

United States Department of the Interior
National Park Service

NOV 20 1989

National Register of Historic Places
Multiple Property Documentation Form

This form is for use in documenting multiple property groups relating to one or several historic contexts. See instructions in *Guidelines for Completing National Register Forms* (National Register Bulletin 16). Complete each item by marking "x" in the appropriate box or by entering the requested information. For additional space use continuation sheets (Form 10-900-a). Type all entries.

A. Name of Multiple Property Listing

Historic Resources of Clemson University, c. 1803-1940

B. Associated Historic Contexts

The Establishment and Development of Clemson University, c. 1803-1940

C. Geographical Data

Clemson University is located in the city of Clemson, in the southwestern portion of Pickens County, South Carolina. This portion of Clemson University is bounded to the south and west by Perimeter Road, to the east by U.S. Highway 76, to the north by S.C. Highway 93, and to the west by Lake Hartwell.

See continuation sheet

D. Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this documentation form meets the National Register documentation standards and sets forth requirements for the listing of related properties consistent with the National Register criteria. This submission meets the procedural and professional requirements set forth in 36 CFR Part 60 and the Secretary of the Interior's Standards for Planning and Evaluation.

Mary W. Edmonds
Signature of certifying official

11/15/89
Date

Mary W. Edmonds, Deputy SHPO, SC Department of Archives & History, Columbia, SC
State or Federal agency and bureau

I, hereby, certify that this multiple property documentation form has been approved by the National Register as a basis for evaluating related properties for listing in the National Register.

Dwight Federman
Signature of the Keeper of the National Register

1/4/90
Date

E. Statement of Historic Contexts

Discuss each historic context listed in Section B.

Clemson University, a land-grant institution originally known as "The Clemson Agricultural College of South Carolina," was founded in 1889 as a result of Thomas Green Clemson's bequest to the state of South Carolina. Its establishment was an important contribution to the improvement of education and to the development of agricultural science in the state. As the first college in South Carolina devoted to the scientific study of agriculture, engineering, and manufacturing, Clemson has helped lead the way toward making these disciplines a successful component of the state's economy and society.

Several historic resources at Clemson University illustrate both the development of higher education there and the physical development of the institution during the years 1889-1940. These resources include a wide range of properties, such as classroom, laboratory, and administration buildings, marching fields, landscaped areas, and agricultural facilities. They are indicative of not only the numerous styles typical of American collegiate architecture in the late nineteenth and early twentieth centuries, but of also Clemson's changing role as a land-grant institution in response to academic trends in the state and nation.

Additional Information

Thomas Green Clemson, the founder of the university, was a well-known scientist and agriculturist from Philadelphia who came to South Carolina in the 1830s and married Anna Maria Calhoun, daughter of statesman and political theorist John C. Calhoun. Calhoun, who served as secretary of war, vice president of the United States, secretary of state, and United States senator in a public career spanning nearly fifty years, was one of the most prominent American political figures of the nineteenth century. A description of an upcountry South Carolina college as originally conceived by Calhoun and later by Thomas Clemson appeared in the Greenville Mountaineer just as Clemson College opened for classes in July 1893:

The Building of just such an institution as this was an idea long cherished by Calhoun, though it was left to his son-in-law, Thomas G. Clemson, to make the dream reality by bequeathing for that purpose the estate he had inherited from the distinguished Carolinian. The trust was accepted by the state, and the splendid new College now about to open built at a cost of \$200,000, and with accommodations for 600 young men, is the result. Strange to say, though the institution is indirectly a monument to Calhoun, it bears the name of another. . . . The establishment of an agricultural college was one of Mr. Clemson's hobbies. He had become imbued with Mr. Calhoun's project and during his life made one or two ineffectual attempts to interest the public in his plans, at one time issuing an address on the subject. But up to within a few years of his death his efforts had been fruitless. Nevertheless he made a will, leaving his fortune to the state on condition that it establish at Fort Hill the institution on founding which his heart had been set. (1)

United States Department of the Interior
National Park ServiceNational Register of Historic Places
Continuation SheetSection number E Page 2

The Clemson Agricultural College of South Carolina was made possible by Thomas Clemson's desire to have the state "establish an agricultural college, which will afford useful information to the farmers and mechanics."(2) Clemson's will bequeathed his eight hundred-acre estate and \$80,000 in other assets to insure the establishment of the school. Although an agricultural program then existed at the South Carolina College (now the University of South Carolina), the program did not adequately serve the state's farmers. Farmers began to demand more useful and practical agricultural training. One of the most vocal critics of the existing program was Benjamin R. "Pitchfork Ben" Tillman, a self-educated farmer who later served as governor and United States senator. Tillman argued on behalf of the farmers and for the establishment of a new college which would give South Carolinians an opportunity to study agriculture in an institution of higher learning. Clemson's bequest made the new college possible.(3)

Thomas Clemson died in April 1888, and the new college's board of trustees met for the first time on the grounds of Fort Hill, the Calhoun-Clemson family home, in early May.(4) In December 1888 the South Carolina legislature ratified an act accepting the Clemson bequest. Due to a legal dispute over the will, however, a year passed before Governor John P. Richardson signed the act into law.(5)

Clemson's establishment in 1889 was as a land-grant college under the terms of the Morrill Act of 1862. The act provided funds from the sale of public lands for the purpose of creating colleges, which would "without excluding other scientific and classical studies, and including military tactics" teach "such branches of learning as are related to agriculture and the mechanic arts."(6) The Greenville Mountaineer noted that "the Clemson College will take the place of the State Agricultural Department, recently operated at Columbia. It will receive the income from the privilege tax of twenty-five cents a ton on fertilizer, the Hatch Fund, half of the Morrill Fund and the Land Script Fund from the national government, in addition to direct annual appropriation from the state."(7)

Henry Aubrey Strode, a professor at the University of Mississippi, was chosen to be Clemson College's first president. The main building, later renamed Tillman Hall in honor of one of the college's earliest supporters, was designed by the architectural firm of Bruce and Morgan, from Atlanta. Convict labor was used for construction and maintenance on all of the college's early buildings.(8) Even before Clemson's educational program had begun, the institution was working to meet the agricultural needs of the state, with the establishment of an

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number E Page 3

agricultural experiment station and fertilizer inspection service. Clemson College officially opened for classes on 6 July 1893, with 446 cadet students and fifteen faculty members.

On 22 May 1894, Tillman Hall (then known as the Main Building) caught fire. By the time the cadets extinguished the fire, only the exterior walls were intact. The building was rebuilt by Bruce and Morgan to its original specifications in 1894-1895; it was completed by Clemson's first commencement, which took place on 16 December 1896. One indication of the early growth of the college is that Godfrey Hall, the first separate building for the Textile Department, was built in 1898; that department grew rapidly and produced many leaders of the textile industry. (9)

By the beginning of the twentieth century, and during the majority of the period 1889-1940, Clemson College was divided into the six following departments:

- 1) The Agricultural Department, embracing agriculture proper, horticulture, dairying, veterinary science, botony, entomology, and experiment station work;
- 2) The Mechanical Department, embracing engineering, drawing, mechanical designing, blacksmithing, foundry work, and work in wood and iron;
- 3) The Chemical or Scientific Department, embracing chemistry in all its branches; the state work including the analyses of fertilizers, mineral ores, waters, etc.; and minerology, geology, and metallurgy;
- 4) The Academic Department, embracing history, mathematics, English, French and German;
- 5) The Textile Department, embracing textiles and textile engineering; and
- 6) The Military Department, embracing instruction in military science and tactics; the management of the barracks, mess hall and kitchen; and the discipline of cadets. (10)

The military atmosphere on the campus shaped the character of life at Clemson in its early years. The Sixth Annual Report of the Board of Trustees of Clemson Agricultural College (1895) described cadet military life and training as "both theoretical and practical." (11) Cadets were housed in barracks, with drills, guard duty, reveille, taps, a regulated curfew, mandatory church attendance, and the ever-present hazing of freshmen or "rats" by upperclassmen all being part of cadet life. Infractions of rules or traditions brought cadets demerits as

United States Department of the Interior
National Park ServiceNational Register of Historic Places
Continuation SheetSection number E Page 4

well as extra punishments such as working extra guard duty. Life at Clemson was regimented and restrictive, with military discipline designed not to make soldiers out of the cadets but to teach them "obedience to authority, punctuality, system, courtesy and loyalty." (12) Several cadet walkouts over administrative policy and strict discipline occurred from 1900 to 1920, leading to the dismissal of large numbers of students, many of whom were eventually allowed to return to school. These incidents also led to the resignations of two Clemson presidents. (13)

Walter Merritt Riggs, who became acting president of the college after such an incident in 1908, became president in 1911 and served until his death in 1924. Many cadets left Clemson in 1917-1918 to serve in the United States Army during World War I, some of them serving in France but most of them serving in the United States. The Student Army Training Corps was established on campus to train army personnel as well as the remaining cadets. Under Riggs' administration Clemson College grew both in size and in influence. By 1924 the cadet population had doubled to over a thousand students, extension services had been added, and correspondence courses for farmers were offered. (14)

In the fall of 1925 Enoch Walter Sikes became president of Clemson. Sikes was responsible for abolishing many of the military regulations and practices which made cadet life more difficult. Under his administration, a Department of Arts and Sciences was formed, offering numerous opportunities for students to gain a broader education. Sikes' policies also followed major trends of higher education in the period. In an attempt to improve the quality of instruction at Clemson, he pushed to hire faculty members with advanced degrees, and administrators began to base hiring and promotions on training and degrees rather than on length of service. Sikes also developed a sabbatical policy and encouraged the Clemson faculty to continue their education. (15) His administration witnessed the tremendous physical growth of the college in the years preceding World War II. Under Franklin D. Roosevelt's New Deal programs, Clemson College acquired over 27,000 additional acres, many new buildings also appeared on campus during Sikes' administration (1925-1940), including a new library, an engineering building, a fieldhouse, an agricultural building, a textile building, a post office, and an outdoor theater.

With the coming of World War II the college entered a new period of development and maturity, both academically and physically. The administration of Robert Franklin Poole, Sikes' successor as president, saw Clemson change from an all-male military institution to a civilian

United States Department of the Interior
National Park ServiceNational Register of Historic Places
Continuation SheetSection number E Page 5

coeducational college in 1955.(16) A distinct period of architectural styles at Clemson also came to an end with the completion of the post office and the outdoor theater. Mell Hall was the last in a long line of Italian Renaissance Revival-influenced buildings at Clemson; all subsequent construction reflects a "modern" architectural vocabulary. The Art Deco outdoor theater is clearly the pivotal point between early and more recent architectural styles on the campus.

From its inception Clemson College was designed to serve the people of South Carolina. Not only did it provide an education for young men, the school was a reliable resource of information from agriculture to textiles for the state's citizens. Those who have most clearly benefited from Clemson's programs have been the farmers. The board of trustees established an agricultural experiment station and a fertilizer inspection service. The experiment station was established "to aid in acquiring and diffusing among the people of this state useful and practical information on subjects connected with agriculture, and to promote scientific investigation and experiments respecting the principles and applications of Agricultural Science."(17) One of the objectives of the college chemists was to insure that "analysis and inspection of commercial fertilizers are carefully looked after and everything possible is being done to protect the farmers from loss thereby."(18)

Other programs of Clemson College were gradually developed to share information with the public. The college grew experimental ornamental plants and flowering plants to aid horticulturists, nurserymen, and enthusiasts. Agricultural services included soil testing, seed certification, entomological inspection, and veterinary inspection of livestock. Departments also developed research in manufacturing technology and road improvement, to name a few examples. One of the most significant contributions of Clemson has been its support of the textile industry throughout South Carolina; the industry has reciprocated with enthusiastic backing of Clemson's programs.(19)

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number E Page 6

NOTES

(1) Greenville Mountaineer (Greenville, SC), 12 July 1893. See also Ernest McPherson Lander, Jr., "The Founder: Thomas Green Clemson, 1807-1888," in Donald McKale, Editor, Tradition: A History of the Presidency of Clemson University (Macon: Mercer University Press, 1988, pp. 3-18, and Lander, The Calhoun Family and Thomas Green Clemson (Columbia: University of South Carolina Press, 1983), pp. 259-260.

(2) "The Will of Thomas Green Clemson," reprinted as an appendix in McKale, pp. 265-271; Wright Bryan, Clemson: An Informal History of the University 1889-1979 (Columbia: The R.L. Bryan Company, 1979), p. 21.

(3) Bryan, pp. 12-18; Rebecca M. Hale, "Clemson Agricultural College: Years of Transition, 1925-1929," unpublished M.A. thesis, Clemson University, 1984, p. 13.

(4) Bryan, p. 23.

(5) Bryan, pp. 26-28; Pearl Smith McFall, So Lives the Dream (New York: Comet Press Books, 1953), p. 132.

(6) Federal Laws, Regulations, and Rulings Affecting the Land-Grant Colleges of Agriculture and Mechanic Art (Washington: U.S. Government Printing Office, 1911), p. 4.

(7) Greenville Mountaineer, 12 July 1893.

(8) Bryan, p. 34.

(9) Bryan, p. 64.

(10) Clemson Agricultural College Board of Trustees, The Sixth Annual Report of the Board of Trustees of Clemson Agricultural College to the General Assembly of South Carolina (Columbia, 1895), p. 16.

(11) Ibid., p. 43.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number E Page 7

(12) Clemson Agricultural College, The Clemson Agricultural College Record, 1924-25 (Clemson: Clemson Agricultural College, 1925), p. 41; Bryan, pp. 52-63.

(13) Bryan, pp. 64, 66, 68-70, 97-99; McKale, pp. 40-41, 64-66, 90-93, 120-123.

(14) C. Alan Grubb, "The Master Executive: Walter Merritt Riggs, 1910-1924," in McKale, pp. 99-124; Bryan, pp. 100-105; Taps, 1923 (Clemson: Clemson Agricultural College, 1923), p. 10.

(15) Bruce Yandle, "The Plowboy Scholar: Enoch Walter Sikes, 1925-1940," in McKale, pp. 141-158; Hale, p. 86; an entertaining look at life as a Clemson cadet in the 1930s is Frank Mellette's Old Clemson College - It Was A Hell of a Place (Clemson: privately printed, 1981).

(16) James C. Hite, "The Gentleman Manager: Robert Franklin Poole, 1940-1958," in McKale, pp. 161-184.

(17) Sixth Annual Report of the Board of Trustees, p. 49.

(18) Clemson Agricultural College Board of Trustees, Fifteenth Annual Report of the Board of Trustees of Clemson Agricultural College to the General Assembly of South Carolina (Columbia, 1904), p. 5.

(19) Bryan, pp. 1-3, 219-236; Hale, p. 72.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number E Page 8

Historic Resources of Clemson University, c. 1803-c. 1940
Multiple Property Submission

1. Clemson University Historic District I
 - Tillman Hall
 - Godfrey Hall
 - Bowman Field
 - Sikes Hall
 - Holtzendorff Hall
 - Trustees' Park
 - Long Hall
 - Mell Hall

2. Clemson University Historic District II
 - Fort Hill
 - John C. Calhoun Office
 - Hardin Hall
 - Trustee House
 - Riggs Hall
 - Sirrine Hall
 - Outdoor Theater

3. Clemson College Sheep Barn

Properties Already Listed in the National Register and Contributing
in Whole or in Part to the Historic Resources of Clemson University
Multiple Property Submission:

Fort Hill (National Historic Landmark)

19 December 1960

F. Associated Property Types

I. Name of Property Type _____

II. Description

See continuation sheet

III. Significance

See continuation sheet

IV. Registration Requirements

See continuation sheet

See continuation sheet

See continuation sheet for additional property types

G. Summary of Identification and Evaluation Methods

Discuss the methods used in developing the multiple property listing.

See continuation sheet

See continuation sheet

H. Major Bibliographical References

See continuation sheet

See continuation sheet

Primary location of additional documentation:

- State historic preservation office
 Other State agency
 Federal agency

- Local government
 University
 Other

Specify repository: Special Collections, Robert M. Cooper Library, Clemson University

I. Form Prepared By (with the assistance of the SHPO National Register staff)

name/title Professor Martin A. Davis, Principal Investigator; John Edwards, Student Assistant
organization College of Architecture date 31 May 1988
street & number Clemson University telephone (803) 656-3081
city or town Clemson state South Carolina zip code 29634

United States Department of the Interior
National Park Service

**National Register of Historic Places
Continuation Sheet**

Section number F Page 1

Section F. Associated Property Types

I. Name of Property Type: Properties Associated with Education

II. Description

All of these buildings have had a variety of uses but have serviced the educational community of Clemson College. Types of structures include classroom, agricultural, administrative, service, and recreational buildings. All buildings sit within the boundaries of present-day Clemson University and are grouped so as to form the core of two historic districts.

Typically these buildings are two or three story blocks, rectangular or U-shaped in plan, and constructed or veneered with brick. Most are a stylistic variation of the Classical Revival. The majority of the interior spaces have been remodeled but the basic form of double-loaded corridors is intact. A major exception to this general description is the Outdoor Theater which is an Art Deco stuccoed brick structure.

III. Significance

These properties are significant for their association with the academic development of Clemson College from the late nineteenth century until 1940. Most of the structures are large classroom or administrative buildings but some non-traditional building forms, such as the sheep barn and the cotton mill-like Godfrey Hall, express the early academic emphasis of the school on agriculture and technology. Because the majority of the population of the community was connected to the college, some public buildings (such as Mell Hall, built as a post office) were constructed on the campus to serve both the community and the college.

This collection of buildings is architecturally significant in its expression of a range of styles from Romanesque to Art Deco indicating the current taste of their period. Several buildings designed by the faculty of Clemson's architecture school illustrate the type of design taught during the period of significance. Many of these buildings represent the work of some regionally and locally important architects. Tillman Hall was designed by Bruce and Morgan, an Atlanta firm responsible for the design of several southern college administration buildings, including Georgia Tech, Agnes Scott College, and Oglethorpe University in the Atlanta area and Winthrop College in

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section number F Page 2

Rock Hill, South Carolina. Many of the academic buildings were designed by Rudolph E. Lee, one of Clemson's early graduates and head of the Architecture Department for many years. These structures qualify under items A and C of the National Register Criteria and should be listed under the AGRICULTURE, EDUCATION, and ARCHITECTURE areas of significance.

IV. Registration Requirements

To qualify for listing, properties associated with education should be recognizable to their period of significance with acceptable changes. These include alterations to windows and doors, replacement of roofing materials and additions not obtrusive to the major facades.

United States Department of the Interior
National Park Service

**National Register of Historic Places
Continuation Sheet**

Section number F Page 3

Section F. Associated Property Types

I. Name of Property Types: Residences and Associated Structures

II. Description

These buildings have served as residences or auxiliary buildings associated with the founding or development of Clemson College during the period of significance and located within the boundaries of Clemson University campus. The residences are generally one or two stories constructed of either frame or masonry with either gabled, cross-gabled, or hipped roofs. Styles vary from Greek Revival to early twentieth century eclecticism.

III. Significance

These buildings are significant for housing persons associated with the establishment or the early academic development of Clemson College. Some structures are significant as good examples of regional architecture and craftsmanship. Ancillary structures to these dwellings are also included in this property type. These structures qualify under items A and C of the National Register Criteria and should be listed under the EDUCATION and ARCHITECTURE areas of significance.

IV. Registration Requirements

To qualify for listing, residences and their associated structures should be recognizable to their period of significance though not necessarily retaining their original function. Acceptable changes are alterations to windows and doors, replacement of roofing materials, and additions not obtrusive to the major facades.

United States Department of the Interior
National Park Service

**National Register of Historic Places
Continuation Sheet**

Section number F Page 4

Section F. Associated Property Types

I. Name of Property Type: Properties Associated with Landscapes

II. Description

These properties may be either man-made landscapes, preserved natural landscapes, statuary or other park furnishings. Man-made landscapes may be either ornamental, experimental, educational, agricultural plantings or open spaces. Statuary and park furnishings may be any material or style appropriate to the period of significance.

III. Significance

Landscape features have traditionally played an integral role in the function and development of Clemson. The emphasis on agriculture and its position as a military academy required open areas which needed to be specially landscaped. These served dual functions as places of instruction and recreation. Open spaces such as Bowman Field were the early sites of military drills and athletic activities. Experimental tree groves and horticultural gardens along with the more conventional tilled fields and pastures of the agricultural department created a park-like atmosphere which still is an important character-defining feature of Clemson University. In several places statuary and park furniture have been incorporated and become important elements in the landscape. These structures qualify under item A of the National Register Criteria and should be listed under the AGRICULTURE and EDUCATION areas of significance.

IV. Registration Requirements

To qualify for listing, landscapes and associated properties must be recognizable to their period of significance and retain most original features. New plantings are acceptable if they are in keeping with the original design.

United States Department of the Interior
National Park Service

**National Register of Historic Places
Continuation Sheet**

Section number G Page 1

Section G. Summary of Identification and Evaluation Methods

In 1981 the SHPO conducted a windshield survey of the Clemson University campus and identified several historic resources there which were potentially eligible for the National Register. Although the SHPO placed Clemson University on its priority list, manpower and time shortages contributed to delay action on a survey and subsequent National Register nomination of historic resources on the campus. From August 1985 to June 1986 an intensive survey was conducted, in which physical descriptions were completed for all the properties which were over fifty years old and which had not been substantially altered. The surveyors were Clemson University architectural students Julia Floyd, Marc Tomlinson, and Ellen Neal, under the supervision of Professors Martin A. Davis and Gayland B. Witherspoon of the College of Architecture. In September 1987 Professor Davis was awarded a State Historic Preservation Survey and Planning Grant to prepare a multiple property submission to the National Register for Clemson University.

From the fall of 1987 to the winter of 1988-89, the SHPO Survey and National Register staff reviewed the survey information, made additional site visits, and assisted Professor Davis in developing the multiple property submission. Professor Davis and an assistant, architecture student John Edwards, prepared a draft of the nomination which was completed with assistance from the National Register staff. Staff members involved in the project included Martha W. Fullington, former Survey Manager; Andrew W. Chandler, National Register Manager; Sherry Piland, former National Register Architectural Historian; J. Tracy Power, National Register Historian; and Frank Brown III, National Register Architectural Historian.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number H Page 1

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United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number H Page 2

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