report "Income" and "Expenditures" for listed years.
70. CUL.SC.CUA. S 93 b 71 f 2195.
73. Ibid., June 11, 1997.
74. The data are drawn from the President's Report enrollment for the years cited.
75. CUL.SC.CUA. S 104 b 15 f 12.
78. Ibid.
80. CUL.SC.CUA. S 30 v 30, 47.
82. Ibid., 12–13.
83. Ibid., 17.
84. Ibid., 18.
85. CUL.SC.CUA. S 37 f Buildings: Hendrix Student Center.
86. Ibid., S 30 v 30, 37,100 and v 31, 37–38.
87. CUL.SC.CUA. S 104 b 10 f 1.
88. Ibid., S 30 v 34, 188.
89. Patricia McAbee to J. V. Reel, DVD.
90. Ibid.
91. CUL.SC.CUA. v 35, 197.
92. Ibid., 198.
93. Barker to Reel, DVD.
Upon his inauguration as Clemson University's fourteenth president on April 7, 2000, James F. Barker (Clemson 1970) declared, “I am convinced that there is no university in America stronger than Clemson when we are ‘one Clemson.’ A united Clemson is unstoppable.”
Epilogue

“The Idea of Clemson”

Inaugural Address of President James F. Barker

Distinguished leaders of the State of South Carolina, Ladies and Gentlemen:

Let me say to the students, the faculty, the staff, the Board of Trustees, the Alumni, the Honorable Governor, the Honorable Speaker of the South Carolina House, honored members of the South Carolina General Assembly, our distinguished Senators and Congressmen, and University representatives from throughout the nation and the world, and to the members of my family gathered here today, what a combination of joy and humility I feel as I officially accept the Presidency of my alma mater. It is, in all respects, the acceptance of a sacred trust.

My wife, Marcia, and my sons, Jacob and Britt, and I thank you for the remarkably warm welcome you have given us in our new service to Clemson and the extraordinary encouragement you have given us as we begin this service. We are grateful and energized by this encouragement. Let me say to my family: Your love, your lessons and your lives are and have always been an inspiration to me.

It is most gratifying to have the Presidents Emeriti here with us today. Each was my teacher, either as a student or as a dean, and each has been a vital part of my preparation for this service. (So any mistakes I make, remember who my teachers were.) President Robert Cook Edwards captured the spirit of how I feel on this occasion when he said in 1959:

“I am deeply humbled at this most responsible moment in my life. I can say only that my love for Clemson College and the responsibility of the Presidency of Clemson College to the people of South Carolina and to the young people we educate will govern my every action.”

My education has been enriched by many other remarkable teachers. To my teachers, my faculty and staff colleagues, my students, my classmates assembled here today, let me say that each of you has been my teacher. Your insights, critiques, lessons through your actions, and your commitment to Clemson have shaped the way I see this institution. You have helped me realize the immense potential of Clemson University. It is you who have shaped my incredible optimism for our future. For this gift, I am extremely grateful.

This name refers to many things. The man, the family, the place, the community, the athletic team, the University. Each is remarkably important. What do each of these “Clemsons” hold in common? The answer to this question is the most important “Clemson” of all.

Clemson is, at its very core, an idea.

Consider Clemson as an idea—a wonderful, bold, noble, powerful idea. It is an idea planted in the earth by a Philadelphian in ground prepared by South Carolina’s greatest statesman, John C. Calhoun. The Philadelphian, Thomas Green Clemson, was educated at the Sorbonne in Paris, shaped by public service as Ambassador to Belgium, shaken by war, devastation, the tragic loss of his only two children within 17 days of each other and yet, this Philadelphian conceived for us the seed of the idea that has transcended time, war, devastation, loss and tragedy.

Many others have nurtured, shaped and added substance to the idea of Clemson over the past 120 years. Let us examine the idea of Clemson in nine qualities that describe the idea:

The idea of Clemson is inclusive, not exclusive: The working and industrial classes must be included in the “benefits of scientific education.” This inclusive idea of Clemson was nurtured by President E. W. Sikes when he said in 1927: “At Clemson there is an atmosphere of democracy in which only achievement counts.”

Today, in the Clemson student body are students from all 50 states and nearly 80 countries led by student body president Rita Bolt and vice president Mohamed Abdel-Kader. All people are included in the idea of Clemson. The idea of Clemson is truly inclusive.

The idea of Clemson is academically challenging: Thomas Green Clemson’s Will requires that Clemson University must be both focused (“The South Carolina A&M College”) and broad (“a high seminary of learning”). We cannot be one or the other; we must be both. Clemson must be much more than an ordinary university. The idea of Clemson is indeed academically challenging.

The idea of Clemson is visionary: Not all the results of our work will be seen in one lifetime, but the results will be part of the next lifetime. It is the vision of what Clemson can be that inspires one generation to serve the one that follows.

In 1994 President Phil Prince said: “At Clemson, we will achieve our vision through an uncompromising passion for excellence.”

President Max Lennon also brought remarkable vision to Clemson.

This visionary thinking has helped ensure that Clemson is focused on the future. We balance a covenant with tradition in equal measure to our covenant with change. The idea of Clemson is visionary.

The idea of Clemson is indomitable: There were so many times in the life of our institution that could have marked the end of the noble idea of Clemson, yet
at each point, the idea proved stronger than the crisis and stronger than anything else. The idea of Clemson passed the test of the Civil War, economic crisis, student walk-outs, negative coverage by the press, (and yes, losing football teams) to emerge stronger after each test. The idea will triumph. It has proven so. Thomas Green Clemson said: “To accomplish this purpose is now the one great desire of my life.”

He would not let the idea die, not during his life, and he ensured, through his will, that the idea would live after his death.

The idea of Clemson is indomitable.

The idea of Clemson is bold, innovative, radical: Think of the three major changes that shaped Clemson’s character in the 20th Century: moving from an all-male, all-white, military school to a coeducational, integrated, civilian university. Consider these changes, coupled with a major academic reorganization, all within the span of 40 years. Most universities would have been paralyzed by change. Not Clemson. The idea of Clemson became stronger with each significant change. We stand today a much better university because of bold, innovative and radical change.

In fact, I now see Clemson as a living organism with a core and a surface. The core of values is solid, conservative, anchored. The core has a covenant with tradition. However the surface of Clemson is dynamic, fluid and innovative. The surface has a covenant with change. Our challenge is to understand what belongs in the core and what belongs on the surface.

The idea of Clemson is bold, innovative, radical.

The idea of Clemson is distinctive: There is no idea like it and no university like us. We must celebrate how we are distinctive in equal measure to how we are similar to others in national comparisons. In our distinctive qualities lies our best future. President Walter Merritt Riggs said in 1910: “From its very inception, Clemson College has been unique. It is built on a covenant with the people; and its present welfare and its future growth depend upon the observance of that covenant.”

President Deno Curris helped us understand Clemson’s covenant and Clemson’s distinctive qualities.

From our founding idea to our mission, to our board and governance, to our “sense of place” and “sense of community,” Clemson is different from other institutions.

The idea of Clemson is clearly distinctive.

The idea of Clemson is sensitive to the needs of others: Thomas Green Clemson’s Will contains this phase: “Feeling a great sympathy for the farmers of this state....”

The birth of public service comes from the “idea of Clemson.” Along the way it was nurtured by many others, including Senator Lever who helped create
the Cooperative Extension Service in America and is buried a few hundred yards from here on Cemetery Hill. No student should leave Clemson without a first-hand experience with the meaning of public service. It is integral with the idea of Clemson and the future of our University.

The idea of Clemson is forged in service to others.

The idea of Clemson is focused on the value of the individual: The idea was founded on the role and value of the individual—from Calhoun to Clemson, to Benjamin Tillman, to the first life trustees, to 13 original board members, to the grave stones on Cemetery Hill, to the names in the sidewalks on campus, to each one of the faculty nicknames—“Frosty” Bauknight, “Moose” Means, “Whitey” Lander—to the lists of alumni who gave their lives in service to America, to each of us today. The idea of Clemson is a collective idea about individuals. Each individual is valued in this community.

The idea of Clemson is focused on the value of the individual.

And finally, the idea of Clemson is based on family: The idea was forged from the family model and it continues today. Consider this. Somehow, Thomas Green Clemson took the deaths of his two children and used that incredible family tragedy to establish another family, the Clemson Family we are part of today. This was beginning to be evident to President Riggs as early as 1920 when he said Clemson: “is a cross between a big family and a small village. It has all the kindly ties of the big family and all the gossip of the small village.”

This is why Clemson is home.

President Sikes also saw this in 1925 (75 years ago) when he said: “In Clemson, you all find a home. You may have your own homes, your happy firesides, but here you have a common home.”

The idea of Clemson has been nurtured across the generations to be evident in today’s sense of the Clemson family.

All of these nine qualities combine to produce this wonderful, powerful, noble idea called Clemson.

As an architect, I have great respect for the power of an idea (and every now and then, I may have even had an idea myself), and I’ve learned that the finest ideas come quickly in a flash of genius, yet they have the substance to transcend time and grow more compelling and engaging with time.

Also, I’ve learned that the most important ideas have a physical manifestation. The idea of Clemson surrounds you today in the “sense of place” and “sense of community” you can see and feel on this campus. We have the privilege to call this place home.

To all gathered here today I say that with everything I am, I believe in the idea called Clemson.

But Clemson is still a work in progress.
The charge I have been given and I accept today is to ensure that the idea of Clemson will be stronger at the end of my service than it is now at the beginning. I know that the only way to fulfill this responsibility is to find the way for each of you to join me in this effort. I am convinced that there is no university in America stronger than Clemson when we are “one Clemson.” A united Clemson is unstoppable.

As President Cox has said: “There’s just something about this place that people want to become part of it.”

If Walter Cox is right, and if we unite around the idea of Clemson, we have a future beyond our highest aspirations. That is the genius of the idea of Clemson. Each new generation presents and achieves a future beyond our highest expectations.

Chairman Gressette, Trustees of Clemson University, it is the single honor of my life to accept this responsibility as Clemson’s 14th President. To all members of the Clemson family, I embrace this sacred trust with the full knowledge that you will join me to advance the “idea of Clemson” and reach an exciting future together. This is our legacy and this is our destiny.

Let’s get started.

James Frazier Barker
Fourteenth President of Clemson University
April 7, 2000
APPENDIX A

Clemson College/University
Board of Trustees

The University is governed by a thirteen-member Board of Trustees, including six elected by the state legislature and seven self-perpetuating life members, as provided by the will of Thomas G. Clemson. Names in bold type signify the original trustees.

<table>
<thead>
<tr>
<th>Name</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abell, Charles B.</td>
<td>1928–1934, Legislative</td>
</tr>
<tr>
<td>Aldrich, Robert</td>
<td>1906–1907, Legislative</td>
</tr>
<tr>
<td></td>
<td>1989–present, Life</td>
</tr>
<tr>
<td>Barnett, William D.</td>
<td>1920–1932, Legislative</td>
</tr>
<tr>
<td></td>
<td>1935–1940, Legislative</td>
</tr>
<tr>
<td>Barnette, William A.</td>
<td>1946–1962, Legislative</td>
</tr>
<tr>
<td>Batson, Louis P., Jr.</td>
<td>1979–1987, Legislative</td>
</tr>
<tr>
<td></td>
<td>1987–1998, Life</td>
</tr>
<tr>
<td>Bellinger, G. Duncan</td>
<td>1904–1908, Legislative</td>
</tr>
<tr>
<td>Benet, Christie</td>
<td>1929–1951, Life</td>
</tr>
<tr>
<td>Bostic, James E., Jr.</td>
<td>1983–1988, Legislative</td>
</tr>
<tr>
<td><strong>Bowen, Col. Robert E.</strong></td>
<td><strong>1888–1909, Life</strong></td>
</tr>
<tr>
<td><strong>Bradley, John E.</strong></td>
<td><strong>1888–1907, Life</strong></td>
</tr>
<tr>
<td>Bradley, William W.</td>
<td>1907–1948, Life</td>
</tr>
<tr>
<td></td>
<td>1988–1995, Legislative</td>
</tr>
<tr>
<td></td>
<td>1995–2011, Life</td>
</tr>
<tr>
<td>Brown, Edgar A.</td>
<td>1934–1947, Legislative</td>
</tr>
<tr>
<td></td>
<td>1948–1975, Life</td>
</tr>
<tr>
<td>Burns, Samuel A.</td>
<td>1916–1920, Legislative</td>
</tr>
<tr>
<td>Byrnes, James F.</td>
<td>1941–1972, Life</td>
</tr>
<tr>
<td>Calhoun, Patrick N.</td>
<td>1966–1976, Life</td>
</tr>
<tr>
<td>Campbell, Robert S.</td>
<td>1956–1960, Legislative</td>
</tr>
<tr>
<td>Coker, Robert R.</td>
<td>1960–1987, Life</td>
</tr>
</tbody>
</table>
Cooper, Robert M. 1922–1934, Legislative
1935–1966, Life
Cope, Frank E. 1926–1956, Legislative
Cribb, T. Kenneth 1963–1982, Legislative
Daniel, Charles E. 1949–1964, Life
Derrick, Fletcher C., Jr. 1980–1990, Legislative
Donaldson, Milton L. 1888–1924, Life
Douthit, Joseph B., Jr. 1936–1956, Legislative
Dukes, David E. 2012–present, Life
Edwards, Berryman W. 1889–1890, Legislative
Ellerbe, William H. 1895–1899, Legislative
Evans, Josiah J. 1914–1930, Legislative
Evans, William D. 1901–1913, Legislative
Garris, John S. 1902–1903, Legislative
Garrison, William D. 1914–1915, Legislative
Geer, Bennette E. 1922–1928, Life
Geiger, William N., Jr. 1977–1988, Legislative
Graham, William C. 1938–1947, Legislative
Gressette, Lawrence M., Jr. 1989–2007, Life
Hardin, Jesse H. 1889–1910, Legislative
Holmes, Lewis D. 1960–1973, Legislative
Holmes, Lewis F., Jr. 1974–1982, Legislative
Hughes, Eddings T. 1911–1916, Legislative
Jeffries, John R. 1894–1895, Legislative
Jervey, Frank J. 1965–1975, Life
Johnstone, Alan 1890–1894, Legislative
1905–1929, Life
Lee, Ronald D. “Ronnie” 2010–present, Legislative
Leppard, Benjamin A. 1957–1958, Legislative
Leppard, Benjamin T. 1934–1938, Legislative
1947–1957, Legislative
Lever, A. Francis 1913–1940, Life
Lightsey, E. Oswald 1963–1977, Legislative
Lynch, Thomas C., Jr. 2003–2008, Legislative
Lynn, Louis B. 1989–present, Legislative
Mann, Coke D. 1908–1912, Legislative
Manning, Richard I. 1909–1931, Life
Mauldin, Ivy M. 1906–1927, Legislative
Mauldin, William H. 1894–1900, Legislative
McAbbee, Patricia H. 1993–present, Legislative
McAlister, Paul W. 1972–1989, Life
McCabe, W. Gordon, Jr. 1960–1978, Legislative
McCarter, John N. “Nicky” 2008–present, Legislative
McKeown, Samuel T. 1912–1920, Legislative
McKissick, E. Smyth, III 1998–present, Life
McLaurin, John F. 1947–1959, Legislative
McTeer, Thomas B., Jr. 1976–2012, Life
Mickel, Buck 1975–1995, Life
Mozingo, James P., III 1941–1947, Legislative
Norris, Capt. Daniel K. 1888–1905, Life
Orr, James L. 1889–1905, Legislative
Peeler, Robert L. 2003–present, Legislative
Quattlebaum, Alexander M. 1957–1974, Legislative
Quattlebaum, Paul W., Jr. 1960–1979, Legislative
Rawl, Bernard H. 1909–1914, Legislative
1915–1921, Legislative
Redfearn, David T. 1891–1902, Legislative
Richards, John G., Jr. 1905–1910, Legislative
Sanders, Paul R. 1926–1960, Life
Sease, Lawrence A. 1901–1908, Legislative
Self, James C. 1960–1989, Life
Sherard, Samuel H. 1930–1947, Legislative
Simpson, Col. Richard W. 1888–1912, Life
Sirrine, Joseph E. 1928–1947, Life
Smith, B. Marion 1986–1989, Legislative
Smith, William C., Jr. 1996–2009, Legislative
2010–present, Life
Smith, Winchester C., Jr. 1954–1972, Life
Smythe, Augustine T. 1900–1906, Legislative
Speer, George W. 1928–1936, Legislative
**Stackhouse, Eli T.** 1890–1892, Legislative
Stackhouse, Hugh M. 1893–1901, Legislative
Stoddard, Robert L. 1956–1962, Legislative
Swann, Joseph D. 1990–present, Legislative
**Tillman, Benjamin R.** 1888–1918, Life
Tillman, Henry C. 1920–1926, Legislative
Timmerman, Ransom H. 1912–1928, Legislative
Tindal, D. Leslie 1973–1982, Legislative
**Tindal, James E.** 1890–1906, Legislative
Waddell, James M., Jr. 1972–1989, Life
**Wannamaker, John E.** 1888–1935, Life
Wilkerson, Kimberlee A. 2011–present, Life
Wilkins, David H. 2007–present, Life
Young, Thomas B. 1932–1935, Legislative
1935–1960, Life

**Presidents**

Richard Wright Simpson, 1888–1907
Alan Johnstone, 1907–1929
John E. Wannamaker, 1929–1935
William W. Bradley, 1935–1948
Christie Benet, 1949–1951
Robert M. Cooper, 1951–1966
Edgar A. Brown, 1966–1975

**Chairmen**

Thomas B. McTeer Jr., 1981–1983
James M. Waddell Jr., 1983–1985
Lawrence M. Gressette Jr., 1995–2004
Leon J. Hendrix Jr., 2004–2009
David H. Wilkins, 2009–present

Secretaries to the Clemson Board of Trustees

John E. Wannamaker, 1888–1890
Paul H. E. Sloan, 1890–1914
Samuel W. Evans, 1914–1947
Gustave E. Metz, 1955–1964
A. Wood Rigsby, 1964–1973
Joseph B. McDevitt, 1973–1985
Hugh J. Clausen, 1985–1992
M. Nick Lomax, 1992–1996
J. Thornton Kirby, 1997–2004
(Clayton D. Steadman interim)
(Clayton D. Steadman interim)
Angie E. Leidinger, 2008–present

Source: Clemson College/University Record
APPENDIX B

Executive and Academic Officers

Founder

Thomas Green Clemson 1807–1888

Chief Executive

Henry Aubrey Strode 1890–1893
Edwin Boone Craighead 1893–1897
Henry Simms Hartzog 1897–1902
Mark Bernard Hardin 1897, 1899, 1902
Patrick Hues Mell 1902–1910
Walter Merritt Riggs 1910–1924
Samuel Broadus Earle 1919, 1924–1925
Enoch Walter Sikes 1925–1940
Robert Franklin Poole 1940–1958
Robert Cook Edwards 1958–1979
Bill Lee Atchley 1979–1985
Walter Thompson Cox 1985–1986
Archie Max Lennon 1986–1994
Philip Hunter Prince 1994–1995
Constantine William Curris 1995–1999
James Frazier Barker 1999–

Clemson College Commandant

E. A. Garlington 1891–1893
T. Q. Donaldson Jr. 1894–1896
Ezra B. Fuller 1896–1898
Augustus Shanklin 1898–1901
Edgar A. Sirmyer 1902–1904
Rudolph E. Lee 1904
Charles D. Clay 1904–1907
Josiah C. Minus 1907–1909
Andrew Bramlett 1909
Marcus B. Stokes 1909–1912
Joseph M. Cummins 1912–1916
Ralph A. Jones 1916–1917
## Dean of the College/Vice President for Academic Affairs/Provost

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francis Marion Kinard</td>
<td>1955–1959</td>
</tr>
<tr>
<td>Jack Kenny Williams</td>
<td>1960–1965¹</td>
</tr>
<tr>
<td>Victor Hurst</td>
<td>1966–1979</td>
</tr>
<tr>
<td>William David Maxwell</td>
<td>1980–1990²</td>
</tr>
<tr>
<td>Steffen H. Rogers</td>
<td>1996–1999</td>
</tr>
<tr>
<td>Doris R. Helms</td>
<td>2000–</td>
</tr>
</tbody>
</table>

¹ In 1963, the title Dean of the College changed to Vice President for Academic Affairs and Dean of the College. When Clemson became a university in 1964, the title again changed to Vice President for Academic Affairs and Dean of the University.

² With the arrival of Maxwell from Texas A&M for the 1980 academic year, the title changed to Provost and Vice President for Academic Affairs.

## Vice President for Agriculture and Natural Resources

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benton H. Box</td>
<td>1986</td>
</tr>
<tr>
<td>G. Jay Gouge</td>
<td>1994¹</td>
</tr>
<tr>
<td>Byron K. “Bud” Webb</td>
<td>1995</td>
</tr>
<tr>
<td>John W. Kelly</td>
<td>1996–²</td>
</tr>
</tbody>
</table>

¹ In 1994, the position united with the Vice Presidency for Research, which had existed since 1988, to create the position of Vice Provost for Agriculture, Forestry, and Natural Resources and Research.

² The position changed to Vice President for Public Service and Agriculture and in 1996 included Economic Development as one of its missions.
### Comptroller/Vice President for Business and Finance

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melford A. Wilson</td>
<td>1955–1976¹</td>
</tr>
<tr>
<td>Melvin E. Barnette</td>
<td>1977–1984</td>
</tr>
<tr>
<td>W. David Maxwell (interim)</td>
<td>1985</td>
</tr>
<tr>
<td>David R. Larson</td>
<td>1986–1993</td>
</tr>
<tr>
<td>John Newton (interim)</td>
<td>1993–1996²</td>
</tr>
<tr>
<td>Gary A. Ransdell</td>
<td>1993–1996²</td>
</tr>
<tr>
<td>Scott A. Ludlow</td>
<td>1996–2005³</td>
</tr>
<tr>
<td>Steve Copeland (interim)</td>
<td>2004–2007</td>
</tr>
<tr>
<td>Brett A. Dalton</td>
<td>2007–⁴</td>
</tr>
</tbody>
</table>

1. The title Comptroller gave way to Vice President for Business and Finance in 1963.
2. In 1993, the position of Vice President for Business and Finance dissolved and became Chief Financial Officer, reporting to the Vice President for Administration and Advancement. In 1996, the CFO began reporting directly to the President.
3. In 1998 the Chief Financial Officer gave way to Chief Business Officer and began reporting to the President.
4. In 2007, Chief Business Officer was dissolved and became Chief Financial Officer. In 2012, President Barker announced the creation of a new Vice President for Finance and Operations and appointed Clemson’s Chief Financial Officer, Brett A. Dalton, to the position.

### Vice President for Development

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank J. Jervey</td>
<td>1959–1962</td>
</tr>
<tr>
<td>W. Wright Bryan</td>
<td>1963–1969</td>
</tr>
<tr>
<td>Edward F. Byars</td>
<td>1982¹</td>
</tr>
<tr>
<td>J. Donald Elam</td>
<td>1983–1985</td>
</tr>
<tr>
<td>Walter T. Cox Jr.</td>
<td>1986</td>
</tr>
<tr>
<td>Gary A. Ransdell</td>
<td>1987–1996</td>
</tr>
<tr>
<td>Deborah B. Dubose</td>
<td>1997²</td>
</tr>
<tr>
<td>A. Neill Cameron Jr.</td>
<td>1998–⁵</td>
</tr>
</tbody>
</table>

1. In 1982, the position became known as Vice President for Institutional Advancement.
2. The position became known as Vice President for University Advancement in 1997.
3. In 1998, the position became Vice President for Advancement.
Vice President for Executive Affairs

A. Wood Rigsby 1969–1972
Joseph B. McDevitt 1973–1985
Hugh J. Clausen 1986–1992
J. Thornton Kirby 1997–2004
Angie E. Leidinger 2008–present

1. The position has always been, as part of its overall function, the Secretary to the Board of Trustees.
2. Under Rigsby and McDevitt, the Vice President for Executive Affairs also served as University Counsel.
3. In 1980, the position of Vice President for Executive Affairs became known as the University Executive Officer, and its holder, McDevitt, also served as Legal Counsel.
4. The position was renamed Vice President for Administration in 1986.
5. When Lomax retired in 1996, the position was called Executive Secretary to the Board of Trustees.

Dean/Vice President for Student Affairs

Walter T. Cox Jr. 1955–1984
Almeda R. Jacks 1992–2005
Gail DiSabatino 2006–

1. In 1965, the title changed from Dean of Student Affairs to Vice President for Student Affairs, and in 1967, the title Dean of Students was added.

University Legal Counsel

A. Wood Rigsby 1969–1972
Clayton D. Steadman 2004–2011
Erin E. Swann 2011
W. C. “Chip” Hood 2012–

Director of the Computer Center/Director of Computing/Vice Provost of Computing, Information Systems, and Chief Information Officer

Merrill Craig Palmer 1966–1974
Russell Stanley Schouest 1975–1976
Appendix B

Thomas Edwin Colling  1977
Christopher John Duckenfield  1978–2005
David B. Bullard  2004–2005
James R. Bottum  2006–

**Dean of the Graduate School**

Hubert Judson Webb  1951
Jack Kenny Williams  1958–1959
Hugh Holleman Macaulay Jr.  1960–1964
Victor Hurst  1965
Floyd Irving Brownley Jr.  1966–1968
G. Jay Gogue  1991
Debra B. Jackson  1997
J. Bruce Rafert  2004–2011
Karen J. L. Burg  2011–

1. In 1981, the Dean of the Graduate School/Graduate Studies became the Vice Provost and Dean of Graduate Studies.

**Director/Dean of Libraries**

Charles M. Furman Jr.  1897
A. Lesesne Lewis  1901–1903
Susan Hall Sloan  1903–1906
Katherine B. Trescot  1906–1925
Marguerite V. Doggett  1925–1931
Mary Conrad Stevenson  1931
Cornelia A. Graham  1932–1954
Kay L. Wall  2005–

**Dean of Registration and Admissions**

Bobby J. Skelton  1982–1991

1. In 1992, the job folded into the position of the Senior Vice Provost and Dean of Undergraduate Studies.
### Dean of Undergraduate Studies

Claud Bethune Green 1970–1979  
Jerome V. Reel Jr. 1979–2003  
Janice W. Murdoch 2004–

1. In 1981, the Dean of Undergraduate Studies became Vice Provost and Dean of Undergraduate Studies. In 1992, with the addition of Admissions, Registration, and Financial Aid, the title became Senior Vice Provost and Dean.

### Dean of the School/College of Agriculture

Henry Walter Barre 1933–1934  
Rupert Alonzo McGinty 1935  
Herbert Press Cooper 1936–1952  
Milton Dyer Farrar 1953–1961  
Luther Perdee Anderson 1972–1986  
James R. Daniels 1989  
G. Jay Gogue 1995  
Thomas E. Skelton 1996  
Calvin L. Schoulties 2002–2007  
Alan R. Sams 2008  
Thomas R. Scott 2009–

1. Combined with the College of Forest and Recreation Resources in 1994 to form the College of Agriculture, Forestry, and Natural Resources, later to be re-named Agriculture, Forestry, and Life Sciences.

### Dean of the School/College of Architecture

Harlan Ewart McClure 1958–1985  
Paul David Pearson 1985–1986  
Ronald W. Moran 1999  
Janice C. Schach 2000–2006  
Clifton Scott Miller Egan 2007–2010  
Richard E. Goodstein 2010–

1. The School of Architecture first separated from the School of Engineering in 1958. It became the College of Architecture in 1969.  
2. In 1994, the College of Architecture joined the College of Architecture, Arts, and Humanities.
Appendix B

Dean of School/College of Chemistry/General Science

Fred Harvey Hall Calhoun  1933–1946
Howard Louis Hunter  1947–1968\(^1\)
Clayton Verl Aucoin  1969–1970\(^2\)
Henry Elliott Vogel  1971–1986\(^3\)
Bobby E. Wixson  1987–1993
Thomas M. Keinath  1994–2005\(^4\)
Esin Gulari  2006–2012
R. Larry Dooley  2012–

1. Changed from the School of Chemistry to the School of Chemistry and Geology in 1953, to the School of Arts and Sciences in 1955, and to the College of Arts and Sciences in 1963.
2. Aucoin was made Dean of the new College of Physical and Mathematical Sciences in 1969.
3. Vogel was named Dean of the new College of Physical, Mathematical, and Biological Sciences in 1971 and oversaw its transition to the Dean of the College of Sciences in 1974.
4. In 1994, the College of Sciences joined with the College of Engineering to create the College of Engineering and Science with Keinath, the Dean of the College of Engineering, at its head.

Dean of the School/College of Education

William Harold Washington  1933–1942, 1946–1955\(^1\)
Harold Fochone Landrith  1965–1981\(^2\)
James Edward Matthews  1982–1987
Gordon W. Gray  1988–1993
Jerry E. Trapnell  1994–1995\(^3\)
Harold F. Cheatham  1996–2000
Lawrence R. Allen  2001–

1. Washington directed Clemson's School of Vocational Education until he went on leave for World War II in 1942. He returned in 1946 and directed the school until it became the School of Education in 1949. Unfortunately, the school dissolved in 1955.
2. In 1965, the School of Education was re-formed, and in 1969 it became the College of Education.
3. The College of Education joined the College of Professional Studies in 1994 and was separated from it in 1995 to create the College of Health, Education, and Human Development.
Dean of the School/College of Engineering

Samuel Broadus Earle 1933–1949
James Hagood Sams 1950–1959
Walter Lee Lowry 1960
James Leon Edwards 1972
Lyle Chester Wilcox 1973–1979
Everett Lane Thomas 1980
William B. Barlage Jr. 1991
Thomas M. Keinath 1992–2005
Esin Gulari 2006–2012
R. Larry Dooley 2012–

1. In 1963, the School of Engineering became the College of Engineering.
2. The College of Engineering joined the College of Sciences in 1994, creating the College of Engineering and Science.

Dean of the College of Forest and Recreation Resources

Benton Holcomb Box 1979–1985
Herbert Brantley 1986
Benton Holcomb Box 1987–1993
G. Jay Gogue 1994
Thomas E. Skelton 1995
Calvin L. Schoulties 2001–2005
Alan R. Sams 2006–2008
Thomas R. Scott 2009–

1. In 1994, the College of Forest and Recreation Resources joined with the biological and agricultural sciences to form the College of Agriculture, Forestry, and Life Sciences.
### Dean of the School/College of General Science/Arts and Sciences/Liberal Arts

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Wistar Daniel</td>
<td>1933–1940</td>
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<tr>
<td>Samuel Maner Martin</td>
<td>1941</td>
</tr>
<tr>
<td>Francis Marion Kinard</td>
<td>1942–1954</td>
</tr>
<tr>
<td>Howard Louis Hunter</td>
<td>1955–1968¹</td>
</tr>
<tr>
<td>Headley Morris Cox</td>
<td>1969–1979²</td>
</tr>
<tr>
<td>John Harrison Butler</td>
<td>1980</td>
</tr>
<tr>
<td>Robert Alfred Waller</td>
<td>1981–1993</td>
</tr>
<tr>
<td>James Frazier Barker</td>
<td>1994–1998³</td>
</tr>
<tr>
<td>Ronald W. Moran</td>
<td>1999</td>
</tr>
<tr>
<td>Janice C. Schach</td>
<td>2000–2006</td>
</tr>
<tr>
<td>Clifton Scott Miller Egan</td>
<td>2007–2010</td>
</tr>
<tr>
<td>Richard E. Goodstein</td>
<td>2010–</td>
</tr>
</tbody>
</table>

1. In 1955, Clemson’s arts and sciences curriculum became part of the School of Arts and Sciences. That school became a college in 1963.
2. H. Morris Cox became the first dean of a stand-alone College of Liberal Arts in 1969.
3. In 1994, the College of Liberal Arts joined the College of Architecture to form the College of Architecture, Arts, and Humanities.

### Dean of the School/College of Nursing

<table>
<thead>
<tr>
<th>Name</th>
<th>Years</th>
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<tbody>
<tr>
<td>Geraldine Labecki</td>
<td>1969–1979</td>
</tr>
<tr>
<td>Gloria Ann Tanner</td>
<td>1980</td>
</tr>
<tr>
<td>Mary Margaret Lohr</td>
<td>1981–1986</td>
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<tr>
<td>Opal S. Hipps</td>
<td>1987–1993</td>
</tr>
<tr>
<td>Jerry E. Trapnell</td>
<td>1994–1995¹</td>
</tr>
<tr>
<td>Harold F. Cheatham</td>
<td>1996–2000</td>
</tr>
<tr>
<td>Lawrence R. Allen</td>
<td>2001–</td>
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</tbody>
</table>

1. Trapnell was made Dean of the School of Professional Studies, the college that Nursing joined in 1994. He also oversaw its transition to part of the College of Health, Education, and Human Development in 1995.
### Dean of the School/Colleges of Textiles/Industrial Management/Business

<table>
<thead>
<tr>
<th>Name</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Horace Harold Willis</td>
<td>1933–1941</td>
</tr>
<tr>
<td>Robert Knight Eaton</td>
<td>1942–1945</td>
</tr>
<tr>
<td>Hugh Monroe Brown</td>
<td>1946–1956</td>
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<tr>
<td>Gaston Gage</td>
<td>1957–1961</td>
</tr>
<tr>
<td>Wallace Dabney Trevillian</td>
<td>1963–1979</td>
</tr>
<tr>
<td>Thomas Daniel Efland</td>
<td>1980</td>
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<tr>
<td>Jimmy D. Sheriff</td>
<td>1992–1999</td>
</tr>
<tr>
<td>Jerry E. Trapnell</td>
<td>1993–2003</td>
</tr>
<tr>
<td>T. Bruce Yandle</td>
<td>2004–2005</td>
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<tr>
<td>David W. Grigsby</td>
<td>2006</td>
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<tr>
<td>Claude C. Lilly III</td>
<td>2007–2012</td>
</tr>
<tr>
<td>Charles K. Watt</td>
<td>2012–</td>
</tr>
</tbody>
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---

1. In 1962, the School of Textile Science became the School of Industrial Management and Textile Science.
2. In 1969, the School of Industrial Management and Textile Science became the College of Industrial Management and Textile Science.
3. The College of Industrial Management and Textile Science became the College of Commerce and Industry.
4. The College of Commerce and Industry combined with the Colleges of Nursing and Education to form the College of Professional Studies in 1994 and was part of the new College of Business and Public Affairs in 1995. In 2000, it became the College of Business and Behavioral Science.

**Editor’s Note:** The officers and dates of service for Clemson University posts are as published in the Clemson University's annual *Record*. Persons wishing additional information are directed to the individual office in question or, for historic questions, to the Clemson University Library, Special Collections.
## APPENDIX C

### Faculty, Student, and Alumni Leadership

**Presidents of the Faculty Senate**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Years</th>
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<tbody>
<tr>
<td>John D. Lane</td>
<td>English</td>
<td>1956–1957</td>
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<tr>
<td>Ben E. Goodale</td>
<td>Dairy Science</td>
<td>1957–1958</td>
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<tr>
<td>James Langston</td>
<td>Textile Chemistry and Dyeing</td>
<td>1958–1959</td>
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<tr>
<td>John E. Miller</td>
<td>Physics</td>
<td>1959–1960</td>
</tr>
<tr>
<td>Claud B. Green</td>
<td>English</td>
<td>1960–1961</td>
</tr>
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<td>George F. Meenaghan</td>
<td>English</td>
<td>1961–1962</td>
</tr>
<tr>
<td>Victor Hurst</td>
<td>Dairy Science</td>
<td>1962–1963</td>
</tr>
<tr>
<td>J. Gray Dinwiddie</td>
<td>Chemistry</td>
<td>1963–1964</td>
</tr>
<tr>
<td>John E. Miller</td>
<td>Physics</td>
<td>1964–1965</td>
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<tr>
<td>Jim T. Long</td>
<td>Electrical Engineering</td>
<td>1966–1967</td>
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<td>Eugene Park</td>
<td>Mathematical Sciences</td>
<td>1968–1969</td>
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<td>Corinne H. Sawyer</td>
<td>English</td>
<td>1971–1972</td>
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<tr>
<td>Ernest B. Rogers</td>
<td>Agricultural Engineering</td>
<td>1972–1973</td>
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<td>C. Ronald Dillon</td>
<td>Biological Sciences</td>
<td>1974–1975</td>
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<td>George C. Skelley</td>
<td>Animal, Dairy, and Veterinary Sciences</td>
<td>1975–1976</td>
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<tr>
<td>Billy L. Edge</td>
<td>Civil Engineering</td>
<td>1976–1977</td>
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<tr>
<td>Raymond Noblet</td>
<td>Entomology</td>
<td>1977–1978</td>
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<tr>
<td>Steven S. Melsheimer</td>
<td>Chemical Engineering</td>
<td>1981–1982</td>
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<tr>
<td>Name</td>
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<tr>
<td>Holley H. Ulbrich</td>
<td>Economics</td>
<td>1983–1984</td>
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<td>David J. Senn</td>
<td>Psychology</td>
<td>1984–1985</td>
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<td>Lawrence A. Dyck</td>
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<td>Joseph C. Mullins</td>
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<td>Ron Nowaczyk</td>
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<td>Allen B. Dunn</td>
<td>Forestry</td>
<td>1990–1991</td>
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<tr>
<td>William Baron</td>
<td>Civil Engineering</td>
<td>1992–1993</td>
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<td>Alan Schaffer</td>
<td>History</td>
<td>1993–1994</td>
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<td>Patricia A. Smart</td>
<td>Nursing</td>
<td>1998–1999</td>
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<td>Horace D. Skipper</td>
<td>Agronomy and Soils</td>
<td>1999–2000</td>
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<td>Fred S. Switzer III</td>
<td>Psychology</td>
<td>2000–2001</td>
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<td>C. Alan Grubb</td>
<td>History</td>
<td>2001–2002</td>
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<tr>
<td>Dale E. Linvill</td>
<td>Agricultural Engineering</td>
<td>2003–2004</td>
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<tr>
<td>Mary E. Kunkel</td>
<td>Food Science and Human Nutrition</td>
<td>2006–2007</td>
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<tr>
<td>Charles H. Gooding</td>
<td>Chemical Engineering</td>
<td>2007–2008</td>
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<tr>
<td>James B. Simmons</td>
<td>Graphic Communications</td>
<td>2008–2009</td>
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<tr>
<td>William W. Bowerman IV</td>
<td>Forestry and Natural Resources</td>
<td>2009–2010</td>
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<tr>
<td>William M. Surver</td>
<td>Biological Sciences</td>
<td>2010–2011</td>
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<tr>
<td>Daniel D. Warner</td>
<td>Mathematical Sciences</td>
<td>2011–2012</td>
</tr>
<tr>
<td>Jeremy King</td>
<td>Physics and Astronomy</td>
<td>2012–2013</td>
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</table>

*Source: History of the Faculty Senate*
Appendix C

Presidents of the Undergraduate Student Body

A. Harrison McLaurin 1950–1951
Harry M. Lightsey Jr. 1951–1952
Miles E. Bruce 1953–1953
Lawrence M. Gressette Jr. 1953–1954
James F. Humphries Jr. 1955–1956
Newton Stall Jr. 1956–1957
John J. Britton 1957–1958
Joseph M. Fox 1958–1959
Franklin A. Roberts 1959–1960
Agnew W. McGregor 1960–1961
Leon J. Hendrix Jr. 1962–1963
William B. Sykes Jr. 1963–1964
T. James Bell Jr. 1964–1965
S. Gary Walsh 1965–1966
D. A. Speights 1966–1967
Edgar C. McGee 1967–1968
Tim F. Rogers 1968–1969
David E. Hunt 1969–1970
Gregory A. Jones 1970–1971
Gerald B. Hough 1971–1972
Sam F. Crews III 1972–1973
John S. Pratt 1973–1974
Reginald Brantley 1974–1975
Reginald L. Foster 1975–1976
J. Michael Baxley 1977–1978
Michael M. Ozburn 1978–1979
Robert L. Fuzy 1979–1980
W. Kirby Player 1982–1983
Mark D. Wilson 1984–1985
W. Mattison Locke 1985–1986
S. Frederick Richey III 1986–1986
E. Grant Burns 1986–1987
William A. Blackwood III 1988–1989
Tracy F. Malcolm 1990
Derrick A. Pierce 1990–1991
Jason T. Elliott 1992–1993
Martin S. Driggers 1993–1994
J. Reid Rucker 1995–1996
R. Matt Dunbar 1998–1999
L. Wilson Brasington III 1999–2000
Angelo C. Mitsopoulos 2002–2003
J. Fletcher Anderson III 2003–2004
Adam J. Hammond 2004–2005
T. Josh Bell 2007–2008
Callie G. Boyd 2008–2009
Abby C. Daniel 2009–2010
J. Ryan Duane 2010–2011
Carlisle E. Kennedy 2011–2012
D. McKee Thomason 2012–2013

Source: Division of Student Affairs

Presidents of the Clemson Alumni Association

T. H. Tuten 1896–1899
W. W. Klugh 1899–1900
J. S. Garris 1900–1904
M. E. Zeigler 1905
David H. Henry 1906–1914
Henry C. Tillman 1915–1916
Henry W. Barre 1917–1920
T. W. Cothran 1921–1922
B. Rhett Turnipseed 1923
George W. Speer 1924
Audley H. Ward 1925
E. R. McIver 1926

T. H. Tuten 1896–1899
W. W. Klugh 1899–1900
J. S. Garris 1900–1904
M. E. Zeigler 1905
David H. Henry 1906–1914
Henry C. Tillman 1915–1916
Henry W. Barre 1917–1920
T. W. Cothran 1921–1922
B. Rhett Turnipseed 1923
George W. Speer 1924
Audley H. Ward 1925
E. R. McIver 1926
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<tr>
<th>Name</th>
<th>Years</th>
<th>Name</th>
<th>Years</th>
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<tr>
<td>C. N. Gignilliat Sr.</td>
<td>1929</td>
<td>Lawrence V. Starkey</td>
<td>1973–1974</td>
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<td>F. Porter Caughman</td>
<td>1942</td>
<td>Donald E. Golightly</td>
<td>1992–1993</td>
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<td>Patrick N. Calhoun</td>
<td>1960</td>
<td>Eddie M. Robinson</td>
<td>2003–2004</td>
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<td>Claude S. Lawson</td>
<td>1961</td>
<td>Brian J. O’Rourke</td>
<td>2004–</td>
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Source: Clemson Alumni Association
APPENDIX D

Clemson Historical Enrollment
1964–2012

Clemson historical enrollment numbers have been taken from The Clemson Catalog/Record for each year, the registrar’s reports to the college president from each year, various presidential reports to the Board of Trustees of Clemson College, and the Historical Enrollment chart compiled by registrar G. E. Metz in 1988, available online at

http://www.clemson.edu/oirweb1/fb/factbook/Historical%20Enrollment/Enrollment1893topresent.htm.

Prepared by graduate research assistant Paul Alexander Crunkleton.

<table>
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<tr>
<th>Academic Year</th>
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<td>1965-1966</td>
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<td>1966-1967</td>
<td>5,540</td>
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<td>1967-1968</td>
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<td>1968-1969</td>
<td>6,525</td>
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<td>1969-1970</td>
<td>6,666</td>
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<td>1970-1971</td>
<td>7,188</td>
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<td>1971-1972</td>
<td>7,965</td>
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<td>1972-1973</td>
<td>8,584</td>
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<td>1973-1974</td>
<td>9,461</td>
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<td>1974-1975</td>
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<td>1975-1976</td>
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<td>1976-1977</td>
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<td>1977-1978</td>
<td>10,382</td>
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<td>1978-1979</td>
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<td>1979-1980</td>
<td>10,817</td>
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<td>1980-1981</td>
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<td>1981-1982</td>
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<td>1998-1999</td>
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Clemson Enrollment, 1964-2012
APPENDIX E

Faculty Awards

Alumni Distinguished Professors

The Alumni Association names Alumni Distinguished Professors to recognize, reward and support excellence in teaching at Clemson.

John E. Miller  Physics  1962
Victor Hurst  Dairy Science  1962
Hugh H. Macaulay  Economics  1965
Harold N. Cooledge Jr.  Art and Architectural History  1965
James N. Thurston  Electrical/Computer Engineering  1966
James M. Stepp  Applied Economics  1966
Marvin A. Owings  English  1966
Ernest M. Lander  History  1968
J. Harvey Hobson  Chemistry  1968
Richard J. Calhoun  English  1968
Douglas W. Bradbury  Mechanical Engineering  1968
Malcolm J. Skove  Physics  1972
Thomas V. Wilson  Agricultural/Biological Engineering  1977
Thomas E. Wooten  Forest Resources  1977
Peter R. Lee  Architecture  1981
Jack C. McCormac  Civil Engineering  1981
Joel V. Brawley Jr.  Mathematical Sciences  1982
J. Page Crouch  Graphic Communications  1982
James C. Hite  Applied Economics  1982
Julius C. Hubbard Jr.  Textiles  1982
Linvil G. Rich  Environmental Systems Engineering  1982
Lawrence W. Gahan  Parks, Recreation, and Tourism Management  1983
Elizabeth B. Galloway  Education  1983
Joseph F. Dickey  Dairy Science  1984
T. Bruce Yandle Jr.  Economics  1984
Gaston Fernandez  Languages  1985
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Year</th>
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<tr>
<td>John W. Kenelly</td>
<td>Mathematical Sciences</td>
<td>1985</td>
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<td>Lewis T. Fitch</td>
<td>Electrical and Computer Engineering</td>
<td>1986</td>
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<td>Ronald J. Knapp</td>
<td>Sociology</td>
<td>1987</td>
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<td>Gilbert C. Robinson</td>
<td>Ceramic Engineering</td>
<td>1987</td>
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<td>Holley H. Ulbrich</td>
<td>Economics</td>
<td>1987</td>
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<td>H. Garth Spencer</td>
<td>Chemistry</td>
<td>1988</td>
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<td>Robert F. Nowack</td>
<td>Civil Engineering</td>
<td>1989</td>
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<td>E. Cecilia Voelker</td>
<td>Art and Architectural History</td>
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<td>R. Gordon Halfacre</td>
<td>Horticulture</td>
<td>1990</td>
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<td>Mark S. Steadman Jr.</td>
<td>English</td>
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<td>Eugene H. Bishop</td>
<td>Mechanical Engineering</td>
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<td>John L. Idol Jr.</td>
<td>English</td>
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<td>Raymond C. Turner</td>
<td>Physics</td>
<td>1993</td>
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<td>Bhuvenesh C. Goswami</td>
<td>Textiles</td>
<td>1994</td>
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<td>R. Lawrence LaForge</td>
<td>Management</td>
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<td>Jessup M. Shively</td>
<td>Biochemistry</td>
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<td>Benjamin L. Sill</td>
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<td>Marvin W. Dixon</td>
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<td>Helene W. Riley</td>
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<td>Patricia Connor-Greene</td>
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<td>Chalmers M. Butler</td>
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<td>Samuel M. Wang</td>
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<td>Michael D. Crino</td>
<td>Management</td>
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<td>William Lasser</td>
<td>Political Science</td>
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<td>Francis A. McGuire</td>
<td>Parks, Recreation, and Tourism Management</td>
<td>2000</td>
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<td>Mary B. Taylor Haque</td>
<td>Environmental Horticulture</td>
<td>2000</td>
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<td>Robert P. Green</td>
<td>Teacher Education</td>
<td>2000</td>
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<td>Clifton S. M. “Chip” Egan</td>
<td>Theater</td>
<td>2000</td>
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<td>Melanie M. Cooper</td>
<td>Chemistry</td>
<td>2001</td>
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<td>E. Harry Law</td>
<td>Mechanical Engineering</td>
<td>2004</td>
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<td>Thomas L. Dickens</td>
<td>Accountancy and Finance</td>
<td>2004</td>
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<td>William F. Moss</td>
<td>Mathematical Sciences</td>
<td>2006</td>
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<tr>
<td>Sydney A. Cross</td>
<td>Art</td>
<td>2006</td>
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<td>Daniel K. Benjamin</td>
<td>Economics</td>
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<td>David E. Barrett</td>
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<tr>
<td>William V. Baird</td>
<td>Horticulture</td>
<td>2006</td>
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<td>Serji N. Amirkhanian</td>
<td>Transportation and Civil Engineering</td>
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<td>Terry M. Tritt</td>
<td>Physics and Astronomy</td>
<td>2009</td>
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<td>William M. Surver</td>
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<tr>
<td>June J. Pilcher</td>
<td>Psychology</td>
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<td>Lee J. Morrissey</td>
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<td>Steven G. Marks</td>
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<td>William C. Bridges</td>
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<td>David J. Allison</td>
<td>Architecture</td>
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<tr>
<td>William R. Dougan</td>
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<td>2012</td>
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<tr>
<td>J. Drew Lanham</td>
<td>Forestry and Natural Resources</td>
<td>2012</td>
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<tr>
<td>William T. Pennington</td>
<td>Chemistry</td>
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<tr>
<td>Lesly A. Temesvari</td>
<td>Biological Sciences</td>
<td>2012</td>
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**Alumni Master Teachers**

The Alumni Master Teacher Award for outstanding undergraduate classroom instruction is presented annually to a faculty member nominated by the student body and selected by the Student Alumni Council.

<table>
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<tr>
<th>Name</th>
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<td>Louis L. Henry</td>
<td>English</td>
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<td>Jerome V. Reel Jr.</td>
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<td>Robert F. Nowack</td>
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<td>Beverly N. Skardon</td>
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<td>Horace W. Fleming</td>
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<td>Virginia K. Laycock</td>
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<td>William G. Hudson</td>
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<tr>
<td>James T. Lazar</td>
<td>Agricultural Sciences</td>
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<td>Rex L. Cottle</td>
<td>Economics</td>
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<td>Joseph F. Dickey</td>
<td>Dairy Science</td>
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<tr>
<td>Christopher M. Sieverdes</td>
<td>Applied Economics/Sociology</td>
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<tr>
<td>Robert W. Rouse</td>
<td>Accounting</td>
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<td>J. Michael McDonald</td>
<td>Management</td>
<td>1987</td>
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<td>Eugene H. Bishop</td>
<td>Mechanical Engineering</td>
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<td>Patricia Connor-Greene</td>
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<td>C. Kenyon Revis-Wagner</td>
<td>Biological Sciences</td>
<td>1990</td>
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<td>J. David Woodard</td>
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<td>Larry L. Bauer</td>
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<td>William Lasser</td>
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<tr>
<td>Richard L. Saunders</td>
<td>History</td>
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<tr>
<td>Joseph A. Martini</td>
<td>Agronomy and Soils</td>
<td>1995</td>
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<td>William A. Shain</td>
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<td>Jerry A. Waldvogel</td>
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<td>Robert E. McCormick</td>
<td>Economics</td>
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<td>S. Michael Kilbey II</td>
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<td>Denny A. Smith</td>
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<td>Dennis C. Bausman</td>
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<td>William A. Brant</td>
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<td>Paul C. Anderson</td>
<td>History</td>
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<td>Umit Yilmaz</td>
<td>Landscape Architecture</td>
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<td>Marty H. Williams</td>
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<td>Robert J. Kosinski</td>
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<td>Daniel K. Benjamin</td>
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<td>William R. Fisk</td>
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<td>John R. Cummings</td>
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<td>Mary Ann Prater</td>
<td>Accounting</td>
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<td>J. Drew Lanham</td>
<td>Wildlife Ecology</td>
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### Class of 1939 Award for Excellence

The Class of 1939 Award for Excellence is presented annually to one distinguished member of the faculty whose outstanding contributions for a five-year period have been judged by his or her peers to represent the highest achievement of service to the university, the student body, and the larger community, whether it be the town, the state, or the nation.

<table>
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<td>Dixie G. Goswami</td>
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<td>Joel V. Brawley Jr.</td>
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<td>Raymond C. Turner</td>
<td>Physics</td>
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<td>A. B. Bodine II</td>
<td>Animal, Dairy, and Veterinary Science</td>
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<td>Cecil O. Huey Jr.</td>
<td>Mechanical Engineering</td>
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Alumni Award for Outstanding Achievement in Research

This award is presented annually to faculty members engaged in scholarly or scientific inquiry who have conducted research in residence for at least five years, based upon nominations submitted to the vice president for research and judged by a selection committee.
Appendix E

Don Hendricks  Biological Sciences  1995
Ron Kendall  Environmental Toxicology  1996
Darren Dawson  Electrical and Computer Engineering  1997
John Kanet  Management  1998
Dan E. Edie  Chemical Engineering  1999
Michael B. Pursley  Electrical and Computer Engineering  2000
Chalmers Butler  Electrical and Computer Engineering  2001
Edwin E. Moise  History  2002
V. Sridharan  Management  2002
R. Roger Grant  History  2003
John Huffman  Chemistry  2004
Peter H. Adler  Entomology, Soils, and Plant Science  2005
Rudy A. Abramovitch  Chemistry  2006
Luis Echegoyen  Chemistry  2007
Terry Tritt  Physics and Astronomy  2008
Ian D. Walker  Electrical and Computer Engineering  2008
Stephen J. Klaine  Biological Sciences  2009
Warren Adams  Mathematical Sciences  2010
Narendra Vyavahare  Bioengineering  2010
Mica Grujicic  Mechanical Engineering  2011
Apparao Rao  Physics  2012
Varun Grover  Management  2012

Alumni Distinguished Public Service Award

This award is presented annually to an Extension Service professional who has contributed significantly to the economic health and well-being of the citizens of South Carolina, based upon nominations submitted to an Extension Service Selection Committee.

W. A. Tinsley  Agricultural Economics and Rural Sociology  1982
T. J. Bryson  County Extension Chairman, Greenwood County  1983
William D. Witherspoon  County Extension Chairman, Horry County  1984
Rowland Alston  County Extension Chairman, Sumter County  1985
<table>
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<tr>
<td>Barrett Lawrimore</td>
<td>County Extension Chairman, Charleston County</td>
<td>1986</td>
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<tr>
<td>Lawrence H. Harvey</td>
<td>Extension Specialist, Agronomy</td>
<td>1987</td>
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<tr>
<td>James S. Jones Jr.</td>
<td>County Extension Chairman, Abbeville County</td>
<td>1988</td>
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<tr>
<td>John D. Ridley</td>
<td>Extension Specialist, Horticulture</td>
<td>1989</td>
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<tr>
<td>James H. Palmer</td>
<td>Extension Specialist, Agronomy</td>
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<tr>
<td>Carolyn Tolson</td>
<td>County Extension Chairman, Lancaster County</td>
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<tr>
<td>Charles V. Privette</td>
<td>Professor, Agricultural and Biological Engineering</td>
<td>1992</td>
</tr>
<tr>
<td>Rose J. Davis</td>
<td>Extension Specialist, Home Economics</td>
<td>1993</td>
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<tr>
<td>Randall P. Griffin</td>
<td>Professor, Entomology</td>
<td>1994</td>
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<tr>
<td>Harold M. Harris</td>
<td>Professor of Agricultural and Applied Economics</td>
<td>1995</td>
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<tr>
<td>Christopher M. Sieverdes</td>
<td>Professor of Agricultural and Applied Economics</td>
<td>1996</td>
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<tr>
<td>James M. Sweeney</td>
<td>County Extension Director, Chesterfield, Dillon, Marlboro</td>
<td>1997</td>
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<tr>
<td>Joyce Christenbury</td>
<td>Extension Specialist, Family and Youth Development</td>
<td>1998</td>
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<tr>
<td>Johnny Jordan</td>
<td>Professor, Agricultural Economics</td>
<td>1999</td>
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<tr>
<td>Terry Sudduth</td>
<td>Extension Specialist, Animal and Veterinary Sciences</td>
<td>2000</td>
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<tr>
<td>Julia A. Brock</td>
<td>County Director, Kershaw County</td>
<td>2001</td>
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<tr>
<td>George Kessler</td>
<td>Professor, Forest Resources</td>
<td>2002</td>
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<tr>
<td>Elizabeth Hoyle</td>
<td>Professor, Food Science</td>
<td>2003</td>
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<tr>
<td>Jack Whetstone</td>
<td>Professor, Aquaculture, Fisheries, and Wildlife</td>
<td>2004</td>
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<tr>
<td>Robert Franklin</td>
<td>County Extension Agent, Colleton County</td>
<td>2005</td>
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<tr>
<td>Morris Warner</td>
<td>County Extension Agent, Oconee County</td>
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<tr>
<td>Jay Chapin</td>
<td>Director, Edisto Research and Education Center</td>
<td>2007</td>
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<tr>
<td>Greg Yarrow</td>
<td>Professor, Forestry and Natural Resources</td>
<td>2008</td>
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<tr>
<td>John Mueller</td>
<td>Director, Edisto Research and Education Center</td>
<td>2009</td>
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<tr>
<td>Bruce Martin</td>
<td>Professor, Turfgrass Pathology, Pee Dee Research and Education Center</td>
<td>2010</td>
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*Source for all faculty awards: Clemson Alumni Association*
Student Awards

Trustees' Medal Winners

The Trustees' Medal for oratorical excellence is the oldest nonacademic award at Clemson, nonacademic because at its inception in 1903, public speaking was considered a sport. It is awarded at spring commencement to the winner of an annual speech competition.

H. C. Tillman 1903
A. J. Speer 1904
D. H. Hill 1905
D. B. Peurifoy 1906
B. D. Carter 1907
S. H. Sherrard 1908
T. B. Reeves 1909
H. S. Johnson 1910
M. W. Wall 1911
J. T. Lazar 1912
W. H. Frampton 1913
A. H. Ward 1914
D. E. Swinehart 1915
E. W. Black 1916
J. S. Watkins 1917
J. W. Wofford 1918
J. M. Bates 1919
F. U. Wolfe 1920
O. B. Mills 1921
R. W. Coarsey 1922
Marcel V. Martin 1923
J. C. Aull 1924
J. C. Bagwell 1925
R. H. Cain 1926
F. B. Farr 1927
D. C. Hudgens 1928
J. C. Galloway 1929
J. D. Robertson 1930
T. O. Bowen 1931
W. W. Fridy 1932
A. A. Langlee 1933
M. I. Jarber 1934
K. I. Inderfurth 1935
R. W. Bridge 1936
Earl Mazo 1937
J. J. Lever 1938
William B. Wade 1940
Robert L. Stoddard 1941
James N. Glenn 1942
Laconia H. Hance 1943
Joseph J. Lipton 1944
No award 1945
No award 1946
Talley S. Fox 1947
Harold F. Landrith 1948
Giles F. Lewis 1949
William E. Darby 1950
James E. Cushman 1951
Mohammed R. Saigol 1952
Steve C. Griffith 1953
James L. Cromer 1954
Marion W. Sams Jr. 1955
Norris A. Hooton 1956
Robert D. Towell 1957
Carol C. Faulkenberry 1959
Charles A. Carwell 1960
Wade H. Ponder 1961
Dudley M. Adams III 1962
William E. Gore Jr. 1963
James R. Daniel 1964
Robert W. Gaskin 1965
Nina H. Dulin 1967
William M. Simpson Jr. 1968
David A. Tucker 1969
The High Seminary

Fred P. Morris 1970
Samuel F. Williams Jr. 1971
Thomas D. Skidmore 1972
Samuel F. Williams Jr. 1973
Frank B. Adams 1974
Patricia L. Warren 1975
Cynthia A. Hall 1976
Ellen P. Klatt 1977
Waring S. Howe 1978
Alan L. Raflo 1979
Gwendolyn J. Logan 1980
Larry M. Allsep 1981
Johanna L. Herring 1982
Lisa A. Mendenhall 1983
Lena P. Wood 1984
Edward L. Bleynat 1985
Sangeetha Reddy 1986
Samuel A. Wheatly 1987
Kimberly Lewallen 1988
David W. Garrison Jr. 1989

Jennifer S. Conners 1990
Shana C. Cloer 1992
Ashley Cooper 1993
Elizabeth Coward 1994
Elizabeth Garrison 1995
Raymond S. Elliot 1996
Matthew Gissendanner 1997
David B. Wham 1998
Matthew Gissendanner 1999
Ashley Torrence 2000
Nickisha Woodward 2001
David Hugh Dickerson 2002
Ann Snipes 2003
Thomas Maric Gambel 2004
Konstantinos Katsanevakis 2005
Peter Gutierrez 2006
Thomas Richey 2007
Thomas Richey 2008
Brian Michael Park 2009
Carolina Clay 2010

Source: Eddie Smith, professor of communications studies

Simpson Medal Winners

During Clemson College’s early years, Richard Wright Simpson, first president of the Clemson College Board of Trustees, began offering a medal for the “best drilled cadet” as determined by the commandant.

J. M. Hill 1903
LeRoi Boggs 1904
E. B. Brown 1905
C. W. Busch 1906
D. L. Tindall 1907
W. M. Wall 1908
R. H. Walker 1909
L. R. Blackmon 1910
E. D. Buckley 1911
F. J. Jervey 1912
J. E. Glover 1913
E. G. Acker 1914
J. B. Dick 1915
P. B. Kennedy 1916
G. L. Murray 1917
W. B. Lawhon 1918

G. B. Patrick 1919
W. F. Wyatt 1920
J. B. Berry 1921
W. B. Williams 1922
C. N. Whilden 1923
R. L. Bunch 1924
J. T. Mayfield 1925
C. N. Whilden 1926
W. T. Coker 1927
T. M. Clyburn 1928
F. B. Farr 1929
F. H. Colman 1930
J. A. Mills 1931
W. E. Gore 1932
J. B. Taylor 1933
C. D. Moore 1934
Appendix F

Norris Medal Winners

The Norris Medal is given to the graduating student who is judged to be the best all-around by the faculty. First awarded in 1908, the Norris Medal was established under the terms of the will of D. K. Norris, a life trustee of Clemson.

Wilson Parham Gee Agriculture 1908
Clarence Albertis McClendon Agriculture 1908
George Wannamaker Keitt Agriculture/Chemistry 1909
Washington McAlpine Mechanical Engineering 1910
Albergotti
Albert McMichael Salley Agriculture 1911
Arthur Kelly Goldfinch Textile Industry 1912
William Green McLeod Agriculture/Chemistry 1913
Davies Kirkland Banks Mechanical/Electrical Engineering 1914
Wallace Bruce Wannamaker Agriculture/Animal Husbandry 1915
David House Banks Mechanical Engineering 1916
Thomas Stephen Buie Agriculture/Soils 1917
Robert William Webb Agriculture/Botany 1918
Marion Hayne Folk Jr. Agriculture/Agronomy 1919
Harry Chandler Walker Civil Engineering 1920
Thomas Jefferson Webb Chemistry 1921
Lawrence Adams Burckmyer Electrical Engineering 1922
Hughley Allen Woodle Agricultural Education 1923
Louis Cree Tolleson Textile Engineering 1924
Luther Gordon Causey Agriculture/Horticulture 1925

Source: Researched by marketing major Blair Bolen
Jennings Bryan McRae
Civil Engineering
1926
Warren Candler Maxwell
Agriculture/Entomology
1927
Maurice Arthur Jones
Electrical Engineering
1928
Dallas Berry Sherman
Architecture
1929
Samuel Broadus Earle Jr.
Architecture
1930
John Allan Long
Architecture
1931
Patrick Noble Calhoun
Civil Engineering
1932
Crayton Postell Walker Jr.
Electrical Engineering
1933
Ronald Bomar Shores
Electrical Engineering
1934
Paul Layman Tobey
Textile Chemistry
1935
Samuel Marshall Orr Jr.
Electrical Engineering
1936
Richard Benjamin Wearn
Chemistry
1937
Earl Charles Ray
Chemistry
1938
Thomas Rutherford Bainbridge
Chemistry
1939
Preston Tobe Garrett
Electrical Engineering
1940
DeWitt Javan Ross
Textile Engineering
1941
Joe White Nims Jr.
Electrical Engineering
1942
Hartwell Elmore Blanton
Mechanical Engineering
1943
Laconla Hinson Hance
Textile Engineering
1947
Joseph Griffin Mann
Electrical Engineering
1947
Andrew Ross Jones
Electrical Engineering
1947
James Henry Walker III
Textile Engineering
1948
Edwin Hoffman Rhyne
Arts and Sciences
1949
Robert Walter Berry
Chemistry
1950
Robert Melvin Prince Jr.
Agricultural Engineering
1951
George Arthur Mobley
Textile Engineering
1952
William O’Byrne
Electrical Engineering
1953
Forrest Eugene Cookson Jr.
Arts and Sciences
1953
Joseph Lindsay III
Pre-Medicine
1954
Allston Thomas Mitchell
Textile Engineering
1955
William Plexico Hood Jr.
Pre-Medicine
1956
Ad Newton Stall Jr.
Textile Manufacturing
1957
Mayrant Simons Jr.
Industrial Physics
1958
States Marion McCarter
Vocational Agricultural Education
1959
Edwin Rudolph Jones Jr.
Physics
1960
James E. Youngblood Jr.
Arts and Sciences
1961
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<td>Miles Melvin Bruce Jr.</td>
<td>Electrical Engineering</td>
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<td>Thomas James Bell Jr.</td>
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<td>John Carroll Shelley Jr.</td>
<td>Electrical Engineering</td>
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<td>James L. Sutherland</td>
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<td>James Warren Addison</td>
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<td>Charles David Cooper</td>
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<td>Martenza L. Jones</td>
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<td>Paul Wilson Mims</td>
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<td>Joseph Fletcher Anderson Jr.</td>
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<td>Benjamin Waldrop Anderson II</td>
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<td>John Sherman Pratt</td>
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<td>Nancy Ellen Jacobs</td>
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<td>Jack Aubrey McKenzie</td>
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<td>Patricia Louise Warren</td>
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<td>Verna Gwen Gardner</td>
<td>English</td>
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<td>Henry James Mehserle Jr.</td>
<td>Pre-Architecture</td>
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<td>Robert James Conrad</td>
<td>History</td>
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<td>Oscar Fred Lovelace Jr.</td>
<td>Zoology</td>
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<td>John W. Gilpin</td>
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<td>Rodney Rene Reid</td>
<td>Microbiology</td>
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<td>Keith Douglas Munson</td>
<td>Political Science</td>
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<td>Harriett Alison Smith</td>
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<td>Liza Marie Schwartz</td>
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<td>Mary Elizabeth Poole</td>
<td>Animal Science</td>
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<td>Charles Edward Hill</td>
<td>Biochemistry</td>
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<td>Tracy Fran Malcolm</td>
<td>Economics and Spanish</td>
<td>1990</td>
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<td>David Walter Garrison Jr.</td>
<td>Accounting</td>
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<td>Alethea Mia Orfanedes</td>
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<td>Lewis Gregory Cook Horton</td>
<td>History</td>
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<td>Catherine Reith Evans</td>
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<td>1994</td>
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<td>Kristin Anne Anderson</td>
<td>Management/Marketing</td>
<td>1995</td>
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<td>Leighanne DeMarzo</td>
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<td>1996</td>
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<td>Craig Wenning</td>
<td>Accounting</td>
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</tr>
<tr>
<td>Craig John Healy</td>
<td>Accounting</td>
<td>1998</td>
</tr>
<tr>
<td>Heather Faye Buxton</td>
<td>English and French</td>
<td>1999</td>
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<tr>
<td>Craig David Story</td>
<td>Financial Management</td>
<td>2000</td>
</tr>
<tr>
<td>Rita Kylean Bolt</td>
<td>Speech and Communications</td>
<td>2001</td>
</tr>
<tr>
<td>David Benson Walker</td>
<td>Biological Sciences</td>
<td>2002</td>
</tr>
<tr>
<td>Angelo Constantine Mitsopoulos</td>
<td>Computer Information Systems</td>
<td>2003</td>
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<td>Kayce Angela Fulton</td>
<td>Financial Management</td>
<td>2004</td>
</tr>
<tr>
<td>Travis Wilson Crook</td>
<td>Biological Sciences</td>
<td>2005</td>
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<tr>
<td>Sagar Ramesh Shah</td>
<td>Biological Sciences</td>
<td>2006</td>
</tr>
<tr>
<td>John Stephen Gosnell</td>
<td>Biological Sciences</td>
<td>2007</td>
</tr>
<tr>
<td>Ryan Spurrier</td>
<td>Mathematical Sciences</td>
<td>2008</td>
</tr>
<tr>
<td>Christopher Joseph Pollock</td>
<td>Chemistry</td>
<td>2009</td>
</tr>
<tr>
<td>Rahul Loungani</td>
<td>Biochemistry</td>
<td>2010</td>
</tr>
<tr>
<td>Jennifer Moffitt</td>
<td>Chemical Engineering</td>
<td>2011</td>
</tr>
<tr>
<td>Rhett D. Ricard</td>
<td>Chemistry and History</td>
<td>2012</td>
</tr>
</tbody>
</table>

Source: Compiled from records of the Committee on Scholarships and Awards
APPENDIX G

Clemson University and Clemson Alumni Association Awards

Clemson Medallion Winners

The Clemson Medallion is the highest public award an individual can receive from the institution. Based on open nominations and committee recommendations to the president of the university, the award is presented to a living person who has rendered significant service to Clemson and who exemplifies the ideals of the university’s founder.

Thomas M. Hunter ’09 1981 George J. Bishop III ’52 1992
Frank J. Jervey ’14 1981 Wilson C. Wearn ’41 1992
Wofford B. Camp ’16 1982 Taze L. Senn ’39 1994
Frank J. Howard 1982 Frank S. Barnes Jr. ’42 1997
W. Wright Bryan ’26 1984 George U. Bennett ’55 2009
Robert R. Coker 1985
James C. Self 1985
C. Calhoun Lemon Sr. 1986
Charles R. Wood ’43 1986
Robert S. Campbell Jr. ’37 1987
Paul W. McAlister ’41 1987
George H. Aull ’19 1988
Louis P. Batson Jr. ’48 1988
Sherwood E. Liles Jr. ’27 1989
Philip H. Prince ’49 1989
William G. DesChamps Jr. ’38 1990
Milton W. Holcombe ’53 1990
Buck Mickel 1991
R. Roy Pearce ’41 1991
A. Max Lennon 1991

Source: Clemson Alumni Association
Alumni Distinguished Service Award

The Clemson Alumni Association presents this award each year to outstanding alumni whose personal lives, professional achievements, community service, and loyalty to Clemson exemplify the objectives of the university.

1960
W. Wright Bryan ’26
Wofford B. Camp ’16
Frank Gunby Sr. ’02
Frank Jervey ’14
Claude Lawson ’15
S. C. McMeekin ’23

1961
John R. Heller ’25
Theodore C. Heyward ’08
Samuel Littlejohn ’17
James A. Milling ’27
J. Strom Thurmond ’23

1962
Patrick N. Calhoun ’32
William G. DesChamps ’38
Robert C. Edwards ’33
J. Wilson Newman ’31
Silas N. Pearman ’24

1963
F. Porter Caughman ’08
Robert M. Jones ’30
R. Roy Pearce ’41
Walter Snyder ’30
John P. Tarbox ’04

1964
William Folk Jr. ’37
Frank Kolb ’20
Amos Priester Jr. ’32
James H. Sams ’24
Joe Sherman ’34

1965
E. Hugh Agnew ’16
George H. Aull Sr. ’19
Goode Bryan ’18
Walter Cox ’39
William Grier ’23

1966
Henry C. Coleman ’26
William J. Erwin ’21
Sherwood E. Liles ’27
J. Banks McFadden ’40
T. Wilbur Thornhill ’14

1967
Harry S. Ashmore ’37
George G. Durst ’30
John M. Fleming ’26
Samuel R. Rhodes ’07
B. Rhett Turnipseed ’96

1968
Julian Dusenberry ’42
James G. Gee ’17
Claude Hayden ’12
Howard D. Nottingham ’35
Jesse A. White ’24

1969
Thomas S. Buie ’17
Harper S. Gault ’28
C. Calhoun Lemon ’32
John W. Lewis ’08
Earl Mazo ’40
1970
- Milton D. Berry '13
- William J. Clapp '23
- States R. G. Finley '18
- Charles E. Hammond '42
- Thomas S. Millford '29

1971
- William S. Coleman '39
- Deems Haltiwanger '19
- J. Richard Sosnowski '42
- Rembert R. Stokes Jr. '53
- Gerald R. Tyler '17

1972
- T. Ed Garrison '42
- Lucius H. Harvin '34
- Glenn J. Lawhon '46
- Earle E. Morris '49
- Harold B. Risher '38

1973
- Fletcher C. Derrick '55
- O. Harold Folk '37
- Harris W. Hollis '42
- Marshall E. Walker '41
- Wilson C. Wearn '41

1974
- Thomas C. Breazeale '42
- George Chaplin '35
- Robert W. Moorman '40
- Taze L. Senn '39
- Edward L. Young '41

1975
- Robert E. Marvin '42
- O. Romaine Smith '33
- Thomas E. Thornhill '48
- Robert H. Yeargin '49
- J. Givens Young '42

1976
- George H. Aull Jr. '44
- Ottis R. Causey '27
- H. Hugh Dukes '15
- Thomas M. Hunter '09
- George M. Moore '58

1977
- Paul J. Burns '40
- Sam E. McGregor '49
- Herman J. Nimitz '17
- William H. Orders '48
- Kenneth N. Vickery '38

1978
- Ben Hudnall '43
- Paul W. McAlister '41
- Murray M. Stokley '36
- R. Brice Waters '16
- George M. Williams '39

1979
- J. Garner Bagnal '34
- William W. Dukes '38
- Hamilton E. Russell '27
- Clifford T. Smith '27
- Jesse H. Yarborough '30

1980
- Herbert P. Cooper '11
- DeWitt T. Hardin '12
- Davis T. Moorhead '54
- Edward L. Proctor '47
- Eugene P. Willimon '33

1981
- Louis P. Batson Jr. '48
- Frank M. Hubbard '40
- Marvin McClam '43
- Matthew L. McHugh '19
- Lawrence V. Starkey '56
1982
Cecil O. Browning ’37
H. C. McLellan ’54
C. Hoyt Rogers ’26
Gordon Rogers ’37
Robert L. Stoddard ’41

1983
William E. Dukes ’57
S. F. Horton ’32
Philip H. Prince ’49
Billy G. Rogers ’49
Edwin P. Rogers ’31

1984
Lewis Holmes ’44
William H. Hunter ’45
Rembert G. Horton ’30
David L. Peebles ’49
Clifton D. Wright ’55

1985
John J. Britton ’58
Frank S. Hanckel Jr. ’55
Marion R. Lawton ’40
R. Ramsey Mellette Jr. ’47
Lee W. Milford Jr. ’43

1986
George J. Bishop III ’52
I. L. “Rusty” Donkle Jr. ’49
Jay D. Hair ’67
Daniel S. Lesesne Jr. ’38
Wallace R. Roy ’26

1987
George Bennett ’55
Robert H. Brooks ’60
Robert S. Campbell ’37
Winston A. Lawton ’37
John D. Tice ’55

1988
Jesse Boyce ’44
Leonard Butler ’53
Milton Holcombe ’53
Tom Lynch ’58
Currie Spivey ’58

1989
Raymond A. All ’34
Bill Amick ’66
Robert C. Bradley ’49
Henry F. Cooper ’58
James P. Creel ’60

1990
James E. Bostic Jr. ’69
Walter K. Lewis ’37
Wellington M. Manning Jr. ’58
William J. Neely Jr. ’58
William B. Sturgis ’57

1991
Frank S. Barnes Jr. ’42
Jack T. Day ’56
Harvey B. Gantt ’65
John T. Mundy Jr. ’28
Ted P. Pappas ’58

1992
Charles M. Campbell ’42
Jerry E. Dempsey ’54
Lawrence M. Gressette Jr. ’54
Frank E. Lucas ’59
Warren H. Owen ’47

1993
Leslie G. McCraw ’56
Emory G. Orahood Jr. ’43
Cyril Oviere Shuler ’34
Byron K. Webb ’55
James Ryan White Jr. ’42

1994
Jesse O. Baker ’44
William A. Peeples ’52
Lawrence A. Holcombe Jr. ’53
Robert L. Venable ’54
William I. Spivey ’57

1995
James A. Lacy III ’40
John B. Mahaffey Jr. ’51
Edward L. Holcombe Jr. ’54
James L. Turner Jr. ’57
William S. Shuler ’58
Appendix G

1994
John Q. Adams III ’67
Henry Carroll Chambers ’49
Willie Cecil Godley ’43
William Philip Kennedy ’61
William Harry King ’44

1995
Frank Erwin Abell Jr. ’60
Donald Edward Golightly ’65
Leon J. “Bill” Hendrix Jr. ’63
Joseph Davis Swann ’63
Kermit Madison Watson ’34

1996
Carolyn Willis Creel ’61
William Charles Kennerty ’48
L. G. “Skip” Lewis Jr. ’66
James Edward Robinson ’40
Allen Price Wood ’63

1997
William C. Laffoday ’51
W. Joseph Lanham ’43
Thomas E. Skelton ’53
J. R. Swetenburg Jr. ’56
Joseph J. Turner Jr. ’71

1998
Frank M. Bishop ’65
J. Richard Cottingham ’66
R. Thornwell Dunlap Jr. ’53
Laurie Coke Lawson ’53
Virginia C. Skelton ’58

1999
Paul E. Blackwell Sr. ’63
Dennis H. Kekas ’59
William John Park ’48
Thompson E. Penney ’72
Marshall “Sonny” White ’65

2000
Darra W. Cothran ’69
Renee J. Keese ’82
W. Richard Mattox ’51
James O. Sweeney ’39
F. William Vandiver ’64

2001
Joel W. Collins Jr. ’65
Harry M. Lightsey Jr. ’52
Louis B. Lynn ’70, M ’72
John H. Pitts ’51
David S. Rozendale ’57

2002
Rowland P. Alston Jr. ’70, M ’72
Carol K. Brown ’65
Beverly N. Skardon ’38
Arthur M. Spiro ’45
John E. Walker ’58

2003
Alvin N. Berry ’65
Charles W. Bussey Jr. ’57
Benjamin T. Rook ’68, M ’74
David H. Wilkins ’68
Hughey A. Woodle Jr. ’51

2004
M. Padgett Black Jr. ’71, M ’73
Albert N. Cameron Sr. ’41
Rebecca A. Epting ’62
James L. Sutherland ’67
Thomas P. Turner Jr. ’51

2005
Mendal A. Bouknight ’74
Deborah B. DuBose ’75
F. Earle Gaulden Jr. ’51
Alan M. Johnstone ’32
Margaret K. Worsham ’71
<table>
<thead>
<tr>
<th>Year</th>
<th>Members</th>
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| 2006 | Robert D. Fairey ’76  
Frank Kellers III ’57  
H. Lloyd Lancaster Jr. ’48  
Thomas C. Mann ’51  
Robert J. Rutland ’64 |
| 2007 | Frederick W. Faircloth III ’72  
John H. Holcombe Jr. ’58  
Manning N. “Nick” Lomax ’63  
John W. Rheney Jr. ’47  
Roger J. Troutman ’74 |
| 2008 | R. Glenn Hilliard ’65  
Kathy Hayes Hunter ’80, ’83  
Roy B. Jeffcoat ’55  
Danny L. Rhodes ’68  
Randy R. Smith ’66 |
| 2009 | Harry H. Frampton III ’67  
Eddie M. Robinson ’79  
Neil C. Robinson Jr. ’66  
Kenneth L. Smith ’81  
Jane S. Sosebee ’78 |
| 2010 | Thomas F. Chapman ’65  
Jerry D. Handegan ’65  
Bartow S. Shaw Jr. ’63  
T. Larry Sloan ’74  
Joseph M. Todd ’79, M ’83 |
| 2011 | Chalmers R. Carr Jr. ’60  
Harold D. Kingsmore ’55  
Wilbur O. Powers ’57, HD ’04  
Charles K. Watt ’59  
Kimberlee A. Wilkerson ’80 |
| 2012 | William Kelly Durham ’80  
Palmer E. “Satch” Krantz ’72  
E. Smyth McKissick III ’79  
Gosnold G. “Goz” Segars Jr. ’66  
Charles L. Sullivan Jr. ’66  
Theodore G. Westmoreland ’56 |

Source: Clemson Alumni Association
BIBLIOGRAPHY

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Special Collections, Clemson, SC

Manuscripts (CUL.SC.MSS)
South Carolina Human Relations Council, Clemson Chapter MSS 338.

Clemson University Archives (CUL.SC.CUA.)
Series 29 B’nai B’rith Hillel Student Organization.
Series 36 Clemson University Faculty Senate 1897–1988.
Series 37 Clemson University Subject Files.
Series 38 Clemson University Biography Files.
Series 39 Clemson University Performing Arts Department 1903–1990.
Series 49 College of Forest and Recreation Resources 1940–1994.
Series 53 Commencement Programs 1996 to present.
Series 57  Department of Textiles 1936–1982.
Series 59  Department of Parks, Recreation, and Tourism Management.
Series 64  Vice-President for Administration 1982–1994.
Series 76  College of Agricultural Sciences Dean's Office 1953–1990.
Series 77  Communications Center Audio Recordings 1965–1980.
Series 78  University Relations 1965–1996.
Series 81  College of Liberal Arts in process.
Series 84  Plant Industry Department in process.
Series 87  Vice-President for Business and Finance.
Series 92  Department of News Services 1943–1996.
Series 93  Office of Undergraduate Studies.
Series 97  Campus Recreation Department 1969–1996.
Series 102  Philip H. Prince Presidential Records.
Series 367  Historian Files.
Personal Interviews (not recorded unless indicated)

Berry, Ronald by J. V. Reel.
Bostic, James by J. V. Reel.
Carpenter, Richard by J. V. Reel (CD), January 2012.
Clausen, Hugh J. by J. V. Reel.
Gantt, Harvey by J. V. Reel.
Gentry, Frank by J. V. Reel.
Henry, Louis by J. V. Reel.
Hurst, Victor by J. V. Reel, April 2007.
Klein, Gene and Violet by J. V. Reel, September 2008.
McLellan, Hensley by J. V. Reel, June 2009.
Reel, J. V. by Peter Kent on “Your Day” in three units, November 24, 2011.
Reid, Anna by J. V. Reel, October 2004.
Senn, Tazewell “Tee” by J. V. Reel.
Skardon, Beverly N. “Ben” by J. V. Reel.
Smith, Ann B. by D. G. Dunning, August 2012.
Smith, Harris A. by J. V. Reel, May and July 2012.
Steirer, William by J. V. Reel.

Video Interviews (on DVD in Special Collections)

TTE-Through Their Eyes: A Project of the Strom Thurmond Institute

Bennett, George (alumnus; IPTAY director) by Donald McKale.
Cox, Walter T. Jr. (10th president; vice president, student affairs) by Donald McKale.
Edwards, Robert Cook (8th president) by Steve Wainscott.
Hunter, William (alumnus; town physician) by Donald McKale.
Macaulay, Hugh (faculty, economics) by Donald McKale.
McClure, Harlan (dean, architecture) by Donald McKale.
Prince, Philip (12th president) by Donald McKale.
Rich, Linvil (dean, engineering) by Donald McKale.
Vickery, Kenneth (dean, admissions and registration) by Donald McKale.
Webb, Bud (vice president, agriculture) by Donald McKale.
Willimon, Tilla (staff) by J. V. Reel.
Young, Joseph L. (faculty, architecture) by Donald McKale.
EMERITUS COLLEGE INTERVIEWS AND UNIVERSITY HISTORIAN INTERVIEWS
(Interviewers: Brown, Farrell; Eisiminger, Sterling; Klein, Richard; Owens, Rameth; Reel, J. V.; Richardson-Burrows, Elaine; Wooten, Thomas.)

Abernathy, Larry (alumnus; mayor of Clemson) by J. V. Reel.
Ackerman, Carl (faculty, agriculture) by E. Richardson-Burrows.
Adams, Helen (director, Visitors Center) by J. V. Reel.
Adcock, John (graduate student, CU-ICAR) by J. V. Reel.
Allen, Larry (dean, health, education, and human development) by J. V. Reel.
Antani, Kavit (graduate student, CU-ICAR) by J. V. Reel.
Aucoin, C. (faculty and head, mathematics) by F. Brown.
Barker, James F. (14th president) by J. V. Reel.
Bauer, Larry (president, Faculty Senate) by J. V. Reel.
Bishop, Gene (faculty, engineering; fraternity advisor) by J. V. Reel.
Boyette, John, Jr. (director, land and capital asset leadership, CU-ICAR) by J. V. Reel.
Boykin, Joseph (dean, libraries) by J. V. Reel.
Bradbury, Douglas W. (alumnus; faculty, mechanical engineering) by Laura Benjamin.
Brawley, Joel (faculty, mathematics) by F. Brown.
Briscoe, I. C. (faculty, education) by R. Klein.
Burg, Karen (faculty, bioengineering; acting dean, Graduate School) by J. V. Reel.
Butler, John (head, music) by S. Eisiminger.
Calhoun, Lee (last Clemson descendant) by J. V. Reel.
Cameron, Albert Neill, Jr. (vice president, advancement) by J. V. Reel.
Carmichael, Marvin (director, financial aid; presidential assistant) by J. V. Reel.
Caskey, Claire (faculty, English) by S. Eisiminger.
Cheatham, Harold E. (dean, health, education, and human development) by R. Klein.
Clark, Bobby (alumnus; staff, CCIT) by J. V. Reel.
Cox, H. Morris (faculty and dean, liberal arts; veteran) by S. Eisiminger.
Cunningham, Bennie L. (Extension) by E. Richardson-Burrows.
Curris, Constantine (13th president) by J. V. Reel.
Dickerson, Suzanne (marketing director, CU-ICAR) by J. V. Reel.
DiSabatino, Gail (vice president, student affairs) by J. V. Reel.
Dodson, Elliott (alumnus) by J. V. Reel.
Dooley, Larry (acting dean, engineering and science) by J. V. Reel.
Dunning, Debbie (alumna; staff, creative services) by J. V. Reel.
Durham, Harry (staff, university relations) by J. V. Reel.
Efland, Thomas (associate dean for research, textile science) by J. V. Reel.
Elliott, Ralph (vice provost, off campus and distance learning) by J. V. Reel.
Elrod, Alvin (faculty, mechanical engineering; modifier of cam shaft) by J. V. Reel.
Felder, Frankie (associate dean, graduate school) by J. V. Reel.
Fortnum, Bruce (Extension director) and Allen Wood (Pee Dee architect) by J. V. Reel.
Freeman, Ed (alumnus; faculty, music; veteran) by J. V. Reel.
Fuller, Elizabeth (patron) by J. V. Reel.
Fulmer, Pat (alumnus; faculty, horticulture) by J. V. Reel.
Gant, Nat (alumnus) by J. V. Reel.
Goswami, Dixie (faculty, English) by S. Eisiminger.
Grubb, C. Allen (faculty, history) by J. V. Reel.
Haque, Imtiaz (director, Campbell Graduate Education Center; faculty, mechanical engineering) by J. V. Reel.
Harder, Byron (alumnus; physician, Redfern Health Center) by D. McKale.
Harder, Lillian “Mickey” (faculty, music; director, Brooks Center) by J. V. Reel.
Hare, Eleanor (faculty, computer science) by R. Klein.
Hare, William (faculty, math) by R. Klein.
Heavner, Christopher (pastor, town of Clemson) by J. V. Reel.
Helms, Doris (provost) by J. V. Reel.
Henry, Louis (alumnus; faculty, English; Tiger advisor) by J. McKenzie.
Hobson, J. Harvey (faculty, chemistry) by T. Wooten.
Holt, Berniece (staff, library) and Albert (faculty, English) by S. Eisiminger.
Hubbard, Julius “Mike” (faculty, textile science) by J. V. Reel.
Huey, Cecil (faculty, civil engineering; faculty athletic representative) by J. V. Reel.
Jacks, Almeda (vice president, student affairs) by J. V. Reel.
Johnstone, Alan McCrary (alumnus) by J. V. Reel.
Jones, Joe K. (Extension) by E. Richardson-Burrows.
Kay, Mark (alumnus) and Edna by J. V. Reel.
Kelly, John (vice president, economic development) by J. V. Reel.
Kenelly, John (faculty, mathematics) by J. V. Reel.
Kohl, Michael (librarian, special collections) by J. V. Reel.
Lambert, Robert (faculty and head, history) by D. McKale.
Lander, E. M. (faculty, history) by R. Owens.
Lennon, Max (11th president) by J. V. Reel.
Lomax, M. N. (vice president, student affairs; vice president, administration) by F. Brown.
Lovelace, Fred (alumnus) by J. V. Reel.
Martin, Campbell (civil engineer; advisor to Greenville programs) by J. V. Reel.
McAbee, Patti (legislative trustee) by J. V. Reel.
McKale, Donald (Class of 1941 professor of history emeritus) by J. V. Reel.
McKenzie, Jack (alumnus; staff, donor services) by J. V. Reel.
Mobley, C. (alumnus) by V. Houston.
Moore, Bob (faculty, packaging science) by J. V. Reel.
Mullins, Joseph (faculty, chemical engineering; president, Faculty Senate; volunteer tennis coach) by J. V. Reel.
Nicholas, Stanley (vice president, development) by J. V. Reel.
Phillips, Terry Don (athletic director) by J. V. Reel.
Player, Kirby (former student body president; staff, agriculture, forestry, and life sciences) by J. V. Reel.
Poole, Randy (alumnus) by J. V. Reel.
Prince, Philip H. (12th president) by J. V. Reel.
Przirembel, Christian E. G. (vice president, research) by S. Woodward.
Pyles, Vern (alumnus) by J. V. Reel.
Reamer, Larry (manager, Clemson Forest) by T. Wooten.
Sams, James (alumnus) by J. V. Reel.
Schwartz, Arnold (dean, graduate school) by J. V. Reel.
Scott, Tom (dean, agriculture, forestry, and life sciences) by J. V. Reel.
Senn, Tazewell (faculty and head, horticulture; founder, S.C. Botanical Garden) by J. V. Reel.
Skardon, B. N. (alumnus; faculty, English; POW veteran) by J. V. Reel.
Skove, Malcolm (alumnus; faculty, physics) by J. V. Reel.
Smith, Joy (alumna; dean of students) by J. V. Reel.
Smith, Sandy (head nurse, Redfern Health Center) by J. V. Reel.
Smith, Stanley (registrar) by J. V. Reel.
Steadman, Clayton (university legal counsel) by J. V. Reel.
Steadman, Mark (faculty, English; author) by S. Eisiminger.
Surver, William (faculty, biological sciences) by J. V. Reel.
Trapnell, Jerry (alumnus; dean, commerce and industry) by J. V. Reel.
Turk, Don (faculty, poultry science) by J. V. Reel.
Turner, Joseph J. (alumnus; executive secretary, IPTAY) by J. V. Reel.
Usrey, Malcolm (faculty, English; founder, Children's Literature Conference) by S. Eisiminger.
Wannamaker, Patricia (faculty, German) by J. V. Reel.
Washington, Joel (alumnus) by J. V. Reel.
White, Charlie (faculty, PRTM; director, Outdoor Laboratory) by T. Wooten.
William, Bill (baseball coach) by F. Brown.
Williams White, Ann Laverne (alumna) by J. V. Reel.
Williams-Wilks, Jill (minority recruiter, undergraduate studies) by J. V. Reel.
Wilson, T. V. (faculty, agricultural science) by J. V. Reel.
Wood, Allen (legislative trustee) by J. V. Reel.
Young, Art (faculty, English; director, communicating across the curriculum) by R. Klein.
Zielinski, Paul (faculty, engineering; director, Water Resources Institute) by J. V. Reel.

Other Archives

Jones, George C. Papers, Clemson, SC
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Charleston News and Courier
Clemson Chronicle
Clemson Daily Messenger
Clemson Journal
Clemson Messenger
Columbia Record
Columbia Register
Columbia State
Florence Morning News
Greenville Mountaineer
Greenville News
Greenville News and Piedmont
Greenville Piedmont
Greenwood Index-Journal
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Tinted photograph of Thomas Green Clemson, ca. 1880.
Fort Hill Collection, Clemson University.