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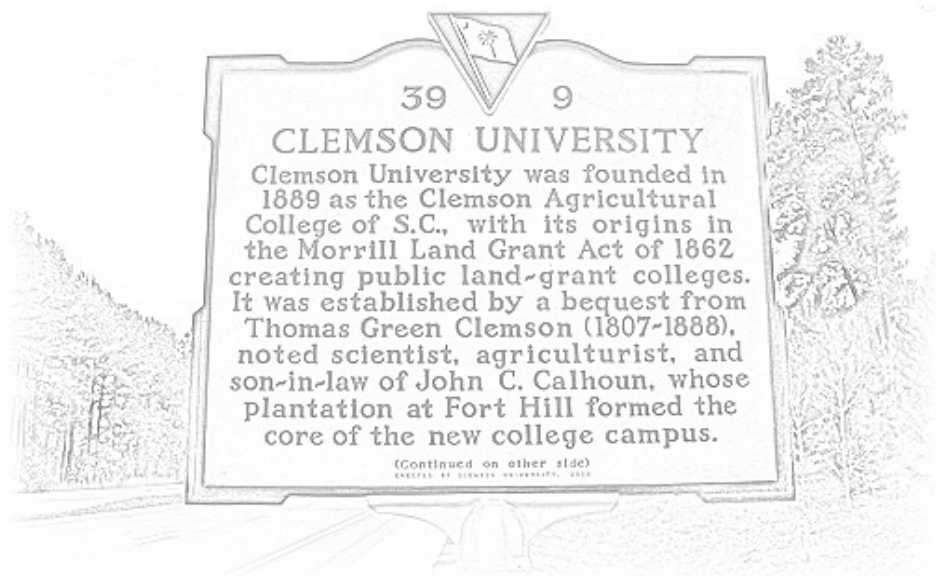
# CLEMSON UNIVERSITY INTERPRETIVE PLAN

The **Boudreaux** Group  
JOHN VEVERKA & ASSOCIATES

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# 1 | ACKNOWLEDGMENTS



Clemson University is at a transformational point in its history. This is a time when the entire Clemson Family has paused to consider the University's past through new lenses in order to be the true seminary of higher learning that Thomas Green Clemson envisioned through his Will and bequest. The lenses of truth-seeking, wonder, justice, and hope have guided the work of the Board of Trustees History Task Force Implementation Team in the development of this interpretive plan. We are honored to be a part of facilitating this discovery at this moment when Clemson University has committed to authenticating its history while remaining a welcoming and inspiring place for all people.

Respectfully,

**John Veverka & Associates**  
John Veverka

**The Boudreaux Group**  
Irene Dumas Tyson

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## 2 | EXECUTIVE SUMMARY

## INTRODUCTION

The Clemson Story begins not with the birth or death of Thomas Green Clemson: it dates back hundreds of years to the early settlements of Native Americans and colonists who cultivated the land that would become Fort Hill.

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### THE CLEMSON STORY....

- includes stories of vision, philanthropy, service, courage and commitment to academic excellence as well as stories of adversity and tragedy.
  - is about the land, the sense of place, the uniqueness of the university's founding, a legendary sense of pride and school spirit, and the people who were and are the Clemson Family.
  - is a story that will never be “finished,” as many aspects of the University's early history are only now being discovered and shared, and its future is being written by faculty, staff, students and alumni every day.
- 

The University's core mission is to carry out the instructions of Thomas Green Clemson's Will, which are told briefly in today's language: providing outstanding academic opportunities; conducting research; and improving the prosperity of South Carolina. A sense of public service is deeply ingrained in the University because of its land-grant mission to serve the state, its origins as a military institution and its role in helping build key economic sectors. As South Carolina's most selective and highly-ranked university, Clemson plays a key role in enhancing South Carolina's reputation, preparing a 21st century workforce and helping attract and retain talented people. Its history and its stories matter.

Clemson, like many American institutions built in the 19th century, also has stories that are hard to tell and hear. It sits on land that was once worked by enslaved people, and many of its early buildings were constructed by convict laborers. For its first half-century, enrollment was limited to white males, but these stories also contributed to what Clemson is today.

In July 2015 the Board of Trustees appointed a task force to develop recommendations on how to tell the full history of Clemson, including those stories that are hard to tell and hear.

Key factors that influenced the Board of Trustee's action:

- Increased activism by African-American students and their supporters, with a series of demonstrations calling for improvement in the University climate for diversity and inclusion, including recognition that many founding figures harbored racist views;
- New scholarship by faculty and students that uncovered many “untold stories” of enslaved African-Americans, convict work crews that built many of the first facilities, and the impact of African-American staff and community members in the early years;
- A commitment from President Clements to develop a diversity action plan that would include “balancing an honest portray of our history with our commitment to inclusion and diversity.”

As part of an institutional commitment to tell the full, inclusive history of Clemson University, as recommended by the Board of Trustees, the History Task Force Implementation Team (History Task Force) launched a project to develop a comprehensive Interpretive Plan. This work directly supports the priorities of ***ClemsonForward*** – a new 10-year strategic plan focused on four strategic priorities:

RESEARCH	THE ACADEMIC CORE
ENGAGEMENT	LIVING

The “Living” strategic priority aims to enhance inclusiveness and the quality of the workplace – and one specific strategy for success is ***“implementing a board directive to research Clemson's history and tell its full and inclusive story.”*** The interpretive plan clearly supports this priority.

Further, by offering opportunities for faculty research on Clemson history, involvement of Creative Inquiry teams and student internships, and development of events that will engage alumni and build academic reputation this work can contribute to all ***ClemsonForward*** strategic priorities.



## GUIDING PRINCIPLES

The History Task Force worked to develop a comprehensive set of actionable recommendations for telling Clemson's history in a way that is forthcoming, accurate and beneficial to the entire Clemson family. This process was guided by the principles **shown to the right**, established by the Board of Trustees.

**EXPLORE** multiple viewpoints both internal and external to the University

**MAINTAIN** a dialogue that is open, honest and respectful

**ACKNOWLEDGE** all aspects of history

**CREATE** meaningful recommendations grounded in research and evidence that result in actionable steps

**HAVE** a lasting impact

## GOALS OF THE CLEMSON UNIVERSITY INTERPRETIVE PLAN

In response to the History Task Force, the University President appointed a broad-based implementation team to advise the administration on how to bring the task force recommendations to fruition. To meet this charge, the team proposed developing a comprehensive interpretive plan to discover and share all aspects of the Clemson story.

The following goals were established:

**DEFINE** the people, places, events, culture and artifacts that are significant to Clemson's history.

**DEFINE** the storylines and delivery methods.

**PRIORITIZE** implementation strategies: management and administration, projects, funding, and the scholarly, campus development, university relations and entrepreneurial impacts and intersections.

**CONNECT** the points of history.

**CREATE** a sustainable process for discovering, vetting, sharing and promoting the unique history of Clemson University in perpetuity.

**ENSURE** quality, authenticity and consistency in branding and messaging through the design and content development of interpretative panels, signage, websites, apps and other collateral, as well as ensure appropriate balance in priority, prominence and commitment of resources for institutional and athletics interpretative projects.



## IMPLEMENTATION TEAM GUIDING PRINCIPLES

The following principles have guided the Implementation Team's discernment on the Interpretive Plan and will continue to guide the most important work ahead – implementation.

- Support the institutional priorities of Clemson University and the goals of the *ClemsonForward* strategic plan.
- Adhere to the guiding principles established by the Board of Trustees Task Force on the History of Clemson.
- Tell the Clemson story as completely, accurately and honestly as possible and practical.
- Continue to keep constituents engaged and informed as the plan is developed and implemented.
- Be a national model in researching, teaching, recognizing and celebrating all aspects of university history.

THE STARTING POINT FOR PRIORITIES

Implementation of the Interpretive Plan begins with prioritizing objectives and then creating a starting point (themes and storylines) that best meets the objectives and resources available at this time. During the three-day focus workshops in September 2016 participants provided an extensive list of learning, behavioral and emotional objectives. Determining the objectives, which define the ‘why’ of an interpretive plan, is the critical first step in the plan’s development. These objectives have been combined into a priority list as presented in APPENDIX A. The prioritized objectives were the foundation for determining the main theme, sub-themes and storylines, which informed what stories need to be told. The themes and storylines helped determine the audiences.

How the stories are told begins with the site inventory forms (APPENDIX B) and examples of walking tours, as illustrated on pages 3.10 – 3.17. The Implementation Team discussed and reached a consensus on which sites to include at this time. The site inventory forms reflect further support of the objectives by stating what is important to learn, do and feel based on the histories of each site. The pathways on the maps show the complex intersections of Clemson’s history on campus. Truly, the campus is a living laboratory for understanding Clemson University.

These elements, illustrated below and presented throughout the interpretive plan, are interconnected and build a comprehensive approach to telling Clemson’s history. The purpose of an interpretive plan is detailed on page 2.4.

The Clemson Interpretive Plan is not a conclusive list of objectives, storylines and sites. Rather, the plan is a starting point for telling the authentic Clemson story, which will be further vetted by the Board of Trustees, the decisions made to manage and implement the Interpretive Plan, and the research that will follow. Determining the administrative home is fundamental to implementation.

“When we start the planning process the first thing we do is establish the objectives the interpretive plan, or interpretive media, or program are to accomplish. You cannot plan an interpretive program or service professionally if you don’t know what the interpretation is supposed to accomplish.”  
– John Veverka



# PROCESS

## TIMELINE

- 2014 - 2015**  
Increased activism by African-American students and their supporters prompted a series of actions to improve the university climate for diversity and inclusion, including a commitment to a more complete portrayal of university history.
- July 17, 2015**  
The Board of Trustees appointed a special task force to develop recommendations on how to best tell the full history of Clemson University.
- September 15, 2015**  
President Jim Clements sent letter to constituents seeking input.
- September 2015 - December, 2015**  
The administration, led by Chief of Staff Max Allen, began to gather input from stakeholders through constituent group leaders, small-group meetings, open listening sessions and a special website for information and comments.
- December 2015**  
Deadline for online comments by faculty, staff, students and alumni. The website drew 6,038 unique visitors and 198 comments.
- February 6, 2016**  
The Board of Trustees approved recommendations of the History Task Force.
- April 2016**  
President appointed the History Task Force Implementation team to follow up on recommendations.
- April 16, 2016**  
Groundbreaking held for new historical markers that designate the locations of slave quarters, burial sites and a stockade that housed convicts who built many of Clemson's first buildings. Markers were erected in May 2016.
- May 24, 2016**  
Implementation Team held organizational meetings and began prioritizing actions to respond to recommendations. Team meets monthly throughout the implementation process.
- July 2016**  
Implementation team updated the Board of Trustees on progress and upcoming priorities, including a proposal to develop a comprehensive interpretive plan to tell the full Clemson story in an integrated, sustainable way.
- August 2016**  
Numerous task force recommendations were implemented, including updated biographies of founding/historical figures, a new history website, a social media strategy, and new signage/exhibit for Tillman Hall.
- September 7-9, 2016**  
More than 70 faculty, staff, students, alumni, trustees and friends participated in a series of focus workshops facilitated by nationally known interpretive consultant John Veverka, assisted by Irene Dumas Tyson of The Boudreaux Group, launched a process to develop a comprehensive interpretive plan.
- October 13, 2016**  
Implementation Team delivered progress report to the Institutional Advancement Committee of the Board of Trustees.
- Oct. 19, 2016**  
Implementation Team's sub-committee on statues and monuments met to discuss the Board of Trustees' request to study feasibility of new commemorations.
- Nov. 11, 2016**  
First "Clemson History in Plain Sight" Day held.
- December 2016**  
First draft of interpretive plan sent for campus review. The Boudreaux Group retained to expand and finalize the planning process and document.
- February 3, 2017**  
Revised historical timeline approved by the Board of Trustees. Monuments and statues sub-committee report delivered to the Board of Trustees.
- February 2017**  
Implementation Team launched website to inform and engage campus and broader communication about implementation of the Board of Trustees' recommendations.
- February 8, 2017**  
Process studied the feasibility of a Clemson history museum or interpretive center launched.
- March 2017**  
Interpretive plan draft delivered for campus review.
- March 3, 2017**  
Project launched to develop design concepts for signage/interpretive media at Clemson historical buildings.



## FOCUS WORKSHOP

The interpretive planning process was launched September 6, 2016 with a three-day focus workshop facilitated by nationally recognized interpretive planning consultant John Veverka of John Veverka & Associates in collaboration with Irene Dumas Tyson, Director of Planning for The Boudreaux Group of Columbia. More than 70 faculty, staff, students, alumni, trustees, community members and volunteers participated in the focus workshop. The level of engagement and participation was gratifying and yielded a rich and diverse pool of comments and ideas, and from this input, the following recommendations have been developed. See **APPENDIX A** for a comprehensive summary of the workshop.

The interpretive planning focus workshop was the beginning of the interpretive planning process. Workshop participants provided input that shaped the interpretive plan's main theme, sub-theme and objectives, and recommended interpretive media and services necessary for implementing the plan.

The aspiration of this framework plan is to authentically address and tell the Clemson story, so all can feel the Clemson spirit, engage with the place, and understand the vision of Thomas Green Clemson in order to inspire and to dare them to take a personal bold move to make South Carolina and the world a better place. To quote several workshop participants:

*[This plan will provide]...a strong sense of the complications of race, class, gender, and place that have occurred and continue to occur in this space of transformation, both forced and voluntary, that eventually became Clemson University, beginning with the Cherokee era and stretching into the university's future conception of itself.*



*This is not just a visitor's tour thing. It's a self-awareness about the institution. Not just a marketing strategy but the big picture of the university and understanding the parts regardless of where you are in the university. It's about each member of the Clemson Family knowing what they are a part of (something special, authentic, impactful) and their moment in this place.*

**CLEMSON UNIVERSITY IS MAKING HISTORY EVERY DAY  
WHILE CREATING AND DESIGNING THE FUTURE.**



## RESOURCES

Other resources used in the development of this plan were:

- The History Task Force Final Report (2016)
- An inventory of historical markers, monuments and statues
- Campus tours
- The Clemson Walk Project (athletic trail)
- The Centennial Footpath (1989)
- The 2009 Preservation Master Plan
- Review by the History Task Force Implementation Team and focus workshop participants

An assessment of existing interpretive programs or media was not included as part of this plan. The plan is limited to the main campus and does not include the Clemson Experimental Forest or S.C. Botanical Garden. Because of their size and complexity, a separate interpretive plan for each is recommended.

In addition to the focus workshop with participants representing all key Clemson constituents, comments offered to the History Task Force were reviewed and incorporated.

## PUBLIC ENGAGEMENT

The Board of Trustees, the Executive Leadership Team (ELT) and the History Task Force are committed to engaging the Clemson Family in the review and implementation of this plan. The proposed public engagement process (spring 2017) includes:

- Review by the ELT and with implementation team
- Review by workshop participants
- Link to the report provided via [www.clemson.edu](http://www.clemson.edu) and *Inside Clemson* with process for review and submitting comments
- Comments from all groups will be reviewed and considered for inclusion
- Final review by the ELT
- Final review and approval by the Board of Trustees





## PURPOSE OF AN INTERPRETIVE PLAN

The National Park Service defines interpretation as “communication that conveys the significance and underlying meaning of a place.” An interpretive plan is a management tool that identifies stories, sites where stories can be told, events when they can be told, and media for delivering them.

An interpretive plan's aim is to help audiences connect with a place and understand why it is important, relevant and meaningful. Interpretation is about understanding, not just knowing: It connects the tangible (a building, an event, a landscape) and the intangible (an idea, a core value, a goal).

### INTERPRETIVE THEME

Interpretive themes represent the main idea or concept that expresses the essence of the site's story and experiences offered to visitors. An interpretive theme should be:

- Interesting and motivational, encouraging audiences to want to learn and experience more;
- Reinforcing and illustrating throughout the total interpretive site experience, programs and services;
- Broad enough to accommodate new stories that are discovered; and
- The one main thing audiences will remember or feel about the site and the site's interpretive experience.

### SUB-THEMES & STORYLINES

Sub-themes and storylines flow from the main theme and reinforce its message and essence through programs and media and help to connect the audience to the interpretive site and experience. The media are designed to illustrate the themes and to help the visitor or reader remember at the end of the interpretive experience. Sub-themes, used in exhibits, are more fine-tuned statements that support the main interpretive theme.

For example:

- “There are three reasons students feel that Clemson is like a family.”
- A sub-theme might be: “The time that the faculty spends with students helps them feel they are part of the Clemson Family environment.”

A storyline is an outline of the main interpretive topics and sub-themes and how the individual stories are linked together in a hierarchy from more general to more detailed/specific information to illustrate the main interpretive theme.

### OBJECTIVES

Objectives define the desired learning, emotional and behavioral outcomes (take-aways) of the interpretive experiences.

### AUDIENCES

In marketing and advertising there is no such thing as a general audience. Target audiences have specific needs and motivations for making selections or choices in everything from what college to attend to what majors they prefer. Knowing about the psychology of the target markets helps to develop advertising and campus tours based on what each market wants to know or what kinds of experiences they are looking for in campus life. This understanding helps address specific needs and key decision points unique to each target market group and is vital to crafting and targeting the objectives in determining the media best suited to achieve the objectives.

### MEDIA

Media are how the messages, lessons, experiences are delivered through an interpretive site, feature or experience. Any interpretive site could use more than one type of media. For example the media recommendation might be an interpretive panel, a stop on an interpretive self-guiding tour, or a smart phone interpretative app. The final selection of media to be used can be one or all of the options based on budget or time to develop and install the media desired. To be successful, the media should be designed and targeted to the specific audience and remain fresh, relevant and well-maintained. Media development can provide excellent avenues for academic, research and entrepreneurial opportunities within the Clemson community.

### IMPLEMENTATION MATRIX

(PRIORITIES AND BUDGETS)

Once the what, who and how are determined, putting the plan into action is most important. Defining the priorities and costs allows the University to plan and phase projects in concert with institutional goals, funding, projects and programs, while leveraging other resources.

## SUMMARY OF INTERPRETIVE THEMES

*The story of Clemson University reflects hundreds of years of dramatic history – of people and place, of transformation and triumphs, of adversity and advancement – and the visionary Will and legacy of Thomas Green Clemson*

<p><b>PRE-CLEMSON HISTORY ERA</b></p>	<p><i>Cherokee settlements at Esseneca to Civil War</i></p>	<p><b>STORYLINES</b></p> <ul style="list-style-type: none"> <li>Pre-contact/Native American history</li> <li>Cherokee cultivation of the land</li> <li>Colonial Era</li> <li>18th century travelers as documented by the Naturalists</li> <li>American Civil War Era</li> <li>Clergy Hall, the 4-room hotel becoming Fort Hill</li> <li>Purchase by the Colhoun/Calhoun family</li> <li>Plantation Era</li> <li>Archaeological research/discoveries</li> </ul>	
<p><b>DOMINATING CHARACTERISTICS</b></p> <p>The land, sense of place, the Fort Hill Plantation, and the people who developed where Clemson University now sits</p>		<p><b>STORYLINES</b></p> <ul style="list-style-type: none"> <li>The life of Thomas Green Clemson</li> <li>The story of Thomas and Anna Clemson</li> <li>The Will and the contentious acceptance process</li> <li>First campus construction through the earliest years</li> <li>Building the land-grant system</li> <li>Overcoming obstacles (fire, flu, world wars and depression)</li> <li>Clemson Forest</li> <li>Early historical events/figures</li> <li>Military College Era</li> <li>Early wage workers' contributions</li> </ul>	
<p><b>FOUNDING AND FOUNDATIONS ERA</b></p>	<p><i>Mid-1850's to World War II</i></p>	<p><b>DOMINATING CHARACTERISTICS</b></p> <p>The Will, serving the state's economy and civil service through the military/extension, overcoming obstacles, and again – the importance of the land and sense of place</p>	
<p><b>EXPANSION AND DIVERSIFICATION ERA</b></p>	<p><i>Post-WWII to end of 20th century</i></p>	<p><b>STORYLINES</b></p> <ul style="list-style-type: none"> <li>Boom period, physical/enrollment growth</li> <li>Post-WWII – GI Bill, transition from military to civilian</li> <li>Student population diversification</li> <li>Academic/cultural expansion</li> <li>Student-centric growth</li> <li>Athletic history and program evolution</li> <li>Expansion of the University's vision and mission</li> <li>The unsung heroes, support and service of the local community</li> <li>Continuing influence of the land</li> </ul>	
<p><b>DOMINATING CHARACTERISTICS</b></p> <p>Growth, adaptation to change, becoming a University, increased research mission, nationally competitive athletics, international students, and still – importance of the land, the Will and sense of place</p>		<p><b>STORYLINES</b></p> <ul style="list-style-type: none"> <li>Today's University into the future</li> <li>Perpetual agricultural heritage</li> <li>Addressing history and setting national model</li> <li>Research and technology advances/contributions</li> <li>Nationally ranked, Tier 1</li> <li>Innovative campuses/facilities</li> <li>International reputation</li> <li>Increased diversity challenges/triumphs</li> <li>Nationally-ranked athletic programs</li> <li>Centers and institutes, both state and worldwide</li> <li><i>ClemsonForward</i></li> <li>Alumni support and giving back</li> </ul>	
<p><b>MODERN ERA</b></p>	<p><i>Turn of 21st century forward</i></p>	<p><b>DOMINATING CHARACTERISTICS</b></p> <p><i>2020 Road Map</i>, national stature, <i>ClemsonForward</i> strategic plan, major capital development plan, \$1 billion capital campaign – all looking toward the future while building on historic strengths</p>	

### UNIVERSAL STORYLINES

academics/research • african-american history • architectural history • landscapes/natural environments • notable events • significant people • military history • athletics history

### COMMON THREADS

transformation and triumphs • land grant institution • service to the people of South Carolina • local/global impacts agriculture • forestry • engineering • design • innovation • placemaking • community building/development • Tiger Spirit • Clemson Family

## SUMMARY OF RECOMMENDATIONS

The recommendations must be compelling and have clarity, focusing on three to five things we can do now that will have the greatest impact. Interpretive

Plan priorities and recommendations are based on:

- Significance of site or event
- History Task Force recommendations
- Available resources

## MAIN FOCUS ON RECOMMENDATIONS

### ORGANIZATION

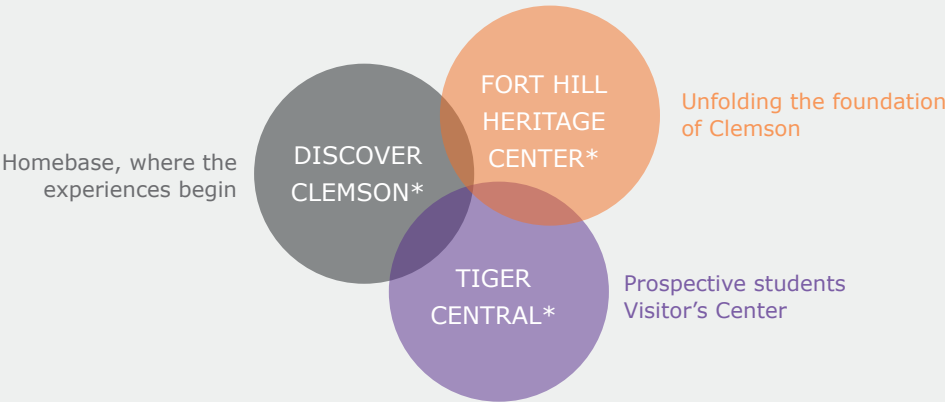
*The Champion and Shepherd*

- Assign an administrative home with an ELT-level champion ensuring sustained commitment and funding to interpretive programming/facilities.
- Integrate interpretive programming across academic, athletic and outreach departments.

### PLACE(S)

- Establish a physical home/homes for interpreting the Clemson Story, recognizing the need to address unique needs of key constituents.

*Note: The three circles represent the main functions and programming for the Clemson Experience. These functions could be housed in one facility or in multiple facilities*



*\*Names of these places are suggestions based on the function of the facility. Official names should be vetted by the Implementation Team*

### MEDIA

*How the stories are told*

- Begin development of media options to support the Main Theme and storylines, targeted to the audiences.
- Employ the resources and talent of the University's Creative Services and the National Park Service to develop a brand and high standard for media design, content, construction and installation.
- Focus on people and technology.

THE WILL OF

## THOMAS GREEN CLEMSON

Whereas I, Thos. G. Clemson, of the county and State aforesaid, did, on the 14th day of August, 1883, execute my last will and testament wherein I sought *to provide for the establishment of a scientific institution upon the Fort Hill place*, and therein provided what sciences should be taught in said institution; and, whereas, I am now satisfied that my intention and purpose therein may be misunderstood as intending that no other studies or sciences should be taught in said institution than those mentioned in said will, which was not my purpose or intention. Now, desiring to make my purpose plain as well as to make some other changes in the distribution of my property, than made in said will, I do now make, publish and declare this instrument as and for my last will and testament, hereby revoking all previous wills and codicils by me made, especially the will above referred to, dated August 14th, 1883.

Feeling a great sympathy for the farmers of this State, and the difficulties with which they have had to contend in their efforts to establish the business of agriculture upon a prosperous basis, and believing that there can be no permanent improvement in agriculture without a knowledge of those sciences which pertain particularly thereto, *I have determined to devote the bulk of my property to the establishment of an agricultural college upon the Fort Hill place.*

This institution, I desire, to be under the control and management of a board of trustees, a part of whom are hereinafter appointed, and to be modeled after the Agricultural College of Mississippi as far as practicable.

My purpose is to establish an agricultural college which will afford useful information to the farmers and mechanics, therefore it should afford thorough instruction in agriculture and the natural sciences connected therewith — it should combine, if practicable, physical and intellectual education, and should be *a high seminary of learning* in which the graduate of the common schools can commence, pursue and finish the course of studies terminating in thorough theoretic and practical instruction in those sciences and arts which bear directly upon agriculture, 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, to make rules for the government of the same, and to change them, as in their judgment, experience may prove necessary, but to always bear in mind that the benefits herein sought to be bestowed are intended to benefit agricultural and mechanical industries. I trust that I do not exaggerate the importance of such an institution for developing the material resources of the State by affording to its youth the advantages of scientific culture, and that I do not overrate the intelligence of the legislature of South Carolina, ever distinguished for liberality, in assuming that such appropriation will be made as will be necessary to supplement the fund resulting from the bequest herein made.



## 3 | INTERPRETIVE PLAN



## MAIN THEME

The story of Clemson University reflects hundreds of years of dramatic history – of people and place, of transformation and triumphs, of adversity and advancement – and the visionary Will and legacy of Thomas Green Clemson.

## SUB-THEMES AND STORYLINES

Clemson University possesses an abundance of powerful stories and places where those stories can be discovered and shared. From the focus workshop discussions and results, dozens of storyline topics and subjects were identified. To do justice to so many of them, it is important to create a structure for the story-telling that provides context and continuity.

The recommended structure considers the Clemson narrative through four major historical eras (sub-themes) that help organize stories and provide a logical progression for interpretive experiences.

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### HISTORICAL ERAS

- Pre-Clemson History Era
  - The Founding and Foundations Era
  - Expansion and Diversification Era
  - Modern Era
- 

The **PRE-CLEMSON ERA** is about the land and the place that eventually became Fort Hill, which was occupied and developed centuries ago by Native Americans. In the 17th century, naturalists explored and documented the land. This led to the Calhoun family acquiring the land and passing it to John C. Calhoun and then eventually to Thomas Green and Anna Calhoun Clemson. Enslaved people and tenant farmers worked the land, thereby helping to generate the wealth that provided for the university's founding. The land and the sense of place that defined this era continue to be major influences today. Authentically telling the often untold stories of the Cherokee and enslaved African Americans has been a driving force for this project.

The **FOUNDING AND FOUNDATIONS ERA** tells the story of Thomas Green Clemson and Anna Marie Calhoun Clemson, their lives and influences, their family and bequest to the State of South Carolina. It is an era defined and dominated by the Will of Thomas Green Clemson, which clearly and eloquently states his purpose to create a “high seminary of learning” and improve the state’s prosperity. It also provides for a unique oard of trustees, a focus on agriculture and a directive that the Fort Hill place always be maintained and open for visitors – all of which continue to be influences today and make Clemson so distinctive among universities. The “founding” did not end with enrollment of the first students, however, as other “foundations” would be laid for decades to come – construction of buildings, development of the Cooperative Extension Service, addition of athletics programs and expansion of academic programs. The founding was anything but smooth, marked by legal challenges, a contentious legislative battle, fires, a flu epidemic and a world war in its early years. The sense of determination that resulted from overcoming obstacles and the discipline and unity created by the school’s military focus continues to influence Clemson spirit today.

The post-World War II **EXPANSION AND DIVERSIFICATION ERA** marks the beginning of Clemson's path toward national prominence and impact. Clemson adapted and changed because of societal pressures to end the ban on women and people of color, enrollment growth fueled by the GI Bill and the Baby Boom, and the state's changing social, cultural, economic and workforce needs. Over the course of a decade, Clemson changed from an all-white, all-male military institution to a civilian, coeducational, desegregated university. Those changes ushered in a period of significant growth and development as Clemson became a true university, with a broader academic and research mix, a more international focus, richer cultural and student life opportunities and nationally competitive athletics programs. But even amidst all this change and growth, Clemson's defining characteristics – commitment to students, public service and a strong sense of place and family – continued.

The **MODERN ERA** –the 21st century and beyond – has seen Clemson rise to become one of the nation's top public research universities, now characterized by the highest level of research activity among higher education institutions, a strong commitment to research-based economic development through establishment of innovation campuses across the state, increased national stature at both the undergraduate and graduate levels, the largest private fundraising campaign in its history and the largest facilities construction initiative in university history. Today, Clemson is focused on four strategic priorities: research, engagement, the academic core and living. Those cornerstones of the Clemson Forward strategic plan reflect a continuing commitment to academic quality, outreach and the student experience and efforts to accelerate achievements in research, inclusiveness and the quality of the workplace.

## INTERPRETIVE PLAN OBJECTIVES AND OUTCOMES

In interpretive planning, objectives and outcomes are arranged into three main categories.

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### LEARNING OBJECTIVES

Information that we want people to remember

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### BEHAVIORAL OBJECTIVES

Actions that we would want people to do or undertake

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### EMOTIONAL OBJECTIVES

Feelings or attitudes we want people to embrace as a result of their interpretive experiences

---

Objectives should be expressed as measurable outcomes. For example, a metric for the objectives could be:

*During or upon completion of their Clemson University interpretive experiences or encounters (both short term and long term), the majority of visitors, which can include students/faculty/staff/alumni, (51% or higher) will: Learn that Clemson was founded to increase the prosperity and economic well-being of South Carolina and is still committed to this vision today.*

The detailed list of Objectives and Outcomes is provided in **APPENDIX A**

SITE INDEX MAP

HISTORIC HOMES AND BUILDINGS

- HH1 ..... Fort Hill
- HH2 ..... Tillman Hall
- HH3 ..... Sikes Hall
- HH4 ..... President’s Home
- HH5 ..... Hanover House
- HH6 ..... Trustee House
- HH7 ..... Hardin Hall
- HH8 ..... Kinard Annex
- HH9 ..... Hopewell Plantation

HISTORIC/SIGNIFICANT STRUCTURES AND SITES

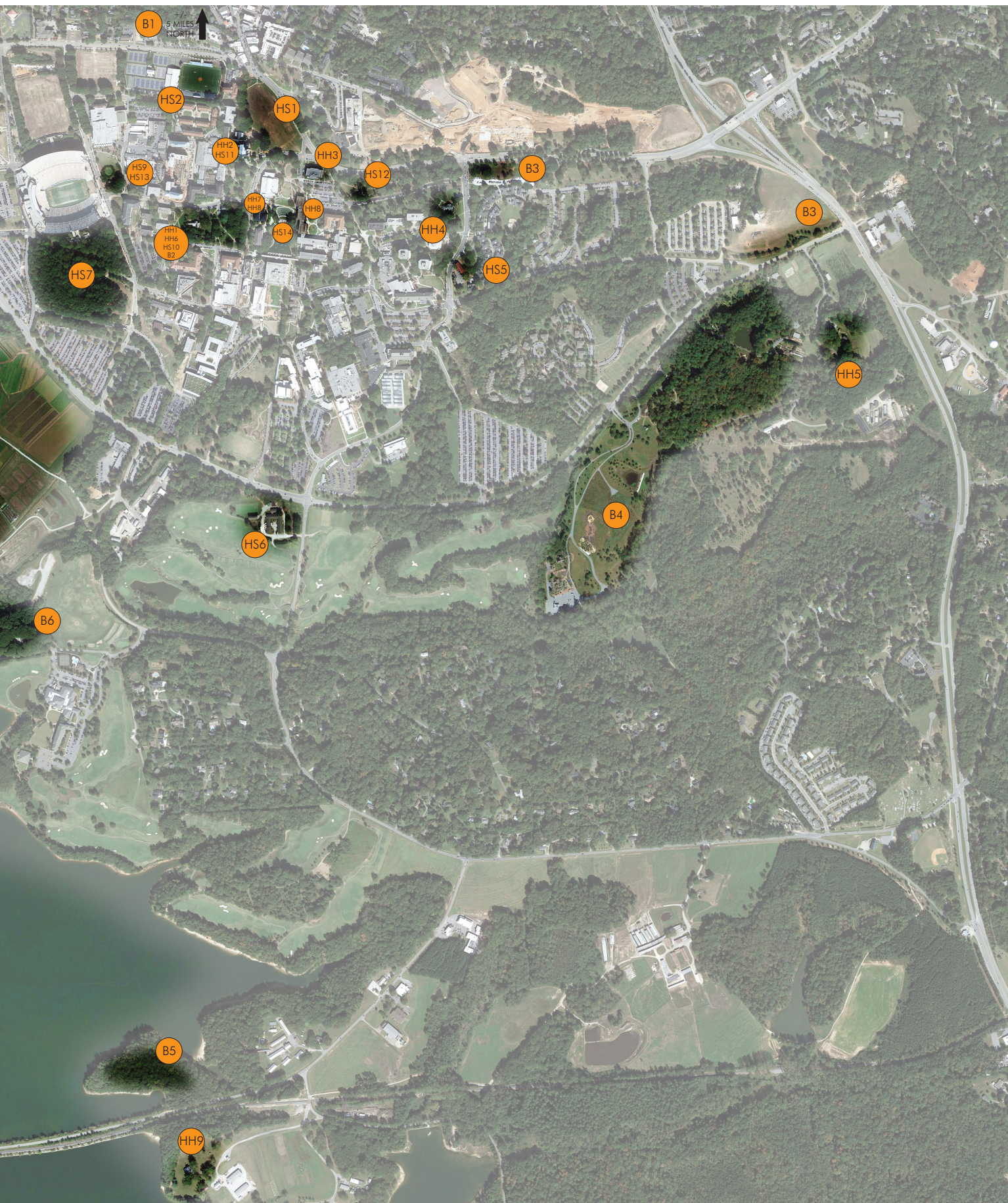
- HS1 ..... Bowman Field (original football field)
- HS2 ..... Riggs Field (first permanent athletics facility)
- HS3 ..... Clemson Bottoms
- HS4 ..... Fort Rutledge Site
- HS5 ..... Old Sheep Barn
- HS6 ..... Old Dairy Barns
- HS7 ..... Woodland Cemetery
- HS8 ..... Sites of former slave quarters and convict stockade
- HS9 ..... Scroll of Honor
- HS10 ..... Inscribed Walkway of past graduates
- HS11 .... Statue of Thomas Green Clemson (in front of Tillman)
- HS12 ..... Presidents Rotunda
- HS13 ..... Military Heritage Plaza
- HS14 ..... The Outdoor Theater

BIOLOGICAL/NATURAL HISTORY SITES

- B1 ..... Clemson Experimental Forest
- B2 ..... Trustee Park
- B3 ..... Pecan Orchard
- B4 ..... Clemson Botanical Gardens
- B5 ..... Treaty Oak Monument
- B6 ..... Lewis Field
- B7 ..... Lake Hartwell









## AUDIENCE

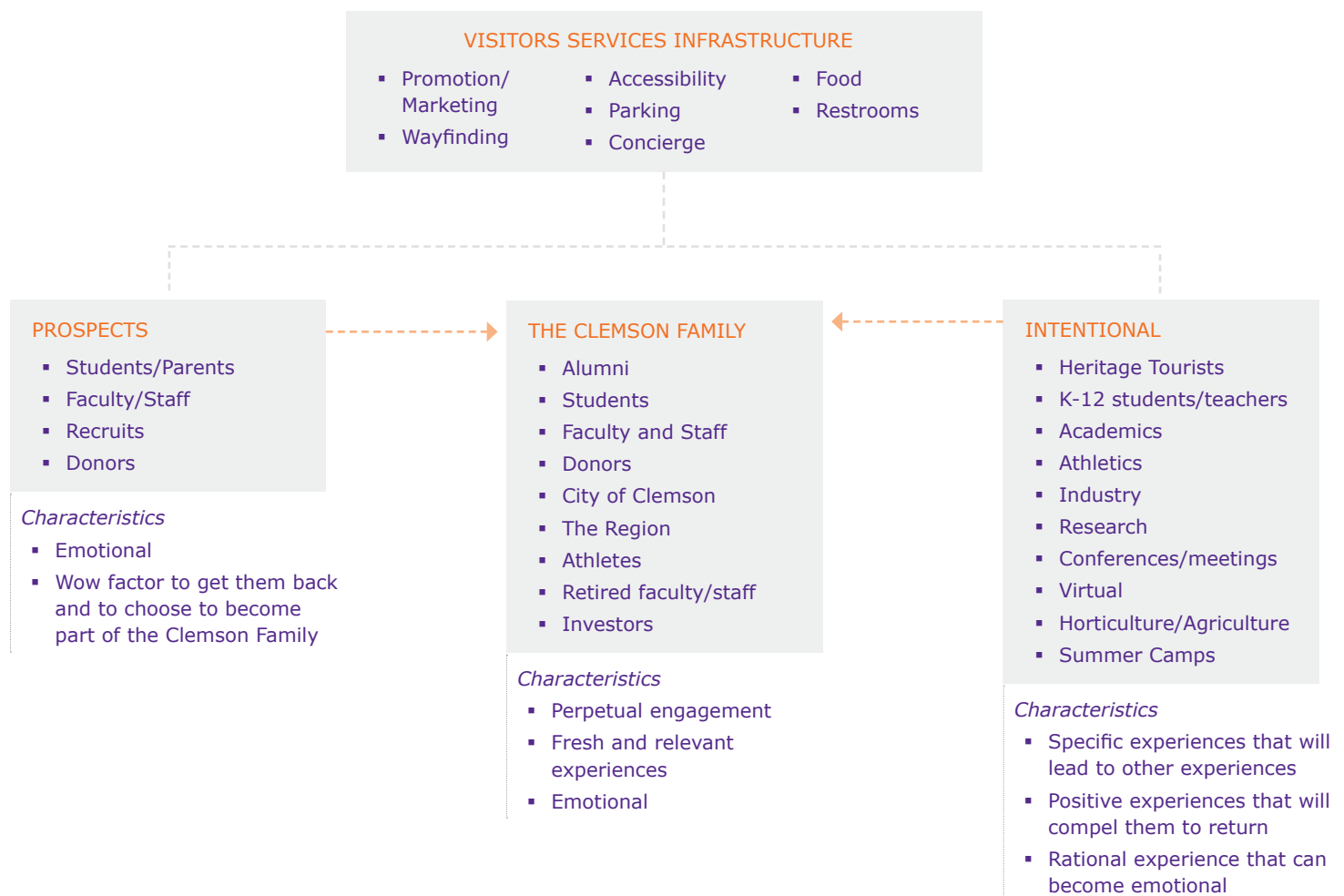
It is important to note that different objectives will be of importance to different campus visitors and students. Here is a summary of specific market groups on which the interpretive plan and objectives need to focus. Visitor profiles need to be created in order to understand why each group comes to campus and what they want and should experience.

First, understand who the audiences are and why they are coming. Next, determine what it will take to get them to campus and what they will need when they arrive.

Clemson's audiences are categorized as:

- **PROSPECTS:** thinking about, considering Clemson
- **THE CLEMSON FAMILY:** invested, believers, emotionally attached and engaged
- **INTENTIONAL:** those who are on campus for a specific purpose, have to be there

The goal is that the Prospects and the Intentional Visitors will choose to become part of the Clemson family because of their experience. While the three groups will come to campus, they will not linger or return, stay and invest if the experiences are not accessible, well-managed and easy to navigate. The Visitors Services Infrastructure is critical to the successful implementation and sustainability of this plan and ensuring each visit to campus is positive, meaningful and memorable.



## RECOMMENDATIONS

### IMPLEMENTATION PROCESS

Developing the interpretive plan is the first step toward implementation. This plan identifies objectives, themes, storylines, and places where the history can unfold and suggests media that can convey the history. With these essential elements in place, the Implementation Team (with the support of the Board of Trustees and the History Task Force) can now develop an implementation strategy and the infrastructure to support and sustain the interpretation.

An Implementation Matrix is provided in **APPENDIX C**. This matrix is a starting point for determining the specific strategies and the infrastructure necessary to implement the plan.

The National Park Service provides, through Planning for Success: Interpretive Planning Tools for Heritage Areas, Historic Trails and Gateways, a three-step approach for implementing an interpretive strategy. An excerpt from this guide is provided in **APPENDIX D**.

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### THE STEPS RECOMMENDED ARE:

- Create Theme/Audience Sets;
  - Brainstorm ideas for reaching particular audiences; and
  - Evaluate and prioritize the ideas.
- 

The Implementation Team has determined the themes and is on a solid path to identifying the audiences and ways to reach these audiences, as presented in this plan. The next steps are to receive comments and validation from the Board of Trustees and the Executive Leadership Team. Validation will generate the support to move forward with evaluating and prioritizing the recommendations and ideas. Most importantly, this validation will set the stage for determining the infrastructure to implement this plan.

## IMPLEMENTATION TIMELINE

### WITHIN THE NEXT 6–12 MONTHS

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**DESIGNATE** administrative responsibility for leadership and management of the Clemson Interpretive Center and proposed facilities and programs to support the ongoing interpretation of Clemson's history.

- Establish a multi-departmental and diverse representative Interpretive Plan Implementation Committee to annually review and advise on interpretive storylines, media and scholarly, social and community engagement opportunities

**CREATE** comprehensive graphics and signage standards/brand for the Clemson Interpretive Experiences.

- Experiences include buildings, people, sites, events, etc.
- Work with National Park Service, Clemson Creative Services

**CREATE** **DiscoverClemson**, the homebase Clemson Interpretive context.

- Will serve as an accessible, engaging & interactive starting/ending point for telling the Clemson story
- Based on final Interpretive Plan and feasibility study results, develop operational/capital budgets, programming, storylines, delivery methods and marketing strategies for sustained operations of **DiscoverClemson**

**ACCELERATE** implementation of recommendations from the Board of Trustees History Task Force.

- Interpretive panels at historic buildings
- Guided and self-guided specialized tours
- Clemson History Day/Week
- Website enhancements
- Use existing sites and events for storytelling (vs. creating more)
- Develop a perpetual process for updating and adding to the historical narrative of the university

**ADVISE** implementation timetable, budget and staffing requirements.

**CREATE** and institute a Clemson History 101 class and consider creating upper level classes and a class open to the community and alumni.

**DEVELOP** a plan for the Fort Hill Heritage Center based at the Trustee House.

**DETERMINE** a path forward on the following related initiatives.

- Comprehensive plan for the university's central heritage zone
  - Fort Hill, Trustee House and Trustee Park
- Align the Clemson Walk project with the interpretive plan
- Recommendation for review the Board of Trustees naming/commemoration policy and process.

### WITHIN THE NEXT 12–18 MONTHS

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**ASSESS** existing interpretive programs and media on all Clemson campuses/properties and develop an on-going review process for all interpretive programs and media.

**ALIGN** the Interpretive Plan implementation with existing and proposed history-experiencing initiatives.

**CREATE** detailed visitor profiles in order to understand why each group comes to campus and what they want and should experience.

**FOCUS** on people and technology (vs. statues, markers and monuments).

- Interpretive training for tour guides
- Guided and self-guided (tailored) tours
- Interpretive panels at key sites
- Websites, smart phone apps, interactive kiosks, videos

### WITHIN THE NEXT 18–36 MONTHS

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**ALIGN** media/delivery methods and storylines with realistic objectives to create visionary/practical academic, research, entrepreneurial and social experiences.

**ESTABLISH** a process for collecting, cataloguing, exhibiting and preserving artifacts and recognizing contributions.

**CREATE** individual interpretive plans for the Clemson Experimental Forest and the SC Botanical Garden.

**MAINTAIN** focus on the History Task Force recommendations until all have been addressed (through implementation, scheduled implementation or adjustment).

The Implementation Timeline Responsibility Matrix is provided in **APPENDIX C**



## PLACES

### DiscoverClemson THE STARTING PLACE

The Clemson Experience begins hundreds, even thousands of miles away; yet, the Clemson Experience draws people right into the heart of campus, where those purple mountains and orange sunsets wrap a vibrant campus of research, innovation, learning and engagement in a spirit on determination, fun and family. Whether you found your way here through family or friends, clemson.edu, a letter, your guidance counselor, excitement over our National Championship in football, the national reputation of our academics, or a chance encounter, we invite you to **DiscoverClemson**. (noun and verb... a place and an action)

**DiscoverClemson** is a first-of-its-kind place that will welcome all visitors and present diverse and accessible pathways to **DiscoverClemson**... our compelling and authentic history, the excitement of the present and the vision for our future. The Clemson story never ends... Come **DiscoverClemson**.

**DiscoverClemson** will have spaces and places to...

**WELCOME:** courtyard, reception, lobby, visitors services, exhibits (curated, rotating), screens, streaming videos

**TAKE IT HOME:** products (clothing, plants/seeds, books, media, home items, everything Clemson), spirit

**TASTE:** The biggest sports bar in the southeast!, ice cream, cheese, refreshments

**WATCH, LISTEN AND LEARN:** movies, presentations, lecture series, video nooks, oral histories

**EXPERIENCE:** tours, interactive, 3D objects, demonstrations, hands-on/maker, Be a Tiger

**IMMERSE:** library, collections, exhibits, demonstrations, maker space

**DISCOVER:** local impact and global impact, the people, the place, the research, off-campus sites

**MAKE IT PERSONAL:** "Story Corps" booth, leave a memory or message, respond, history harvesting, memory making, create emotional responses, celebrations

**IMAGINE:** Clemson's future... where do you see yourself in Clemson's story?

### THE PURPOSES OF

#### DiscoverClemson

*The architecture and the landscape become the storytellers*

#### SCHOLARSHIP

- Academics
- Research and development
- Media development
- Content development
- App development

#### BRAND PROMOTION

- The Will
- Marketing
- Products
- Recruitment
- Athletics
- The Clemson Family

#### ENGAGE AND EXPERIENCE

- History
- Be a Tiger!
- Nurture... feed the world
- Learn and understand
- Social
- Community
- Sensory
- Dialogue with Clemson community

### FORT HILL HERITAGE CENTER

Plan, program and institute the **Fort Hill Heritage Center**: the place where the founding of Clemson unfolds. The Trustee House will serve as the starting point for the interpretive experience. Visitors will learn about and understand the genesis of Clemson through the Trustee House, the Fort Hill Mansion, John C. Calhoun's Office, the kitchen, the Legacy Oak, and sites of two former buildings.

### TIGER CENTRAL

Tiger Central, the gathering and lively place for prospective students who will be inspired to Be a Tiger! Student recruitment is the lifeline of the University. The first place prospects visit on campus should be easily found, highly accessible and a lively vibrant place that grabs them the moment they arrive. Tiger Central pulses with Clemson Spirit and makes each student feel he or she is part of the Clemson family before they even begin a campus tour. Tiger Central can be a stand-alone building or incorporated into **DiscoverClemson** as long as it puts prospective students right in the midst of campus activity.

## MEDIA & STORYLINE EXPERIENCES

### INTERPRETIVE MEDIA

Interpretive media falls into two large categories:

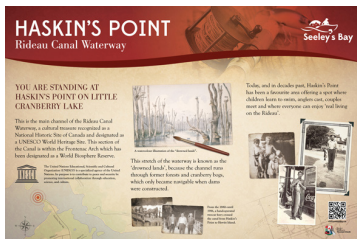
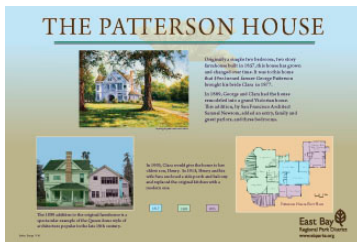
#### 1 | PERSONAL SERVICES as a media form include....

- Live interpretive tour guides
- Live interpretive programs or presentations
- Living history interpretation and living history reenactments
- Interpretive outreach programs (going to schools and community events to present programs about the natural or cultural history of the campus, etc.).

#### 2 | NON-PERSONAL interpretive media can include....

- Interpretive panels
- Interpretive exhibits
- Self-guiding interpretive brochures and printed materials
- Smart phone interpretation
- Smart phone links to specific topic based web sites
- Video and DVD presentations
- Web site page interpretive information

### Examples of Interpretive Panels



### Ways to Experience and Engage... Individually and Collectively

ARTIFACTS TO SEE AND TOUCH  
TIMELINES  
PERSONAL STORIES  
ACADEMICS  
STUDENTS  
FACULTY AND STAFF  
ARCHITECTURE  
PHOTOGRAPHS  
ART  
MOVIES/VIDEOS

SONGS AND SOUNDS  
TASTE  
READ, DISCUSS, THINK  
PRESS... HISTORY-MAKING  
HEADLINES  
PRODUCTS TO BUY  
TOURS  
INTERPRETATION  
SIGNAGE AND MARKERS  
SOCIAL MEDIA

APPS  
DEMONSTRATIONS  
ATHLETICS  
EVENTS  
ORAL HISTORIES  
AGRICULTURE  
THE LANDSCAPE AND GARDENS  
COLLECTIONS AND ARCHIVES  
MUSEUM  
RECREATION

RADIO AND TELEVISION  
NOTABLE ACHIEVEMENTS AND ALUMNI  
OPPORTUNITIES TO LEAVE MESSAGES, MEMORIES, TO RESPOND  
WEBSITE  
MULTIPLE PERSPECTIVES AND IMPACTS: CREATIVE, EMOTIONAL, INTELLECTUAL, CULTURAL, PHYSICAL  
TIMELINES

## GENERAL MEDIA RECOMMENDATIONS:

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- High-quality, consistent signage for priority (national register) historic buildings, based on Campus Planning style guidelines
- Guided tours: current and targeted to specific audiences, eras, events, topics
- Self-guided tours: 20 stops that will incorporate the Centennial Footpath and Athletics Trail
  - Smart phone interpretive tour (keyed to guided walk map)
  - Interpretive booklet
  - Tailored to special interests – history, athletics, military heritage, etc.
  - Events: Founders Day, Legacy Day, History Day (CHIPs), athletic events
  - Mapping: power of the intersections and layers of history throughout campus
- History/heritage website
  - Website on historic properties
  - Official historic timeline
  - Timeline of campus development
  - Updated biographies, videos

## OFF-CAMPUS INTERPRETIVE OPPORTUNITIES

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The Interpretive Plan focuses on the main campus. There are numerous and significant sites off campus that should be interpreted in the future. These sites and events can be recognized and experienced through a new Interpretive Center. If desired, future work can focus on the development of interpretive plans for off-campus historical or significant sites.

## SITE SPECIFIC MEDIA RECOMMENDATIONS

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### FORT HILL: HERITAGE CENTER

- Finalize and implement Trustee House Interpretive Center concept and design
- Improve exterior signage for visitors and history tourists (welcoming, accessibility, presence)

### PROPOSED CLEMSON DISCOVERY CENTER

- historic photos
- aerial photos
- audio and video remembrances
- curated permanent and rotating exhibits and galleries
- branding promotion
- artifacts
- hands-on experiences and demonstrations

### HANOVER HOUSE

- outdoor interpretive kiosk
- smart phone interpretation

### WOODLAND CEMETERY

- self-guided tour with printed map/guide to historical figures buried there as well as slave and convict burial sites
- smart phone interpretation

The off-campus sites include but are not limited to the following:

- The SC Botanical Gardens
- The Clemson Experimental Forest
- The Baruch Research Institute
- CURI
- Sandhill
- CU-ICAR
- Hopewell
- Dominica
- Genoa
- Charleston Architecture Center

## SERVICES AND MEDIA

### AVERAGE COST ESTIMATES

In developing the interpretive media recommendations it was noted that some of the main interpretive media and services would be for campus wide interpretation as opposed to interpretive media at one location.

The following cost estimates are general guidelines to inform the planning process and phasing. When specific media options have been selected, more detailed media planning, design, fabrication, and delivery-installation costs will be determined.

INTERPRETIVE MEDIA OPTION	GENERAL BUDGET GUIDELINES
One 2' x 3' interpretive panel	\$4,000/panel
Signage for buildings on the National Register of Historic Places	\$7,500 - \$10,00 per sign
Smart phone self-guiding tour	\$35,000*
Research and copy for about 20 stops	
Narrator script and voice	
Sound studio digital recording/interviews	
Needle drop for background music and sound effects	
Digital master for all 20 stops	
Self-guiding campus walking tour guide	\$27,000
Research and stop/route locations	
Text and graphic/photo selection	
Development of a production-ready self-guiding	
Tour guide publication	
New Clemson heritage website page on campus historic properties	Local talent -TBD
A stop/interpretation via the current campus live tour programs	use of volunteers
Exhibits design and fabrication for time line of campus development and historic properties in an interpretive/visitor center	\$400/SF

\* Cost does not include any phone line equipment and phone charges.





## INTERPRETIVE EXPERIENCE MAPS

The recommended storylines can be experienced in numerous ways: by era, by place or by topic. The following maps illustrate a few interpretive journeys one may take on a visit to campus or even as a student, faculty or staff. Where the experiences or journeys intersect can become very poignant and compelling places to learn and understand multiple layers of Clemson's history. Consider Bowman Field: At this place, one can learn about the university's military heritage, athletic history, the historic architecture, notable landscapes and see Clemson's future through the students who hang out there and the buildings under construction. These eight maps are just a start to the numerous experiences that can be defined and promoted.

These maps incorporate many of the recommended sites as defined in **APPENDIX B**, thereby helping to meet the plan objectives

- Thomas Green Clemson:  
The Founding | Fort Hill
- African American Experience
- Military History
- Public Art
- Athletic History
- Notable Landscapes
- Museums, Galleries and Collections
- Notable Architecture
- Intersections Map









## THOMAS GREEN CLEMSON & HIS WILL

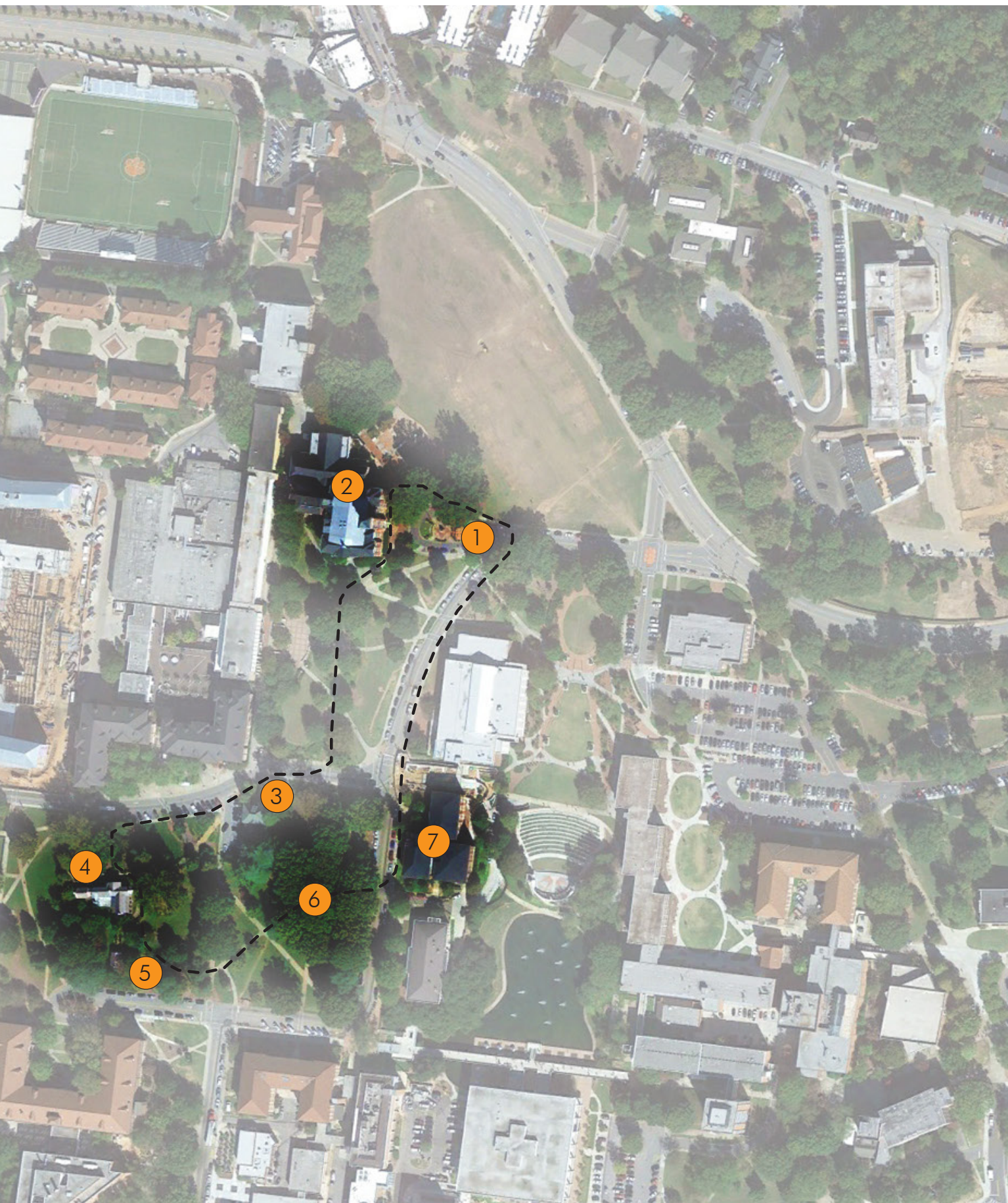
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The founding of Clemson University is centered on the Fort Hill Plantation, for it is here that Thomas Green Clemson, through the bequest of the land to his wife, Anna Calhoun Clemson, established the Will that would lead to “the establishment of a scientific and agricultural college.” The college grew from this hill to include the Trustee House, Hardin Hall and Tillman Hall. This experience can share the beginnings and introduce the people who created and built the college, including the visionaries, the faculty and the workers whose handwork is evident today.

- 1 | Thomas Green Clemson statue
- 2 | Tillman Hall
- 3 | Trustee House
- 4 | Fort Hill Plantation
- 5 | Fort Hill Office
- 6 | Trustee Oak Tree
- 7 | Hardin Hall









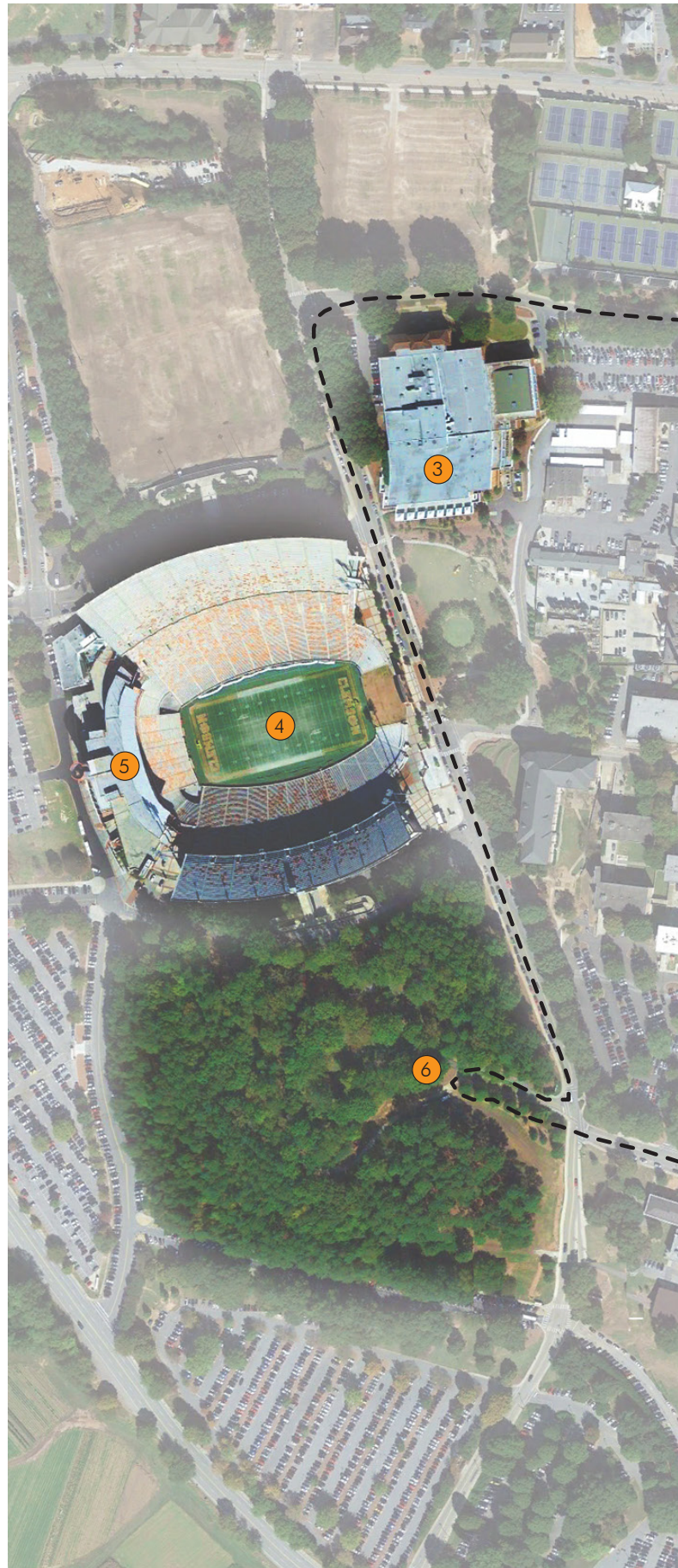
## AFRICAN AMERICAN EXPERIENCE

The African American Experience begins during the Pre-Clemson Era and has remained an important, if untold part of the university's history. Slave laborers served the Calhoun and Clemson families as well as built the original buildings on campus. This experience will engage people in the told, contested and untold histories and affirm that Clemson is committed to researching and telling the full, inclusive story. From the foundation stones of Hardin Hall to the series of demonstrations at Sikes Hall to the integration of the college with Harvey Gantt to new scholarly research, communicating the African American history is important to the spirit of inclusiveness and the quality of the Clemson experience now and for future generations.

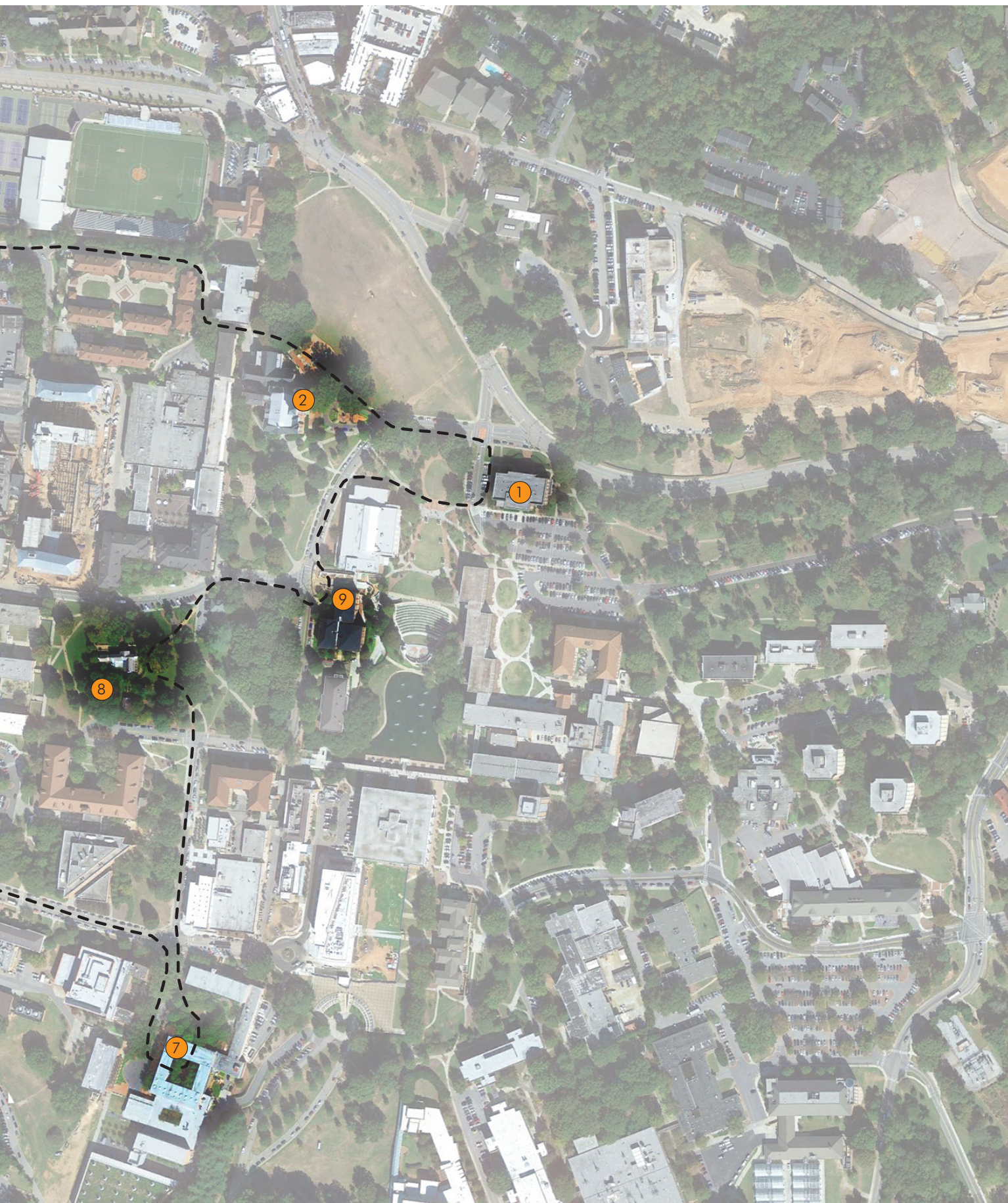
- 1 | Sikes Hall
- 2 | Tillman Hall
- 3 | Fike Recreation Center
- 4 | Memorial Stadium
- 5 | West End Zone seating
- 6 | Woodland Cemetery
- 7 | Lee Hall
- 8 | Fort Hill Plantation
- 9 | Hardin Hall

*"[This interpretive plan is an opportunity to instill)... a strong sense of the complications of race, class, gender, and place that have occurred and continue to occur in this space of transformation, both forced and voluntary, that eventually became Clemson University, beginning with the Cherokee era and stretching into the university's future conception of itself."*

**NOTE:** NCAA rules prohibit access to areas where athletes are practicing. Some areas may not be accessible to the public on a regular basis.





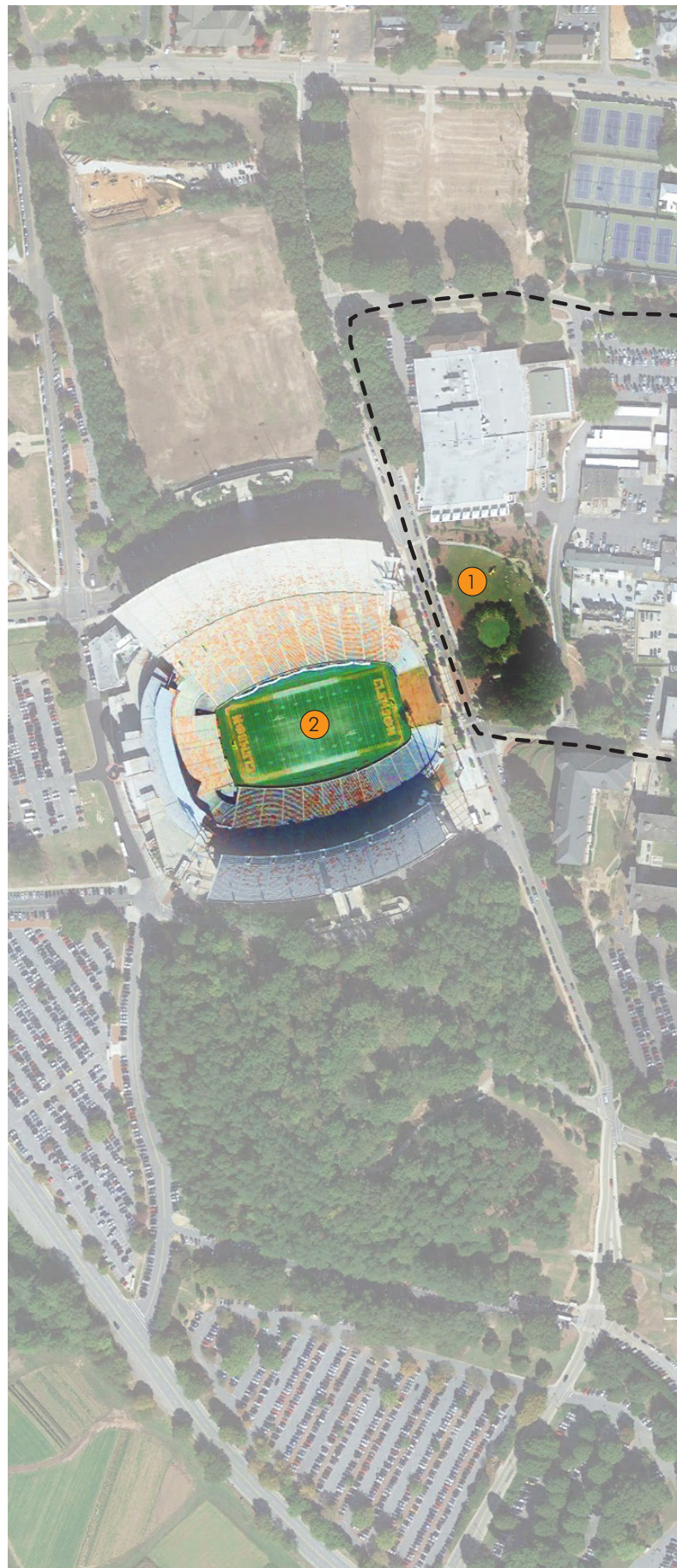




## MILITARY HISTORY

Clemson has a long heritage as a military college, which is a story of service to the state and to the nation, a story of overcoming the obstacles of Clemson men serving in world wars, and a story of transitioning from military to civilian. Numerous sites convey this story and honor those who served.

- 1 | Scroll of Honor
- 2 | Memorial Stadium
- 3 | Fort Hill Plantation Background of Morrill Act
- 4 | Strom Thurmond Institute Collections
- 5 | Military Heritage Plaza
- 6 | Bowman Field
- 7 | Mell Hall / "And Then There Was War" Statue
- 8 | Quartermasters









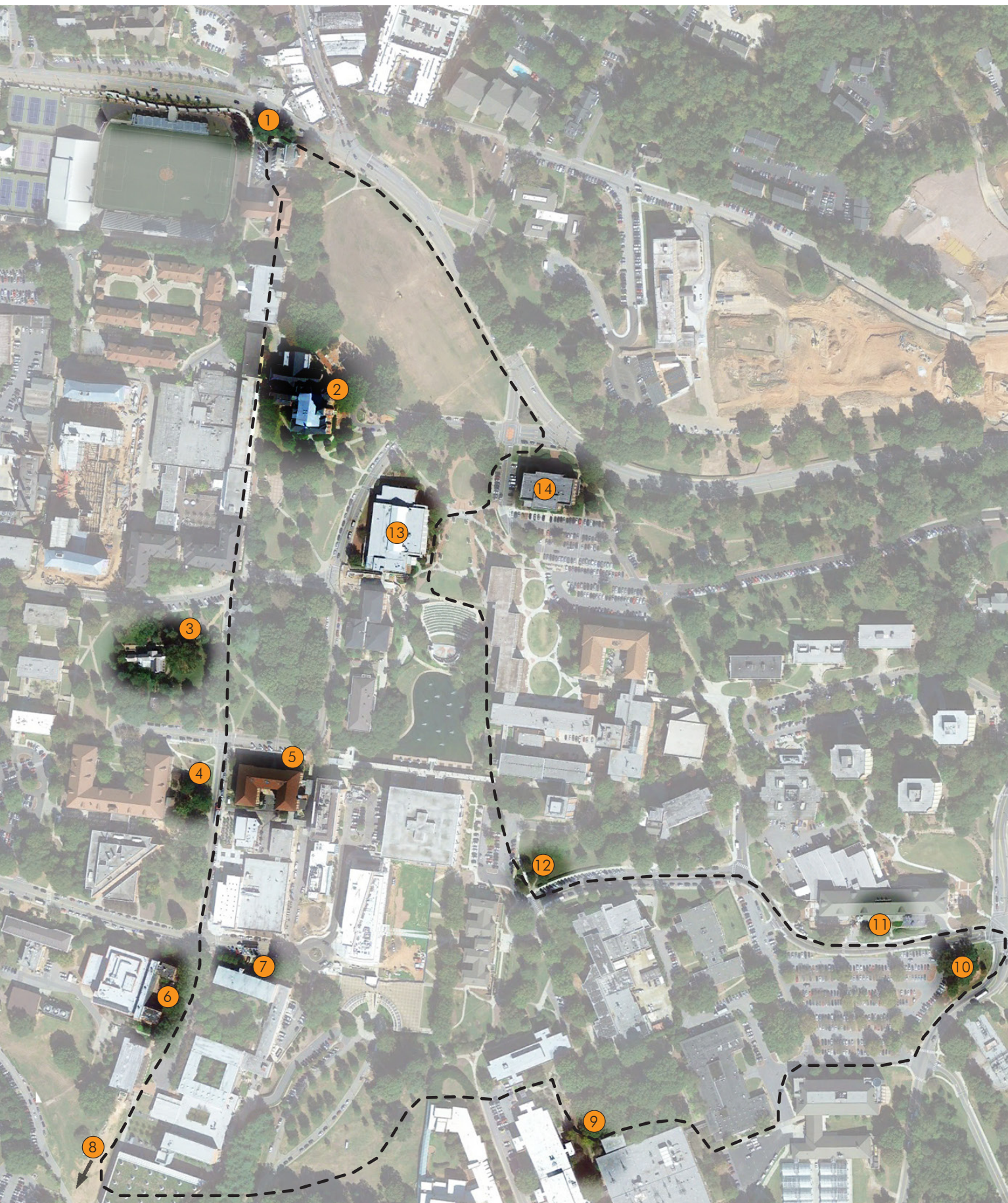
## PUBLIC ART

Art abounds on campus, not just in the galleries but throughout the campus. The commitment to public art can be found through the campus in buildings, on buildings and in surprising places on the grounds. Many of the buildings incorporate art in façade details and through murals. The search for the Friday Fliers is a fun way to explore the campus and marvel at creativity. Art communicates parts of the university's history and the products of creativity, research, and artistic and scholarly exploration.

- 1 | Highway 93 Pedestrian Bridge
- 2 | Tillman Hall Mural
- 3 | Legacy Leaves at Fort Hill
- 4 | Sirrine Hall Sculpture
- 5 | Riggs Halls Sculpture
- 6 | Fluor Daniel Sculpture
- 7 | Lowry Hall Sculpture
- 8 | Friday Fliers Sculpture #1 by John Acorn
- 9 | Friday Fliers Sculpture #2 by John Acorn
- 10 | Friday Fliers Sculpture #3 by John Acorn
- 11 | Friday Fliers Sculpture #4 by John Acorn
- 12 | Friday Fliers Sculpture #5 by John Acorn
- 13 | Bracket Hall
- 14 | Sikes Hall Murals





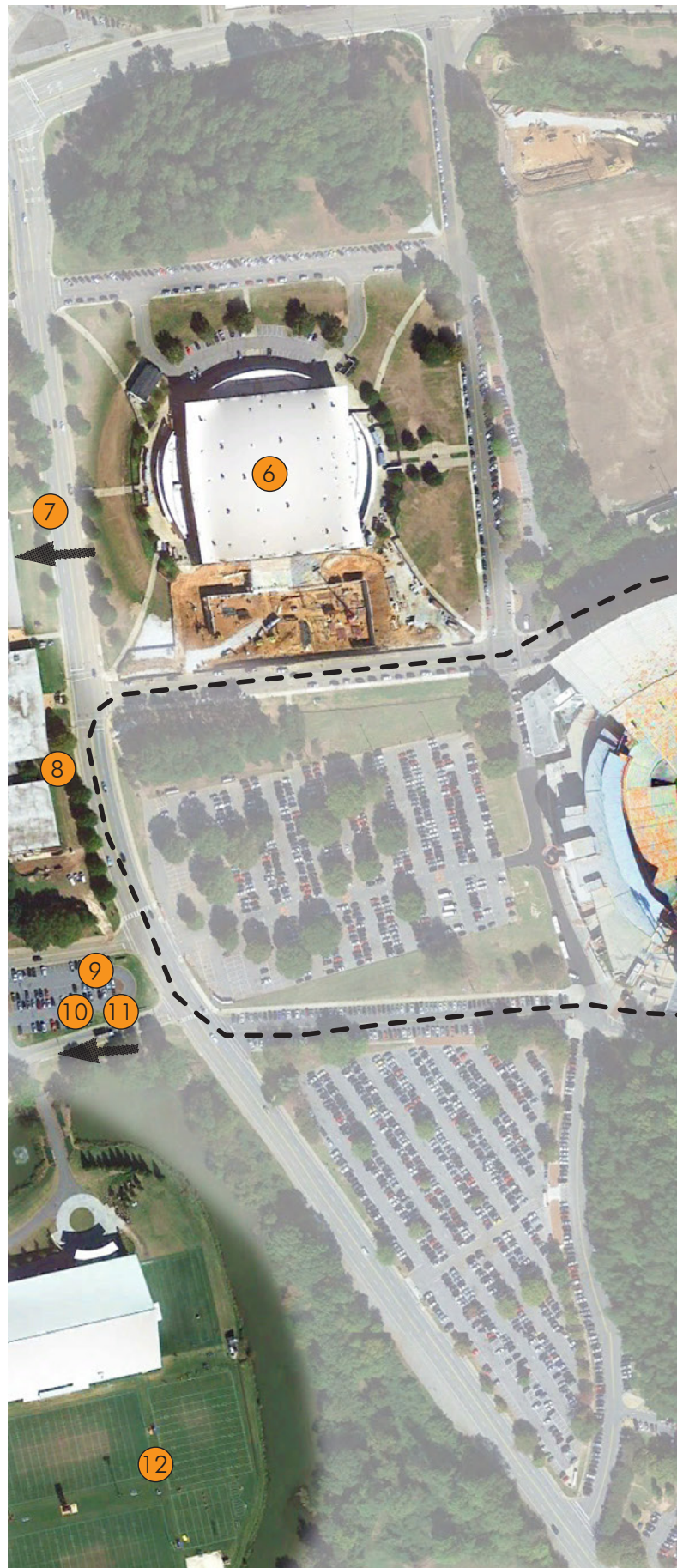




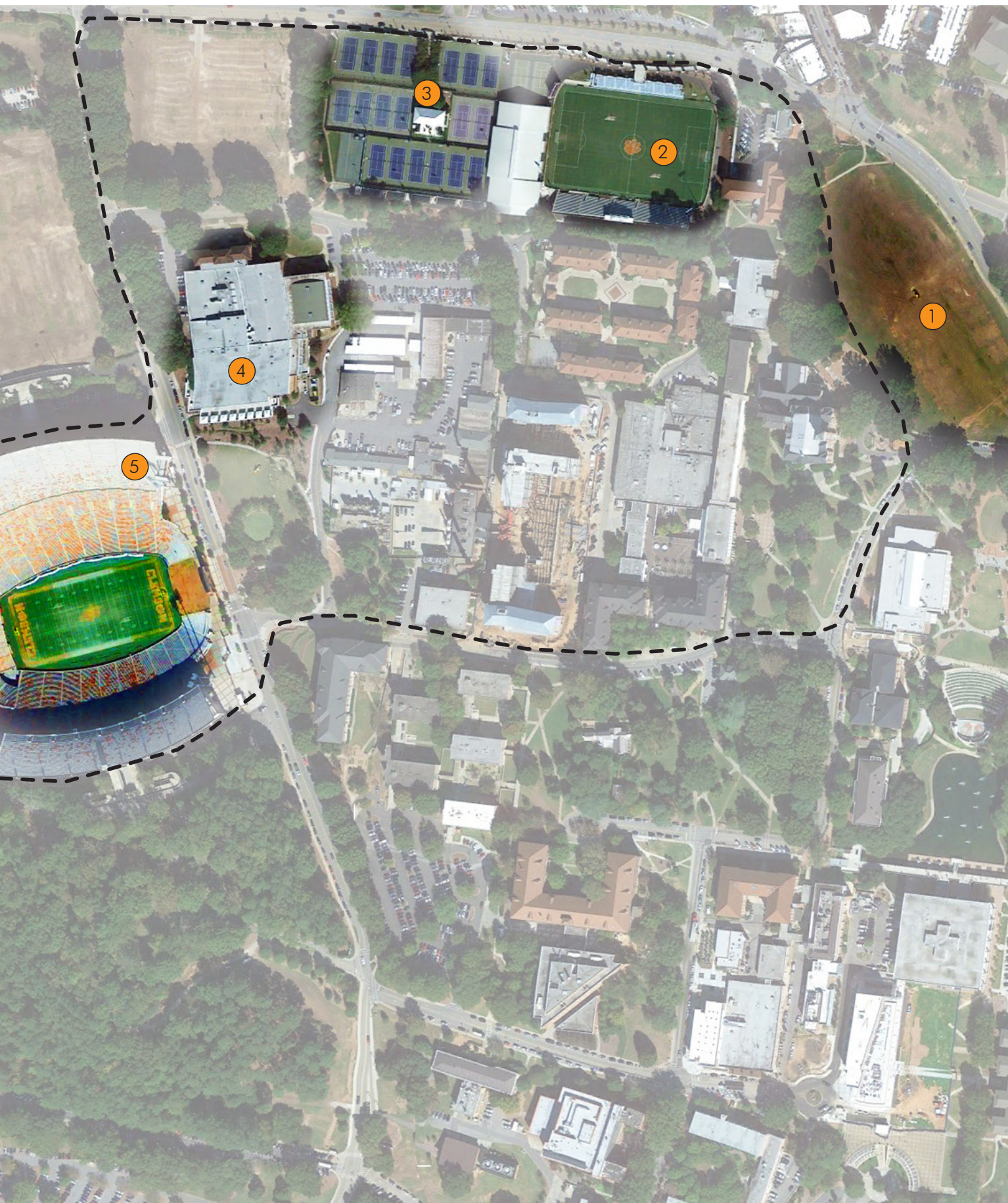
## ATHLETIC HISTORY

The Athletic History of Clemson begins on Bowman Field, where the first football game was played and extends through the campus to rowing facility on Lake Hartwell. This is a story of Clemson pride, tradition, and transformation through integration and the elevation of women's athletics. This is a story excellence achieved through commitment and hard work, as evident through winning the 2017 College Football National Championship. The experience can be incorporated in the potential Clemson Athletic Trails project.

- 1 | Bowman Field
- 2 | Riggs Field (soccer)
- 3 | Hoke Sloan Tennis Center
- 4 | Fike Recreation Center
- 5 | Memorial Stadium
- 6 | Littlejohn Coliseum (basketball)
- 7 | Doug Kingsmore Stadium (baseball)
- 8 | Jervy Athletic Center (volleyball)
- 9 | Rock Norman Track and Field Complex
- 10 | Golf
- 11 | Rowing
- 12 | Football Operations Facility





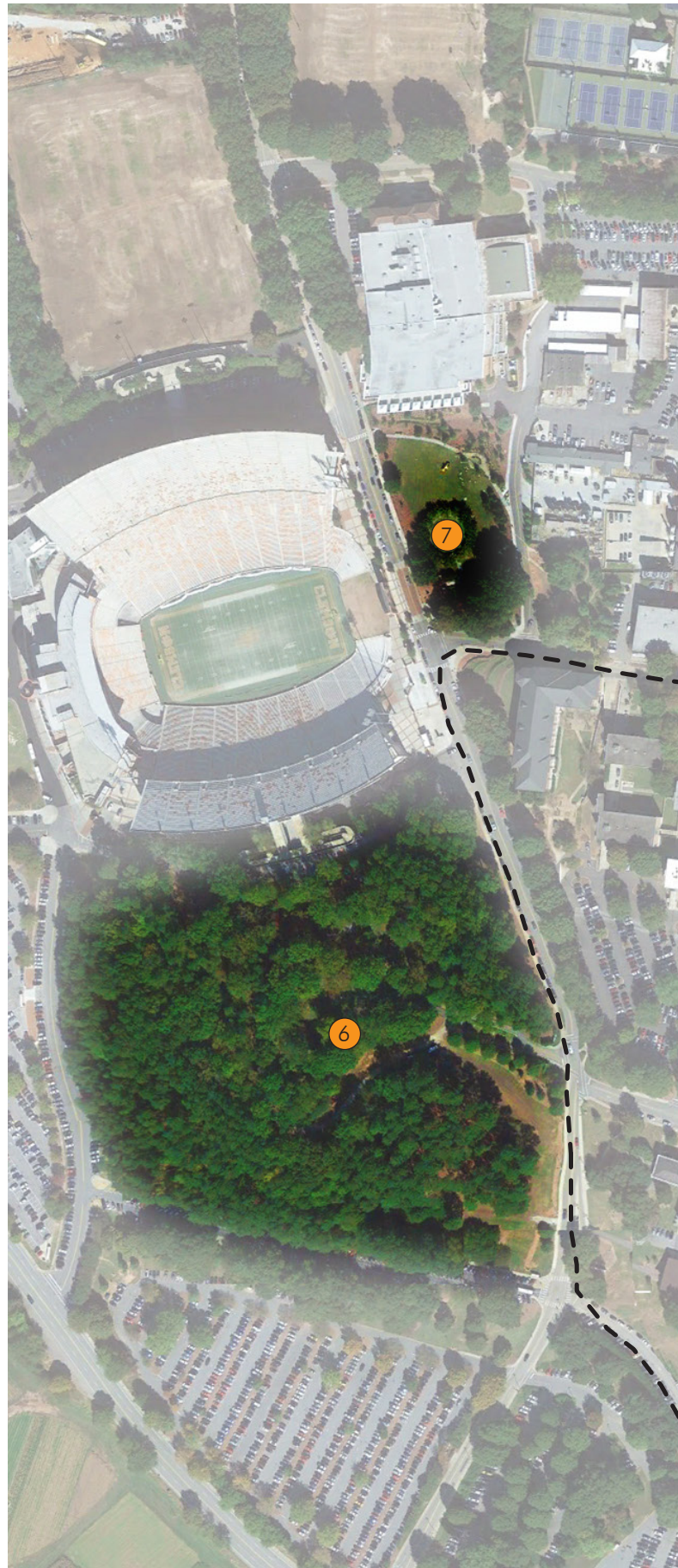




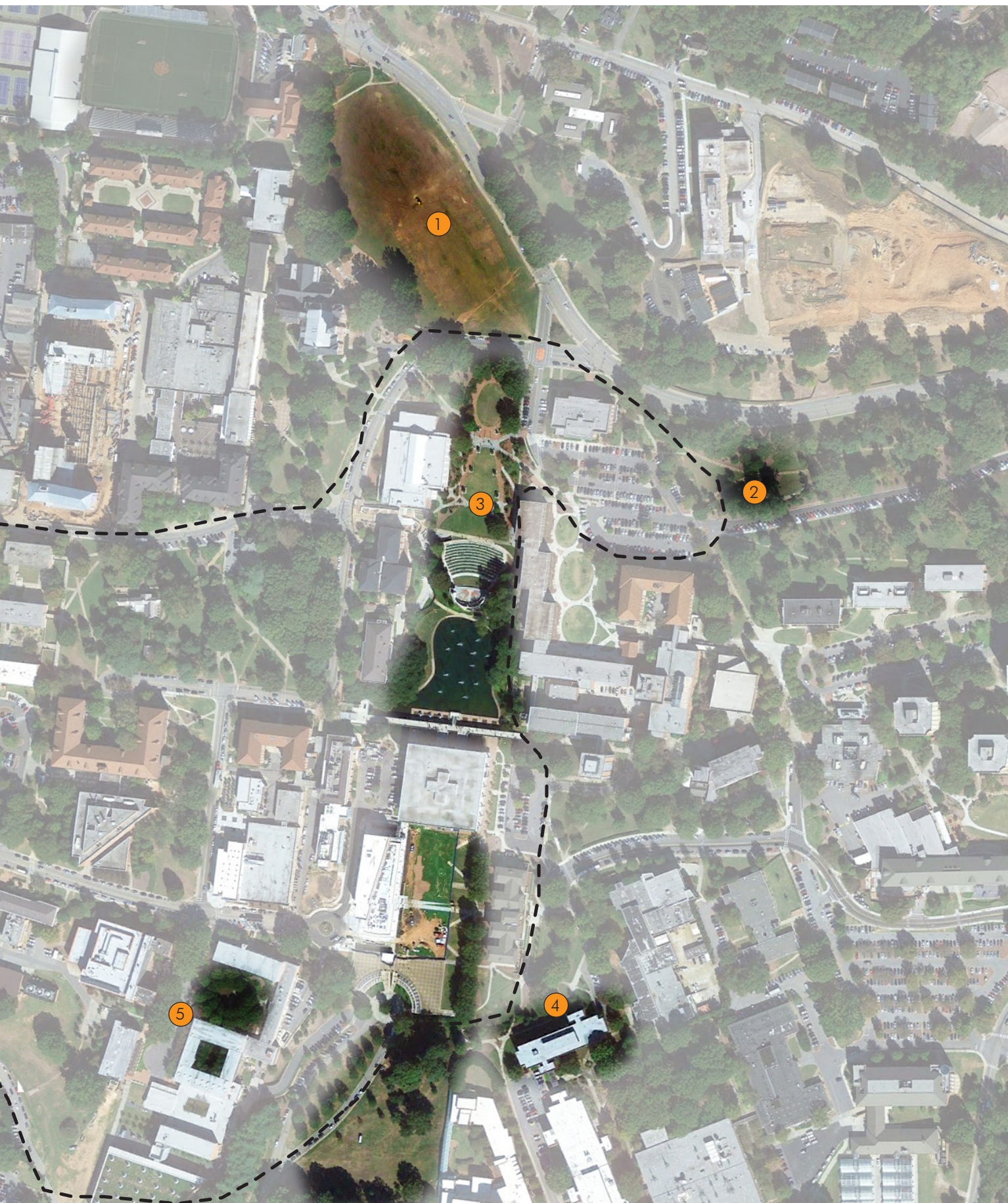
## NOTABLE LANDSCAPES

A land grant institution has a higher calling than other universities to serve as stewards of the natural environment. Clemson is the hallmark of this calling as evident in the agricultural research, land management and beautifully designed landscapes. These landscapes are home to public art, memorials and quiet places to study and step away from the activity on campus. These landscapes also are places where the Clemson Family gathers to toss Frisbees, celebrate, demonstrate, and tailgate and to learn. The landscapes express the campus as a garden. The landscapes illustrate Clemson's commitment to sustainability and to maintaining a unique sense of place on campus.

- 1 | Bowman Field (part of Green Spine)
- 2 | President's Garden & Rotunda
- 3 | Green Spine
  - Carillon gardens
  - North Green
  - Amphitheater
  - Reflecting Pond
- 4 | The Folly (adjacent to Barre Hall)
- 5 | Lee Hall and Lowry Hall Courtyards
- 6 | Woodlawn Cemetery
- 7 | Military Heritage Plaza







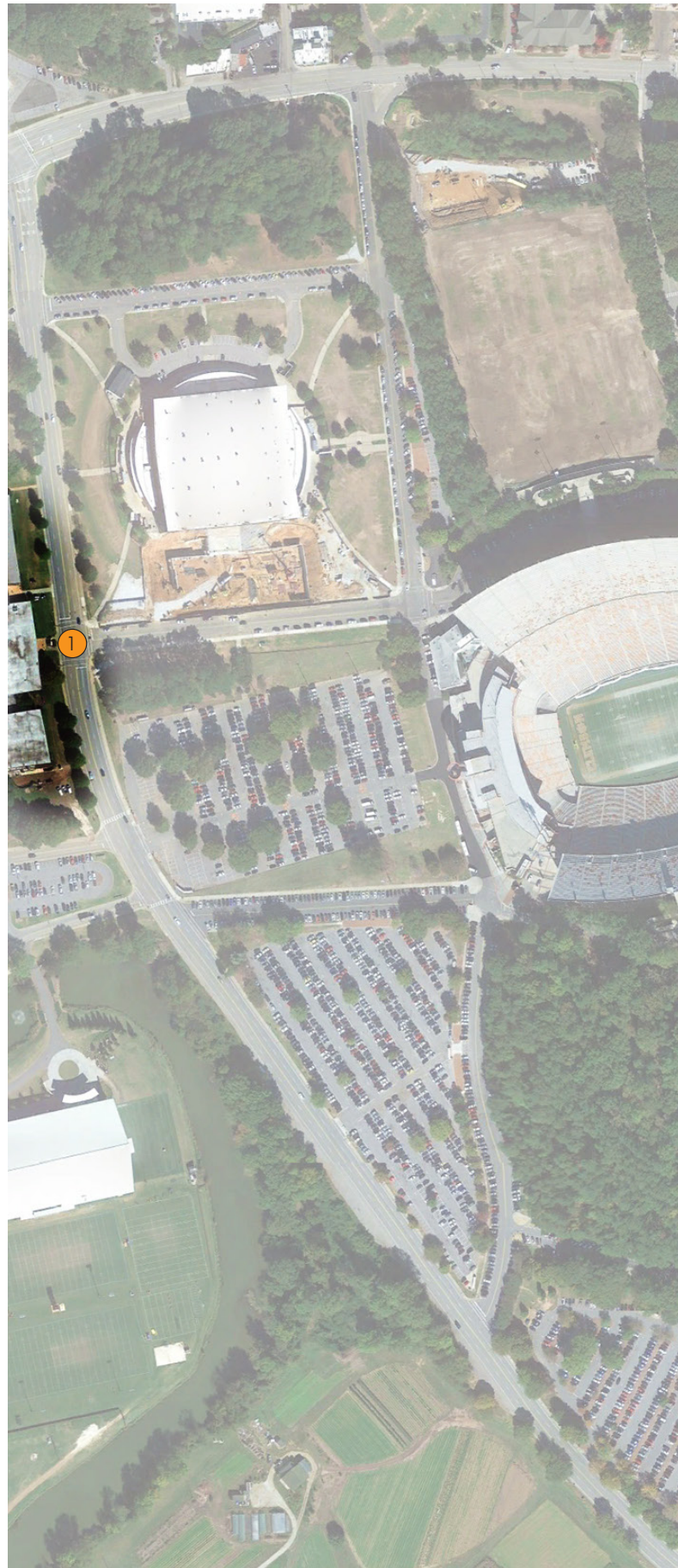


## MUSEUMS, GALLERIES & COLLECTIONS

Clemson has a diverse repertoire of Museums, Galleries and Collections that tell the history of the university and showcase the reach of Clemson's impact within the State of South Carolina and across the globe. Visiting these places will enable people to understand the depth and breadth of the academic, research and outreach work from bugs to the papers of elected leaders to advances in animal science and to the creativity and explorations of student art and architecture.

- 1 | Athletic Exhibits in Jervey Athletic Center
- 2 | Military History at the Quartermasters in Edgar Brown University Union
- 3 | Fort Hill Plantation
- 4 | Lee Hall Gallery
- 5 | Special Collections at Strom Thurmond Institute
- 6 | Brown Room at Robert Muldrow Cooper Library
- 7 | Campbell Museum of Natural History in Kinard Hall Annex
- 8 | Entomology at Long Hall

**NOTE:** NCAA rules prohibit access to areas where student athletes are practicing. Some areas may not be accessible to the public on a regular basis.





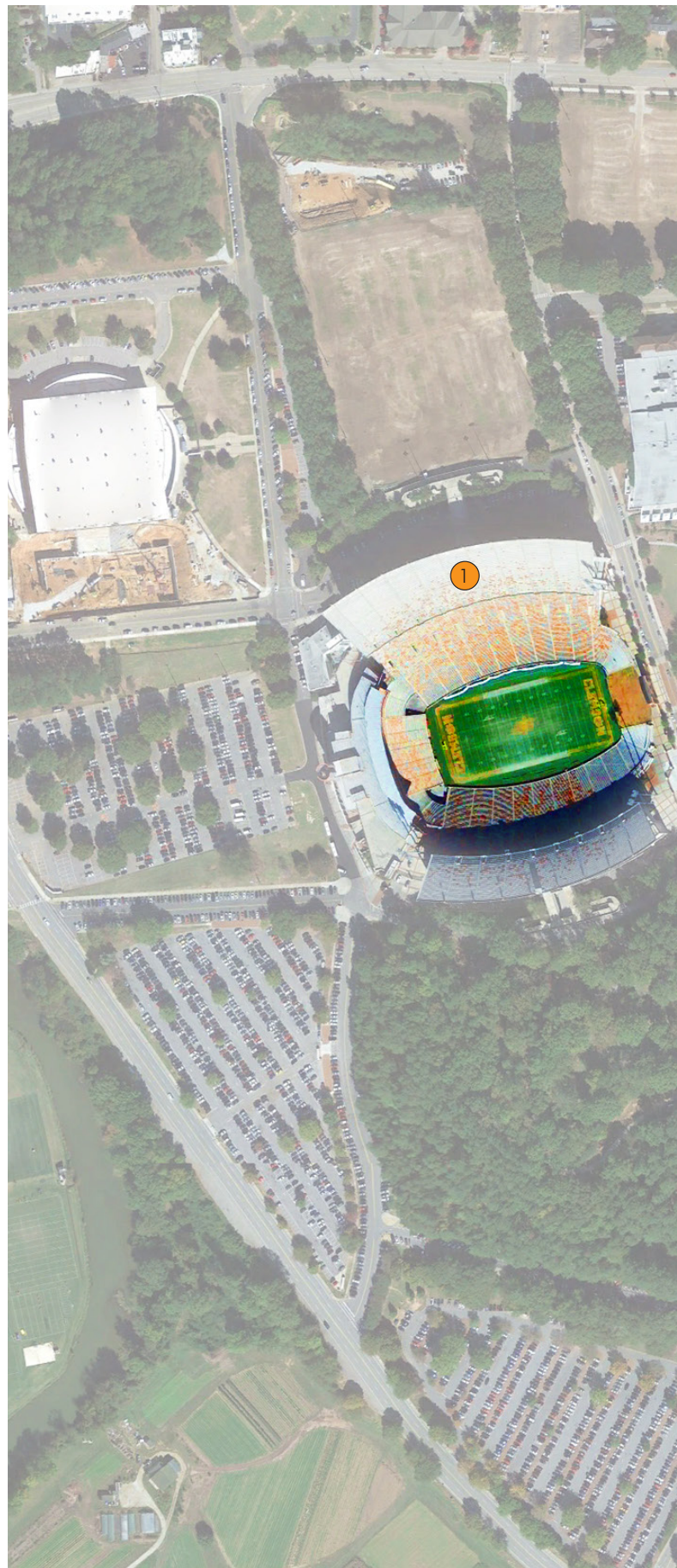




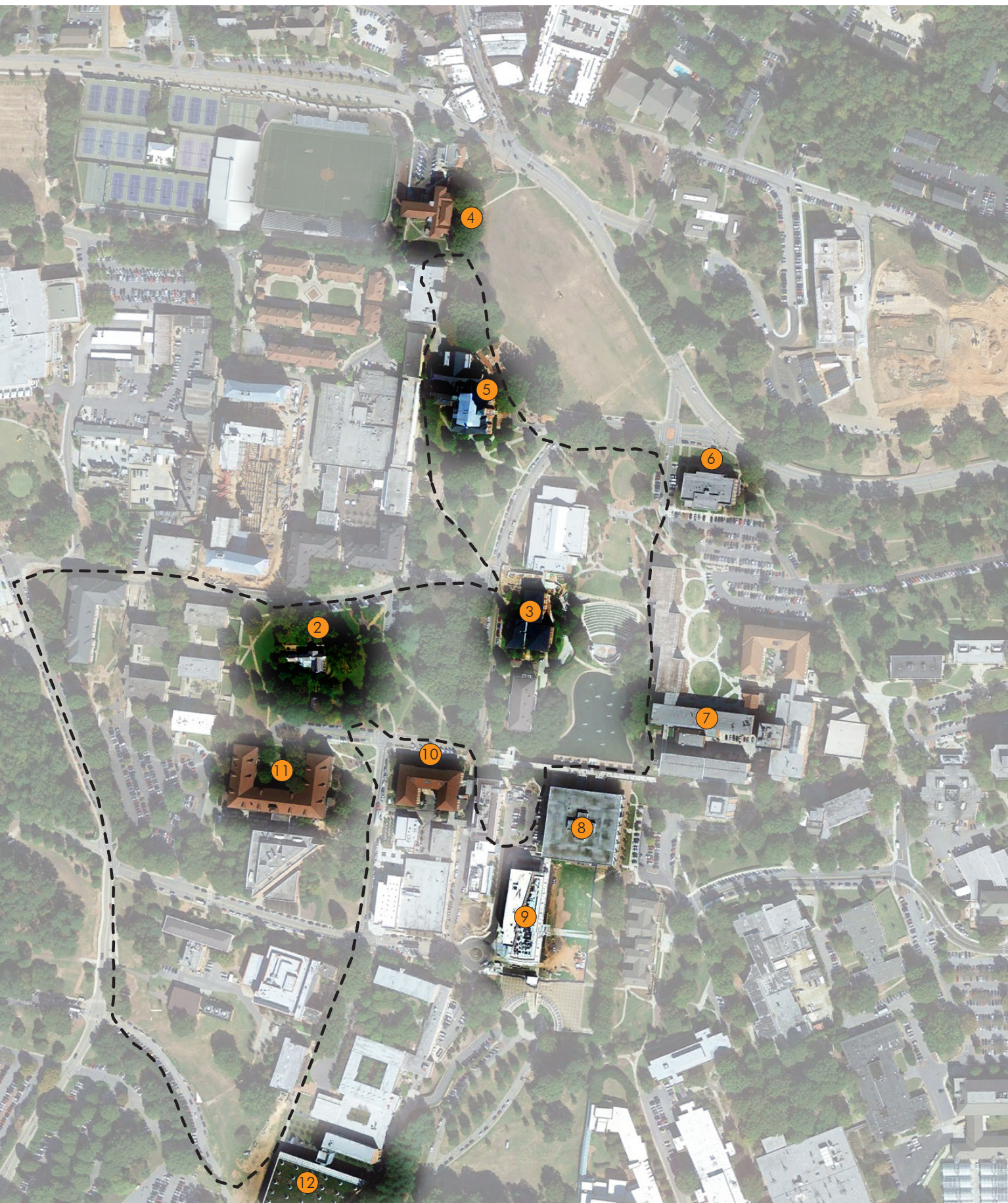
## NOTABLE ARCHITECTURE

The architecture of Clemson University is a testament to the transformation of the university through a commitment to purposeful design in creating places and spaces that elevate the spirit of learning. From the Fort Hill Plantation to the new Watt Family Innovation Center, Clemson demonstrates the necessity of innovation and stewardship through its buildings. This list is just a starting point and represents architecture through the ages of the university.

- 1 | Memorial Stadium
- 2 | Fort Hill Plantation & Trustee House
- 3 | Hardin Hall
- 4 | Holtzendorff Hall
- 5 | Tillman Hall
- 6 | Sikes Hall
- 7 | Pendulum in Kinard Hall
- 8 | Robert Muldrow Cooper Library
- 9 | Watt Family Innovation Center
- 10 | Riggs Hall
- 11 | Surrine Hall
- 12 | Lee Hall 3







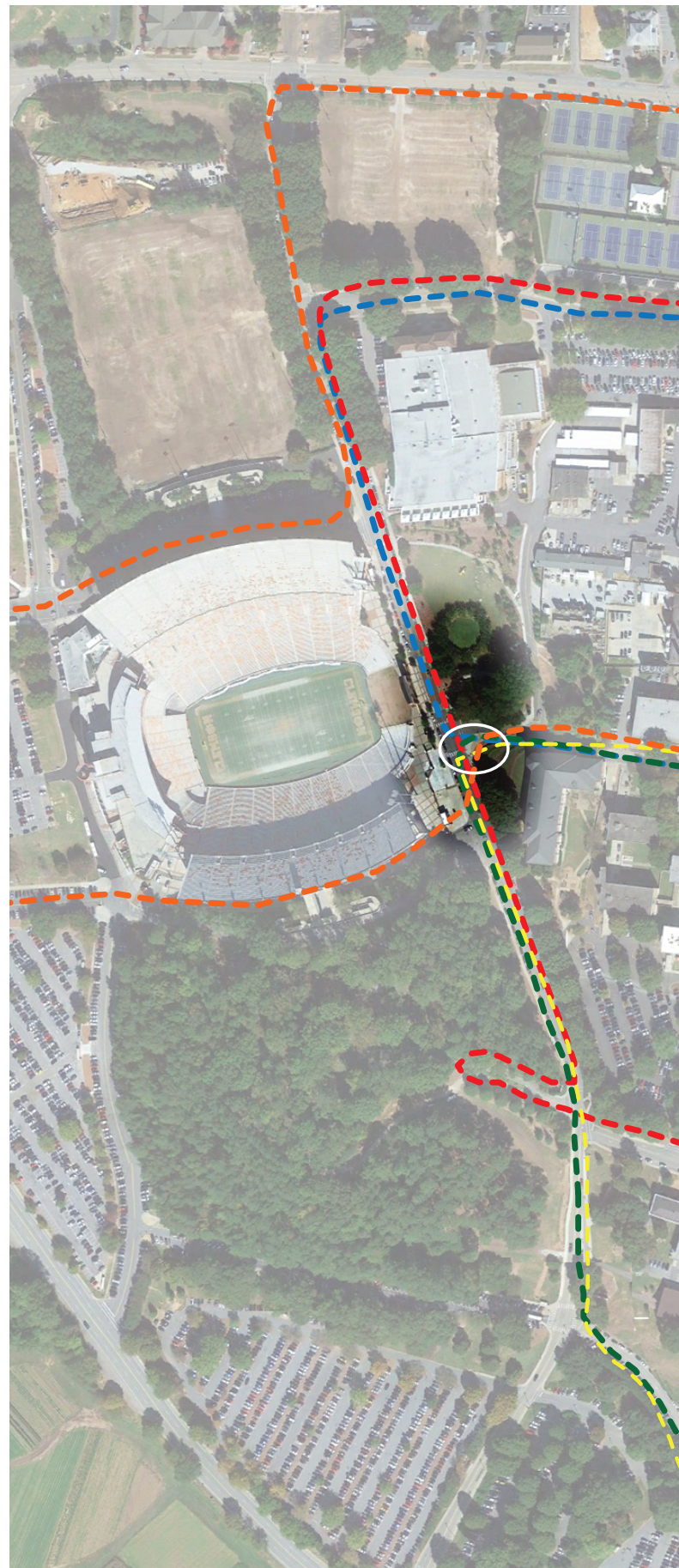


## INTERSECTIONS MAP

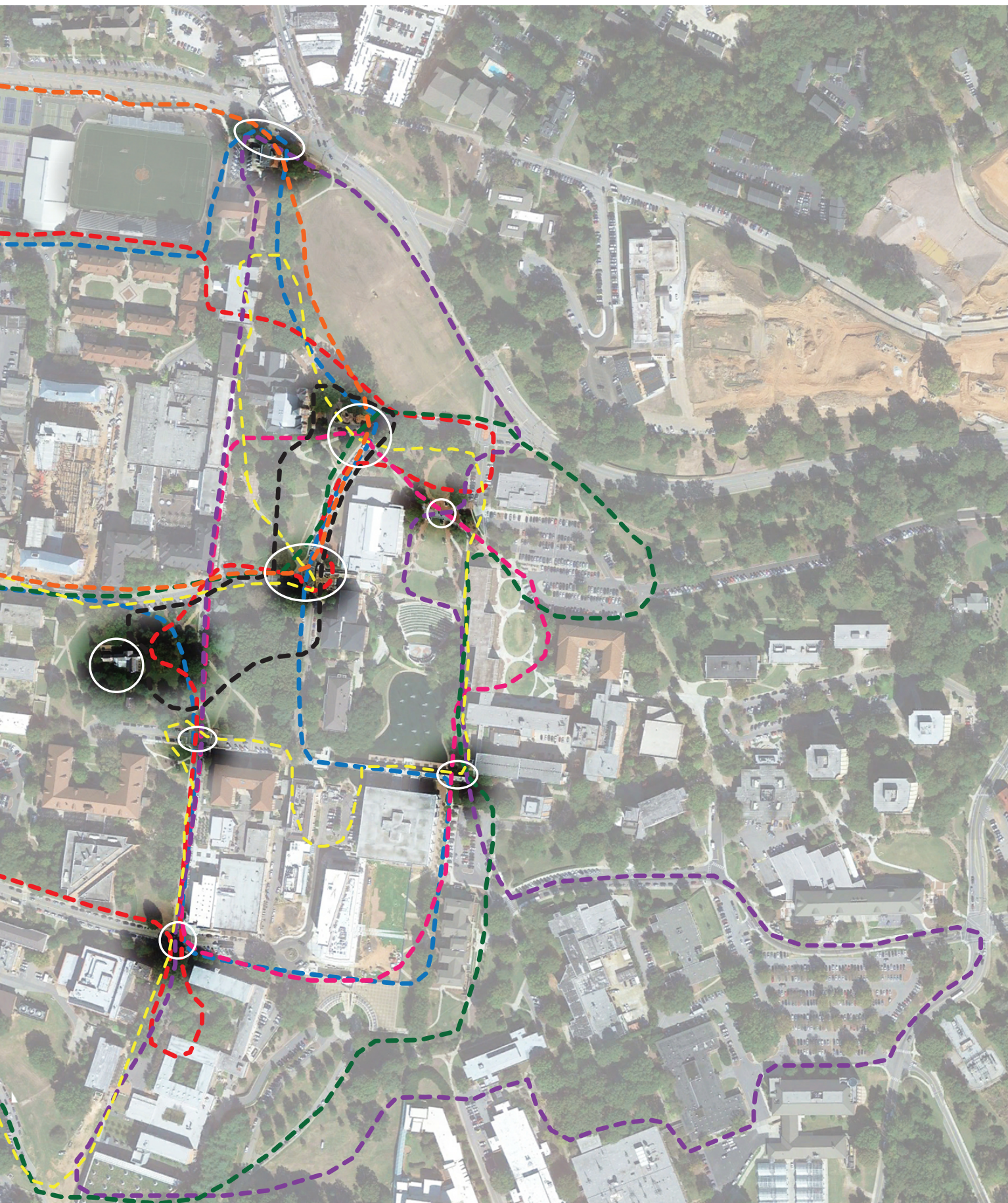
The interpretive journeys illustrated on the previous pages are just the beginning of the numerous ones that can be mapped to share Clemson's history. Where these individual journeys intersect are key places to stop, share, listen, experience and learn multiple layers of history through a variety of media, particularly guided tours and self-guided tours with smart phone apps, brochures and signage. Developing the media and stories for these intersections, as well as all sites, are excellent opportunities for research and development, Creative Inquiry, and engaging the broad Clemson Family.

- 1 | Hwy. 93, Clemson Boulevard & Bowman Field
- 2 | Tillman Hall & Thomas Green Clemson Statue
- 3 | North Green
- 4 | Library Bridge adjacent to Daniel Hall
- 5 | Fernow Street & South Palmetto Boulevard
- 6 | Fernow Street & Calhoun Drive
- 7 | Fort Hill Plantation
- 8 | Calhoun Drive & Fort Hill Street
- 9 | Fort Hill Street & Williamson Road

- — — — — Thomas Green Clemson:  
The Founding | Fort Hill
- - - - - African American Experience
- - - - - Military Heritage
- - - - - Public Art
- - - - - Athletic History
- - - - - Notable Landscapes
- - - - - Museums, Galleries, & Collections
- - - - - Notable Architecture















## 4 | APPENDIX

## APPENDIX A - WORKSHOP INPUT

### SEPTEMBER PARTICIPANTS

Lee Gill – Chief Diversity Officer  
Thompson Mefford – BOT faculty representative/MSE  
Kesha Williams – University Relations/  
Director of Social Media  
Mari Noorai – Historic Properties  
Kelly Durham – Alumnus/Clemson Corps  
Helen Adams – Director of Visitors Services  
Matt Bundrick – University Relations/  
Director of Web Services  
Ashley Strickland – Office of Human Resources  
Michelle Cato – Office of Human Resources  
George Askew – CAFLS/PSA  
Michelle Cauley – Development/Alumni  
Bobby McCormick – Business  
Mark Leising – Science  
Bob Powell – PRTM  
Gregory Ramshaw – PRTM  
Brenda Burk – Library, Special Collections & Archives  
James Burns – History  
Rhondda Thomas – English  
Brett Dalton – Finance & Operations  
Rick Goodstein – AAH  
George Petersen – Education  
Almeda Jacks – Student Affairs  
Michelle Piekukowski – Human Resources  
Brett Wright – CBSHS  
Maggie Farrell – Libraries  
Chip Hood – General Counsel  
Bob Jones – Provost  
Bobby Couch – Development/Athletics  
Dave Dryden – Creative Services  
Sandy Edge – Alumni Association  
Wil Brasington – Alumni Association  
Harrison Trammell – CU Foundation  
Jacob Barker – Marketing Service  
Melissa Vogel – Anthropology  
Megan Shockley – History  
Rod Andrew – History

Vernon Burton – History  
Paul Anderson – History  
Will Hiott – Historic Properties  
Jerry Reel – Professor/Historian Emeritus  
Abel A. Bartley – History  
Shaq Thomas – Undergraduate SGA  
Deveraux Williams – Staff Senate  
Anand Gramopadhye – CECAS  
Anny Lawton-Rank – Faculty Senate  
Victor Shelburn – Commission on Sustainability,  
Forestry & Natural Resources  
Shakira Hobbs – BGSA  
Nicholas Outen – CBSU  
Jerry Knighton – Office of Access & Equity  
Samantha Rich – Historic Properties  
Blake Page – CUGA  
Wyatt Amaral – CUGA/Historic Properties  
Rowan Lynan – The Tiger News  
Dan Radakovich – Athletic Director  
Sam Blackman – Athletics  
Davis Babb – IPTAY  
Graham Neff – Athletics  
Barry Anderson – Campus Planning  
Patti McAbee – Board of Trustees  
Kim Wilkerson – Board of Trustees  
Louis Lynn – Board of Trustees  
Mitch Norville – CU Foundation  
Hank Owen – Board of Visitors  
Hannah Pittman – Women's Alumna Council  
Patrick Sapp – Development/Athletics  
Joe Todd – IPTAY  
David Moore – CBAC  
Cathy Sams – Chair, Implementation Team  
Tanya DeOliviera – Campus Planning  
Gerald Vander Mey – Campus Planning  
John Veverka – John Veverka & Associates  
Irene Dumas Tyson – The Boudreaux Group



## OBJECTIVES AND OUTCOMES

The objectives address varying results that can be accomplished via a short term visit to the Clemson campus or over a period of years that students spend on campus working on their various degrees. The following are the objectives, expressed as measurable outcomes, derived from the focus workshop sessions. It is a comprehensive list that will be further refined, consolidated and prioritized.

In interpretive planning, objectives are arranged into three main categories:

**LEARNING OBJECTIVES:** information that we want people to remember.

**BEHAVIORAL OBJECTIVES:** actions that we would want people to do or undertake.

**EMOTIONAL OBJECTIVES:** feelings or attitudes we want people to embrace as a result of their interpretive experiences.

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## LEARNING OBJECTIVES

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### FOUNDING

- Understand the Will of Thomas Green Clemson, and how the unique mission and vision it describes is embedded within Clemson's history, legacy and University life today.
- Understand that Thomas Green Clemson was a product of his early life experiences, travel and international relationships with different cultures.
- Learn that Clemson was founded to increase the prosperity and economic well-being of South Carolina and is still committed to this vision today.
- Understand that this was once a working plantation.

### GENERAL HISTORY

- Understand the historical timeline of Clemson's history.
- Learn that Clemson reflects both the good and tragedy of the times (19th century), a legacy of great vision and philanthropy, but built on a plantation worked by enslaved people, with its earliest facilities built by the hands of a predominantly African American and convict labor crew.
- Understand that some campus buildings are named after people with controversial pasts; yet, the university is beginning to address these realities and areas of conflict in straightforward ways.
- Learn about Woodland Cemetery (Cemetery Hill), historical figures buried there, such as members of the family of John C. Calhoun, professors, trustees, presidents and Ogilia Bell Clark, the only African-American interred there, as well as the burial grounds adjacent to Woodland Cemetery for African American slaves and convict laborers.
- Learn about the importance of the land and the people who developed it – the Cherokee village, the plantation era, sharecroppers, the land-grant mission, Clemson's experimental forest, the development of the lake, etc.
- Learn about the unseen history (archeology of/on the campus and satellite sites).
- Understand Clemson's role during WWI, WWII, suffragette movement and other social movements over its history.
- Understand Clemson's story from many perspectives, including people of modest means.

### ACADEMICS AND RESEARCH

- Understand that Clemson's natural/cultural environment is a "living laboratory".
- See that Clemson offers good future job prospects for students and provides a good education for the costs.
- Learn how the Clemson courses of study have changed over the years and what courses were taught when the University was first founded.
- Learn about Clemson pioneers and trailblazers, such as April Gillens, the first African American to earn a PhD in environmental engineering.
- Learn where Clemson is going in the future.
- Learn that Clemson is a land-grant university and what that means, both on campus and across the state, including the role of the Cooperative Extension Service.
- Learn about student and faculty research projects and impact.

### NATIVE AMERICAN

- Understand why this location has been an important landscape from Native American times and will be into the future.

### AFRICAN AMERICAN

- Understand the evolution of the African American experience at Clemson – from the plantation era to the early history of the university to desegregation and up to modern times, including recent demonstrations by African-American students and their allies (causes and how Clemson is responding).
- Learn about the African American musicians, such as Duke Ellington, who performed at Clemson prior to desegregation.

### MILITARY HISTORY

- Understand Clemson's rich military history

### ATHLETICS

- Learn about the University's athletic history timeline, facilities, evolution from a single sport (baseball) to 19 different sports today, the history of key sites such as Bowman Field and Riggs Field, and the importance of athletics personalities in shaping the university.



## CLEMSON FAMILY

- Understand Clemson's alumni pride in academic, research and athletic work and successes.
- Learn about the history of organizations on campus.
- Understand that Clemson is student-centric.

## BEHAVIORAL OBJECTIVES

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- After their Clemson campus visit with their families, prospective students will want to be students here and part of our Clemson family.
- Faculty, staff and students will have greater awareness of and appreciation for the university's rich and complex history and will be more engaged with the institution.
- Prospective faculty and staff will want to be part of the institution.
- Alumni will be more inclined to support the institutional through private gifts and volunteer activities.
- Students and visitors will notice the sidewalks with graduates' names on them and have a thoughtful moment about their place in Clemson history.
- Students will think about becoming involved in one of the many Clemson clubs to learn more about Clemson history and become more engaged within the Clemson family.
- Visitors will be encouraged to visit the Experimental Forest and other off-campus facilities and to enjoy passive and nature-based recreational and educational opportunities.

## EMOTIONAL OBJECTIVES

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- Feel that the Clemson experience transforms lives and communities in many positive ways.
- Experience feelings of sadness, anger or embarrassment about some historical figures and their views, but also satisfaction that the university is beginning to address these aspects of its history.
- Feel that students/graduates will/can help change the future in whatever way they can.
- Feel that Clemson has a real sense of place in the community, the region, throughout the nation and across the globe.
- Feel that Clemson Family spirit, atmosphere and support system: all staff, faculty, administrators, trustees, alumni and students are a family.
- Feel that Clemson is welcoming and open to all people.
- Feel that Clemson is a caring campus community.
- Appreciate that Clemson has a "wall of achievement" that potential students need to climb to be a student here.
- Feel the connection with the land, forest and Clemson's agricultural heritage.
- Feel and understand how Clemson is connected to the State of South Carolina and her people.
- Feel and understand that Clemson is a major national research university.
- Believe that this is a "one-on-one" school where every student matters and faculty are accessible to them.
- Understand and feel that Clemson is a lifetime experience, which one never really leaves.
- Feel the significance of the sacrifices of those recognized at the Scroll of Honor and Military Heritage Plaza.
- Feel that the Clemson story is inclusive in representing the experiences of all who have lived, labored, and/or studied on this land.

## OTHER INTERPRETIVE OPPORTUNITIES/NEEDS THAT WERE EXPRESSED DURING THE FOCUS WORKSHOP:

- Revive and expand the oral history project, and include stories of non-university people from the surrounding community who played important roles in the university's development.
- Hire a staff member with expertise in Southeastern U.S. history archaeology.
- Create a Clemson University history course and require all students to take it.
- Develop a Clemson University Heritage Center/Visitor Center (Trustee House).
- Develop an interpretive exhibition plan for the Fort Hill Plantation exhibits.

## IDEAS FOR INTERPRETIVE THEMES AND SUB-THEMES

- From the focus workshops, several main interpretive storyline topics or subjects were revealed. The following themes, topics and ideas were the basis of the recommended four interpretive themes that guide this interpretive plan.
- The pre-contact/Native American history connected to this site and region
  - Archaeological research, discoveries and future needs.
  - Cherokee historical timeline of events, including conflicts and treaties
- Thomas Green Clemson
  - Thomas Green Clemson's early life, life experiences and plantation operation
  - Thomas Green and Anna Calhoun Clemson's family and their key contributions to founding Clemson University
  - The living legacy of Thomas Green Clemson's Will
- The American Civil War Era
  - Contributions of enslaved African Americans to Fort Hill Plantation
- The Reconstruction Era
  - Continued development of Thomas Green and Anna Maria Clemson's ideas for establishment of college in South Carolina
  - Labor of freedmen, women, and children (former slaves) on the Fort Hill Plantation
- The formation of Clemson University as a land grant university
  - Clemson University early historic events timeline and historical figures
  - Clemson University role as a military college
  - Clemson University admitting women and African-American students
  - Clemson diversifying its faculty, staff and administration
  - Contributions of prominent and successful Clemson alumni
  - Clemson athletic history and athletic program evolution
  - Clemson University today and into the future
  - Clemson's agricultural heritage
  - Clemson's athletic programs
  - Addressing Clemson's past history and movement forward
  - Clemson's research and technology advances and contributions



APPENDIX B • IMPLEMENTATION AND PRIORITIES MATRIX

The Implementation and Operations (I&O) matrices are intended as a management tool that provides a summary of all of the suggested media and interpretive services for the heritage sites inventoried and that have had a story development form set prepared for them. They are a working tool/template or worksheet that can be updated at any time as priorities and budgets change.

Implementation is the hardest part of an interpretive plan. The I&O matrix is a tool for the Clemson team to determine the media or services they want to fund and implement each fiscal year. The phasing or implementation of any interpretive media and services priorities are often based on short and long term budgeting, integrating the interpretive media or services into other land planning and campus development activities in concert and leveraged with possible partners, grants or other funding sources.

Budgeting is updated each fiscal year in order to reflect costs changes. Vendors can provide updated costs for design, material, fabrication and installation.

For planning purposes, sample, average costs for interpretive media and services in 2017 dollars are provided below.

INTERPRETIVE PANELS, 2' X 3' HIGH PRESSURE LAMINATE

\$4,000 – design, text development, fabrication, bases and frames and shipping.

INTERPRETIVE EXHIBITS (INTERIOR)

\$400/square foot of floor space – of this cost, 25% is the design fee and 15% is for delivery and installation.

SMART PHONE, SELF-GUIDED APP

\$35,000 – includes planning the stops, writing the audio scripts, sound studio time for recording the narrators or guest voices and adding music and sound effects, and providing a digital copy for recording into the a computer or phone system. The delivery hardware is a separate cost.

DEVELOPING A PRINTED INTERPRETIVE GUIDE BOOKLET

\$15,000 – planning, research, design and copy development and creating a master print or PDF ready copy, 15-20 stops.

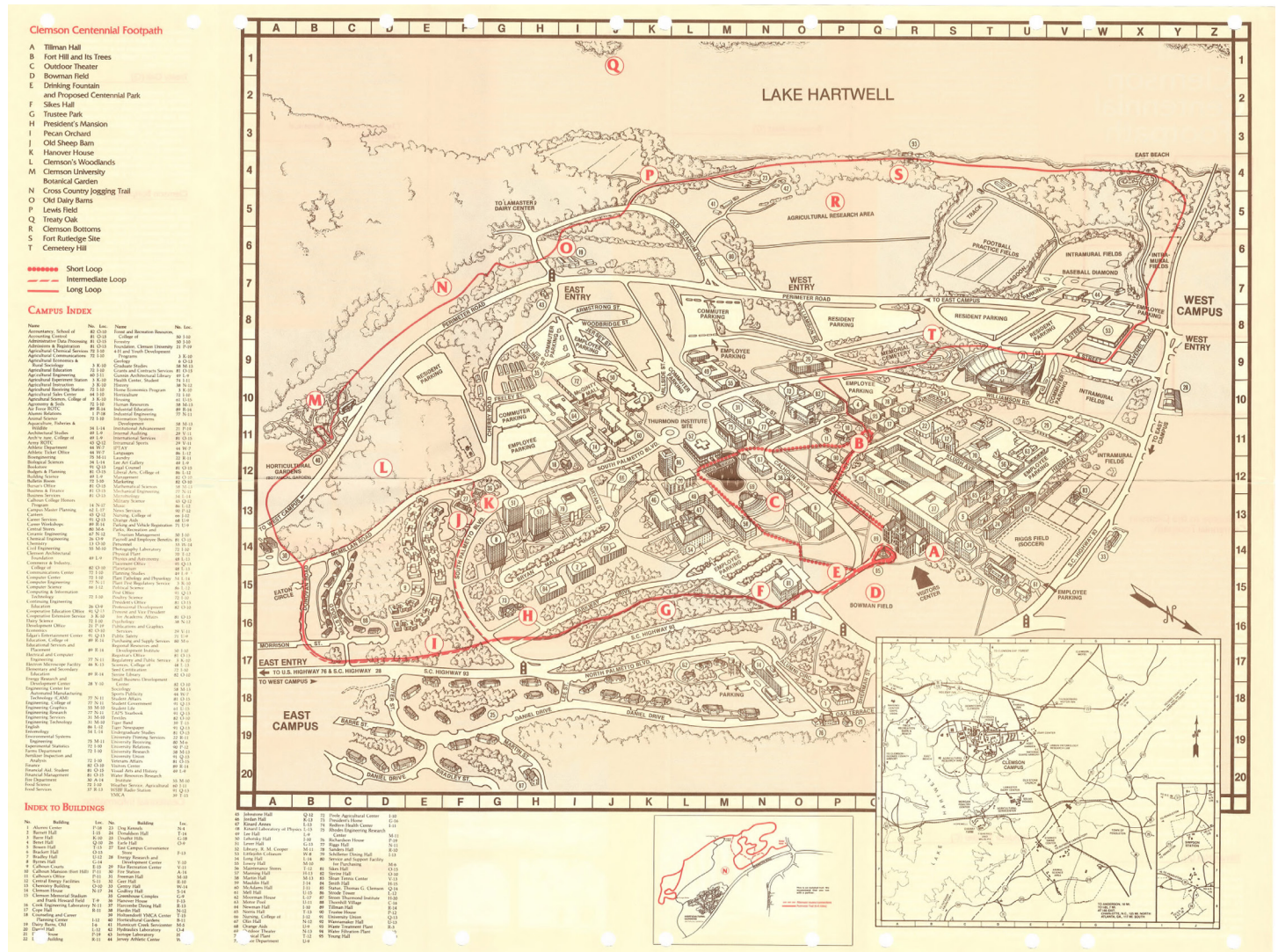
SELF-GUIDING CEMETERY BROCHURE

\$5,000 – Two-fold or larger format, including research, photography, text and producing a final photo/production ready layout; 7-10 stops.

WEBSITE AND PAGE DEVELOPMENT/ MANAGEMENT

Clemson Creative Services will be best to manage this process.

# APPENDIX C · CENTENNIAL FOOTPATH MAP (1989)





PLANNING FOR SUCCESS



INTERPRETIVE PLANNING TOOLS FOR

*Heritage Areas,  
Historic Trails  
and Gateways*



Chesapeake Bay Office

Northeast Region  
National Park Service  
U.S. Department of the Interior



## PART 3 *Interpretive Planning*

The sidebar (*below*) provides visitor experience objectives for the Captain John Smith Chesapeake National Historic Trail.

### Visitor Experience Objectives for Interpretation, Captain John Smith Chesapeake National Historic Trail

Visitor experience objectives describe opportunities that will enable people to fully enjoy, understand, and appreciate the diverse resources associated with the Trail. The objectives support the overarching goal to inspire an ethic of stewardship among Trail users and relate to the Trail's significance, interpretive themes, and targeted audiences.

Visitor experience objectives define desired end results, not the means for attaining those results.

Visitors will have opportunities to:

- Understand that the Chesapeake Bay is a nationally significant resource.
- Appreciate the Bay's history, features and values.
- Appreciate the magnitude of Smith's explorations in the Chesapeake region in 1607–1609.
- Understand how incredibly abundant and diverse the Bay's natural resources were in the early 17th century.
- Understand how Smith's writings and his remarkably accurate map of the Bay influenced immigration and colonial settlement in the region, which impacted the native peoples and the landscape of the Chesapeake.
- Appreciate the long history, extensiveness and sophistication of the societies and cultures of the Chesapeake Indians prior to contact with the English.
- Understand how the American Indians aided in the survival and eventual settlement of the English in the Chesapeake region.
- Acknowledge the multicultural diversity of the region's human history.
- Be provoked to further explore and understand the Bay's cultural and natural heritage and values.
- Develop intellectual and spiritual connections to the places and stories associated with the Trail.
- Acknowledge that Chesapeake Bay Indians continue to live in the region today.
- Acknowledge that the Bay's natural resources have diminished over time.
- Understand how conservation is achieved in the Bay watershed.
- Learn how to engage in Bay stewardship activities.

### Step 7: Create an Implementation Plan

Core team members map the themes, consider programming and media options, and create an evaluation plan. Partners and stakeholders review and comment on the draft plan.

#### Sharing the Stories

Each of the planning steps to this point has been focused on fundamental elements of the plan: **the themes** and **their audiences**. The next step involves practical matters of implementation. The interpretive plan is intended to empower people to share their resources and stories in mutually beneficial ways. That idea should guide the process of planning for implementation.

#### Mapping the Themes

In Step 4, the planning team linked stories to their associated resources, and then assigned them to themes. Referring to the list of stories and resources, prepare a map of the site or region that locates each theme geographically, linking stories to resources. Use a different color code for each theme or create a series of transparent overlays for each theme. Look for the best place to tell each story. Look for places where themes overlap.

The best locations will offer exceptional access to story-linked tangible assets. But also note the facility locations that offer programming opportunities, such as visitor centers, as well as partner locations or other venues where programming could be presented (schools or libraries, for example).



## PART 3 *Interpretive Planning*



Study the map, looking for patterns. Are theme elements clustered together or spread out across the region? Is there a logical sequence to the key elements? If so, how likely are visitors to follow that sequence? What can be done to encourage them to do so? If key elements are linked, will the themes work no matter in what sequence the visitors may visit them? Where themes overlap, how might they be distinguished for visitors (to complement rather than to duplicate and compete)?

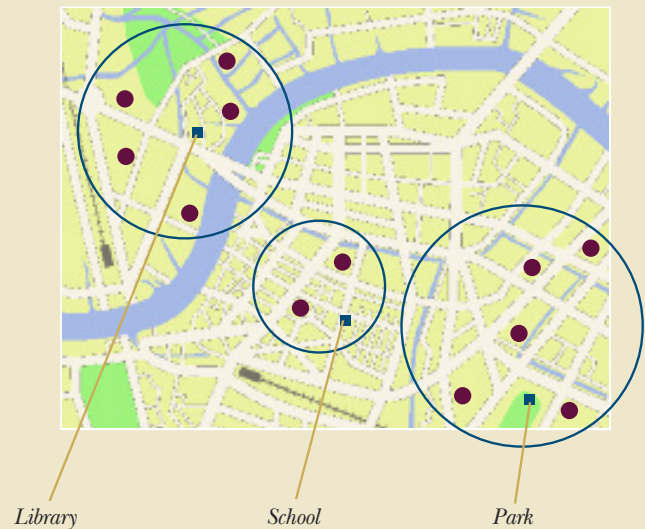
There is not one single way to accomplish this step; it will take creativity, intuition, and logic and analysis.

With the map drafted, a third basic element has been identified: the locations of the tangible assets where each theme and story can be presented. The next stage identifies the final element that is needed to create the implementation plan: how will the stories be told?

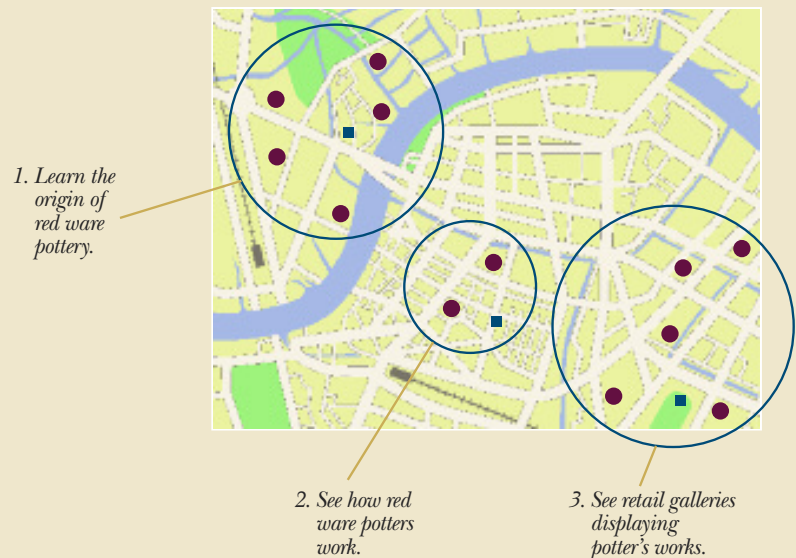
### 1. Map your themes.



### 2. Look for clusters and proximity to venues.



### 3. Look for a logical sequence for visitors to follow.



## PART 3 *Interpretive Planning*

### Communicating the Themes

Themes are communicated to audiences through interpretive services. Interpretive services are different from informational or orientation services, which help people navigate with directions and program schedules. There are two modes of communication in interpretation:

**Person-to-person** modes include guided tours, talks, lectures, living history demonstrations, and theatrical performances, among others.

**Media-based services** are those delivered via print or electronic media, including everything from brochures and exhibits to films and GPS-guided handheld devices.

The following section offers a more complete list.

### Types of Interpretive Services

#### Person-to-person

Conducted, performed, or presented by one or more interpreter(s)

- Children's interpretation
  - Children's walks and talks
  - Junior Ranger program
  - Puppet shows
- Educational activities (including college level)
  - Day trips to the site
  - Life-long learners
  - Multi-day, in-park programs
  - Parks-as-Classrooms programs
  - Student mentoring
  - Teacher workshops
  - Visits to groups and classrooms
- Evening activities
  - Campfire programs, sky observation programs, et cetera
- Fixed-station interpretation
- Hands-on activities
- Immersive experiences
- Interpretation in period dress
  - Living history interpretation, first-person
  - Living history interpretation, third person
  - Theatrical performances
  - Reenactments
- Dialogue-based programs

- Outreach
  - Programs for groups (service clubs, senior centers, et cetera)
- Interpreted bus tours
- Roving interpretation
- Guided walks
- Boat excursions
- Demonstrations
- Scheduled talks
- Special activities and presentations
  - After-hours/behind-the-scenes open house
  - Artists-in-Residence Program
  - Public lecture series and seminars
  - Special events
  - Storytelling
  - Public workshops

#### Media-based

Audience experiences these independently

- Films, IMAX, slides, videos, DVDs
- Museum-style, object-based exhibits
- Interactive computer stations
- Interactive exhibits
- Interactive viewers
- Audio wand walking tours
- Auto tour audio systems
- Cell phones, including text messaging
- Push button, headphone or handset audio
- Podcasts
- GPS-activated devices
- Portable DVD players
- Low frequency radio broadcast
- Interpretive messages attached to sales items
- Cooperating association sales items
- Publications
  - Educational books, newsletters, newspapers, brochures, site bulletins, trail guides, et cetera
- Self-guided trail markers and publications
- Wayside exhibits and kiosks



## PART 3 *Interpretive Planning*



- Student information packs
- Curricula and teachers' guides
- Traveling trunks
- View tubes; telescopes
- Animatronics
- Holograms
- Ambient sound
- Smell and aroma
- Website, including social media
- Virtual tours

**What types of media are best?** – Some types of interpretive media have stood the test of time, such as wayside signage and printed self-guided tour maps. Electronic media evolve much more quickly, requiring interpreters to stay informed about the latest choices.

**Visit the toolkit website for guidelines for choosing the right communication tools, and information and resources regarding interpretive media.**

### Developing an Interpretive Strategy

The process of developing an interpretive strategy begins with all the essential elements in place: **themes**, **audience categories**, **locations and associated resources**, and **ideas for media**. Planners link the meanings of each interpretive theme, specific audience requirements, the types of services available, and the tangible assets and locations that are available for providing these services. The choices are informed by **management goals** and **visitor experience objectives**.

The core team is central to the exercise, but interested stakeholders and community leaders can participate as well. Unless political conditions demand it, this is not an appropriate exercise for an open public meeting. Members of the public have already **presented their stories** and how they want them told. They will have opportunities later in the process to see how their input has been incorporated and to weigh in on the suggested interpretive services.

Any brainstorming approach can be used. The following three-step approach is a systematic one.

#### 1. Create Theme/Audience sets – For example:

- Theme A conveyed to Audience A
- Theme A conveyed to Audience B
- Theme B conveyed to Audience A
- Theme B conveyed to Audience B, et cetera.

#### 2. Brainstorm ideas for reaching particular audiences --

For each of the Theme/Audience sets, develop a list of **interpretive services** (including services, programming, visitor experiences and optimal locations) best suited to enable that audience to understand and explore that primary theme.

#### 3. Evaluate and prioritize the ideas -- Refine the initial list by following these steps:

##### a. Evaluate each potential service according to criteria important to the site or region.

Criteria to consider include:

- Does the service achieve one or more visitor experience objectives?
- Is it an effective service for all age groups, learning styles and preferences within the audience category?
- Will this service reach many visitors, or a few?
- Is the service feasible with available resources?
- Is it universally accessible?
- Does it support one or more management goals?
- Could the interpretive service have a negative impact on the site's or region's assets?
- Will it attract visitors to underutilized areas of the site or region, allowing overused areas to recover?
- Are there any safety issues to consider?

##### b. Set aside those services that are not currently feasible, may have substantially negative resource impacts, or are potentially hazardous (some or all of these services may be feasible in the future if existing conditions change).

##### c. Rank the remaining services on the list, highlighting those that will be most effective and will have no (or minimal) negative impacts.

(Refer to the Sample Strategy on the following page)

## PART 3 *Interpretive Planning*

**Revisiting the interpretive matrix** – Up to this point, the interpretive matrix has included **themes and locations**. Now audiences and proposed interpretive services can be added. The first part of the interpretive strategy is in place. The strategy will be complete with the creation of an action plan and an evaluation plan.

Interpretive matrices take many different forms. The website provides examples.

Visit the toolkit website for a sample matrix that matches themes and audiences to locations and services.

### Sample Strategy

**Management Unit:** A site along the Star-Spangled Banner National Historic Trail

**Theme A:** The military events in the Chesapeake Bay region during the War of 1812 were central to the outcomes of the broader three-year struggle between the United States and Britain that established America's economic independence and military strength.

#### 1. Create Theme/Audience sets.

**Theme A**  
**Audience:** On-site heritage tourists

**Theme A**  
**Audience:** School groups  
(4th and 5th graders)

**Theme A**  
**Audience:** Virtual visitors

#### 2. Brainstorm ideas for effectively reaching these audiences.

Consider the site's (or region's) features or amenities, key messages, and visitor experience objectives.

##### Theme A – Heritage tourists

- Living history programs – *Brown House; Cox Field*
- Touchable reproduction objects – *visitor center*
- Film on War of 1812 events at site – *visitor center*
- Boat tours – *off Barrow's Point*
- Encampment events and reenactments – *Cox Field*
- Hands-on military experiences – *Cox Field*
- Wayside exhibits – *Chesapeake Trail; visitor center patio*

##### Theme A– 4th and 5th graders

- Guided ranger-led tours – *Brown House; site trails; Cox Field*
- Touchable reproduction objects – *visitor center*
- Boat tours – *off Barrow's Point*
- Hands-on demonstrations – *Brown House; Cox Field*
- Travelling trunks – *schools; other venues*
- Distance-learning programs – *website; on-site*
- (Replica) weapons building workshops – *education annex*
- Military obstacle course – *Cox Field*

##### Theme A – Virtual visitors

- Interactive map depicting military movements – *site's website*
- Period music podcast – *site's website; Trail's website*
- Mobile web app – *iTunes store*
- Virtual tour – *site's website; Trail's website*
- Facebook page – *site's website*
- Period time-line – *site's website; historical society's website*

#### 3. Evaluate and prioritize the ideas.

Criteria to consider may include feasibility, size of the audience reached, quality of the experience, accessibility and visitor safety, resource impacts or constraints, and alignment with management and program goals (note that some of the original ideas and/or venues listed above have been removed from the lists below).

##### Theme A – Heritage tourists

1. Living history programs – *Brown House; Cox Field*
2. Wayside exhibits – *visitor center patio*
3. Touchable reproduction objects – *visitor center*
4. Encampment events and reenactments – *Cox Field*
5. Film on War of 1812 events at site – *visitor center*

##### Theme A– 4th and 5th graders

1. Guided ranger-led tours – *Brown House; site trails; Cox Field*
2. Touchable reproduction objects – *visitor center*
3. Travelling trunks – *schools*
4. Hands-on demonstrations – *Brown House*
5. Distance-learning programs – *website; on-site*

##### Theme A – Virtual visitors

1. Period time-line – *site's website; historical society's website*
2. Interactive map depicting military movements – *site's website*
3. Facebook page – *site's website*
4. Period music podcast – *site's website; Trail's website*



## PART 3 *Interpretive Planning*



### Creating Infrastructure to Support Interpretation

The core team analyzes the need to improve or provide supporting infrastructure for interpretive services. These support systems must be in place for interpretation to be effective. They include:

- Opportunities for interpreters to receive training and develop professionally
- Resource-based research materials (access to background information on the site or region and its stories)
- Visitor-based research materials (visitor studies and sociological information)
- Access to imagery (images used in interpretation, such as slides, prints, negatives, electronic image files, videotapes, DVDs, films, and related materials)
- Access to resource-based collections and archives (library materials include books, magazines, periodicals, and maps; items for use only in a non-consumptive manner, such as artifacts, rocks and fossils, journals, furniture, weapons, rare books, machinery, paintings, mounted animals, historic maps, transportation equipment, et cetera; these include authentic artifacts for use in exhibits, as well as replicas)
- Interpretive objects (props, equipment, replicas, costumes, et cetera)
- Sites and facilities to conduct programs (amphitheatres, auditoriums, boat launches, trails, et cetera).

### Working with Interpretive Partners

Interpretive partners are organizations that will share responsibilities for interpreting site-specific or regional themes. They may include historic sites and museums, environmental centers, cooperating associations, educational organizations, Indian tribes, and state, county, or local agencies. These organizations might offer interpretive services themselves, or they might offer support to others, for example, by making equipment available, and assisting with special events. Partners who offer interpretive services must demonstrate that they are ready for visitors. People expect certain conditions and services when they visit a partner site. They expect to feel welcome and safe during their visit, and they expect to have their basic needs met.

Different partners may exhibit different levels of visitor readiness, depending on the scope of their operation. Managers will wish to insure that people experience at least a minimum standard of service when they visit partner institutions. The following list includes basic criteria for visitor readiness:

- Open to the public on a regular schedule
- Reachable by phone
- Parking available
- Positive visual appearance
- Appropriate signage
- Visitor services as promised
- Effective interpretation
- Visitor comfort and safety
- Understanding the needs of disabled/impaired visitors
- Pre-visit information available, accurate, up-to-date and useful
- Consideration of translation services or materials for non-native English speakers

**Visit the toolkit website for examples of tools to assess visitor and partner readiness.**

## PART 3 *Interpretive Planning*

### Creating the Action Plan

The action plan, a mid-range plan for implementation, grows out of the interpretive strategy. This plan describes what will happen, and in what order, over a 3 to 5 year period. It provides structure for management decisions, yet it is flexible enough to account for changing circumstances. In addition to providing a road map going forward, the plan identifies short-term funding and staffing needs and can be used as a fund-raising tool to seek funding and support for implementation. It maximizes financial resources by pinpointing where they are needed most. It facilitates partner implementation of interpretive services by identifying partner roles, responsibilities and commitments.

Creating the action plan includes several stages:

- Reviewing management goals
- Setting priorities
- Determining capacity
- Estimating costs
- Assigning responsibility
- Creating a timeline
- Creating the annual implementation plan.

**Review management goals** – Look back at [mission and vision](#) and revisit the [management goals](#) that were identified early in the planning process. Now is the time, before priorities are set, to ensure that interpretive services priorities support the site's or region's mission, vision, and goals.

**Set priorities** – The first stage of action planning involves reviewing management goals and objectives and then filtering the most important priorities through those goals. The core team works together to make these decisions. There are a number of different approaches, two of these approaches are explained below:

1. **Consensus-building ballots** – Provides a democratic method of identifying commonalities and taking


the measure of the group's opinions. This set of tools helps a large group with a variety of viewpoints to approach consensus.

Visit the toolkit website for downloadable templates for a core team ballot and ballot summary.

2. **Cost versus effectiveness** – Another approach categorizes interpretive services according to relative effectiveness and relative cost. Cost refers to funding estimates, as detailed cost estimating has not yet taken place.

Visit the toolkit website for downloadable templates for a priority versus cost decision grid.

**Determining capacity** – Issues of capacity are real and are an important part of priority-setting. What resources, including staff, will be necessary to provide the proposed services?

Determining capacity involves contacting similar sites, regions, or trails about their staffing patterns. Annual reports describe how much effort has been spent in the past providing interpretive services. Professional directories can provide estimates of the resources necessary to support various-sized organizations. For example, the annual Official Museum Directory provides information on budget, staff, and number of visitors for nearly every museum in the United States [www.officialmuseumdir.com](http://www.officialmuseumdir.com) 

**Resource capacity** – Consider how interpretive resources might be impacted by program choices. Too much visitation can cause damage where resources are fragile. Some sites are in danger of being destroyed from overuse. Plan programs and services that will attract visitors to under-utilized locations, enabling overused locations to recover from use fatigue.

**Estimating costs** – The cost of producing and presenting interpretive programs must be assessed before the action plan goes forward. For accurate cost estimates, the core team should confer with media specialists, fabricators, or site staff with experience producing interpretive services. Consider capital and operating costs, staffing needs, and whether the program will generate revenue. Also consider:

- Staff time: how much will a program cost initially, relative to other choices?
- Will development and production require outside contractors?
- How much will a program cost to maintain? Are these costs affordable over time?



APPENDIX E - SITE INVENTORY AND STORYLINE DEVELOPMENT FORMS

With the interpretive objectives as our guide, the next step in the interpretive planning process is to identify the locations and/or media where these objectives can be accomplished.

The following is a list of potential resource sites to be considered. When approved, a more detailed interpretive planning form set will be developed for each site, including recommend interpretive objectives and media.

INDEX OF SITE INVENTORIES

HISTORIC HOMES AND BUILDINGS	HISTORIC OR SIGNIFICANT STRUCTURES AND SITES	BIOLOGICAL AND NATURAL HISTORY SITES
HH1 ..... Fort Hill	HS1.....Bowman Field (original football field)	B1..... Clemson Experimental Forest
HH2 .....Tillman Hall	HS2..... Riggs Field (first permanent athletics facility)	B2.....Trustee Park
HH3 ..... Sikes Hall	HS3.....Clemson Bottoms	B3.....Pecan Orchard
HH4 ..... President’s Home	HS4..... Fort Rutledge Site	B4..... Clemson Botanical Gardens
HH5 ..... Hanover House	HS5..... Old Sheep Barn	B5..... Treaty Oak Monument
HH6 ..... Trustee House	HS6..... Old Dairy Barns	B6.....Lewis Field
HH7 .....Hardin Hall	HS7..... Woodland Cemetery	B7..... Lake Hartwell
HH8 ..... Kinard Annex	HS8..... Sites of former slave quarters and convict stockade	
HH9 .....Hopewell Plantation	HS9..... Scroll of Honor	
	HS10..... Inscribed Walkway of past graduates	
	HS11..... Statue of Thomas Green Clemson (in front of Tillman)	
	HS12..... Presidents Rotunda	
	HS13..... Military Heritage Plaza	
	HS14..... The Outdoor Theater	

SITE INDEX MAP

HISTORIC HOMES AND BUILDINGS

- HH1 ..... Fort Hill
- HH2 ..... Tillman Hall
- HH3 ..... Sikes Hall
- HH4 ..... President’s Home
- HH5 ..... Hanover House
- HH6 ..... Trustee House
- HH7 ..... Hardin Hall
- HH8 ..... Kinard Annex
- HH9 ..... Hopewell Plantation

HISTORIC/SIGNIFICANT STRUCTURES AND SITES

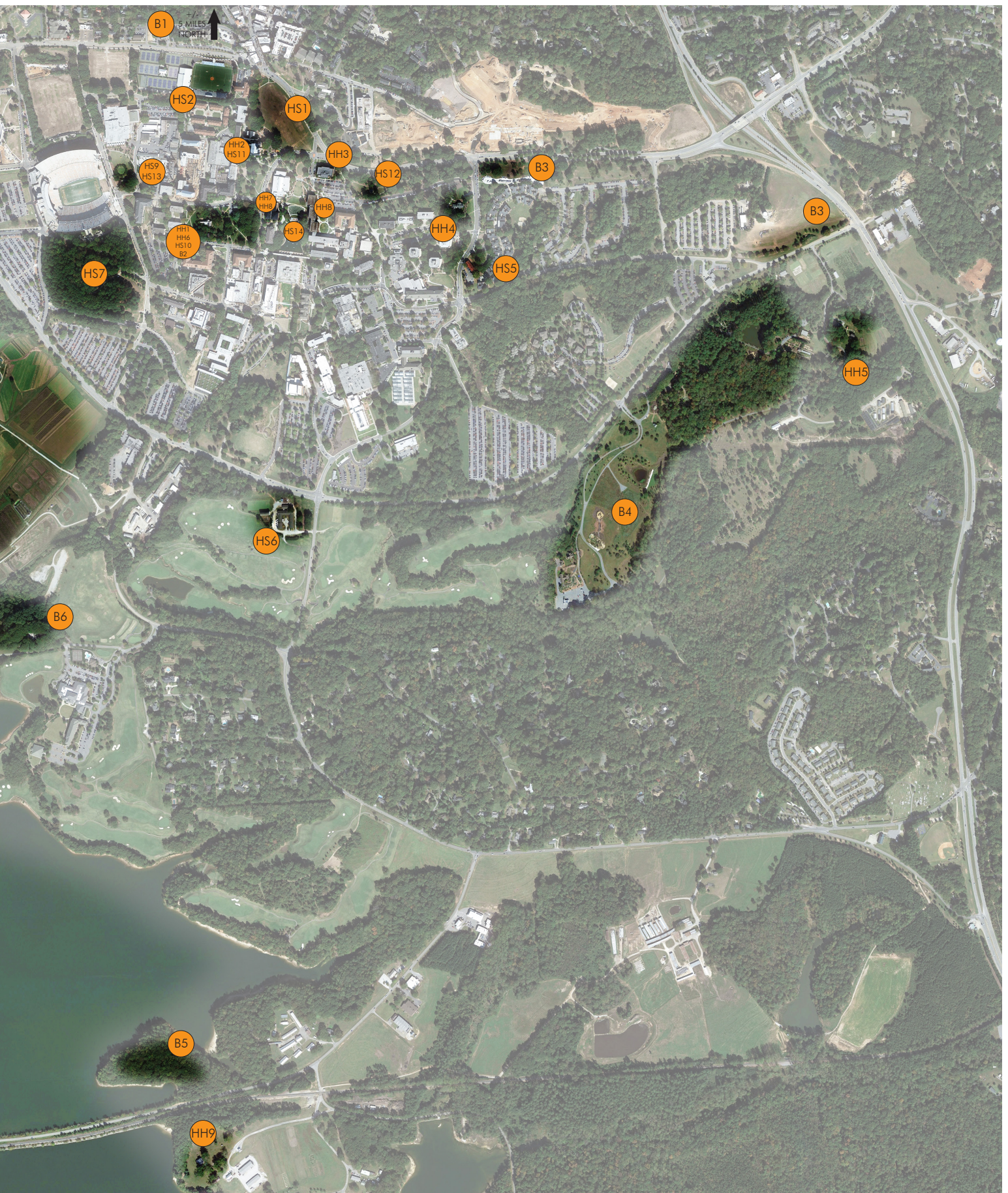
- HS1 ..... Bowman Field (original football field)
- HS2 ..... Riggs Field (first permanent athletics facility)
- HS3 ..... Clemson Bottoms
- HS4 ..... Fort Rutledge Site
- HS5 ..... Old Sheep Barn
- HS6 ..... Old Dairy Barns
- HS7 ..... Woodland Cemetery
- HS8 ..... Sites of former slave quarters and convict stockade
- HS9 ..... Scroll of Honor
- HS10 ..... Inscribed Walkway of past graduates
- HS11 .... Statue of Thomas Green Clemson (in front of Tillman)
- HS12 ..... Presidents Rotunda
- HS13 ..... Military Heritage Plaza
- HS14 ..... The Outdoor Theater

BIOLOGICAL/NATURAL HISTORY SITES

- B1 ..... Clemson Experimental Forest
- B2 ..... Trustee Park
- B3 ..... Pecan Orchard
- B4 ..... Clemson Botanical Gardens
- B5 ..... Treaty Oak Monument
- B6 ..... Lewis Field
- B7 ..... Lake Hartwell











**SITE INDEX NUMBER:** HH1

**SITE NAME:** FORT HILL

**KEYWORDS:** Experience Center, early history, historic properties

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

Besides its historic significance (below) the Fort Hill building is the location of the current main historic exhibitions on the early history of the campus.

**INTERPRETIVE SIGNIFICANCE:**

Fort Hill was the home of John C. Calhoun, South Carolina's pre-eminent 19th century statesman, from 1825 until his death in 1850. The antebellum plantation home, office and kitchen are furnished mostly with family artifacts.

It was through a succession of Calhoun-Clemson women that Fort Hill came into Thomas Green Clemson's possession. In 1888, Clemson bequeathed the Fort Hill plantation and cash to the state of South Carolina for the establishment of a scientific and agricultural college. He willed that Fort Hill "shall always be open for the inspection of visitors."

The land that would become home to Clemson University started with John C. Calhoun and his wife, Floride, who owned the land. Floride's family had come into much Upcountry land in 1802. Fort Hill, then known as Clergy Hall, was built in 1803 as the manse for Old Stone Church just a few miles away. When Fort Hill came up for sale, Floride's mother purchased the property.

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

- Understand the importance of the Thomas Green Clemson family in the formation of the university.
- Learn about the early educational and experience background of Thomas Green and Anna Maria Calhoun Clemson.
- Will gain an insight of the timeline of the early plantation history of the area, including the lives and labors of enslaved African Americans.
- Will understand the significance of Clemson's will in forming the legacy of the university today.
- Will understand the historical legacy that they are now a part of.
- Feel motivated to learn and discover more about the history of the university.





#### RECOMMENDED INTERPRETIVE MEDIA OPTIONS:

Fort Hill is a "house museum" with rooms full of valuable and compelling artifacts. There is a plan in place to develop the Trustee House into a interpretive center, which will relieve some of the artifact display pressure and limited space in Fort Hill and allow other historic stories to be told and artifacts displayed in the future interpretive center.

It also is recommended that both Fort Hill and the proposed new Interpretive Center in the Trustee House develop an "Interpretive Exhibit Concept and Design Plan" prior to developing the Trustee House exhibition areas. This plan will help determine exhibit flow, visitor carrying capacity, location of exhibit spaces and interactive exhibit concepts.

Current building designs and exhibit idea plans are available for further review.

#### SITE PHOTOS:



Photo from Clemson Web Search



Photo from Clemson Web Search



**SITE INDEX NUMBER:** HH2

**SITE NAME:** TILLMAN HALL

**KEYWORDS:** Historic properties, historic figures (naming), convict labor, integration

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

- The history and architecture of the building.
- The issues with the naming of the building.
- The site of Harvey Gantt's enrollment in Clemson.
- The functions of the building historically and today.

**INTERPRETIVE SIGNIFICANCE:**

Tillman Hall is not the oldest building on the campus, but it is one of the most recognized buildings. It overlooks Bowman Field. It was dedicated in 1891 and was interchangeably called "The Main, Administrative or Agricultural Building." When the agriculture department moved to what is now Sikes Hall, the building became informally known as "Old Main". Much of the building was destroyed in a fire on May 22, 1894. In 1946 the Board of Trustees renamed the building for Benjamin Tillman, one of the founding trustees of the school who is known as much for his racist, white supremacist rhetoric as a turn-of-the-20th-century politician as he is for his role as one of Clemson's founding fathers. This story is one that needs to be addressed within the interpretation. It is also the place where Clemson was desegregated when Harvey Gantt became the first African American student to register for classes in 1963.

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

- Gain a general overview of the history of the building and its functions (historically and today), including the predominantly African American convict labor crew who build the structure.
- Learn how the building received its name and the current controversy over its name.
- Learn that this is the building where Harvey Gantt, Clemson's first African American student registered for classes in January 1963.





#### RECOMMENDED INTERPRETIVE MEDIA OPTIONS:

- One 2' x3' interpretive panel (location TBD).
- A stop on a guided or self-guiding campus tour.
- Cell phone interpretation stop (keyed to a cell phone walking tour map).
- Exhibit in the proposed visitor center on the building and its namesake

#### SITE PHOTOS:



Tillman Hall



Benjamin Tillman - Photos from  
Clemson web site and historic  
building web site pages



**SITE INDEX NUMBER:** HH3

**SITE NAME:** SIKES HALL

**KEYWORDS:** Historic era historic properties, historic campus personalities, campus protests.

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

- Historic properties of Clemson University.
- Historic personalities of the University.
- Campus protests by African American students and their supporters

**INTERPRETIVE SIGNIFICANCE:**

Sikes Hall serves as the principal administration building, housing the offices of the President, the Provost, the Vice President for Student Affairs, Admissions, Financial Aid, the Bursar, and the Registrar. Each of these offices has an open-door policy and invites you to walk in and ask any questions you may have.

The cornerstone for Sikes Hall was laid on January 19, 1904, (January 19, 5904, by the Masonic calendar), by Grand Mason J. R. Bellinger, A.F.M., and completed that same year. It is named for Clemson's sixth president, Enoch Walter Sikes. The building was originally the center for agricultural studies and was known as Agricultural Hall, but was remodeled as the campus library after fire destroyed most of the building on the night of April 2, 1925. It served as the campus library until 1966 when the Robert Muldrow Cooper Library replaced it. It was formally named Sikes Hall upon its remodeling into the administration building in 1972, at which time most offices relocated from Tillman Hall, the original Main Building. Some financial offices remained in Tillman, however.

**References:**

- [https://clemsonwiki.com/wiki/Sikes\\_Hall](https://clemsonwiki.com/wiki/Sikes_Hall)
- Clemson Univ. Sit in: <http://www.wistv.com/story/31787044/clemson-students-suspend-sikeshall-sit-in>
- There was another protest here in January of 2015 that preceded and is linked to the Sikes sit-in: <http://www.greenvilleonline.com/story/news/local/2015/01/07/clemson-students-demanduniversity-address-diversity/21410011>

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

- Learn about the past/current history of the property beginning with its connection to the Fort Hill Plantation and eventual site of Sikes Hall.
- Learn more about the convict labor story related to their work in construction of Clemson campus buildings.
- Learn who the building was named after (see references below).
- Understand the circumstances for the student protest that occurred here (photos and details below).





#### RECOMMENDED INTERPRETIVE MEDIA OPTIONS:

- One 2' x 3' interpretive panel for a select location by the building.
- A stop on a cell phone self-guiding tour.
- A stop on a recommended self-guiding campus walking tour.
- Interpretation via a web site page on campus historic properties.
- A stop/interpretation via the current campus live tour programs.
- An exhibit is a proposed campus interpretive/visitor center on the time line of campus development and historic properties as well as possible exhibits for the Trustee House concept.

#### SITE PHOTOS:



Sikes Hall historic photos:  
<http://www.clemson.edu/culib/Libimage/UNIVHIST/BUILD1/SIKESH1.HTM>



Sikes Hall Fire:  
<http://tigerpregameshow.blogspot.com/2013/05/may-18th-clemson-historic-picture-of-day.html>



Sikes photo:  
<http://www.clemson.edu/culib/Libimage/UNIVHIST/PRESID/PRESID1.HTM>



Enoch Walter Sikes



**SITE INDEX NUMBER:** HH4

**SITE NAME:** CLEMSON PRESIDENT'S HOME

**KEYWORDS:** Historic era, historic properties, Clemson key personalities

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

The home has been the home to eight different Clemson presidents. The original President's home stood near the current site.

**INTERPRETIVE SIGNIFICANCE:**

The President's home was built in 1959 to serve as the living quarters for each President at Clemson University. It has been the home to eight different Clemson Presidents and serves as a key location on the University's campus. This is especially the case for new and incoming students because at the beginning of each year, new students are invited to a picnic on the president's lawn in front of the house. This gives students the chance to meet the President for the first time.

[http://www.digplanet.com/wiki/President%27s\\_House\\_\(Clemson\\_University\)](http://www.digplanet.com/wiki/President%27s_House_(Clemson_University))

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

- Learn that this is the Presidents home and who the 3 past presidents were who served the University and resided here.
- Temporary interpretation on the current Clemson University president and first lady.





#### RECOMMENDED INTERPRETIVE MEDIA OPTIONS:

- One 2' x 3' interpretive panel for a select location by the building.
- A stop on a cell phone self-guiding tour.
- A stop on a recommended self-guiding campus walking tour.
- Interpretation via a web site page on campus historic properties.
- A stop/interpretation via the current campus live tour programs (not an interior home tour).
- An exhibit in a proposed campus interpretive/visitor center on the time line of campus development and historic properties.

#### SITE PHOTOS:



President's home:

[https://en.wikipedia.org/wiki/President%27s\\_House\\_\(Clemson\\_University\)#/media/File:CU\\_President%27s\\_Home\\_Aug2010.jpg](https://en.wikipedia.org/wiki/President%27s_House_(Clemson_University)#/media/File:CU_President%27s_Home_Aug2010.jpg)



Original President's Mansion:

[http://search.aol.com/aol/image?q=clemson+universit+old+president+mansion+pics&v\\_t=keyword\\_rollover](http://search.aol.com/aol/image?q=clemson+universit+old+president+mansion+pics&v_t=keyword_rollover)



**SITE INDEX NUMBER:** HH5

**SITE NAME:** HANOVER HOUSE

**KEYWORDS:** Historic properties, historic personalities, early agricultural heritage, slavery era

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

- Interpret who the house was built for (Paul de St. Julien in Berkeley County).
- An overview of the family and their background and enslaved African Americans who labored there.
- How the house came to Clemson.
- How the house is being restored.
- What is the heirloom vegetable garden?

**INTERPRETIVE SIGNIFICANCE:**

The Hanover House was built in 1716 for French Huguenot Paul de St. Julien. The house remained in the St. Julien and Ravenel family for nearly 150 years. The Historic American Buildings Survey noted that the house was of national significance and threatened by flooding by Lake Moultrie in 1941 and relocated to the South Carolina Botanical Garden in 1994. The Hanover House is on the National Register of Historic Places (added in 1970).

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

- Learn who the families were that built and owned the house and the African-American slaves who worked for them.
- Gain an overview of the family lifestyles of the period.
- Learn and be able to identify the French Huguenot colonial architecture of the house.
- Learn how the house is being restored.
- Learn about the museum/interpretive programs offered at the site.





#### RECOMMENDED INTERPRETIVE MEDIA OPTIONS:

- Outdoor interpretive kiosk (2-3 sided) on the history of the house and the restoration process.
- Live guided interpretive tours and programs as are currently offered.
- Interpretation via the proposed Clemson History web site.
- Cell phone interpretation keyed to a cell phone interpretation guide brochure/map.

#### SITE PHOTOS:



Hanover House



The Hanover house prior to its move to Clemson:  
[https://en.wikipedia.org/wiki/Hanover\\_House\\_\(Clemson\)](https://en.wikipedia.org/wiki/Hanover_House_(Clemson))



**SITE INDEX NUMBER:** HH6

**SITE NAME:** TRUSTEE HOUSE

**KEYWORDS:** Historic homes, historic personalities

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

The Trustee House was originally the home of Chemistry department chairman Mark B. Hardin. After his death, the Board of Trustees used it for meetings, and visiting dignitaries stayed in the house. It was part of the original campus and was built with convict labor.

**INTERPRETIVE SIGNIFICANCE:**

The Trustee House is on the National Register of Historic Places. Named for its use by visiting trustees; originally the Hardin residence.

Reference: [https://en.wikipedia.org/wiki/Clemson\\_University\\_Historic\\_District\\_II](https://en.wikipedia.org/wiki/Clemson_University_Historic_District_II)

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

- Learn the history and past use of the building.
- Learn who Mark B. Hardin was.
- Learn more about the convict labor story related to their work in construction of Clemson campus buildings.
- Understand the current or future use of the building.
- Learn about the role of the fertilizer tax in financing the building.





#### RECOMMENDED INTERPRETIVE MEDIA OPTIONS:

- One 2' x 3' interpretive panel for a select location by the building.
- A stop on a cell phone self-guiding tour.
- A stop on a recommended self-guiding campus walking tour.
- Interpretation via a web site page on campus historic properties.
- A stop/interpretation via the current campus live tour programs (external views only).
- An exhibit is a proposed campus interpretive/visitor center on the time line of campus development and historic properties.
- Planning is in process to develop the trustee house into a new Fort Hill Heritage Center. Plans are available for review and comments. The updated facility would include:
  1. New exhibit area.
  2. Auditorium/classroom areas.
  3. Visitor services area (restrooms, parking).
  4. Conservation lab and collection storage.
  5. Gift shop/museum shop.
  6. Academic collaboration initiative (College creative inquiries, internships, programs hub of Fort Hill).

#### SITE PHOTOS:



Trustee House:  
<http://www.clemson.edu/campus-life/campus-services/marketing-services/contactus.html>



Additional interpretive planning needs for the Trustee house is being considered to be transformed into the Fort Hill Heritage Center.

As the development of the Trustee house to become a interpretive center, the planning team should determine the carrying capacity needs and future demands for the building and any exhibit areas. The National Park Service (NPS) created a formula for estimating potential visitation demands on any new facility.

Visitor Center visitation estimates from existing visitation data.

Based on existing potential visitor data (student enrollment, number of school group visits, visits from alumni and interested history visitors and researchers, and using the formula (on the following page) to estimate the visitation at one time the proposed visitor center might expect, a visitation worksheet was developed for as a planning exercise for the proposed Fort Hill Heritage Center.

This number is estimated at 100 visitors at one time, on a weekend day during the peak seasons. This is visitors in the building. The number of potential facility visitors on site (taking self-guiding tours or, here for athletic events, could be twice that number or about 240 visitors on site or higher at one time.

The worksheet for the visitation estimates is provided on the following pages.

Design Load For Visitor Centers -a exercise as a working example. Formula is from the National Park Service.

For this example we are assuming that 15 % of the total campus visitors will use the center at any one time.

$$DL = \frac{VI \times .15 \times VS \times VW}{NW}$$

DL = Design load for the visitor Center

VI = Total visitation for the facility/site (estimate).

VS = Percentage of visitation occurring during your peak season or events.

VW = Percentage of peak season visitation occurring on weekend days or holidays.

NW = Number of weekend days or holidays during the peak season.

$$DL = \frac{80,000 \times .15 \times .80 \times .70}{27} = 6720$$

To determine people at one time (PAOT) expected in the center:

$$PAOT = (DL) / (H \times TR)$$

DL = design load from above.

H = number of hours of operations (8 used in this example).

TR = Turnover Rate (estimated 20 minutes length of visit or turnover of 3 visitors per hour).

PAOT = 280 people at one time at your busiest time.





Exhibit galleries need 25 sq/ft of space per visitor at one time so for slow visitation times, estimated at 100 visitors, you will need 2500 sq/ft of exhibit room floor space just for visitors, and about the same space for your exhibits. So an exhibit gallery could need 5000 sq/ft space. This formula can be run again when more fixed visitation estimates are available.

There seems to a real need for Trustee House to be used as a "visitor contact heritage experience" center for Fort Hill, Hanover, Hopewell, and other sites that are not easily visited or contain history that is hiding in plain sight, like Treaty Oak, Fort Rutledge, Clemson Bottoms, Old Sheep Barn, Old Dairy Barns, Woodland Cemetery, sites of former slave quarters and convict stockades, etc.

This way Trustee House as an interpretative center would serve as a starting point to engage the Clemson University's internal and external communities, including the K12 educators and students, bringing history to life. For example, the historical land significance of the Experimental Forest could be shared at this center, highlighting the different people who lived and worked the land throughout history in this area from the Cherokee to the early settlers like the Calhoun family and their African-American slaves. Having revolving displays would helpful to promote different sites that would encourage visitors to go to these stops with interpretive panels and cell phone interpretation stops that visitors and students alike might not know about otherwise.

Trustee House would also allow for some kind of permanent exhibits that highlight the transformation of Essenecca Town to Fort Hill to Clemson University would allow Trustee House to share the development of Clemson University, while also highlighting the research and achievements made by faculty and students. The different departments and groups would be able to contribute to this permanent display so that they area of expertise is included. Then, the changing displays would be able to highlight and offer in-depth coverage of an area or two of the University's history or theme of focus.

Having Trustee House would allow Fort Hill more room to share the information it has with visitors in accordance with Mr. Clemson's will. There would be more space without needing an office and gift shop area, for us to change displays at Fort Hill. The consultant felt that there was too much in each room; we could then focus on specific time periods, like the Clemson's' six years in Belgium or Calhoun's residency from 1825-1850. Guests would be able to get more out of a visit and want to come back and possibly donate to help fund new exhibits or restoration projects. We could have a focus tour of Mr. Clemson's artwork at certain times throughout the year since most visitors miss them.

Also, this would allow for a location for educational materials to be available for different groups of visitors, and this would be more organized way to start tours for Fort Hill, Hanover, and later Hopewell. Information could be shared about resources like Face book pages and the webpage the on campus historic properties that is mentioned throughout the interpretative plan. There could be some kind of digital presentation that would grab the visitors attention, and then make them more engaged as they go to the site(s) on campus that interest them. The more engaged, the more visitors both internal and external will get out of their experience.

This should get an influx in visitors at Hanover House, while highlighting how Hanover shares the development of the University, while keeping Clemson's' legacy alive. The more we can share about Hopewell at Trustee House as an interpretative center, should cause more attention to the house that will get rise to funding possibilities that might allow for a Native American Interpretative Center at Hopewell and the heirloom and agriculture projects that would reflect Mr. Clemson's focus on agriculture. On page. 31, it mentions that Hopewell was enlarged from a small log structure, so this might need to be updated, and also on page 32, it implies that Hopewell was moved here under "Interpretive Objectives for this site."

The mentioned "campus self-guiding interpretive booklets" could easily be arranged and available to Trustee House for visitors who might be know about one site, but then after coming into Trustee House, find new sites or areas to explore. It would be interesting to have a display on different restoration projects that have occurred throughout Clemson University's history. We would be able to advertise any of the special interest tours or events, like the Holiday Open House or times that tours would be available at Hopewell.



**SITE INDEX NUMBER:** HH7

**SITE NAME:** HARDIN HALL

**KEYWORDS:** Historic properties, historic Clemson personalities, convict labor, slave quarters, slave era

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

- Main Topics:
  1. Interpretation of convict labor.
  2. Stones from the old Fort Hill slave quarters used in its foundation stone.
  3. Historic era architecture and building naming

Reference: <http://www.clemson.edu/caah/departments/history/about/hardin-hall.html>

**INTERPRETIVE SIGNIFICANCE:**

Built in 1890 by convict labor as the Chemistry Building and later named for Mark Bernard Hardin, Clemson's first chemistry professor and later President of the Agricultural College, Mark Bernard Hardin, Hardin Hall is the oldest classroom building on campus. Located between Brackett Hall and Olin Hall, Hardin Hall houses the Philosophy and Religion, and History departments. In the early 1960s, the Industrial Management Department was located in the 1900-era section of Hardin Hall.

Reference: [https://clemsonwiki.com/wiki/Hardin\\_Hall](https://clemsonwiki.com/wiki/Hardin_Hall)

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

- Learn more about the convict labor story related to their work in construction of Clemson campus buildings.
- Learn that there are stone foundations in the building that came from Fort Hill slave quarters.
- Gain a general overview of past and current use of the building.
- Be able to identify any key period historic architecture features.





#### RECOMMENDED INTERPRETIVE MEDIA OPTIONS:

- One 2' x 3' interpretive panel for a select location by the building.
- A stop on a cell phone self-guiding tour.
- A stop on a recommended self-guiding campus walking tour.
- Interpretation via a web site page on campus historic properties.
- A stop/interpretation via the current campus live tour programs.
- An exhibit in a proposed campus interpretive/visitor center on the time line of campus development and historic properties.

#### SITE PHOTOS:



Detailed history of Mark Bernard Hardin is available at: [https://clemsonwiki.com/wiki/Mark\\_Bernard\\_Hardin](https://clemsonwiki.com/wiki/Mark_Bernard_Hardin)



Mark Bernard Hardin



<http://www.clemson.edu/culib/campus/central/hardin.htm>



**SITE INDEX NUMBER:** HH8

**SITE NAME:** KINARD ANNEX

**KEYWORDS:** Clemson personalities, current academic work, global significance

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

The Kinard Laboratory of Physics is a four story, 63,689 gross square foot facility in the heart of the Clemson Campus that honors the service of Francis Marion Kinard (1902–1960). Dean Kinard, a professor of English from 1924 until his sudden death in 1960, became dean of the School of Arts and Sciences in 1943 and then dean of the college in 1955. The new home to Clemson's Department of Physics, Kinard Laboratory of Physics, was dedicated to his memory and in honor of his service to Clemson in 1961. This facility houses the Department of Physics and Astronomy and contains six classrooms, 36 laboratory spaces and 69 offices.

**INTERPRETIVE SIGNIFICANCE:**

Interpretation could focus on recent and current research projects and academic achievements. Details to be provided by Clemson staff.

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

- Gain a general overview of the building naming and the kinds of projects and programs offered here.
- Learn of some of the recent and current projects this facility/faculty and students are working on.

**RECOMMENDED INTERPRETIVE MEDIA OPTIONS:**

- One 2' x 3' interpretive panel for a select location by the building.
- A stop on a cell phone self-guiding tour.
- A stop on a recommended self-guiding campus walking tour.
- Interpretation via a web site page on campus historic properties.
- A stop/interpretation via the current campus live tour programs.
- An exhibit in a proposed campus interpretive/visitor center on some of the innovative and historic research conducted in the facility.



Francis Marion Kinard:  
<http://blogs.clemson.edu/facilities/caring-for-acampus-the-kinard-laboratory-of-physics>





**SITE INDEX NUMBER:** HH9

**SITE NAME:** HOPEWELL PLANTATION

**KEYWORDS:** Revolutionary War, historic properties, historic personalities, slavery era

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

Hopewell Plantation is situated atop a hill that once overlooked the Seneca River — now Lake Hartwell — the property features the 18th century home of Revolutionary War hero Gen. Andrew Pickens, (ca. 1785). Pickens substantially enlarged what began as a small log structure into a frontier pioneer home, and Hopewell would be his plantation home for about 20 years, (ca. 1785-1815). The general retired to Tomassee Red House, and his son Andrew took over ownership of Hopewell.

The manor was later home to two South Carolina governors and a U.S. congressman. In the 1930s, Clemson University took over managing Hopewell, converting it to a self-sufficient farm as part of a federal economic-relief program.

**INTERPRETIVE SIGNIFICANCE:**

Hopewell Plantation is representative of a rural house type, which was common in the late 18th and early 19th century in the South Carolina backcountry. Its historical significance rests on the national stature of Gen. Pickens, who is remembered in American history for his significant contributions as a Revolutionary War General and later as a negotiator with Native-Americans. While Gen. Pickens' heroics at the Battle of Cowpens are well known, his decades of negotiations with the Cherokees, Choctaws, Chickasaws, Creeks and Chickamaugas were monumental in peaceful treaties and cohabitation with Native-Americans following the Revolution. Most notably, the Treaty of Hopewell with the Cherokees, Choctaws and Chickasaws still today provides civil liberties to First Peoples.

Gen. Andrew Pickens served as a U.S. representative and prior to that was one of South Carolina's most formidable Revolutionary War heroes. His son, Andrew Pickens Jr., served as our state governor. Although Gen. Pickens began his military career by fighting the Cherokee in the Anglo-Cherokee War, he was well-respected by tribal leaders. They called him "Skyagunsta," or Wizard Owl.

Detailed history on Andrew Pickens can be found at:

[http://www.carolana.com/SC/Revolution/patriot\\_leaders\\_sc\\_andrew\\_pickens.html](http://www.carolana.com/SC/Revolution/patriot_leaders_sc_andrew_pickens.html)



## INTERPRETIVE OBJECTIVES FOR THIS SITE:

During or upon the completion of their visit the majority of visitors will:

- Understand the historical timeline for Hopewell Plantation within the Clemson campus history.
- Learn how/why the historic home was moved here (and from where).
- Learn about the variety of interpretive programs offered here.
- Discover more about farming/plantation life, including the lives of enslaved African Americans and their owners.
- Learn more about Andrew Pickens role in the Revolutionary War.
- Want to tour the home and learn more about its restoration and design.

## RECOMMENDED INTERPRETIVE MEDIA OPTIONS:

- Review (keep) the 2' x 3' interpretive panel located by the home.
- A stop on a cell phone self-guiding tour.
- Interpretation via a web site page on campus historic properties.
- Offer current live interpretive tours and programs.
- In-home displays (to be developed by interpretive staff).



## SITE PHOTOS:



Andrew Pickens



Hanover House: <http://www.clemson.edu/about/history/properties/hopewell>







**SITE INDEX NUMBER:** HS1

**SITE NAME:** BOWMAN FIELD

**KEYWORDS:** Historic structures, sports history, military heritage

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

- The development and historical use/importance of Bowman Field.
- Historic military use (dress parades, drills, etc.).
- Identified as a dedicated open space in the University Master Plan.

**INTERPRETIVE SIGNIFICANCE:**

Bowman field has remained looking much the same as when it was originally developed. It was used for football and baseball games and for military drills and parades. Clemson's first football game was played on Bowman Field in 1896. Named for Randolph T. V. Bowman, an instructor in forge and foundry, and an assistant football coach who died at 23 on April 14, 1899.

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

- Gain an overview of the history of Bowman Field, beginning with its connections to the Fort Hill Plantation.
- Learn how Bowman Field got its name.
- Learn of the past uses of the field over time and how it hasn't changed much since the 1800's.
- Feel that they are part of the legacy of use and enjoyment Bowman Field brings to the campus.



#### RECOMMENDED INTERPRETIVE MEDIA OPTIONS:

- One 2' x 3' interpretive panel (location TBD).
- Have the interpretation as a stop on the Clemson Centennial Footpath trail.
- Cell phone interpretation stop (keyed to a guided walk map).
- Have this site be a stop on a live conducted campus tour.
- Visitor Center exhibit with historic photos and audio "remembrances" and history.
- Web site page in a proposed Clemson Heritage Web Site.

#### SITE PHOTOS:

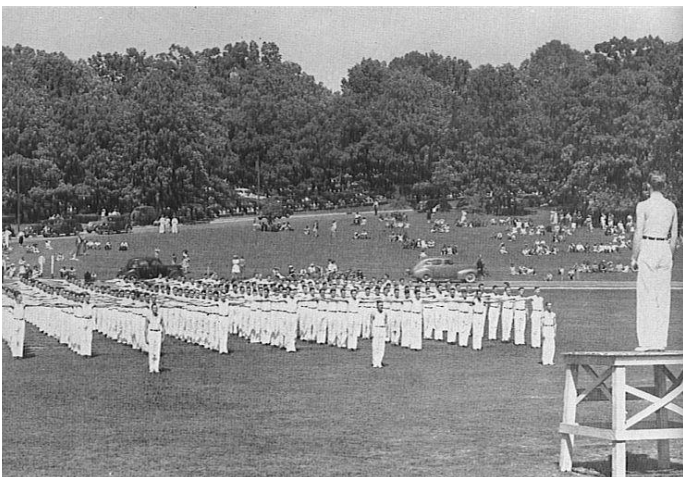


Photo 1

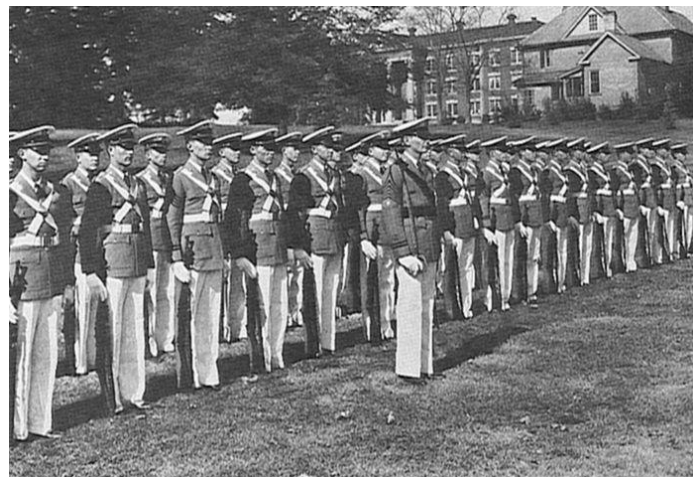


Photo 2



Photo 3

(1) The cadets are doing calisthenics on Bowman Field, and it appears they have drawn an audience on the bank across what is now Highway 93.

(2) Clemson Cadets on parade in or around Bowman Field from the 30's and 40's. This photo was taken prior to WWII, sometime around 1940.

(3) Clemson playing baseball on Bowman Field around the turn of the century. Walter M. Riggs would umpire the games at Clemson sometimes.

\*All photos from the Clemson Vault.





**SITE INDEX NUMBER:** HS2

**SITE NAME:** RIGGS FIELD

**KEYWORDS:** Clemson Sports History

**SITE LOCATION:** Refer to site location index map

#### **MAIN INTERPRETIVE OBJECTIVE:**

On Sept. 1, 1987, Clemson unveiled what may be the premier soccer stadium in the country at Riggs Field. The construction of a 6,500 seat grandstand provides top-notch accommodations for fans and players, and the revitalization of the bermuda grass field makes Riggs Field one of the nation's finest.

Riggs Field served as the site of the NCAA soccer championships on December 5-6, 1987, the first time the championship game was contested on a campus site of one of the participating schools in the Final Four. A crowd of 8,332 witnessed Clemson win its second NCAA crown as the Tigers defeated San Diego State, 2-0. The attendance at this game was the largest to see a NCAA soccer championship game.

Reference: <http://www.clemsontigers.com/ViewArticle.dbml?ATCLID=205504995>

#### **INTERPRETIVE SIGNIFICANCE:**

As first laid out in 1915, the football field, surrounded by a cinder track was at the east end of Riggs Field, tennis courts were in the center section, and the baseball diamond was at the west end of the space. A new baseball field was later laid out on an area of campus separate from the previous sports complex, and expanded tennis facilities replaced the former diamond. Riggs Field now generally only refers to the eastern portion where the football team played until 1941. The cinder track was eliminated during the remodeling as a soccer venue. It is now referred to as "Historic Riggs Field".

With the overuse of Bowman Field and the need for a seated stadium, Clemson embarked on building its first Athletic facility—Riggs Field. Perhaps one of the first big “stepping stones” in helping make Clemson successful in athletics today was the construction of Riggs Field. Named after one of the most beloved leaders of the early years, Riggs Field is in its 96th year of service to Clemson University.

What made Riggs Field so significant to the school at the time it was first built in 1915? It was the first major facility on the campus dedicated to intercollegiate athletics. Riggs Field gave the football team a place to play and practice on its adjunct fields. The baseball field was constructed where the tennis courts are now and the track encircled the football field. Construction of Riggs Field started in the early summer of 1914. Approximately \$10,000 was appropriated for the construction of the facility that covered almost nine acres. Before its completion the Board of Trustees unanimously agreed to name the new athletic complex, Riggs Field in honor of Clemson's first football coach and originator of the Clemson Athletic Association, Dr. Walter M. Riggs.

Historic Riggs Field - Dedicated October 2, 1915 - Clemson and Davidson tied 6-6 in football in the first athletic contest. Football played there through the 1941 season. The football team moved to Memorial Stadium (Death Valley) in 1942.

Clemson's first baseball game at Historic Riggs Field was March 27, 1916. The Tigers defeated West Virginia Wesleyan 4-2. The Tiger baseball team played there through the 1969 season. The baseball field was where the tennis courts are today.



Clemson started running track at Historic Riggs Field beginning in the 1916 season. The track was located around the present field. Track meets for the Tigers were held there through the 1973 season. The Clemson Men's Tennis Team begin playing its home tennis matches at Historic Riggs Field in 1970. The tennis courts cover where the baseball field used to be. Both the men's and women's teams continue to play there. The men's soccer team moved to Historic Riggs Field in 1980. The grandstands were built in 1987.

#### INTERPRETIVE OBJECTIVES FOR THIS SITE:

During or upon the completion of their visit the majority of visitors will:

- Gain an overview of the history and original uses of Riggs Field.
- Understand its time line place in the overall sports history of Clemson University.

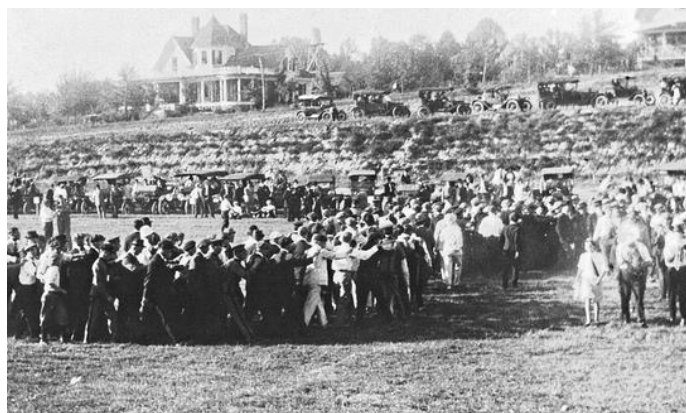
#### RECOMMENDED INTERPRETIVE MEDIA OPTIONS:

- One 2' x 3' interpretive panel (location TBD) using historic photos w/captions.
- Have as a interpretive stop on the Clemson Centennial Footpath trail.
- Cell phone interpretation stop (keyed to a guided walk map).
- Coverage in a campus self-guiding interpretive booklet.
- Stop on a live conducted campus tour.
- Visitor Center exhibit with historic photos and audio "remembrances" and history.
- Web site page in a proposed Clemson Heritage Web Site.

#### SITE PHOTOS:



Field dedication, 1915:  
(Photo: Clemson Sports Information)



Win after Clemson football game - date unknown  
[http://search.aol.com/aol/image?q=Clemson+Riggs+Field&v\\_t=keyword\\_rollove](http://search.aol.com/aol/image?q=Clemson+Riggs+Field&v_t=keyword_rollove)





**SITE INDEX NUMBER:** HS3

**SITE NAME:** CLEMSON BOTTOMS

**KEYWORDS:** Native Americans, agricultural heritage, agricultural research, slavery, convict labor, sharecroppers

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

Native Americans, the Calhouns, the Clemsons, enslaved African Americans, sharecroppers, convict laborers and student/researchers today have all used this land for agricultural purposes. Encompassing 140 acres between the two diversion dams along the old Seneca River bed, this land contains rich bottomland soil, making it invaluable to Clemson's agricultural research programs. Corn, soybeans, potatoes and collards are a few of the research crops grown. Also included are 32 ponds used to study catfish by the Fisheries and Wildlife Aquaculture Production Program. Aquaculture is an exciting new area of emphasis in South Carolina's search for innovative forms of agriculture.

**INTERPRETIVE SIGNIFICANCE:**

See above.

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

- Learn that this site was once the location for the Cherokee town of Esseneca.
- Learn that enslaved African Americans, sharecroppers, and convict laborers tilled and harvested crops on this land during the 19th and early 20th centuries.
- Learn that this land has been and still is valuable agriculture site and why.
- Learn what agricultural research programs are being employed there.
- Learn some of the results of past research programs.
- Gain an overview of the aquaculture program.



#### RECOMMENDED INTERPRETIVE MEDIA OPTIONS:

- One 2' x 3' interpretive panel (location TBD) using historic photos w/captions.
- Stop on the Clemson Centennial Footpath trail.
- Cell phone interpretation stop (keyed to a guided walk map).
- Coverage in a campus self-guiding interpretive booklet.
- Be a interpretive stop on a live conducted campus tour.
- Visitor Center exhibit with historic photos and audio "remembrances" and history.
- Web site page in a proposed Clemson Heritage Web Site.

#### SITE PHOTOS:



Clemson Ag. program:

<http://newsstand.clemson.edu/mediarelations/journalranks-clemsons-student-organic-farm-among-nationsbest-university-farms/>





**SITE INDEX NUMBER:** HS4

**SITE NAME:** FORT RUTLEDGE SITE

**KEYWORDS:** Revolutionary war era, Cherokee Indians, historic forts

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

Fort Rutledge (1776-1777) - A Revolutionary War era fort first established in 1776 at present day Clemson in Pickens County, South Carolina. Named Fort Rutledge after South Carolina governor John Rutledge. Abandoned in 1777. Also known as Fort Salvador.

**INTERPRETIVE SIGNIFICANCE:**

Established in 1776 on the grounds of what later became John C. Calhoun's plantation home in present day Clemson, South Carolina. The fort was built by Colonel Andrew Williamson in response to British instigated hostile Cherokee attacks. Colonel Williamson mounted a successful campaign against Cherokee that resulted in a treaty that ceded much of northwest South Carolina to the government. The treaty was signed 20 May 1777 marking the end of the conflict and the use of the fort as a fortification.

The exact site is unknown but a replica of the fort at is located at the end of Lake Drive in Clemson, South Carolina and includes a marker.

"Seneca Town" was one of several Cherokee communities. In 1776 Major Andrew Williamson's South Carolina militia, on a raid against these communities, was ambushed by Loyalists and Cherokees nearby. The eventual Patriot victory was also notable for the death of Francis Salvador, the first Jewish Patriot killed during the Revolution. Soon after, Williamson returned to build Fort Rutledge in honor of then President John Rutledge. The fort and its 300 man garrison surrendered to the Loyalists in 1780. The Daughters of the American Revolution erected a concrete monument in 1908.

References: <http://www.hmdb.org/marker.asp?marker=13174>

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

- Learn the story about battles with the Cherokee Indians during the Revolutionary War.
- Understand the role of the fort and its eventual fate.
- Understand the forts role in the historic timeline of the history of Clemson University.



#### RECOMMENDED INTERPRETIVE MEDIA OPTIONS:

- Cell phone interpretation stop (keyed to a guided walk map).
- Coverage in a campus self-guiding interpretive booklet.
- Visitor Center exhibits on the revolutionary war era and the Cherokee wars.
- Web site page in a proposed Clemson Heritage Web Site.

#### SITE PHOTOS:

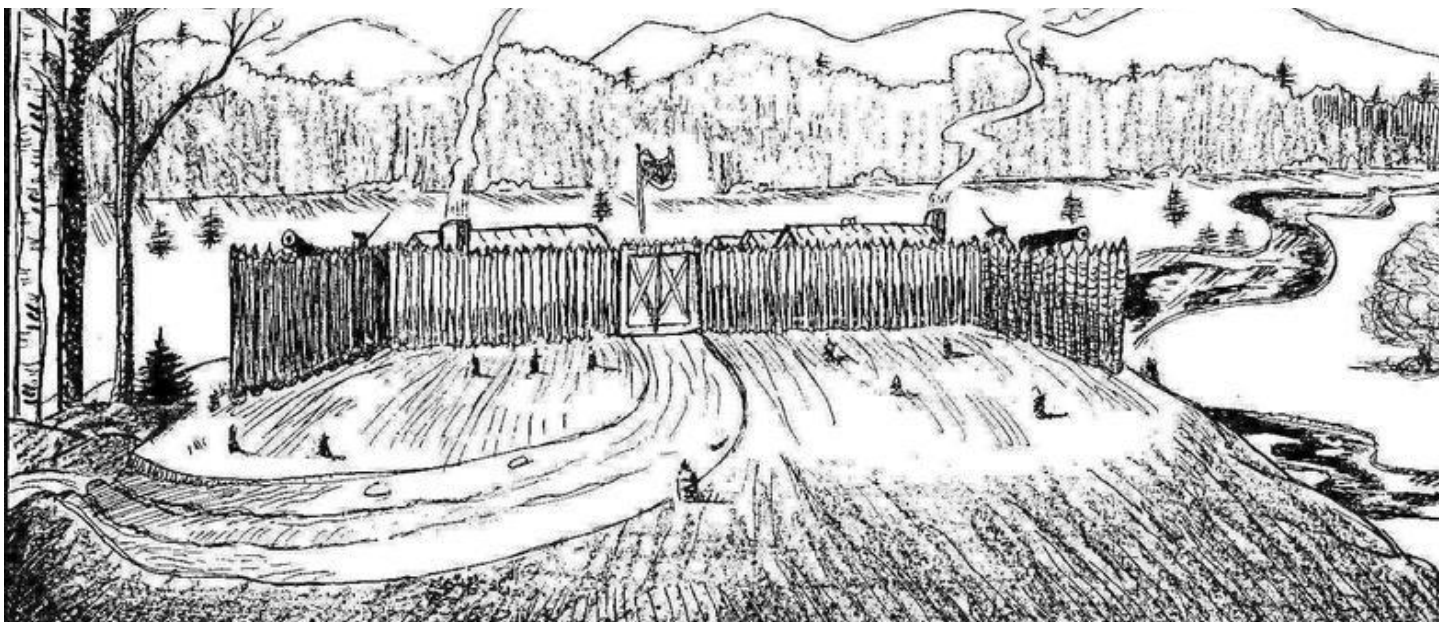


Photo 1



Photo 2

(Photos 1 & 2)

In 1908, General Andrew Pickens Chapter of the Daughters of the American Revolution and Clemson College dedicated a monument to the Revolutionary War Fort Rutledge, located near what was believed to be the site of the original fort. The monument, now surrounded by trees and shrubs, can still be seen off the road to the right of the Madren Center/Walker Golf Course.





**SITE INDEX NUMBER:** HS5

**SITE NAME:** OLD SHEEP BARN

**KEYWORDS:** Historic properties, agriculture history

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

The Clemson College Sheep Barn is a two-story barn built in 1915 on the Clemson University campus. It is the oldest surviving building associated with agriculture on this Land-grant university. It was named to the National Register of Historic Places on January 4, 1990.

**INTERPRETIVE SIGNIFICANCE:**

The barn is a rectangular building about two stories tall on a brick foundation. It has a standing seam metal, gabled roof. The roof has three square, vented cupolas with metal roofing and ball finials. The facade and about 15 feet (5 m) of the side elevations are constructed of clay brick. This native clay brick was laid in English bond. The brick is similar to that used for the Trustee House, which is a contributing property to the Clemson University Historic District II, and the Campbell Museum of Natural History, which was originally called the Kinard Annex, on the Clemson campus. The facade has a wooden sliding door on a metal track. Above this door, there is a weather boarded section with a window for the hayloft. The gable is weatherboard with a louvered lozenge, which appears as a decoration on several other Clemson agricultural buildings. The rear elevation's original door was replaced with a garage door.]

Most of the sides are weather boarded. The northeast elevation has a single door, another doorway covered with weatherboard, and nine window openings that have been covered with vertical boards. The southeast elevation has about ten window openings covered similarly. Current renovation to be a student activities center.

References:     [https://en.wikipedia.org/wiki/Clemson\\_College\\_Sheep\\_Barn](https://en.wikipedia.org/wiki/Clemson_College_Sheep_Barn)  
                  <http://www.nationalregister.sc.gov/pickens/S10817739004/index.htm>

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

- Learn the history of past use of the sheep barn.
- Be able to identify any special architectural design features.



#### RECOMMENDED INTERPRETIVE MEDIA OPTIONS:

- One 2' x 3' interpretive panel (location TBD) using historic photos w/captions.
- Cell phone interpretation stop (keyed to a guided walk map).
- Coverage in a campus self-guiding interpretive booklet.
- Visitor Center exhibit and timeline on Clemson historic properties.
- Web site page in a proposed Clemson Heritage Web Site.

#### SITE PHOTOS:



Clemson Sheep Barn:

[https://en.wikipedia.org/wiki/Clemson\\_College\\_Sheep\\_Barn#/media/File:Clemson\\_College\\_Sheep\\_Barn,\\_S.\\_Palmetto\\_Bld.,\\_Clemson\\_\(Pickens\\_County,\\_South\\_Carolina\).JPG](https://en.wikipedia.org/wiki/Clemson_College_Sheep_Barn#/media/File:Clemson_College_Sheep_Barn,_S._Palmetto_Bld.,_Clemson_(Pickens_County,_South_Carolina).JPG)



Clemson Sheep Barn:

<http://www.clemson.edu/culib/campus/central/sheepBarn.htm>





**SITE INDEX NUMBER:** HS6

**SITE NAME:** OLD DAIRY BARN

**KEYWORDS:** Clemson Agriculture heritage

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

Built in the early 1910's (perhaps with convict labor) these barns housed young cattle until they were old enough to be moved into pastures. They were also used as milking barns, holding up to 80 cows at one time. In 1935 fire devastated 90 percent of the old barns. The only remnant that was saved is one of the side wings. The present structure was built in 1935 and was again used to house young cattle and milking cows. These barns were large enough to accommodate 250 cows per milking. Today these barns are used for storage.

**INTERPRETIVE SIGNIFICANCE:**

See above.

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

- Learn more about the early agricultural history of Clemson's Agriculture program.
- Learn about Clemson's Agriculture Extension programs today.

**RECOMMENDED INTERPRETIVE MEDIA OPTIONS:**

- Coverage in a campus self-guiding interpretive booklet.
- Visitor Center exhibit and timeline on Clemson historic properties.
- Visitor Center exhibit on Clemson Agriculture heritage.
- Web site page in a proposed Clemson Heritage Web Site.

**SITE PHOTOS:**



Agricultural Impacts 1945-1955, Clemson's researchers and extension agents worked with the dairy farmers to increase the quality of the herds through scientific insemination, improved feed, and careful selection of cattle best suited for the different conditions of the region. "Big Ben" Goodale, long active in South Carolina's dairy industry, along with Joseph P. LaMaster, demonstrated that, in combination with livestock and poultry, these industries had annual sales of \$122 million a year, while the herds had a value of \$93 million.

**Reference:**

<http://www.clemson.edu/extension/100/background/4.html>



**SITE INDEX NUMBER:** HS7

**SITE NAME:** WOODLAND CEMETERY

**KEYWORDS:** Historic Clemson personalities, gravestone interpretation

**SITE LOCATION:** Refer to site location index map

#### MAIN INTERPRETIVE OBJECTIVE:

“Cemetery Hill,” as it’s lovingly called, was the idea of Clemson’s former president Walter Merritt Riggs. Riggs came to the Clemson Agricultural College in 1896 as an assistant professor of mechanical and electrical engineering. It didn’t take him long to develop a fierce loyalty to the school, of which he was confirmed president in 1911.

In 1922, he sought to recognize faculty and college staff for their service by creating a faculty cemetery. Two years later, the Board approved the idea and named it “The Woodland Cemetery.

Reference: [http://www.clemson.edu/administration/bot/Policies/Woodland\\_Cemetery.html](http://www.clemson.edu/administration/bot/Policies/Woodland_Cemetery.html)

#### INTERPRETIVE SIGNIFICANCE:

Although the official title of "The Woodland Cemetery" was conferred upon it in 1924 by the Clemson Board of Trustees, the site had been used as a cemetery for much longer. In 1825, John C. Calhoun purchased the Fort Hill plantation and the surrounding property. Twelve years later, the infant grandson of John C. Calhoun, John Caldwell, became the first member of the Calhoun family to be buried on the plot of land that would become known as Cemetery Hill. In the years that followed, 16 more members of the Calhoun family were buried on the Calhoun Family Plot.

Notable Inhabitants of the Woodland Cemetery - (Reference: [https://clemsonwiki.com/wiki/Woodland\\_Cemetery](https://clemsonwiki.com/wiki/Woodland_Cemetery) 5606)

Since 1924, many men and women who have made outstanding contributions to Clemson have been buried on this sacred ground. The following list includes some of the notable names that can be found upon Cemetery Hill:

- Walter Merritt Riggs, 5th President of Clemson College
- Enoch Walter Sikes, 6th President of Clemson College
- Joseph Sherman, Former Director of Alumni and Public Relations
- David Wistar (D.W.) Daniel, Former Professor of English and Dean of the School of the Arts and Sciences at Clemson College
- Robert Franklin Poole, 7th President of Clemson College
- Ogilia Bell Clark, the only African-American buried in Woodland Cemetery
- Frank James Howard, Former Clemson football, coaching legend
- Bob Bradley, longtime sports information director
- Preston B. Holzendorff, longtime YMCA director, first tennis and swimming coach
- Rupert H. Fike, originator of IPTAY
- Adjacent Burial Grounds for Enslaved African Americans and Convict Laborers





#### INTERPRETIVE OBJECTIVES FOR THIS SITE:

During or upon the completion of their visit the majority of visitors will:

- Learn who some of the important Clemson University historic were who are buried here.
- Learn a little about gravestone carvings and art - what the symbols mean.
- Learn the history of the burial ground for enslaved African Americans from Fort Hill and convict laborers who died while working at Clemson.

#### RECOMMENDED INTERPRETIVE MEDIA OPTIONS:

- Interpretive panel by the entrance to the cemetery in addition to grave markers.
- Develop a self-guiding cemetery tour via cell phone with printed map/guide to key historical figures and the burial ground with unmarked graves for slaves and convicts.
- Interpretation via a campus wide interpretive guide/booklet.

#### SITE PHOTOS:



Woodland Cemetery



Calhoun Plantation Cemetery



**SITE INDEX NUMBER:** HS8

**SITE NAME:** SITES OF FORMER SLAVE QUARTERS AND CONVICT STOCKADE

**KEYWORDS:** Slaves, convict laborers

**SITE LOCATION:** Refer to site location index map

#### MAIN INTERPRETIVE OBJECTIVE:

The first stockade built for the predominately African American convict labor crew is believed to have been located between Cooper Library and the Strom Thurmond Institute. Convict laborers dismantled the slave quarters and used them a foundation stones for Clemson's earliest buildings. The stones are visible in Hardin Hall's foundation. As debate continues about whether the university should change the name of Tillman Hall because Pitchfork Ben Tillman was an avowed racist, a growing number of professors and students have been collecting the stories of the African-Americans who helped Clemson become what it is today.

Read more here: <http://www.thestate.com/news/local/article18455594.html#storylink=cpy>

Reference on Convict Labor (for future exhibit/panel copy):

- <http://www.thestate.com/news/local/civil-rights/article13848974.html>
- <http://www.greenvilleonline.com/story/news/local/2014/04/17/research-honors-lives-convictsbuilt-clemson/7855017/>
- <http://glimpse.clemson.edu/convict-labor/>

#### INTERPRETIVE SIGNIFICANCE:

##### The Life of Eva Hester Martin -

In April, Eva and her family were Clemson's special guests at the groundbreaking ceremony for the installation of the historical marker located near the site of the Fort Hill Plantation slave quarters that were situated near Lee Hall and the stockade near the Strom Thurmond Institute that was erected for the predominately African-American convict labor crew that helped build Clemson's earliest buildings.

Reference: [http://www.clemsontigers.com/ViewArticle.dbml?DB\\_OEM\\_ID=28500&ATCLID=211169524](http://www.clemsontigers.com/ViewArticle.dbml?DB_OEM_ID=28500&ATCLID=211169524)

##### The Slave Dwelling Project: Fort Hill Slave Quarters Encampment

Joe McGill, founder of The Slave Dwelling Project, will host an overnight encampment on the site of the Fort Hill Plantation slave quarters to educate the Clemson University community about the lives and labors of enslaved African Americans on the plantation and the importance of this space in our history.

The program will begin with a walking tour of sites associated with the lives and labors of enslaved African Americans on the Fort Hill Plantation, including Calhoun Bottoms, Cemetery Hill, the Fort Hill Plantation house, and Hardin Hall's foundation stones. Joe McGill will speak about his experiences in sleeping in slave quarters throughout the nation, insights into the lives of enslaved African Americans in South Carolina, and storytelling.

The special guest for the program is 90-year-old Eva Hester Martin, descendant of Sharper and Caroline and their daughter Matilda, who were enslaved at Fort Hill. Participants are invited to join Joe McGill and staff from The Slave Dwelling Project in sleeping overnight on the site of the Fort Hill Plantation slave quarters, Lee Hall I and courtyard.





Bring your own tent and sleeping bag. Participants are invited to end the encampment with a time for reflection over breakfast the following morning. For more information about the program, contact Rhondda Thomas (rhonddt@clemson.edu).

Reference:

[http://calendar.clemson.edu/event/the\\_slave\\_dwelling\\_project\\_fort\\_hill\\_slave\\_quarters\\_encampment#.WBpACxGbhc8](http://calendar.clemson.edu/event/the_slave_dwelling_project_fort_hill_slave_quarters_encampment#.WBpACxGbhc8)

Clemson Professor Rhondda R. Thomas's project Call My Name: African Americans in Early Clemson University History: <https://spark.adobe.com/page/wQoPG/>

### INTERPRETIVE OBJECTIVES FOR THIS SITE:

During or upon the completion of their visit the majority of visitors will:

- Learn about the role of convict laborers who built many of the university's original structures.
- Learn about the slave history associated with Fort Hill from 1825 to Civil War.
- Experience feelings of sadness and anger at the stories these two topics represented and the satisfaction that Clemson is beginning to recognize these aspects of its history.
- Recognize some of the building and structure that convict labor were responsible for.
- Learn more about current research projects underway to discover more about these topics.

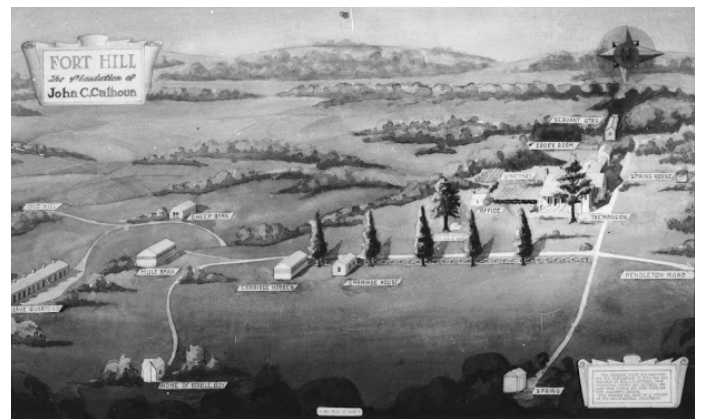
### RECOMMENDED INTERPRETIVE MEDIA OPTIONS:

- Interpretation of these stories both in the Fort Hill exhibit area and in the proposed new Trustee Building Visitor Center.
- Interpretation of locations of the convict labor stockade and old slave quarters in the Clemson
- Campus self-guiding interpretive booklet.
- Exhibits on these topics in the Clemson Visitor Center.
- Interpretation of these locations in the Clemson self-guiding cell phone interpretation.
- Interpretation via the live campus guided tour program.

### SITE PHOTOS:



As detailed in these recently erected historical markers on campus, African Americans played a pivotal role in the less sanguine early history of the institution, first as slaves on John C. Calhoun's Fort Hill Plantation (later inherited by Thomas Green Clemson), next as sharecroppers on Fort Hill, and then as convict laborers on the early Clemson College campus.



Map of the Fort Hill Plantation:

<http://civilwaref.blogspot.com/2013/03/johncalhoun-born-march-18-1782-john.html>



**SITE INDEX NUMBER:** HS9

**SITE NAME:** SCROLL OF HONOR

**KEYWORDS:** Military history/heritage

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

The Clemson Corps maintains the Scroll of Honor to honor those Clemson alumni who made the ultimate sacrifice- those who gave their lives in service to their country. To date, 491 alumni have been identified who were killed from WWI through the current wars in Afghanistan and Iraq.

The Scroll of Honor Memorial is located across from Memorial Stadium. Memorial Park is an extension of the Scroll of Honor site. The park pays tribute to the service of thousands of Clemson alumni and friends who have served the state and nation in fields ranging from agriculture to the military.

**INTERPRETIVE SIGNIFICANCE:**

This is an important part of Clemson's long standing role in military heritage and history. It is a well-designed site for honoring veterans and for offering a space for moments of reflection.

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

- Visit the memorial and relate to friends, relatives, or .....Clemson veterans who served their country and died .....in the line of duty.
- Learn about Clemson's original development to train .....military cadets.
- Understand Clemson's proud military history and its .....contributions to America and the world.

**RECOMMENDED INTERPRETIVE MEDIA OPTIONS:**

- Interpretation via self-guiding cell phone interpretation.
- Interpretation via a self-guiding campus interpretive .....guide.

**SITE PHOTOS:**



Scroll of Honor: <https://cualumni.clemson.edu/scrollofhonor>



Scroll of Honor: <https://cualumni.clemson.edu/scrollofhonor>





**SITE INDEX NUMBER:** HS10

**SITE NAME:** INSCRIBED WALKWAY OF PAST GRADUATES

**KEYWORDS:** Alumni facilities, alumni giving

**SITE LOCATION:** Refer to site location index map

#### MAIN INTERPRETIVE OBJECTIVE:

Senior Sidewalks

Walk around campus and you'll see names engraved on the sidewalks underfoot. In the 1950s, graduating seniors began raising money to build sidewalks, imprinting their names and, thereby, their legacy in them. Today, the names of more than 53,000 alumni have been engraved.

#### INTERPRETIVE SIGNIFICANCE:

See above.

#### INTERPRETIVE OBJECTIVES FOR THIS SITE:

During or upon the completion of their visit the majority of visitors will:

- Alumni who have contributed to the walkway will look .....for their name brick or the name of a loved one.
- Feel the Senior Sidewalks offer a sense of "family" that .....the walkway represents.
- Learn about the many impacts of Clemson alumni .....through the years.

#### RECOMMENDED INTERPRETIVE MEDIA OPTIONS:

- Possibility of two interpretive panels calling attention .....to the walkway at select locations.
- Interpretation of the walkway via self-guiding cell phone .....interpretation.
- Interpretation via the proposed self-guiding campus .....interpretive guide.
- An exhibit about the walkway in the visitor center.

#### SITE PHOTOS:



Typical section of an inscribed walkway



**SITE INDEX NUMBER:** HS11

**SITE NAME:** STATUE OF THOMAS GREEN CLEMSON

**KEYWORDS:** Thomas Green Clemson, Clemson plantation history, Clemson historic personalities

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

The main topic for interpretation is a brief interpretation of Thomas Green Clemson.

**INTERPRETIVE SIGNIFICANCE:**

The future of Clemson University is rooted in its past, back to the days when Thomas Green Clemson and his wife Anna Calhoun Clemson called the Fort Hill plantation house their home. It was in this house that they dreamed of a high seminary of learning for South Carolina. What began as discussions between a husband and wife in this historic house has grown into one of the nation's leading public universities.

Details on his statue and history can be found at:

<http://www.hmdb.org/Marker.asp?Marker=9531>  
Thomas Green Clemson historic details: [http://www.clemson.edu/about/history/calhounclemson/thomas\\_clemson.html](http://www.clemson.edu/about/history/calhounclemson/thomas_clemson.html)

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

- For new students, this may be one of their first introduction to who Thomas Green Clemson was.
- Be encouraged to visit Fort Hill and learn more about Thomas and Anna Clemson.
- Begin to learn about the long history of Clemson University and the campus.

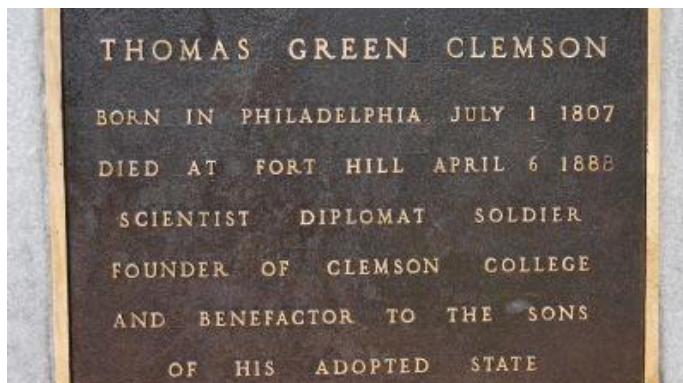
**RECOMMENDED INTERPRETIVE MEDIA OPTIONS:**

- Interpretation via a self-guided cell phone interpretation.
- Interpretation via a proposed self-guiding campus interpretive guide.

**SITE PHOTOS:**



Thomas Green Clemson Statue in front of Tillman Hall



Thomas Green Clemson Statue Plaque





**SITE INDEX NUMBER:** HS12

**SITE NAME:** PRESIDENT'S ROTUNDA

**KEYWORDS:** Alumni features/history, campus landscape and design

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

Funded by the class of 1957, the rotunda serves as a focal point for the park and marks the entrance to the Campus from Highway 93. Located in Clemson's historic district, its form and design language as well as the use of brick and precast stone trim is derived from the neo-classical buildings nearby.

There are eight equal wall elements separated by recesses. A semicircular brick arch centered in each element springs from semicircular brick pilasters and is topped by three smaller openings. Precast elements articulate base, transitions, lintel and cornice. The zinc covered domed roof opens into a glass oculus.

**INTERPRETIVE SIGNIFICANCE:**

See above.

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

- Learn about the generosity of past classes to contribute .....to the heritage of the campus.
- Consider that they/their class might consider a project .....of "giving" to the university.
- Learn how the rotunda was built and an overview of .....its history.
- Learn about the landscape and site planning on the .....Clemson Campus.

**SITE PHOTOS:**



The President's Rotunda

**RECOMMENDED INTERPRETIVE MEDIA OPTIONS:**

- One 2' x3' interpretive panel (site to be determined) .....on the history and "lore" of the rotunda.
- Interpretation via a self-guiding cell phone interpretation.
- Interpretation via a self-guiding campus interpretive guide.



**SITE INDEX NUMBER:** HS13

**SITE NAME:** MILITARY HERITAGE PLAZA

**KEYWORDS:** Clemson military history

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

Since Clemson began classes in 1893, the value of a solid military force has been a major part of its education. It has been said that Clemson supplied more army officers for World War II than any other institution except West Point and Texas A & M. Clemson once had the largest infantry ROTC unit in the country. When visiting the Clemson Military Heritage Plaza, take time to see the array of ribbons and honors, the footprints of brave service men, and the inscriptions from a variety of classes.

Sitting between Memorial Chapel and Bowman Field, which served as Clemson's earliest military drill complex, the Military Heritage Plaza was created in 1996 to recognize the University's history as a military institution and to honor Clemson alumni who have served the United States in times of war.

[https://www.clemsonwiki.com/wiki/Military\\_Heritage\\_Plaza](https://www.clemsonwiki.com/wiki/Military_Heritage_Plaza)

**INTERPRETIVE SIGNIFICANCE:**

See above.

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

- To provide a location for reflection and appreciation for those who served our country.
- To remember Clemson's original role in training military cadets.
- To learn about Clemson's current ROTC program.

**RECOMMENDED INTERPRETIVE MEDIA OPTIONS:**

- Interpretation via live guided campus tours.
- Interpretation via cell phone interpretation.
- Interpretation via a campus interpretive walking guide.





**SITE INDEX NUMBER:** HS14

**SITE NAME:** THE OUTDOOR THEATER

**KEYWORDS:** Greenspace, arts and performance, theater

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

The Outdoor Theater is located on the other side of the Reflection pond from Cooper Library. Also known as the Amphitheater it was originally built in 1940, as a gift from the class of 1915, and funds from the federal government. The stage is a mix of red, grey, and beige marble with "1915" inset on the surface. The theater's wide grassy steps provides a perfect location for outdoor studying between classes, napping, or just socializing, and in previous years Clemson University held graduations in the Outdoor Theater. The outdoor theater has been renovated twice, first in 1978, and again in 1997.

The Clemson University Tiger Band holds a concert in the Outdoor Theater on home game days. The concert is a must for Tiger fans and students.

The Outdoor Theater is also often used by many student organizations. WSBF 88.1, Clemson's student run radio station, regularly holds concerts. CLEMSONLiVE shows outdoor movies. On a beautiful Clemson day, some professors will hold outdoor classes at the outdoor theater.

[https://clemsonwiki.com/wiki/Outdoor\\_Theater](https://clemsonwiki.com/wiki/Outdoor_Theater)

**SITE PHOTOS:**

**INTERPRETIVE SIGNIFICANCE:**

See above.

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

Objectives for interpretation will be dependent on the program(s) or activities that will occur here.

**RECOMMENDED INTERPRETIVE MEDIA OPTIONS:**

- Interpretation via live campus guided tours.
- Interpretation via cell phone interpretation.
- Interpretation via a self-guiding campus guide book.



Photo by Albert N. Cameron, Sr. (c. 1941)



Harvey Gantt, Clemson's first African-American graduate, received his diploma from President R. C. Edwards in 1965 on the stage of the Outdoor Theater.



**SITE INDEX NUMBER: B1**

**SITE NAME: CLEMSON EXPERIMENTAL FOREST**

**KEYWORDS:** Experimental Forest, Agricultural heritage, agricultural research, recreation

**SITE LOCATION:** Refer to site location index map

#### **MAIN INTERPRETIVE OBJECTIVE:**

The Clemson Experimental Forest is a product of the “Clemson Community Conservation Project” initiated by Dr. George H. Aull, a Clemson College agricultural economist. The Project was funded by the Roosevelt Administration’s New Deal programs, principally the Bankhead - Jones Farm Tenant Act. Nearly 30,000 acres of worn out farmlands around Clemson College were purchased under the project.

Land reclamation and conservation began primarily with the Works Progress Administration (WPA) in 1934. Depleted row-crop farm lands were planted with trees, eroded gullies were stabilized, Lake Issaqueena was built, fire towers and recreation facilities were constructed.

After a period of neglect during the war years, Clemson College began supervision of the lands in 1939 under an agreement with the Federal Government. In 1946 a forester, Norbert Goebel, was hired to manage the forestlands. Silvicultural practices (planting, thinning and harvests) to improve the timber production, wildlife habitat and water quality were initiated. In 1954, the project was deeded to Clemson College, thanks to the efforts of U.S. Senators Charlie Daniel, Strom Thurmond, State Senator Edgar Brown and Dr. George H. Aull.

In the late 1950s, the Army Corps of Engineers began development of Lake Hartwell which would inundate some 8000 acres of the Forest. Today the Forest consists of 17,500 acres dedicated to natural resource conservation, education, research and the land grant mission of Clemson University.

#### **INTERPRETIVE SIGNIFICANCE:**

The Clemson Experimental Forest's 17,500 acres are dedicated to education, research and demonstration in order to better understand and manage forest resources for the benefit of society. These essential resources include clean air, clean water, pleasing aesthetic qualities, abundant wildlife, protection of species and habitat diversity, recreation opportunities, along with commodity products from the forest. The forest is managed strictly for perpetual sustained or improved yield of these products. The Clemson Experimental Forest personnel, equipment, supplies, roads, recreation facilities and maintenance are solely supported by revenue generated by the Forest.





#### INTERPRETIVE OBJECTIVES FOR THIS SITE:

Develop an unique interpretive plan for the Experimental Forest. This resource is to large, complex and diverse to be individualized in the Clemson campus interpretive plan.

#### RECOMMENDED INTERPRETIVE MEDIA OPTIONS:

- As a major interpretive feature, this is a complex site with many diverse interpretive opportunities.
- The main objective would be for the Experimental Forest to develop its own unique interpretive master plan to better examine its multiple stories, just as it were a unique state or county park.

#### SITE PHOTOS:



Clemson Experimental Forest



**SITE INDEX NUMBER:** B2

**SITE NAME:** TRUSTEE PARK

**KEYWORDS:** Green space

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

The northwest section of the Trustee Park, located below Fort Hill, features many different varieties of trees and shrubs, including large old white, red and water oaks, and related trees. Trustee Park has been permanently dedicated to its present use as a green space.

**INTERPRETIVE SIGNIFICANCE:**

No historical significance noted to date.

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

To be determined by campus landscape and design planning.

**RECOMMENDED INTERPRETIVE MEDIA OPTIONS:**

No specific interpretive media at this time. Media options will be based on any future interpretive objectives or expanded educational use of this greenspace.

**SITE PHOTOS:**



Trustee Park





**SITE INDEX NUMBER:** B3

**SITE NAME:** PECAN ORCHARD

**KEYWORDS:** Agricultural history

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

Pecan orchard to serve as classroom for farmers (news release/article).

Clemson University's newest classroom will have no desks, no chairs and no white board, just trees.

A five-acre pecan grove soon will greet visitors along the University's main northeast entrance. The outdoor educational lab will be used to train growers and homeowners in the latest techniques in caring for one of South Carolina's oldest food crops.

"The orchard will mainly focus on commercial growers, but we'll have programs to support backyard growers as well," said Mark Arena, a Clemson Extension horticulturist who conceived the project. "We will hold educational programs at the site and install signage that will allow even casual visitors to learn about the management and production of this historic crop."

Nestled between snap beans and sweet potatoes on the list of South Carolina's top agricultural commodities, pecans are a multimillion-dollar crop in the state. Commercial production began here in earnest more than a century ago, but pecans have been a staple of the regional diet for much longer.

Prized in Southern recipes since Colonial days, the pecan has found a new market in Asia, where it is soaked in flavored syrups. Chinese demand pushed U.S. pecan prices to the neighborhood of \$9 per pound, sparking renewed interest in the crop.

Reference: <http://www.clemson.edu/extension/100/pecan-grove.htm>

Arena is guiding a restoration of that grove. About a third of the old trees will be removed and replaced. The new educational orchard will be a stone's throw away along the base of Clemson's Kite Hill. Grant funding will help pay for site preparation and planting later this year or early next.

"Kite Hill is a prominent location. It will be the first thing many people see when they come to campus," Arena said. "It will be a very visible and useful educational tool to support South Carolina's pecan growers. Ultimately, we hope to become an evaluation site for new varieties to increase pecan production for the future."

**INTERPRETIVE SIGNIFICANCE:**

See above.



#### INTERPRETIVE OBJECTIVES FOR THIS SITE:

During or upon the completion of their visit the majority of visitors will:

- Learn about the historic pecan plantation that was here and the importance of the pecan industry to South Carolina.
- Be interested in learning more about the new class/course in the pecan industry and pecan orchard management.

#### RECOMMENDED INTERPRETIVE MEDIA OPTIONS:

- Until the site is developed and operational, interpretation via the self-guiding campus interpretive guide.
- Interpretation via the Clemson web site

#### SITE PHOTOS:



Photo from news release. Pecan orchard to serve as classroom for farmers. Mark Arena (L), Extension Agent, Principal Investigator in cooperation with Mr. Paul Minerva (R) and Ms. Adrienne Gerus, University Facilities Landscape Services.





**SITE INDEX NUMBER: B4**

**SITE NAME: CLEMSON BOTANICAL GARDENS**

**KEYWORDS:** Children's Garden, Natural Heritage Garden, Nursery, Clemson Experimental Forest, Bob Campbell Geology Museum, Clemson University Herbarium Cherokee Indians

**SITE LOCATION:** Refer to site location index map

#### **MAIN INTERPRETIVE OBJECTIVE:**

Former site of Eseneca, a Cherokee town.

#### **INTERPRETIVE SIGNIFICANCE:**

The South Carolina Botanical Garden is a diverse 295 acres of natural landscapes, display gardens and miles of streams and nature trails. Together with distinguished education and outreach programs, a nationally recognized nature-based sculpture collection, and the Bob Campbell Geology Museum, the SCBG is a premier site for experiencing nature and culture. The South Carolina Botanical Garden is home to an official American Hosta Society Display Garden, a 70-acre arboretum, miles of nature trails and streams, a butterfly garden, a wildflower meadow and many specialty gardens. The Garden is also home to over 300 varieties of camellias, as well as an extensive collection of hollies, hydrangeas, magnolias and native plants (<http://www.clemson.edu/public/scbg/>).

#### **INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

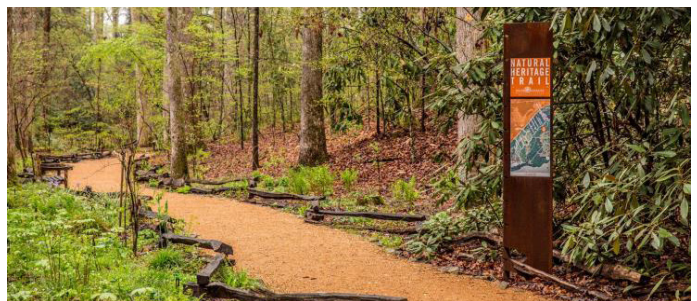
- Learn of the wide variety of interpretive, educational and recreational experiences offered at/by the Botanical Garden.
- Learn of existing/current interpretive programs or services offered at the Garden.
- Be motivated to visit and enjoy the Garden.

Note: as a large, very developed interpretive site, its total interpretive opportunities are too large for details in a campus interpretive plan. It is recommended that, if desired, an independent interpretive plan be developed for the Botanical Garden.

#### **RECOMMENDED INTERPRETIVE MEDIA OPTIONS:**

- Interpretive media have already been developed for the Botanical Garden. An assessment of current interpretive programs or media was not part of the campus interpretive plan.

#### **SITE PHOTOS:**



South Carolina Botanical Garden



South Carolina Botanical Garden



**SITE INDEX NUMBER: B5**

**SITE NAME: TREATY OAK MONUMENT**

**KEYWORDS:** Campus Monuments, revolutionary war, Cherokee Indians

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

On a peninsula at the south end of the lake stands a monument which marks the area where the Treaty Oak once stood. At this oak the first treaty between the United States and the Cherokee nation was signed on November 28, 1785.

Although the original treaty oak site is believed to now lie beneath Lake Hartwell, the Daughters of the American Revolution have marked the area with a trail and historic marker located on a bluff overlooking the lake.

**INTERPRETIVE SIGNIFICANCE:**

See above.

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

- Learn the importance of the treaty signed under/by the treaty oak.
- Understand the importance the treaty in relationship to the Cherokee wars during the revolutionary war.
- Understand the long term effect of the treaty with the Cherokee.

**RECOMMENDED INTERPRETIVE MEDIA OPTIONS:**

- Interpretation of the treaty oak as part of exhibits related to revolutionary war era in the Clemson area, and in relationship to the battles with the Cherokee Indians.





**SITE INDEX NUMBER:** B6

**SITE NAME:** LEWIS FIELD

**KEYWORDS:** Cherokee Indians, Clemson agriculture

**SITE LOCATION:** Refer to site location index map

**MAIN INTERPRETIVE OBJECTIVE:**

Also known as the Peach Orchard, this area was once occupied by the Cherokee Indians. It was owned by A.F. Lewis from 1836 - 1854 and sold to the University in the early 1900's. First used for peach research by the Horticulture Department in 1976, this land is ideally suited to research because of its lakeside location.

**INTERPRETIVE SIGNIFICANCE:**

See above.

**INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

- Learn about the Cherokee settlement that was located on this site.
- Understand events that led to the removal of Cherokees and the eventual establishment of the Peach Orchard.
- Learn about the peach research that took place on this site.

**RECOMMENDED INTERPRETIVE MEDIA OPTIONS:**

- N/A



**SITE INDEX NUMBER:** B7

**SITE NAME:** LAKE HARTWELL

**KEYWORDS:** Lake, watershed, agriculture heritage

**SITE LOCATION:** Refer to site location index map

#### **MAIN INTERPRETIVE OBJECTIVE:**

Lake Hartwell is a man-made reservoir bordering Georgia and South Carolina on the Savannah, Tugaloo, and Seneca Rivers. Lake Hartwell is one of the southeast's largest and most popular recreation lakes. The lake is created by Hartwell Dam located on the Savannah River seven miles (11 km) below the point at which the Tugaloo and Seneca Rivers join to form the Savannah. Extending 49 miles (79 km) up the Tugaloo and 45 miles (72 km) up the Seneca at normal pool elevation, the lake comprises nearly 56,000 acres (230 km<sup>2</sup>) of water with a shoreline of 962 miles (1,548 km). The entire Hartwell "Project" contains 76,450 acres (309 km<sup>2</sup>) of land and water. I-85 bisects Hartwell Lake and makes the area easily accessible to visitors.

#### **INTERPRETIVE SIGNIFICANCE:**

The area around Lake Hartwell has a rich history, much of the land taken from the Cherokee Indians and from early settlers. Many streams, rivers and recreation areas have been named after these early settlers. Issaqueena, a young Indian maiden who rode to Fort Ninety-Six to warn settlers of an attack, allegedly named some streams. Along her journey, she marked her travel by naming streams that she encountered for the number of miles she had covered. Issaqueena named Six-Mile, Twelve-Mile, Three-and-Twenty Mile and Six-and-Twenty Mile creeks, which are still a part of the lake today. Other historic figures that lived around this area were Andrew Pickens and John C. Calhoun, both statesmen from South Carolina. William Bartram traveled the area recording vegetation types and plant species.

\*Also the role of R.C. Edwards and negations that saved memorial stadium.

#### **INTERPRETIVE OBJECTIVES FOR THIS SITE:**

During or upon the completion of their visit the majority of visitors will:

- Learn about the Cherokee settlement that was located on this site.
- Understand events that led to the removal of Cherokees and the eventual establishment of the Peach Orchard.
- Learn about the peach research that took place on this site.

#### **RECOMMENDED INTERPRETIVE MEDIA OPTIONS:**

- N/A



#### INTERPRETIVE OBJECTIVES FOR THIS SITE:

During or upon the completion of their visit the majority of visitors will:

- Understand how, before the levy, the flooding from the river is what fertilized the bottomland for the historic plantation and farming the bottom lands by the Cherokee.
- Learn about the settlements, Cherokee towns, colonial towns and antebellum plantations that were once located along the river.
- Understand how the development of the lake affected the Clemson landscape.
- Be able to see the remnants of the old river oxbow that is visible in the Clemson Bottoms still today.
- Learn about negotiations with the US Army Corps of Engineers and impact on the current campus.

#### RECOMMENDED INTERPRETIVE MEDIA OPTIONS:

- Interpretive panels 2' x 3' interpreting the landscape here prior to the levies and the dam development, interpreting early bottom land farming and the construction of the dam and the levies.
- Interpretive panel with an aerial photo of the bottoms showing the remnants of the old river oxbow that, when flooded, fertilized the soil of the bottoms.
- Interpretation via self-guiding cell phone interpretation.
- Interpretation via a self-guiding campus interpretive guide.

Note: interpretive panels would be located on the levy at select locations TBD.

#### SITE PHOTOS:



Part of the Lake Hartwell levy. Clemson stadium from Lake Hartwell. <http://media-cacheec0.pinimg.com/736x/6f/60/3b/6f603b95628b77c8f49021bcf4aacc65.jpg>