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"If the architect isn't made aware of his role as a servant of humanity and of the broadening problems which this implies during his scholastic career, there is a very small chance that he will be inspired to the highest levels once he is engaged in practice."

— Harlan McClure

1955, *Journal of Architectural Education*



— Rudolph E. Lee

1917, Rural School Buildings

public life of the men and women."

100+ years of

CLEMSON UNIVERSITY/ ARCHITECTURE

"If architects want to be influential, we need to get out of our ateliers and connect with the curriculum, engage the culture and serve our larger communities."

— James F. Barker, FAIA

2008, Chronicle of Higher Education







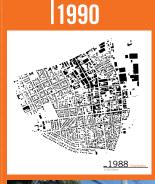




1970









2000 2010



buildings that teach

SPRING 2013

CLEMSON School of ARCHITECTURE

100 YEARS OF BUILDINGS, PROGRAMS AND PEOPLE THAT TEACH AND REACH

By the time you receive this edition of the school's newsletter, we will be concluding this academic year, and we will have begun the celebration of our centennial. This newsletter serves as a brief introduction or reintroduction to the 100-year story of Clemson Architecture's "Southern Roots + Global Reach." We sincerely hope that many of you either have or will participate in centennial events, helping us celebrate a century of buildings, programs and people that teach.

Centennial events are outlined on page 3, as is Peter Laurence's essay, "Southern Roots + Global Reach," which introduces and explains the centennial. Ufuk Ersoy's essay on pages 6 and 7 starts to tell the story in more depth and place the school in its context. Both of these essays will be included in a major publication to be released in October 2013, together with a monthlong exhibit in the Lee Hall Gallery that documents 100 years of buildings, programs and people that teach; 100 years of alumni and student work; and 100 years of the deep and wide influence of Southern roots + global reach. Visit the centennial website at clemson.edu/architecture/ celebration to stay up-to-date with centennial events, including the upcoming May 1 celebration of the 25th anniversary of the Clemson Architecture Center in Charleston and the June 20 Clemson Architecture Alumni Reception at the AIA Convention in Denver, Colo.

We are using the occasion of this centennial to do something that should have been done long ago, establishing the Clemson Architecture Alumni Achievement Awards to recognize outstanding creative and professional achievements of alumni in the field of architecture. This award will be presented each fall semester, with the first class of honorees inducted on October 18, 2013, at our "Southern Roots + Global Reach" symposium and Beaux Arts Ball. In this first class, we hope to recognize alumni from each of the school's 10 decades of education (so, some of these will be posthumous awards), and we need your help in identifying and nominating the best of the best. Please visit the school's alumni website at clemson.edu/architecture/alumni for a class directory and to place your nominations for these awards. Please also use this portal to share news with us and with your fellow alums.

I want to recognize the members of the Architecture Centennial Committee who dug deep to understand 100 years of history from which they discovered and assembled a compelling story that will serve as a foundation to build the school's future. Special thanks to the following faculty, staff and students: Armando Montilla, Daniel Harding, David Allison, David Pastre, Dylan Hayn, Jeannie Davis, Jerome Reel, John D. Jacques, Jose Cabán, Joy Morgan Newberry, Kathy Edwards, Laura Boykin, Lynn Craig, Ellis Taylor, Nick Barrett, Nicholas Collins, Peter Laurence, Ray Huff, Rick Goodstein, Robert Hogan, Robert Silance, Tim Keesee, Ufuk Ersoy, Ulrike Heine and Valerie Or.

Kate Schwennsen, FAIA, Hon. FKIA, Hon. RAIC, Hon. RAIA, Hon. JIA, SFDFC Professor and Chair

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A FEW RECENT ACCOLADES

CLEMSON'S LEE III WINS NATIONAL ARCHITECTURE DESIGN AWARD

Lee III, the 55,000-square-foot addition to Clemson's Lee Hall, has received an AIA Institute Honor Award for Design Achievement, one of only 11 such awards given this year. The award is given to a project that "demonstrates exemplary skill and creativity in the resolution and integration of formal, functional and technical requirements, including ecological stewardship and social responsibility that acknowledges and advances social agendas."

Clemson alumnus Thomas Phifer '75, '77 and Partners of New York designed Lee III in collaboration with McMillan Pazdan Smith Architecture of Greenville and Holder Construction of Atlanta. The AIA Honor Awards will be recognized at the AIA Convention in Denver in June.

CLEMSON'S LEE III AWARDED LEED GOLD CERTIFICATION

Lee III, completed in April of 2012, has been awarded LEED gold certification by the U.S. Green Building Council. Lee III was designed to teach sustainability by example, making use of lighting and energy efficiency, ventilation technology and resourceful materials selection. In its first year of operation, its energy consumption has been approximately 25 percent of the average Clemson University building's consumption on a gross square footage basis.

ARCHITECTURE PROFESSOR ULRIKE HEINE RECEIVES NATIONAL TEACHING AWARD

Ulrike Heine, assistant professor of architecture at Clemson, has won the 2013 ACSA/AIAS New Faculty Teaching Award from the Association of Collegiate Schools of Architecture and the American Institute of Architecture Students. Heine is one of only three so honored for 2013. Heine teaches classes in design and sustainability and has been recognized seven times throughout the past year as students in her design studio classes won national and international awards for their work in sustainable design.

GRADUATE PROGRAM AND PROFESSOR NAMED AMONG AMERICA'S BEST

In November 2012, *DesignIntelligence* magazine named Clemson's graduate program in architecture one of the nation's top 10 programs among all public universities in its annual publication "America's Best Architecture and Design Schools." Clemson ranks fourth among public universities in the South. Clemson's program also ranked as one of three programs in the nation as a "Top Brand in Architectural Education" for construction leadership.

The publication also named Clemson architecture professor Daniel Harding one of the "30 Most Admired Educators for 2013," a list that includes the 30 most admired educators in design, chosen from architecture, landscape architecture, industrial design and interior design. The publication praised his use of design-build techniques in addressing community issues.

ARCHITECTURE STUDENTS TAKE FIRST AND THIRD PLACE IN NATIONAL COMPETITION

Laura Boykin won first place, and Sam Pruitt was awarded third place in the national/international AIAS/Kawneer Enlightening Libraries Competition for their design proposals for the Pendleton Library completed in the fall 2012 studio of Ufuk Ersoy, assistant professor. Their winning entries will be displayed at the AIAS Forum 2013 in Chicago, III., and at the 2013 AIA Convention and Design Exposition in Colorado in June 2013.

When Boykin and Pruitt's work is on display at the AIA Convention in Denver in June, it will be shown along with other previously announced award-winning Clemson student work, including the following:

- Merit Awards were given in the AARP/AIAS Aging in Place Kitchen Design Competition to third-year undergraduate students Nick Tafel, Edgar Mozo, Joel Pominville and David Herrero for their project "A Kitchen Alive" and to Diane Rosch for her project "Centre." Both projects were completed under the guidance of Annemarie Jacques.
- Honorable mention was presented to M.Arch student Jingjie Zhao, with Keith Green as studio instructor, in the ACSA Steel Design Competition of a Culinary Arts College.
- Winning project was awarded to Caitlin Ranson and Dianah Katzenberger (both Clemson M.Arch. '12 graduates), with Ulrike Heine as studio instructor, in the ACSA Sustainable Lab Competition.
- Winning project of the South Region was given to Nick Barrett and Sam Pruitt, with Ulrike Heine as instructor, in the 2011-2012 The Sustainable Home, A Habitat for Humanity Student Design Competition.











Laura Boykin's first place design proposal



Sam Pruitt's award-winning design

Clemson University/Architecture Volume III, Number 1 Spring 2013

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For questions or comments, contact Kate Schwennsen, professor and chair Clemson University School of Architecture Clemson, SC 29634-0503

YEARS OF CLEMSON ARCHITECTURE SOUTHERN ROOTS GLOBAL REACH

by Peter L. Laurence, Ph.D., assistant professor

Since its first year of instruction in 1913, architectural education at Clemson has been mindful of its geographies — its connections and relationships to both the state of South Carolina and to the wider world.

Already looking beyond state borders, Rudolph Lee (1874-1959) established architectural education at Clemson to answer "an increasing demand in the South for men trained in architectural design, building construction and allied subjects." Like this mission, Lee had Southern roots: Born in nearby Anderson, S.C., he was an engineering graduate of Clemson's first class of 1896. However, studies also took him to Cornell and the University of Pennsylvania. The combination of polytechnic and Beaux-Arts training and awareness of national developments in architectural education informed the development of degree programs and faculty hires during Lee's tenure, which spanned from 1896 to 1948. During these years, faculty were trained at Clemson and Northeast schools, like Lee, and also in Europe. Similar to Lee's description of his new engineering building (now Riggs Hall) in 1927, architecture at Clemson was primarily a "Southern product, largely of our own state materials." However, the materials came together to create a building with global reach: the building's inspirations, Lee noted, were "the villas of Rome and Florence, of sunny Italy."

Riggs would be home for the Department of Architecture from 1933 until the opening of Lee Hall in 1958. Representing growth and disciplinary independence, the new building coincided with the establishment of the School of Architecture. Designed by Harlan McClure, who served as director and dean from 1955 to 1984, Lee Hall symbolized the modernization of the school, the college and the state. The move from Beaux-Arts Riggs Hall to modernist Lee Hall — a shift, in retrospect, from one international style to another — did not change the school's geographic networks.

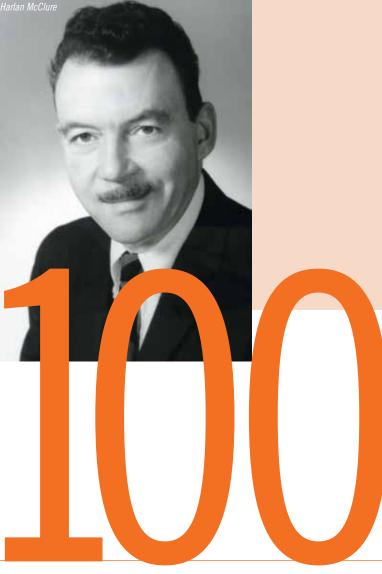
Born in Chattanooga, Tenn., Harlan McClure (1916-2001) had Southern roots and a broad intellectual horizon. With degrees from George Washington University and MIT, McClure studied at the Royal Swedish Academy and taught at the Architectural Association in London before leaving the University of Minnesota for Clemson. As dean, he hired faculty educated at Clemson, across the U.S. and overseas. His creation of the Clemson Architectural Foundation advanced the similar mission of bringing distinguished thinkers to the school from around the world. In 1972, McClure would take the decisive step of establishing the Daniel Center ("the Villa") in Genoa, Italy, the first satellite of the school's "Fluid Campus."

The decades following McClure's direction have seen the continued growth of the school, in Clemson and beyond, under new leadership. The Clemson Architecture Center in Charleston, celebrating its 25th year, was established in 1988 by then-Dean James F. Barker, FAIA ('70). A decade later, department chair José Cabán ('67) established the school's third urban center in Barcelona. Forty years since the first group of students occupied the Villa, thousands more have expanded their Clemson roots through the global reach of the Fluid Campus.

Today, a geographically diverse faculty and student body study architecture in great works of architecture, including the new and award-winning Lee III, on four fluidly connected campuses. As its faculty, students and buildings have in the past, Clemson's School of Architecture draws in and reaches out to distant horizons from Southern roots.

Note: This essay will be republished as the introductory essay to a book commemorating the centennial, available in October 2013.





SPRING

SPRING 2013 CAF LECTURE SERIES All lectures are at 1:30 p.m. in Lee Hall Auditorium unless noted otherwise.

February 8

Hans Herrmann (Clemson M.Arch. 2003), assistant professor, Mississippi State University's College of Architecture, Art + Design and sole practitioner of H. Herrmann resDesign

February 22

Seth McDowell (Clemson B.S. Arch. 2003, *magna cum laude*), assistant professor, University of Virginia and founding principal of TempAgency, finalist for the MoMA PS1 Young Architects Program 2013

March 8

Xavier Costa, Ph.D. (Clemson Mickel Visiting Professor 1998), architect and founding dean of Northeastern University's College of Arts, Media and Design and a founding co-director of the Clemson Architecture Center in Barcelona

April 5

Patricio del Real (Clemson assistant professor, 1999–2003), assistant curator, Museum of Modern Art, New York City

April 19

Harvey B. Gantt, FAIA (Clemson B.Arch. 1965 with honors), founding partner of Gantt Huberman Architects, former mayor of Charlotte, N.C., and first African-American student to attend Clemson University

CELEBRATION EVENTS

March 25: The Villa at 40!

Celebrate four decades of life-changing education at the Charles E. Daniel Center for Building Research and Urban Studies in Genoa. Join us for simultaneous events in Genoa, Charleston, Barcelona and Clemson. Clemson address will be given by Rob Miller, AIA, director of the School of Architecture, University of Arizona. Genoa address will be given by Kate Schwennsen, FAIA, chair of Clemson's School of Architecture.

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May 1: The Center at 25! Charleston, S.C.

Celebrate 25 years of engaged urban architecture education at the Clemson Architecture Center in Charleston (CAC.C). Join us for an evening reception hosted by the CAC.C. Details are forthcoming, so check the website.

May 3: Architecture + CommunityBUILD Charleston, S.C.

Learn about the teaching, research and community outreach of the CAC.C and the new Spaulding Paolozzi Center to be built at the corner of Meeting and George streets. (Events held in conjunction with the AIASC Centennial Conference.)

June 20: Alumni Reception at the AIA Convention Denver, Colo.

This event will be held at the Peaks Lounge in the Hyatt Regency from 6:30 to 8:30 p.m.

EVENTS

August 22–23: AIA SAR Architecture for Health Annual Conference at Clemson Chautauqua 4.0 examines "Health Care Architecture in the Public Realm" with keynote speaker John Pangrazio of NBBJ, a reception and special lecture by Michael Murphy of MASS.

September 30–October 30: Lee Gallery Exhibition

A monthlong multimedia display will explore and honor the people, themes and stories of the past century.

October 18: Symposium at Clemson University

"Southern Roots + Global Reach" features a keynote lecture by Alexander Tzonis and Liane Lefaivre, Ph.D., on "The Architecture of Regionalism in the Age of Globalization."

October 18: Beaux Arts Ball

Make plans now to attend the formal reception in Lee III to kick off the next century of architecture education at Clemson. The venue is "The Wedge" in the award-winning, Thomas Phifer-designed addition to Lee Hall. Don't miss this extraordinary opportunity to connect with friends and colleagues! Watch your email for details and RSVP information.

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D. Underwood Cassie S. Walker Harvey C. Walker Stephanie R. Weeks Thomas A. Weir William A. Zion 2005 Lynda R. Alexander Tamara T. Anthony Robin L. Asire Cheryl N. Bacsik M. Crary Jason L. Cumbee Nick Dimling Joshua D. Domingo Melissa A. Domingo Matthew D. Frankel Margaret Friar Natalie Gualy Michael P. Henderson Michael T. Hudson Andrew L. Kir Christopher J. Palkowitsch David A. Pastre Becki Pesce Laura M. Portney Robert W. Price Sean C. Raboin McCall E. Rupp Lindsey A. Sabo Victor P. Schelechow Christopher M. Shelley N. Brown Michael W. Brown Katherine Bugenske Claudia A. Casey Jeffrey M. Castor Martha A. Cave Margaret M. Chandler William T. Childress Mark S. Cone Jonathan C. Edens Mason Huffstetler Edward K. Jolly Teqeia A. Jones Jason M. Jordan Judith M. Justice Randolph S. Key Janie L. Kronk Dipti S. Kulkarni Dana F. Ladd Scott T. Lagstrom Marc H. Leverant Al Newman Robert J. Patterson Eric M. Porter Edward H. Reynolds, Michael B. Rollins Julia M. Saunders Brian T. Sharpe Jamal K. Shaukat Derrick J. Simpson Megan A. Sparler Caroline I Simons W. Young Kristin J. Ziska 2007 Alison Y. Alexander Mazyar Asbaghi John G. Babcock Jade E. Bellack Eric B. Bennett Johanna E. Betancourt Miranda L. Beystehner Jackson M Davenport Charles W. Davis Steven L. Dejonckheere Justin M. Dezendorf Nathanael F. Dicks Douglas T. Eaddy Caroline Eskridge Dale V. Fenton Jason A. Fleming Robert N. Gaddy Jasc Kreha Charlie Lathan Marc R. Leech Kathleen L. Lilly Robert M. Lindley Thomas C. Lontine Kenneth S. Lovelace Kimberly C. Middleton Jason M. Mobraten Stephanie D. Moran Robert R. Smalls Kimberly J. Taylor Eric C. Vails Melissa E. Vandiver Justin P. Wallace Laura F. Watkins Christopher L. Watt Scott M. Weinhoff David A. Vells Sradley L. Williams Jon M. Williams Jon P. Cloonan Alisha M. Coleman Natasha M. Cook Robert S. Cooney Megan E. Craig Robert B. Eleazer Angela R. Falk Jessica L. Folk Nicholas W. Fonner Emily K. Fournie

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We apologize if there are any mistakes in our list of graduates. Please provide us with any corrected information by going to clemson.edu/architecture/alumni.

Trends in Architectural Educ

Part I of II, 1913-1971: From the Course of Architectural Engineering to the College of Architecture and Arts by UFUK ERSOY, PH.D., ASSISTANT PROFESSOR

The 1913-14 Catalogue of the Clemson Agricultural College defines the first architecture program — the course of architectural engineering — as follows:

"This course is established to comply with an increasing demand in the South for men trained in architectural design, building construction, and allied subjects [...] Throughout the entire course special attention is paid to the engineering branch of the architect's profession."

century later, the content of architectural education is still under question in respect to its wide syncretic scope and interdisciplinary character. Yet, there is no doubt that architecture is an autonomous profession studied and educated in universities. At the time Professor Rudolph E. Lee founded the Clemson architecture program, however, architectural education was reasonably new to universities in the U.S. All over the country, there were fewer than 30 architecture programs and, in the South, fewer than five. The majority of these programs existed in polytechnic colleges that treated architecture as a mechanic art and categorized it as a branch of engineering. It was in 1912 that eight architecture scholars came together to establish the first and still existing educational organization, The Association of Collegiate Schools of Architecture (ACSA). Despite outcries from some key figures in the profession, such as Louis Sullivan and his apprentice Frank Lloyd Wright, who defended on-thejob training with reference to the model of the Arts and Crafts Guild, ACSA undertook the regulation of education

Briefly, in the 1910s, U.S. architectural training took place mostly at ateliers or building sites but rarely in the drawing rooms of engineering schools, which followed the pragmatic polytechnic approaches to education in Europe. Apparently, in architecture, reciprocity between professional and academic knowledge was not yet generally endorsed. In this context, the challenging task of Lee, who chaired a newly founded architecture program, was to institutionalize the profession in Clemson. He achieved this mission by both actively using his professional knowledge and by setting up the academic infrastructure that fed it. In less than two decades, Lee transformed the campus by designing a significant number of edifices including Sikes Hall, Fike Field House, Holtzendorff YMCA Hall and Riggs Hall. And, by the time A Study of Architectural Schools (1932) appeared, which was the first general survey of American architectural education, the program that Lee initiated as a division of the engineering school had become an independent department in Riggs Hall offering the four-year Bachelor of Architecture degree.

Lee was a member of the first graduating class at Clemson University in 1896. After earning his B.S. in engineering, he attended two schools operating under opposing education models derived from Europe, the University of Pennsylvania and Cornell University. Many scholars at Penn who had studied at the Paris École des Beaux-Arts considered architecture to be a fine art. Accordingly, at Penn, the basic purpose of architectural education was to provide students with necessary artistic skills that would let them work on the expressive qualities of buildings. On the other hand, Cornell was known for its resistance to the prevailing Beaux-Arts system in favor of École-Polytechnique and Bauakademie examples in which architecture was approached in a more scientific way as an art of building. The polytechnic model followed by Cornell was based on the presumption that the modus operandi of the architect could be studied and taught in a methodical way as a rational technique — marche-àsuivre. Correspondingly, during their education, students of architecture were expected to spend more time on the technical aspects of buildings.

The 1913 curriculum in Clemson carried the traces of both models. While the first two years of the program were devoted to "technical subjects" closer to the field of engineering, the "essential courses" of the profession, drawing and design, were offered in junior and senior

years. Lee handled architecture as an amalgam of science and art. Nevertheless, the increasing popularity of the Beaux-Arts approach did not allow Lee's hybrid formula to last for very long. After the Beaux-Arts Institute of Design (BAID), founded in 1916, took on the national student competition system from the Society of Beaux-Arts Architects (1894) and enlarged its scope, Beaux-Arts pedagogy reached its peak in the collegiate architectural education by the early 1920s. In the 1922 curriculum at Clemson, although architecture was still defined to be both a fine art and a construction science, the change in the content of the program reflected the deeper impact of Beaux-Arts pedagogy on the department. "Descriptive Geometry" and "Elements of Architecture," two courses recalling the theory of the French scholar Julien Guadet, became and remained for three decades, the preliminary courses that introduced drawing techniques and the essential five orders to incoming students.

Prof. Lee's retirement coincided with the Housing Act of 1949, which remarkably altered the perspective of architectural practice and research in the U.S. Harry Truman's guarantee of low-interest loans as a solution for the vast housing shortage stimulated the housing market and gave rise to numerous urban renewal projects. This political initiative led many architecture programs to focus on new housing technologies. In the wake of these changes, Lee was succeeded by John Hobart Gates, who had acted as a representative of the Federal Housing Authority and was involved in a series of housing projects at Clemson. Gates' pedagogic proposal was to revolutionize the program in a more realistic way. Young architects should be introduced to the problems of modern civilization and learn how to grapple with these complications in school. Yet, Gates' update did not bring about a complete divorce from Beaux-Arts traditions. In the early 1950s, Clemson students still took part in the design competitions organized by BAID and were listed among the awardees elected to visit Paris.

In 1955, Clemson recruited Harlan E. McClure from the University of Minnesota to head the program. McClure's appointment generated a dramatic change in the intellectual orientation of the department. The year before McClure came to Clemson, in *The Architect at Mid-Century*, historian Turpin C. Bannister openly declared that Bauhaus pedagogy — which had started to manifest itself in the U.S. after the immigration of its pioneers Walter Gropius, Mies van der Rohe and Josef Albers — had already wiped out the eclecticist Beaux-Arts approach. Unsurprisingly, in less than two years, the National Institute for Architectural Education took the place of BAID. An immediate reflection of this academic upheaval at Clemson was the substitution of "Basic Design" for "Elements of Architecture" as the new preliminary course. Similar to the foundation course in Bauhaus — Vorkurs, the objective of "Basic Design" was to equip students with the basic principles and techniques of visual communication. The renewal of the preliminary course hinted at a more radical shift in the repertoire of elements used in the education system. Visual design elements and rules replaced the elements and orders inherited from the past.

Along with this pedagogical renovation, in 1958 the department changed to the status of school, and the embrace of modern architecture was crowned with a new modern building, Lee Hall. Briefly, McClure came to be the agent who brought the modern movement and Bauhaus pedagogy to Clemson. Even so, McClure's pedagogical view could not be compared to Gropius and his followers'

doctrinaire strategies. In 1937, when Gropius was called to head Harvard, in his eyes Bauhaus still stood as a modern version of the arts and crafts school, and the design studio was the atelier where a master conveyed his knowledge and ideas to his apprentices. In consequence, to ensure the central position of the design studio and visual studies, Gropius did not hesitate to impose restrictions on other academic works, particularly on the courses of architectural history. For many scholars who advocated modernism, including Harvard's Dean Joseph Hudnut, Gropius' restrictive attitude gave rise to an inquietude that the Bauhaus system could easily turn out to be an aesthetic cult, which closed the eyes of architects to their social engagement and responsibilities.

McClure shared this doubt, and in an article he wrote right before coming to Clemson, he argued that "[w]ell organized courses in history and the humanities may be of far greater value to the young architect, who will be faced with the exciting problems of the future, than many of the hurdles in the average catalogue." In the footsteps of his professor Lawrence Anderson's liberal approach, McClure sought for a humanist edition of modern education that would make the architects of the future conscious of their "role as a servant of humanity" and "more responsible." Having completed the housing and planning program at the Royal Swedish Academy in 1939, McClure continued his graduate studies at MIT. In looking for an alternative to the Harvard model in the early 1940s, Prof. Anderson and his MIT colleagues turned to Scandinavian architecture and managed studio as an experimental laboratory where universal professional standards were questioned.

Similarly, McClure supported a Socratic way of teaching. In his view, the school of architecture was the institute that experimented with professional ways of thinking and questioned the future of the profession. This outlook had two strong implications. First, it made clear that the interdependence between professional knowledge and academic research could not be denied. For that reason, while practicing architects should keep in touch with academic discourse, academicians ought to involve in practice and design. Second, the purpose of the studio was not to transfer knowledge but to question and regenerate it. To achieve this, it was necessary to keep scholarly inquiry productive by broadening the spectrum of courses in the curriculum in view of the continuing changes related to architecture and its adjunct disciplines. A comprehensive program that would bring architecture together with allied disciplines under the same roof was McClure's ideal.

The Princeton Report, a survey of architectural education published in 1967 by Robert Geddes and Bernard Spring, affirmed McClure's view. Geddes and Spring called attention to the expansion in the scope of architectural education and invited schools to reframe their programs in consideration of emerging social and environmental problems. There was another milestone in Clemson history in 1968. In response to *The Princeton Report*, Clemson was one of the first schools of architecture integrating liberal arts into the five-year Bachelor of Architecture program. In 1971, Clemson's architecture school was united with related science and art programs and renamed the College of Architecture and Arts.

In the following decades, McClure's Socratic ambition turned out to be an institutional quality that paved the way for the ongoing interdisciplinary and liberal education that distinguishes Clemson's School of Architecture from others.

ation at Clemson University



and Harold Wilkinson, under the direction of Prof. Cesare Fera 16. Drawings from a 1970 student project by John T. Jeffers for a Summer

Institute of Visual and Crafts Studies

