

Spring 2007

Marvin S. Pittman: A Historical Inquiry of His Life, Legacy and Leadership

Pamela Frost Altman

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MARVIN S. PITTMAN: A HISTORICAL INQUIRY OF HIS LIFE, LEGACY AND
LEADERSHIP

by

PAMELA FROST ALTMAN

(Under the Direction of Meta Harris)

ABSTRACT

This dissertation is an inquiry into the educational leadership style of Marvin Summers Pittman, April 12, 1882 – February 27, 1954. Pittman was a transformational leader with a vision to set goals that sometimes appeared to be ‘outside the box’ during his time as an educational leader.

Pittman introduced new and innovative programs in education, including his zone plan for teacher training, and theories for the consolidation of schools. Pittman understood that education was the tool needed to give power back to the people, and to enable them to be productive citizens. Education was Pittman’s tool to bring the poor farm boy from the cotton fields into the classroom.

This inquiry illustrates how Pittman proved himself to be an exceptional educational leader and administrator. Pittman transformed the campus at South Georgia Teachers College (SGTC) when he became President in 1934, by introducing ‘faculty organization,’ schools of instruction, and an expanded curriculum. Pittman’s legacy as an educational leader reflects his knowledge that college students needed more than just academics. He brought intellectual and cultural entertainment to enhance their educational experience.

Pittman was fired during his administration as president at Georgia Teachers College (GTC), formerly SGTC, and now Georgia Southern University. Pittman struggled as an educational leader to ensure that all people had an equal opportunity to be educated in rural areas of South Georgia. His service to GTC was during the difficult years of the Depression and World War II, and the time when segregationist, Eugene Talmadge was governor of Georgia. Talmadge fired Pittman because of political differences.

This inquiry into the life of Marvin Summers Pittman reveals him as an ethical, moral, scholarly and forthright individual. Former students provided testimony on how this man of unusual foresight and vision inspired them. Pittman was an authority on rural education, and an educational consultant in many countries.

Index Words: Marvin Summers Pittman; Rural Education; Education; Transformative Leadership; Leadership Style; Educational Leader; Teacher Training; Zone Plan; School Consolidation; Eugene Talmadge; Georgia Higher Education; First District Agricultural and Mechanical School; Georgia Normal School; South Georgia Teachers College; Georgia Teachers College; Georgia Southern College; Georgia Southern University; College and University Presidents; College and University Educators; Collegeboro, Georgia; Statesboro, Georgia; Laboratory Schools.

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LEGACY, AND LEADERSHIP

by

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B.S., Georgia Southern University, 1995

M.A., Georgia Southern University, 2002

A Dissertation Submitted to the Graduate Faculty of Georgia Southern University in
Partial Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION

STATESBORO, GEORGIA

2007

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Electronic Version Approved:
May, 2007

ACKNOWLEDGMENTS

To my dissertation committee, I extend my sincere thanks for all your time and effort that you have given me over the past several months. You worked diligently with me when I had no idea which direction to take, and you helped point me in the right direction. To my committee, Dr. Meta Harris, committee chair and Assistant Professor of Leadership, Technology and Human Development; Dr. Ming Fang He, methodologist and Associate Professor of Curriculum, Foundations and Reading; and, to Dr. Delma Presley, professor Emeritus and Georgia Southern Historian—thank you.

To my parents, Myrl (Smut) and Nolan Frost who told me all my life, “If you want something bad enough, work hard to get it,” thank you. Hard work and perseverance do have large pay offs. When I returned to college in 1993 after twenty-five years to complete my Bachelor’s degree, they told me repeatedly how proud they were of my accomplishments. When I walked across the stage December, 1995, I could feel the love and pride they felt for me. In 2002 I received my Master’s Degree and Mama was there supporting me, but Daddy had died in 1999. As the eagle soared over the stadium that day in May, I knew that he was looking on with pride and admiration.

To my children, Mickey Altman, Brandi Beasley, Corbi Altman, and Caysi Warren, you have heard me, complain about tests and papers for fourteen years, thank you. You endured neglect, ill tempers, and benefited from the stress of a woman that often thought she had lost every ounce of her intelligence. You considered disowning me, but thankfully you stuck by me and encouraged me through it all. To my grandchildren, Hagan Beasley, Lane Beasley, Katelynn Altman, and Emily Altman, Me-Me is ready to

enjoy some fun times with all of you. You have continued to want to be in my presence even during some difficult moods. Thank you for loving me through it all.

To my husband, Jimmy, where would I be without you? You have been my rock when I needed to reach high ground, my anchor when I began floating away, and you have loved me thorns and all. Thank you for being there for me and allowing me to pursue my dream.

To my editors, my sister Patricia Greuling, and my friend, Dr. Patricia Brandt your eyes and efforts gave me confidence in my completed work. To my colleagues at work, thank you for allowing me to be stressed a much of time, and for supporting me by working hard in my absence. And the last thank you is for God. Without Him none of it would have been possible.

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PROLOGUE

The greatness of a college is not determined by its president but by its student body and alumni. It will be my definite purpose and policy to encourage the students and alumni to fully recognize their share of opportunity and of responsibility for the advancement of their college with the united effort of the Board of Regents, the faculty, the student body, the alumni and the general leadership of Georgia, we should be able to cause our school to occupy its rightful place in the program of progress which is now in process in Georgia (Pittman, 1934, p. 1).

*Marvin Summers Pittman, 1934 Letter
To the George-Anne*

When I was first introduced to the name Marvin Pittman, I knew there was something intriguing about him. I listened when his name was brought into a conversation and began to piece together parts of the story that surrounded his presidency at, what is now known as Georgia Southern University. After I began my current job in Archives and Records Management, I literally stumbled over a box of documents that immediately caught my attention. The box included information that was relative to Pittman and his service to the University. I was working to complete my Master's degree at the time and knew at that point that if I continued to pursue my doctorate, as I hoped, I would like to write about Marvin Pittman.

Upon entering the doctoral program I began writing class papers referring to Dr. Pittman on the occasions when the topic was appropriate. This led me to begin more in-depth research and enabled me to start looking for historical documents that I felt I would need. Each document allowed me to gain a more complete picture of the man who had made such an imprint on the University, community, state, and education over all. Pittman was an educator who also was an administrator. He understood the needs of the

students, the requirements of the faculty, and the relationship between the institution and the community.

Pittman faced his adversary, Eugene Talmadge, with his usual display of confidence, strength, aplomb and resolve. He held fast to the ideals he believed in and repeatedly told those involved in the hearings, that his ultimate goal was the success of the students and the College. He was a man with high morals and he remained a gentleman through an ordeal that would have destroyed the average man. He had a two-fold mission, to educate students and train teachers.

In April 1934, prior to joining South Georgia Teachers College as President, Dr. Marvin Summers Pittman wrote the above words in a letter to the *George-Anne*, the South Georgia Teachers College (SGTC) school newspaper. Pittman was conveying to the faculty, staff and students that he would not be the driving force of the school if he became president. He wanted them to know that it was the combination and cohesiveness of the students, the faculty and the staff that would make the school a success, not a single individual.

On July 1, 1934 Pittman became the third president of South Georgia Teachers College (Shurbutt, 1982). When he arrived, the school was experiencing a time of prosperity and growth which continued under Pittman's leadership, until the outbreak of World War II. A native of Mississippi, Marvin Pittman came to SGTC with a quality education, and a highly distinguished career in the field of education. He had attended public schools in Mississippi and earned his A.B. degree from Millsaps College in Mississippi, his M.A. from the University of Oregon, and his Ph. D. from Teachers College at Columbia University. He was coming back to the South, leaving Michigan

State Normal College where he had introduced his zone plan of teaching while serving as Director of Laboratory Schools and Teacher Training at Michigan State Normal School. Having conducted research of rural education in Mexico and Cuba, Dr. Pittman was a wise choice for SGTC where the majority of the graduates began their teaching careers in rural schools across Georgia (Shurbutt, 1982).

When Pittman came to SGTC he had established himself as a leader in rural education. His experience included classroom teaching of elementary, high school and college students. He had developed programs for teacher training that had been utilized in his zone plan for education which will be discussed in Chapter One of this inquiry. His work was recognized not only in the United States but in other countries including Cuba, Belgium, Denmark, England, France, Germany, Holland, Iceland, Italy, Scotland, Spain, and Switzerland. His expertise in the field of rural education was needed in South Georgia where, for many, higher education was lacking.

What Pittman brought to the campus of SGTC and the community of Statesboro exceeded the hopes of those responsible for hiring him. His leadership expounded his belief in education for all and set the course for the institution's growth into the nationally recognized University it is today. He believed the institution was for the students and that the students were to be educated and trained to provide quality education for the future generations of Georgia students.

Dr. Pittman served as President of SGTC, now known as Georgia Southern University from 1934-1941, and again from 1943-1948 (Shurbutt, 1982). Pittman's visions led the school through faculty reorganizations, growth, and one of the predominant controversies in the Georgia System of higher education (Shurbutt).

To Pittman, success was a team effort and the team included not only the president, but students, alumni and faculty. In a called meeting of the faculty of South Georgia Teachers College on February 13, 1939, President Pittman stated that the purpose of the meeting was to “discuss the following problems: (1) How to keep in touch with the areas which South Georgia Teachers College serves; (2) How to keep an intimate relationship with the student body; and, (3) How to keep the faculty informed about what is occurring in the State, especially in the schools of the State.” Pittman called this meeting to reinforce the fact that the success of the college depended on community involvement, student satisfaction and success, and remaining competitive academically with other schools in the state.

Pittman was an activist who charged himself with the responsibility of making SGTC well-known for promoting the education of teachers for careers in rural public schools. In 1936, he planned a reorganization of the faculty so that there were seven primary divisions of specialization (Shurbutt, 1982). This idea reflects the possible influence of two leading educators of the time, John Dewey and William Heard Kilpatrick. For the first time in the school’s history, faculty ranking was introduced. Teachers were now ranked according to education, experience, and discipline into the following categories: (1) student assistants; (2) teaching fellows; (3) instructors; (4) assistant professors; (5) associate professors; (6) professors; and, (7) administrative heads, for each of the seven divisions (Shurbutt, 1982).

In 1917 Julius Rosenwald, philanthropist, started a foundation to assist in the development of rural and minority colleges across the United States (Shurbutt, 1982). Rosenwald, a part-owner in Sears, Roebuck and Company, donated millions of dollars to

benefit minority and rural education. Promoting education for African Americans, Rosenwald once said, “Whether it is because I belong to a people who have known centuries of persecution or whether it is because I am naturally inclined to sympathize with the oppressed, I have always felt keenly for the colored race (Brown, 1996). Dr. Pittman's career-long commitment to rural education was matched by that of Rosenwald and the Rosenwald Foundation, and Dr. Pittman knew that funding from the foundation would benefit both SGTC and the state as a whole. Two years later, Pittman's desired involvement with Rosenwald, a Jew, fell victim to Talmadge's pronouncement that Jews were Communists.

In 1939, the Georgia Board of Regents Chancellor, S.V. Sanford, Regent S.H. Morgan, and Pittman, presented the Rosenwald Fund directors with a study that outlined the needs of rural education in South Georgia. The foundation approved a \$30,000 grant for a five-year program aimed at upgrading the educational level of rural public school teachers in Georgia (Shurbutt, 1982). The directors of the Rosenwald Fund chose SGTC to receive this grant because, “(1) it was in the heart of the state’s largest rural area; (2) Teachers College (TC) was already recognized as a leader in rural education; and, (3) President Pittman was a nationally known leader in this specialty” (Shurbutt, p. 71). Dr. Pittman continued working for the well-being of the college and in 1939 he proposed to the Board of Regents that South Georgia Teachers College should change its name to Georgia Teachers College letting everyone know the school no longer serviced just the needs of South Georgia but that it had become the “state’s specialized center for teacher education” (Shurbutt, p. 75).

Dr. Pittman brought much to the college, the community and the system of education. He was a man who charged himself with service to each of these areas. Dr. Pittman's political views were not expressed in his governance at the college because he believed that neutrality relative to politics was essential in the college. Whatever his political beliefs were, they did not prepare him for the challenges presented him by Eugene Talmadge. The controversy created much turmoil for Dr. Pittman as he had to struggle through leaving Georgia Teachers College and Statesboro to seek employment elsewhere. He was challenged with defeat, disappointment and uncertainty as he sought a new career. He continued, however, to be an educational leader, even in his retirement, when he provided service to the War Department in Germany as a member of an educational commission studying educational conditions.

The researcher believes that a review of the existing documents will help establish Dr. Pittman's leadership style and the changes he made at the institution. Although other researchers have written about him as being charismatic and moral they do not define the impact this had on the institution when he was leading South Georgia Teachers College. This inquiry will help define some of these contributions and help define Dr. Pittman's leadership style. For the purposes of this inquiry I did not delve into other works of Dr. Pittman's such as teacher-training. This inquiry will deal with leadership and his life from that perspective.

In his book, *Leadership Theory and Practice*, Peter Northouse (2004) writes that there are many components to leadership including process, influence, context, and goal attainment. In order to define leadership he utilizes these concepts and defines leadership as "...a process where by an individual influences a group of individuals to achieve a

common goal” (pg. 3). Northouse discusses various approaches to leadership and helps delineate the various leadership styles. It is my belief that Pittman’s leadership style will emerge in this inquiry and reveal his leadership style to be a combination of his traits and his skills. No matter what style emerges, ethical leadership was an integral part of Pittman’s administration and this will be shown throughout the inquiry. Pittman’s leadership will be discussed in more detail in Chapter Three.

Pittman was born in Eupora, Mississippi, April 12, 1882. He was named Marvin Summers Pittman after two prominent Methodist ministers. He was the eighth of nine children born to Ellen Bradford and John Wesley Pittman. Marvin was educated in the public schools of Mississippi, and in 1900, at the age of 18, he enrolled in the Preparatory Department of Millsaps College. He received his M.A. degree from the University of Oregon at Eugene in 1917 and completed his Ph.D. at Teachers College of Columbia University in 1921. He married Anna Mary Terrell of Louisiana on February 13, 1915 and they had two children.

As a graduate of Georgia Southern University and the Director of Archives and Records Management at Georgia Southern, this researcher has a vested interest in the history of the University. It was during the process of trying to determine the appropriate location of some records that I discovered many documents relative to Dr. Pittman, the Talmadge controversy, and Pittman’s service to the institution. The information caught my interest and I started talking to others about Pittman and gaining any information I could, to better understand him and his administration.

A history enthusiast, and especially interested in this particular time period, I began the process of piecing together information. As the story of Dr. Pittman’s years of

service to the institution developed, my interest grew stronger. It was easy to imagine having lived during Pittman's administration as he became more and more real to me. The culture of the campus was different for students, faculty, and staff than what it became in the latter half of the century and in the new millennium. During Pittman's administration the dress style was more conservative, single women had few social opportunities without a proper chaperone, there was a distinct division of labor between men and women, and there was a more formal atmosphere in the classroom and across campus. Pomp and circumstance gave way to a period of casualness and comfort. Understanding the era made Pittman's administration more enticing.

During the period of Pittman's administration my parents were teenagers and young adults, and the stories they have shared though the years increased my interest in this particular era. My mother applied for and was accepted at Georgia Teachers College but elected to marry her returning war hero instead. The stories that were relayed to me all my life increased my interest in the era and I often felt I could visualize how things were during that time. All of these factors contributed to my interest in the institution, higher education, and the era. World unrest, a depression-ridden United States struggling to recover, politics, equality or rather the lack of equality in education and the work place, all of these were factors that made the era when Marvin Pittman served as president of Georgia Teachers College one of interest to the me. Alumni, current students, faculty past and present, and others interested in the historical period should enjoy and possibly benefit from an inquiry of a leader such as Marvin Pittman. He brought new ideas to education, new insights relative to teachers and teaching, and an administration that was based on his belief that every one has a right to an education.

This inquiry will be comprised of research from documents found in Georgia Southern University's Archives and Special Collections Departments, along with resources in newspapers, earlier theses, and various publications that have been written throughout the past one hundred years, 1906-2006. Resources will be identified through reading of available documents, such as correspondence in the President's Files, and institutional publications. Pittman was the author and co-author of many books and articles about teaching and teacher training. As the focus of my inquiry is leadership and administration I realized after reading many of these that they could be used as the foundation for a future study especially in the area of curriculum.

Genealogical information will be gathered to introduce some of Pittman's family of origin and to set the stage for the early years of his life. Cemetery records, marriage records, and death records are being researched to help define at least a small portion of Pittman's genealogy. The researcher expects to spend many hours researching the family. This part of the research has gone slowly because family members have died, moved, and left few if any leads to follow from the Eupora, Mississippi community.

Trying to discover more about Pittman's family lead the researcher to the Mississippi United Methodist Church Conference, the governing/administration unit of the United Methodist Churches in Mississippi, and a dead-end on discovering where his father served as a minister. Church histories are being researched in an effort to find references to Pittman's father, John Wesley Pittman. This information could prove useful in establishing the residency of Pittman's family during his early years. The records from the 1880s are incomplete or have been lost. Some of the smaller churches never kept records of their histories, and many small churches no longer exist that were active in the

late 19th and early 20th centuries. Phone, e-mail, and written inquiries will be made to churches, schools and libraries to request information into Pittman's years prior to going to the Millsaps Preparatory School.

Researching the files from the presidents at Georgia Southern University, and other colleges and universities in the state of Georgia over the years reveals correspondence to and from Pittman. Most of the information is generic and refers to common issues in all the Georgia Board of Regents' institutions (Georgia Southern University Archives). Therefore, this requires extensive research of what may be considered by some, minute portions of information. It also requires research in other repositories throughout the University System of Georgia. To date no records have been found in these files to reference the controversy with Talmadge, in Pittman's firing or his return, other than a minimal number of references included in correspondence where someone welcomed him back. Research at other Georgia institutions may have some references to these, as other administrators corresponded with Pittman and others during that time. The Talmadge controversy will be covered in-depth in Chapter Four.

Dr. Pittman's life, prior to his arrival at South Georgia Teacher's College in 1934, will be given in the first chapter. This will provide a biographical sketch of Marvin Pittman leading up to his return to the south. The second chapter will be devoted to a brief history of the institution from First District Agricultural and Mechanics School in 1906 to Georgia Southern University today, 2007. Chapter three will provide the reader with a look at his service to SGTC, later to become Georgia Southern University and chapter four will detail the Talmadge controversy, Pittman's firing, his return, retirement

and life after retirement. Chapter five will be a summary of the inquiry and my own personal thoughts and reflections about Marvin S. Pittman.

A more in-depth look into Dr. Pittman's service to the college and higher education will be garnered through reading and researching available documents. This inquiry will be conducted only through document research and will be a true historical inquiry into the life, legacy and leadership of Dr. Marvin S. Pittman.

This inquiry will not contain a separate section on literature review but will include the review of the literature throughout the inquiry. Pittman's story will be told in a narrative, qualitative manner allowing the reader to examine Pittman's life as a chronological sequence of events and the impact he had on all who knew him and those of us who came to know him through history.

The major limitation to this research is the unavailability of Dr. Marvin Pittman's original personal papers. There is no official record of what happened to Dr. Pittman's personal papers, however, most authorities believe he requested that they be destroyed at his death to prevent a misinterpretation of his philosophy. This inquiry, as well as any other research about Dr. Pittman, would be enriched with the addition of information garnered from his first-hand, personal papers, but without those, the researcher will have to rely on other documents.

Another limitation is the period of time when Dr. Pittman served as president at the college. In the sixty years since he served at the college, most people who worked with him, and most students have either died, or, are physically unable to participate in an interview session regarding their knowledge of Dr. Pittman. Personal opinions will have

to be retrieved from existing documents without one-on-one contact with the contributors.

This inquiry will benefit researchers in the future as they develop and expand the history of Georgia Southern University. Dr. Pittman was an integral actor in GSU's history, and one that helped shape the foundations that govern it today.

Dr. Pittman's administration, leadership, and legacy, are all significant reasons to pursue an inquiry of this kind. His influence extended from K-12 education through higher education, and is felt across the nation today. Dr. Pittman's administration is a benchmark for administrators to pursue in future careers, and as future presidents, at Georgia Southern University. A leader and a legacy, Dr. Marvin S. Pittman helped build a community, and continues to lead that community forward, in providing quality education to future generations.

CHAPTER I

THE ROAD TO GEORGIA

The years pass by with an ever quickening pace. Today becomes yesterday and yesterday quickly becomes 'long, long ago.' While the future lures us onward, there are occasions when we wish to turn back the hands of the clock and live again in the days of 'once upon a time.'"

Marvin Summers Pittman

1937 South Georgia Teachers College Reflector

Marvin Summers Pittman had humble beginnings at his birth, April 12, 1882. He was the eighth of nine children born to John Wesley Pittman and Ellen Bradford Pittman. John Wesley Pittman was a Methodist minister, and Marvin was named after two prominent Methodist ministers, Bishop Enoch Mather Marvin and Dr. Thomas Osmond Summers (Hodges, 1953). John Wesley Pittman was born October 12, 1844 and died March 13, 1898 at the age of 54 (Mayfield, n.d.). His mother Ellen was born August 25, 1845 and died at the age of 41 on January 20, 1887 (Mayfield). Before the age of sixteen, Marvin had experienced the death of both parents. Research did not reveal who took care of the younger children after the death of both parents but more than likely, given the era, that job fell to the older children.

At the end of the Civil War in 1865, Mississippi, as well as the other southern states were faced with economic, environmental, and cultural recovery (Cresswell, 2006). Northerners moved south to bring their form of civilization or culture to the area hoping to teach Southerners the proper way to live. Southerners had not asked for reform from the north yet they were subjected to Northern literature, New England tradition, and Northern history for almost thirty years following the Civil War (Owsley, 1930). "In short, the South either had no history, or its history was tainted with slavery and rebellion and must be abjured" (Owsley, pg. 65).

Republicans controlled the government until around 1873 when the Democrats began to take control in some of the Mississippi counties across the state. During this period the Republican Party was composed of businessmen and career politicians, the capitalist were found mainly in the north. The Democratic Party consisted of the agrarian men of the south (Cresswell, 2006). During the Republican rule, taxes increased due to the elimination of the “slave tax.” Subsequently land was taxed more heavily to make up for the deficit caused by the elimination of slavery. Taxes were also increased for additional revenues needed by the government due to an increase in the number of citizens because of the end of slavery, the first state system of public schools was formed, and incentives were given to railroads to build across the state (Cresswell).

F. L. Owsley (1930) wrote about a noticeable difference in the South. The South had remained loyal to many old ideas and that could not be allowed if Northern ways were to be introduced and implemented:

After the South had been conquered by war and humiliated and impoverished by peace, there appeared still to remain something which made the South different—something intangible, incomprehensible, in the realm of the spirit. That too must be invaded and destroyed; so there commenced a second war of conquest, the conquest of the Southern mind, calculated to remake every Southern opinion, to impose the Northern way of life and thought upon the South, write ‘error’ across the pages of Southern history which were out of keeping with the Northern legend, and set the rising and unborn generations upon stools of everlasting repentance (pg. 63).

The south had lost more than the men who fought in the war; they had lost some of the spirit of the people. Homes were destroyed, the land had been fallow for many years, resources were diminished, and the southern part of the nation was forced with rebuilding. The people did not want northerners coming into their regions forcing their beliefs and culture on them, instead they wanted to rebuild and re-establish the culture they had known before the war.

The wealthy planters experienced the economic impact of increased land taxes, but small farmers suffered as much or more. Most farmers were devastated by the war and the additional taxes came at a time when they were trying to recover. Cresswell (2006) wrote:

While typical Mississippi farmers were not truly impoverished, they were ‘cash poor.’ Much of their income came in the form of food for their families, and many farmers saw very little cash in the course of a year. Taxes required cash, and so farmers hated taxes. (pg. 5)

In 1877 Mississippi had no paved or gravel roads, railroads were found in only part of the state and the state’s agricultural future seemed to be in limbo. Mississippi had always been known for cotton production. In 1860 the state produced 1.2 million bales of cotton but in 1877 there was very little cotton produced outside the plantations along the Yazoo and Mississippi Rivers. There was little diversification in crops that were grown, slave labor was not an option, and farmers, both large and small, were faced with the need to introduce machinery into their operations since slave labor was no longer an option (Cresswell, 2006). The end of slavery thus fostered the rapid development of new means of growing and harvesting crops, as well as, sharecropping (Cresswell).

“A farm is not a place to grow wealthy; it is a place to grow corn” (Lytle, 1930, pg. 205). After the Civil War the word across the nation was to industrialize—the city factories and the farms, made farmers produce more, at a faster pace than in the past. The farmers were told that if they would introduce the city way of living they would like it. Lytle talked of how the city way of living meant the farmers’ children would leave the farms and go off to school or work in the cities. The farmers’ children were learning city ways when they went away to schools and they were reporting back to their families the things they learned to like in town (Lytle).

Lytle (1930) wrote:

As for those countrymen who have not gone so deeply in the money economy, let them hold to their agrarian fragments and bind them together, for reconstructed fragments are better than a strange newness which does not belong. It is our own, and if we have to spit in the water-bucket to keep it our own, we had better do it. (pg. 245)

Until the age of 15 Pittman was educated in the public schools of Mississippi where he lived on the family farm. After his father’s death he attended Walthall and Bellefontaine High Schools located in Webster County. Dot McCorkle, Librarian for the Webster County Library stated that Bellefontaine, pronounced Bellefontain, became a grammar school in 1923 and closed its doors in 1956. In 1900 he attended the Preparatory Department of Millsaps College. For the first two years of his college career he paid his tuition and expenses by working on campus. Fellow students called him “Pitt” (Hodges, 1953).

Millsaps College, located in Jackson, Mississippi, is named after Major Reuben Webster Millsaps. Major Millsaps was the son of a schoolteacher and farmer who taught his son both a love of, and respect for, the value of education. He attended college in Indiana, and at Harvard University Law School, by working to pay his expenses. In 1890 Major Millsaps gave \$50,000 toward establishing the college that would bear his name. His contribution was matched by Mississippi Methodists to become a Christian College. Major Millsaps continued to support the college financially and as a member of the Board of Trustees until his death in 1916 (Millsaps College History, n.d.).

When Marvin Summers Pittman was born, the South was coming out of the era of reconstruction after the Civil War. The people had been subjected to “Northern ways.” Many rebelled against those ways, but over all, changes were being made. Southerners felt that they were being forced to accept and live by the culture of the north. They felt their days as small farmers were gone and that the capitalistic lifestyles of the north were replacing the way of life they had once known. Industrialization was taking place in some of the larger cities; some farmers were beginning to utilize machinery in their operations. Yet, the small rural family still struggled to exist and to provide for their basic needs. The South had experienced a set-back from its “glory days,” but the cry across the region was that “the south would rise again.” Southerners wanted to return to the days when they felt the freedom to live as they once had. They knew slavery was a thing of the past, but they wanted the land refurbished and replenished so they could again be “cotton king.” Defeat was accepted for a short time but the nature of the southern people was to fight back, to rebuild, and to become an integral presence across the nation.

Young (1930) wrote that the glory days of the South were dead for a time but could possibly return in the future:

If anything is clear, it is that we can never go back, and neither this essay nor any intelligent person that I know in the South desires a literal restoration of the old Southern life, even if that were possible; dead days are gone, and if by some chance they should return, we should find them intolerable. But out of any epoch in civilization there may arise things worth while that are the flowers of it. . . . But that does not imply that this Southern civilization, once the fine flower of men's lives, is wholly dead; for the core of our humanity lies in the belief that the essence of the soul is its mockery of death. (pg. 328)

Given the era in which Pittman was born, it would have been hard for a family of eleven to make financial ends meet. Marvin, along with his parents and siblings, probably worked on the family farm, in the heat of Mississippi summers, and gathered around the fireplace in the family home during the winter months. The south was still recovering from the adverse residual effects of the Civil War, where most had lost family members and family fortune if they had any. Education was rarely the most important aspect of farm life in the rural south during this time period. In fact, many were educated by parents with limited educations or in small field schools where the teachers may or may not have had a high school diploma. Many times the teaching position fell to the person in the community with the most education, whatever that was.

Marvin's strong interest in education, both for himself and for others, was evident from an early age. He began his teaching career while in prep school by teaching classes in one-room rural schools in Mississippi during the summer months (Hodges, 1953). In

1905, when he finished his education at Millsaps College, he took his first full-time teaching assignment (Hodges).

Young Marvin would not have experienced ‘student-centered’ education when he was growing up. More than likely he realized at an early age that education was more than reading, writing, and arithmetic. Education was not offered to everyone during this era. It was a privilege to attend school, especially beyond the elementary years. Children in the rural southern areas often had to walk to the one-room schools, as no transportation was provided by the school system. Lunches were often leftovers from the night before, consisting of cold potatoes, cornbread, or a biscuit. Many children went without lunch. If it was planting or harvesting season, children often had to miss school to help with the farm work. There was a lack of equality in education during this time among the races and between the urban areas of the country and the rural areas. All of these influences led Marvin to study, work, and organize better methods of educating the rural students in the country.

After receiving his A. B. degree in 1905 from Millsaps College in Jackson, Mississippi Marvin taught science and mathematics in Monroe, Louisiana for a year. From 1906-1907 he served as principal of Crowley High School in Crowley, Louisiana (Bulloch County Historical Society, 2001). Pittman served as a professor of History at Louisiana State Normal College, now known as Northwestern State University, in Natchitoches, Louisiana from 1909-1912. He was active in the community and served as Sunday school superintendent at the Methodist Church. During his last year at Louisiana State Normal College he served as president of the Louisiana State Teachers’ Association. This was the beginning of his work in teacher training (Hodges, 1953). He

resigned from his teaching position to serve as the campaign manager for James B. Aswell who was seeking the governorship of Louisiana (Hodges).

Between 1912 and 1918 Pittman was an instructor in the education department at Oregon Normal College, now known as Western Oregon University, in Monmouth, Oregon. He served as Head of Rural Education and as the Director of State Teachers' Institutes. Pittman ventured outside the southeastern United States into what must have seemed foreign territory. Some of the land was farmed but the leading industries were fishing, logging, and the fur trade. Winters were much colder and summers milder than they were in Louisiana and Mississippi (Dobbs, 1977).

Education in Oregon included vocational training for many with a liberal arts education afforded to a few. During the early 1900s the state passed compulsory attendance laws, required that teachers be certified, and provided more financial support for the educational system than it had in previous years. High schools were normative; there were three state supported normal schools until 1909 when the state legislature abolished all but the college at Monmouth (Dobbs, 1977).

While in Monmouth Pittman married Anna Mary Terrell of Louisiana and received his M.A. from the University of Oregon at Eugene. His thesis topic was *The Rural School Problem* (Bulloch County Historical Society, 2001). While he was at Oregon Normal College Pittman worked to make changes in procedures for conducting teachers' meetings by "strongly advocating, planning for, and directing small group meetings centered around common interests and problems in which teachers participated" (Hodges, 1953). Previously such meetings were held over a three day period and were comprised of long speeches. Hodges wrote:

Of such meetings, he made the following statements: Too much is given with too little chance to react, reproduce, tryout, test, prove. The physical law, ‘Action is equal to reaction in the contrary direction,’ is nullified insofar as good results are concerned. The institute is a heterogeneous mass, too large to be easily yielded, too divided in interest to have a great central purpose that will continue for three days, and too divergent in character to be homogeneous in feeling. A small body, meeting often, with definite aim, with careful preparation, with a good leader, with testing and proving that lesson before another is given, with every word that is spoken, and every thought directed by the same aim and that to master the problem in hand—such a body of people and such a plan and purpose will accomplish far more in educational growth than can be accomplished by any large conglomerate meeting, it matters not how highly entertained or ably instructed.

(pg. 24)

In his plans for redesigning the teachers’ meetings he said that “the isolation of the rural teacher tended to develop indifference, mental inertia, and fossilization when long continued without inspiring supervision” (Hodges, pg. 24).

While in Oregon, Pittman developed the Zone Plan of supervision which was a plan of helping-teacher service used for the training of rural teachers on the job. In 1921 he became Dr. Marvin S. Pittman when he completed his requirements for his Ph.D. from Teachers College at Columbia University. His dissertation topic was *The Value of School Supervision Demonstrated with the Zone Plan in Rural Schools*. Hodges wrote that Dr. Frederick Bonser made the following statement when referring to the Zone Plan:

Professor Pittman has succeeded in devising a 'Zone Plan' of supervision by which he has been enabled to supervise a group of representative country schools much more intensely than is usual, and to measure the result of such supervision. In the plan used, there are elements of supervision which are distinctly new and which commend themselves as highly worthwhile. The direct contact of the supervisor with both children and parents as well as with teachers is a feature of supervision in which professor Pittman has made a pioneer contribution. He appealed to worthy incentives of both children and parents which elicited their cooperation and support in promoting the educational progress of the children and the community, both in school and out of school. The plan which he devised and employed makes this possible as no other general plan of county or district supervision has done. The experiment has therefore yielded two distinct though vitally related contributions to the field of country school supervision—scientific evidence that supervision has positive values in a degree worthwhile, and a plan that is both practicable and educationally commendable (pg. 30).

Hodges (1953) continues with a more detailed description of the Zone Plan explained to her by Dr. Pittman:

- (1) During the first six weeks of the school year the supervisor visited all the schools of the county to observe the general phases of the school work. He observed the physical side of the school and noted the general points upon which the teacher needed help.
- (2) On this first visit, he divided his county into six zones. Each zone was to be the unit for a week's work. Following his visits to all teachers of a zone, on

- Saturdays he had a meeting of those teachers and discussed with them the work which he had observed in their respective schools. He indicated the good points which were worthy of imitation, and said little about the weak points.
- (3) He then presented to them the plan of the next six meetings which he would have with the teachers of each zone. The average number of each group was twelve. His plan for subject emphasis was (a) Reading, (b) Geography, (d) Spelling, (d) Language, (3) Arithmetic, and (f) Music.
 - (4) At this meeting, he taught two reading classes for demonstration purposes. One was a primary class. In this demonstration he set up special methods, and after class discussed with the teachers the principles involved. He set forth the general aims of the subject of reading to be followed by the teachers during the next six weeks until their next class meeting.
 - (5) He gave reference for professional (*sic*) study on the subject of reading to be consulted during those weeks while they were specializing on that subject.
 - (6) He asked the teachers to take the demonstration which he had put before them, to practice, and to experiment with it, with the help of the material he had recommended, during the next five weeks. At the end of the five weeks they would send to him their 'lesson aims' for all of their classes in reading for the sixth week, which would be the next week he would spend in their zone. With this instruction the first meeting of the class of the first zone ended, and he went on to the succeeding zones to do the same thing with them.
 - (7) At the beginning of the sixth week, or such time as he may have appointed, he began his second trip. He was armed with the lesson plan, or at least the

lesson aims of every teacher in the zone for every class in the subject of reading for the entire week. A time was fixed at which he would be at each school. When he arrived, the subject of reading was taken up, the teacher teaching according to her plans which the supervisor had before him, and he made his notes. At this point the teacher had had five advantages: first, two model lessons had been presented by the supervisor at the last meeting of the class; second, there had been five weeks in which she could have practiced with these lessons as examples; third, there had been five weeks in which she could have studied on that particular subject; fourth, she had known exactly when the supervisor was coming; fifth, she had had the benefit of hearing the work discussed at the previous zone meeting in class with people who were doing the same kind (*sic*) of work. For her further benefit, she would also see some other teacher of her own group teach a class at the zone meeting at the end of the week.

- (8) At the meeting of all the teachers of all the zones held at the close of the week, two teachers presented two lessons showing that they had mastered the principles. Then the subject of reading was taken up again for class discussion. All the teachers had had their practice, their reading, and their reflection, and were now in position to ask questions that were really to the point. The supervisor had had the same opportunity to study, had observed daily and was in position to direct the discussion with interest and profit.
- (9) At the close of the discussion of the subject of reading, the supervisor then taught two model lessons in the subject of geography, set up principles,

demonstrated methods, opened the subject to discussion and gave assignments and references for the next study period, which proceeded as before. This routine was followed throughout the year.

- (10) The work which has been described was done in the morning. The afternoon, then, was open to work of a different sort. Two kinds of work were taken up: first, something of an aesthetic or inspirational nature, and second, something of an industrial nature such as the Boys' and Girls' Industrial Club Work, or some local industrial problem.
- (11) The meetings were held either at the most convenient location in the zone or moved to the places where the afternoon meetings would be of most educational benefit to the community. This varied according to the place and circumstances. (pgs. 26-30)

Hodges (1953) outlined the advantages to the Zone Plan that was given by

Pittman:

There were five advantages to the Zone Plan given by Dr. Pittman: (1) the supervisor could become an expert methodologist; (2) system became necessary; (3) teachers were able to come together and work together; (4) travel expenses were minimal; and, (5) there were other advantages per Dr. Pittman. (pg. 36).

After completing his doctorate Dr. Pittman served eight years as Director of Rural Education and five years as Director of Teacher-Training at Michigan State Normal College known today as Eastern Michigan University located in Ypsilanti, Michigan. Soon after Pittman assumed his position at Michigan State Normal College he instituted his teacher training program in the college and in counties near the College. Through this

program he introduced his helping-teacher program. Pittman's zone plan required input and assistance from parents, teachers, students and the entire community (Hodges, 1953).

Hodges (1953) wrote of Dr. Pittman's implementation of the zone plan in Michigan:

...it appears that Dr. Pittman's pattern of procedure was to (1) make a careful survey of the problem situation and to (2) point up the problem in a challenging way to all those concerned, (3) to encourage them to assume all the responsibility that they could for its solution, while (4) he gave his utmost in resourceful leadership, and in many cases brought substantial aid from outsiders who led to help through his influence. (pg. 37)

A portion of a letter was included in materials received from the archives at Eastern Michigan University. There is no indication when the letter was written other than the fact that it states he is about forty years old which means it was sometime around 1922. The closing indicates that it was written by the librarian at some location and from the information in the letter it is the conclusion of the researcher that he was at Michigan State Normal College at the time. The letter reads as follows:

Doctor Pittman was born in Mississippi about forty years ago where he received his early education and taught school for some time. Later, he was in charge of organizing rural school work in Oregon, and he went thence to Teachers' College, Columbia, where his work was specialized along rural education. He spent a year in North Dakota doing the experimental work, which led to his Doctor's degree, he came here in 1921 as head of the Rural Education Department. He immediately began on his special work, and in the first year organized one zone, including

some twelve one-room rural schools. Each month he sends from his classes here two students who visit weekly each of these schools, studying some special subject as reading, arithmetic, or geography. At the end of the month, all meet together in one school house where in the morning demonstrations of teaching are given by various teachers from adjoining districts, with luncheon being served, and in the afternoon a program given by the teachers from the College, or elsewhere. In his second year, he organized two additional zones and got under way a very large county rural training school, which will be administered in the same way from this College, and with training teachers in all departments to supervise the training work and the school work. This, the third year, sees still another zone, making four added to work which is supervised from this College in adjacent districts, and the ground is broken for the new building. Dr. Pittman is thought to be one of the two or three great men in America in rural school education.

If I have not answered your letter sufficiently, and you desire further details, I shall be glad to hear from you. Yours very truly, Librarian

It appears the large county rural training school referred to was soon to be Lincoln Consolidated School.

At a town meeting on November 22, 1922 at Willis Methodist Church in Ypsilanti, Michigan, Dr. Pittman told of his dream to have a rural training school affiliated with the college. Less than six months later on May 2, 1923 voters in twelve districts voted in favor of the plan to consolidate thirteen rural schools into one large school to help promote education in the region. A bond proposal to build the school was

approved and a location on the corner of Willis and Whittaker Roads was chosen. In April 1924 the cornerstone was laid for the new building and it opened on October 31, 1924 (Lincoln Consolidated Schools 75th Anniversary Celebration, 1999).

Clara May Freeman Smith (1961) wrote in her doctoral dissertation that “the purpose for establishing the Lincoln School was not only to enrich and broaden the educational opportunities for rural children, but also to promote the spread of consolidation in Michigan” (pg. 200). Dr. Pittman said:

In order that these beginning teachers may be able to fit into the positions to which they will go, we shall have them practice in both the one-teacher and consolidated schools. We hope in this way to facilitate consolidation in the State as well as successful service in the one-teacher schools (pg. 200).

In her book, *From My Window: A History of the Lincoln Consolidated School Community*, Ina Champion (1938 or 1939) wrote about the day the cornerstone of the school was laid “And now comes the most difficult part to describe of that afternoon, the joy and animation that simply radiated from Dr. Pittman, the founder of the entire project” (pg. 11). She continued with “...amid it all a happier man than Dr. Pittman could not have been found anywhere even had we searched the whole U.S.A. The dreamers’ dreams were surely materializing, for in the beginning nearly everyone thought the whole idea was a dream, or at the most, a vision” (pg. 12).

Originally the district was named The Agricultural Rural Training School No. 1 Ypsilanti and Augusta Townships. A new Board of Education was elected and planned to use Dr. Pittman’s name for the school and the district in an effort to honor him and his service. Pittman asked that the district not be named for him and the Board decided to

choose between The Trailblazer District and Lincoln. The Board along with students chose the name Lincoln Consolidated School because: “They (the School Board) felt it was the fulfillment of the ideals for which Abraham Lincoln stood—equal educational opportunity for rural as well as urban students” (Lincoln Consolidated Schools 75th Anniversary Celebration, 1999).

“The School Planner” dated January, 1926 stated that the school, located seven miles south of Ypsilanti had an attendance of about six hundred students from first grade through the twelfth grade. What they termed “critic” teachers were provided by Michigan State Normal College. There were thirteen buses to transport students to the school plus a bus that made regular trips between the College and the Lincoln School transporting about three hundred student teachers each year.

On October 13, 1929 an article in the Detroit News reported that the Lincoln School was a model for consolidated schools. At the time of the report the school offered grades kindergarten through high school, had a campus of 20 acres, the building was fireproof and had cost around \$320,000, had a faculty of 32 university graduates and many of those held advanced degrees. Included in the report was the following:

The object of the new system is to overcome the influence of isolation and give the children the benefit of competitive work and opportunity for comparison with others in his grade. Teachers are given the same benefit through zone meetings at which all teachers in the enlarged district gather as a faculty. Here common problems are considered, specialists lecture and round table discussions are held. School has become so popular with the pupils at the model institution that there virtually is no truancy. The teacher no longer rules with a hickory stick, but is a

friend and companion of the pupils. She serves as a coach, and tries to let him progress according to his interest and ability. Wise and tactful guidance—that is the teacher’s task as she directs the educational progress of a group no larger than that in a city school, but covering a range of from five to 15.

The building, destroyed by fire on December, 1925 was rebuilt and opened again on October 18, 1926 (Lincoln Consolidated Schools 75th Anniversary Celebration, 1999). In 1999 when the school celebrated its 75th anniversary it was reported that the area had evolved from a rural setting to a suburban community and the district had grown to over 4,000 students. Written in the Lincoln Consolidated Schools 75th Anniversary Celebration (1999) is the following: “Still, the school remains the focal point of our community striving to fulfill the original educational objective of the District—greater educational opportunity for the children.”

One can almost imagine the exhilaration Dr. Pittman would have felt watching the Lincoln Consolidated School being built. In all likelihood he would have gone to the building site every time he had an opportunity. It seems reasonable to believe he envisioned the school yard with children while thinking of all the students who would have a better education due to consolidating the thirteen one-room schools into a larger district which afforded them an opportunity for more resources and better facilities. What would he think if he could return to the school today and see the advancements that have been made and the number of students receiving a quality education in the school that “had been the dream of a dreamer?”

November 19, 1949 Dr. Pittman delivered the Founders' Day speech at the twenty-fifth anniversary of the founding of the Lincoln Consolidated School. He began his speech with:

Mr. Vedder, fellow platform participants, Mr. Vanden Belt, President Munson and my dear friends of Lincoln, You have generously called me the founder of the Lincoln School. This is entirely too generous for there were many who participated in that undertaking. As a matter of fact, all the winds and the tides were with us.

Pittman spoke of all the many people involved in the founding and building of the school. In his mention of the meetings of the Board he said:

I soon discovered that they did not wish to be hurried in their decisions. They were all farmers and had been accustomed to ruminating for a long while over their problems before they came to a definite decision. They shied away from a quick decision which involved money like a mule shies away from a sink hole. Mr. Dawson at the beginning of the meeting would usually ask me what I had to propose. I would usually hand each member of the Board a sheet with the various topics to be decided listed on it. They would quickly decide the matters which involved no money and then the meeting would drag.

When speaking of the fire that destroyed the first building he said:

The burning of our first building was a tragic event for all the people of the community, regardless of how they had originally voted. I remember standing out here in the early morning on that December day (December 5, 1925). We all had tears in our eyes and aches in our hearts. With it all, though, there was much

comfort in the fact that the school had now won its way into the faith and affections of all. This was illustrated by one old fellow who had been one of the staunchest opponents. I felt an arm around my shoulders and as I looked to see who it was, my sympathizing friend said: 'Doc, I fought like a devil to prevent the building of this school but I'll fight like two devils to put it back,' and he did.

Dr. Pittman allowed the attendees at that Founders Day celebration to experience the emotions he felt for the school and the people when he said:

To me though, the one scene most thrilling of any one particular incident was on that day in the early spring when every family in the district came with a tree to set out in the school ground to create here a forest park to be used by future generations. There we were speaking a variety of languages according to the land of our birth but all with the same spirit and purpose--love for our children, love for each other, love for our school and our community and with a desire and a purpose to do something that would bring comfort and joy to those who came after us.

He then spoke of the future before closing his speech:

All this is now a thing of the past except that the past always determines the present and affects the future. These things which I have been describing were but the beginnings. What concerns us now is: What of the future? That is for you of this generation to determine, you who but yesterday were the boys and girls of the school, you are now the men and women of the community. Your children are looking to you for vision, service, and sacrifice as you looked to your parents.

They did not disappoint you. You will not disappoint your children. What kind of school should the Lincoln of the future be?

1. It should be a school even better suited to the needs of the children than Lincoln was for you. Life is becoming more complex and difficult with each passing generation. So must the schools understand more fully what the problems are and must prepare their pupils to solve them.
2. It must continue and extend the learning of all the people--not only those between the ages of six and eighteen.
3. It must discover the creative ability of every one of its pupils and then develop, promote and capitalize those abilities.
4. It must promote the cooperative spirit. In the future, even more than in the past, 'We must all hang together or we shall hang separately.'
5. It must be as good for all of the people of our community as we think any school should be for some other community
6. It must recognize itself as a part of a large world. It must therefore, play its full part in a large world and use the large world to enrich its own life.

I congratulate Mr. Vanden Belt and his splendid faculty for the remarkable work which they are doing and wish all of you—teachers, students, and citizens God's richest blessings as you go forward with your task.

I thank you all for the joy that you have been, are giving, and will continue to give to me.

That day, the speech delivered by Dr. Pittman helped exemplify his philosophy and leadership. He allowed those in attendance at this celebration to know that he was not

the only one responsible for the school. It was his dream but the planning, building, and struggling to make the school come into existence and continue to expand and grow was the effort of the community. He promoted leadership and encouraged team effort by urging the team to work for the goals which had been set and to continue to work toward new goals and challenges. Lincoln Consolidated School was the result of a man with a vision and a dream; and, a community, all with a willingness to better educate the children. The results of this vision, dream and community effort was a school that continues to be in existence today, over eighty years later.

From 1929-1934 Dr. Pittman was the Director of Laboratory Schools and Teacher Training at Michigan State Normal School. He took a sabbatical year in Europe from 1927-1928 where he visited schools in Belgium, Denmark, England, France, Germany, Holland, Ireland, Italy, Scotland, Spain, and Switzerland (Hodges, 1953). On March 4, 1930 the Ypsilanti Daily Press published an article that announced the promotion of Dr. Pittman to the position of Director of the Department of Teacher Training. From the article:

The past ten years has seen the rural education department of the Normal College advance to a position of national importance and now, as the scope of his work is extended to include teacher training on the campus as well as in the rural district, he is being looked to for restoration of the training school and Roosevelt School to a place of leadership in keeping with the past, and for future development in keeping with the rural department which has gained through his leadership, national recognition.

In view of numerous problems confronting Dr. Pittman in making necessary adjustments and changes, he states that no announcement of policy is possible other than that 'No immediate changes are contemplated,' and 'Such adjustments as circumstances and the best interests of the state demand, will necessarily be made' (n.p.).

In the fall of 1932 he conducted a rural education study in Cuba. He was granted a two-month leave of absence from the college to conduct a survey of the educational system of Cuba and to make recommendations for any changes he thought necessary. An article in the Normal College News on October 6, 1932 stated:

Dr. Pittman will personally inspect a large number of the schools of the six provinces, and will confer with government officials, educators and laymen, basing his recommendations upon the information thus gained. Although Cuba is divided into six provinces, extending over approximately 850 miles in length, the educational system is highly centralized in the federal government, and any reforms adopted will apply to all of the nation's schools (n.p.).

One has to wonder how Dr. Pittman felt as he ventured to Cuba to conduct his surveys. He was nationally recognized as a man well qualified in rural education and teacher training yet he was also a person with humble beginnings. It is easy to imagine him seeing himself as he looked at some of the young boys in Cuba; possibly barefoot, trying to get an education even though there were adversities along the way, working, playing, planning, and dreaming of a better life. He would remember the young boy on the farm in Mississippi working, playing, planning, and dreaming of a better life.

Dr. Pittman reported that he found the students in Cuba to be advanced in the manual arts but below American standards in areas requiring individual initiative. According to an article in the Detroit Free Press written after his return to Cuba, Pittman explained that differences in the Cuban educational system and the American system are due to the history of the two countries. In 1933 when Pittman was in Cuba to conduct the survey, the government only provided a general public school education. He reported that he still found many people who agreed with those they perceived to be in authority without regard to the best interest of the children (Michigan Normal Educator, 1933).

Dr. Pittman reported that most schools were conducted in houses that had been converted into schools. The larger centers held classes in the larger more grand houses and the smaller centers held classes in the smaller homes. Also reported was the fact that he found education in Cuba to be mainly elementary with fewer pupils in the more advanced classes. He reported that 50 percent of students attending schools were in the first and second grades while only six percent were in high school and above. The purpose of the survey that Pittman went to Cuba to conduct was to help find a solution to this situation and improve the educational conditions (Michigan Normal Educator, 1933).

In the early years of the 20th Century two highly recognized men, John Dewey and William Heard Kilpatrick, were leaders in the movement to increase the curriculum beyond the basics of reading, writing, and arithmetic. John Dewey, in speaking of the “new” education or the progressive movement in education wrote:

What is needed in the new education is more attention, not less, to subject-matter and to progress in the technique. But when I say more, I do not mean more in quantity of the same old kind, I mean an imaginative vision which sees that no

prescribed and ready-made scheme can possibly determine the exact subject-matter that will best promote the educative growth of every individual young person; that every new individual sets a new problem; that he calls for at least a somewhat different emphasis in subject-matter presented. There is nothing more blindly obtuse than the convention which supposes that the matter actually contained in textbooks of arithmetic, history, geography, etc., is just what will further the educational development of children (Archambault, 1964, pg. 9).

Pittman was also a proponent of this movement toward the new more progressive education and felt that schools should offer courses that would expand the horizons of students so they could go beyond the basics. In an article written by Leslie Hildebrand in the Detroit Free Press on January 22, 1933 his view on expanded curriculum was outlined. According to what was written in the article:

Dr. Pittman looks upon the drive for the elimination of the “frills” of education as misdirected efforts at economy. He would prefer to see a drive for elimination of what he considers wasted time on the three “Rs.”

For instance, the educator sees oral reading as fast becoming a useless art. In the days when only a few men in a community could read and write, the man who could read aloud to his neighbors contributed a distinct factor to human progress. Today with illiteracy almost negligible, each person is able to read for himself and intelligent silent reading is much more useful than oral reading.

The emphasis on mathematics is another thing Dr. Pittman would have the modern school program revise. While in no way depreciating the value of mathematics to science and recognizing fully its place in education, he points out

that one-third of his own education was devoted to some form of mathematics and now his only use for it is to make one addition a month to his cash account and subtractions on most of the other days.

Dr. Pittman envisioned students enrolling in avocational classes such as music, art, mechanics, wood working, and agriculture. The purpose of the classes was not to prepare them to become musicians, artists, etc., but to allow them additional classes exposing them to the leisure and industrial arts. He did not expect every student to have an interest in these classes; however, wanted the curriculum to include a variety of classes so students could take classes that interested them. Seen as part of the progressive movement of education, government officials wanted to stay with the basic curriculum rather than invest in classes outside the basic curriculum.

Hilderbrand continued the article by writing:

Dr. Pittman is not unconscious of the demand for lower taxes and economy in government. He owns both rural and city property himself and so has more than a sympathetic interest in the campaigns to ease the burden now being carried. His plea is rather to get down to fundamentals of 1933 and not back to fundamentals of 50 years ago.

He visions a time in the not distant future when workers will have a six-hour day and a five-day week, but he cannot see a satisfied social order with idleness resulting from labor done by machinery. He sees rather a condition in which work may be capitalistic but leisure will be socialistic and men's hobbies will be turned into instruments of relaxation for the individual and of general pleasure and profit for all mankind.

While he was in Michigan, Dr. Pittman was not only active in his work in the field of education but also in civic and religious affairs as well. He was president of the Chamber of Commerce, a member and leader in the Methodist Church, a director on the board of the Ypsilanti Savings Bank, a member of the Rotary Club and he was a recognized figure in the politics within the state (Hodges, 1953).

Relative to his activities in the political arena was the fact that he unsuccessfully ran for superintendent of public instruction three successive times as the Democratic candidate. During this time Michigan was considered a Republican state and election of any Democratic candidate was unlikely (Hodges, 1953). A brochure used in his political campaign included such wording as “An Educator of National Reputation” and “A Man of True Worth”. The following paragraph taken from this brochure would later have a significant meaning in Pittman’s career:

Dr. Pittman is opposed to any educational position being a political office. He believes the States (*sic*) Superintendent of Public Instruction should be chosen because of educational qualifications and not because he is a member of any political party or faction. He accepted the Democratic nomination upon this basis and should he be elected, he would work in that spirit and toward that end.

An article in the Detroit News (Kavanagh) on January 28, 1934 reported that Dr. Pittman was the first candidate to enter the race for the Democratic nomination for United States Senator. The article stated that “He was born in Mississippi and comes of a family that has contributed two members to the United States Senate, Key Pittman, of Nevada, and Robert Gore, of Oklahoma”. Pittman left Michigan in the spring of 1934 and did not officially enter the race for the United States Senate.

In April, 1934 he was elected President of South Georgia Teachers College in Statesboro, Georgia (Bulloch County Historical Society, 2001). On June 18, 1934 the Detroit Free Press ran an article on page four that talked of Dr. Pittman's leaving Michigan and had a headline that read "Ypsilanti to Lose Educator Who Dared Be a Democrat." The article read:

Michigan will lose its most prominent teacher-Democrat Tuesday night when Dr. Marvin S. Pittman, a member of the Michigan State Normal College faculty since 1921, leaves for the cotton country to become president of the State Teachers College, Statesboro, Ga.

Dr. Pittman does not believe that he will become a Southern politician, "In Michigan," he explained, "I was the first man in the teaching profession who would admit that he was a Democrat. It was quite a distinction, he laughed, "helping the underdog."

An article written in the *Ann Arbor News* and reprinted in the *Bulloch Times* on May 10, 1934 summarized Dr. Pittman's qualifications and relayed the message that he would be missed in Michigan:

Michigan education, especially as it relates to rural schools, will suffer a great loss, Georgia will acquire an earnest, enthusiastic, capable and inspirational leader. Born and Educated in the south, he has successfully pursued his advanced studies and taught in all sections of the United States. He will be able to bring to Georgia the best that each section, north, east, south, and west, has to offer in the way of educational ideals, methods and results. He is particularly fitted to bring them because he has both pioneered and led movements that have blazed new

rural educational trails that have uplifted and made more rich rural education and farm life. Dr. Pittman is a thorough, indeed, an inspired educator, but he is as far from the cloistered professional type as is the east from the west. He is a salesman for education and an extremely successful one. He regards the practice of citizenship as both a privilege and a duty. A Democrat in politics, he has been active in the presentation of his party's principles, both on and off the platform. He is an excellent example of the educated man in politics, of good citizenship in action. Georgia's gain is great, Michigan's loss is severe . . . our congratulations to Georgia (p.5).

Dr. Pittman left the state of Michigan to return home to the south. He was returning to the land of hot summers, mild winters, cotton, and southern hospitality. He was often referred to as a Yankee but his early years were spent in the south in his home state of Mississippi. He was familiar with southern customs including the educational system and the separation of education provided for urban and rural areas. He knew he could bring rural education into the primary focus it required if he was allowed to work in that direction. He came to South Georgia Teachers College with a mission and that mission was providing a quality education to rural communities and educating the teachers required to go into those communities to teach.

Dr. Pittman came to South Georgia Teachers College following Guy Wells who left to become President of Georgia State College for Women in Milledgeville, Georgia. Wells had done much to beautify the campus, enrollment had grown, the teacher education program received state and regional recognition, and the community was supporting the college more than in the past (Shurbutt, 1982). It was a time of growth and

prosperity and Pittman came with a vision of advancing rural education at a school that was known for educating teachers in the state.

CHAPTER II

THE BIRTH OF THE UNIVERSITY

How would you like to have been an American pioneer? To have cut trails through trackless forest? To have built bridges over never crossed streams? To have erected homes, schools, churches where none existed before? To have felt that you were doing good deeds for yourself and for others that would make a better world? You would have liked that, wouldn't you? Well, that opportunity is still here—America is still new. This world is still young. People with ideas, purposes, energy are more needed than ever before. A pioneer is merely a person who sees things that no one else sees, has purposes that are stronger and better than those of his neighbors, has energy to put into effect his purpose. The purpose of college life is to open your eyes, create the purposes, stimulate the energies of your people so that they can see what needs to be done, plan effective ways of doing the job, execute the plan in a satisfactory manner.

Marvin S. Pittman in his welcoming message to freshmen, 1940-1941 in the Student's Handbook

When Dr. Marvin Pittman came to South Georgia Teachers College July 1, 1934 he was coming to an institution that was relatively new. The college had undergone many transformations since its founding in 1906 and the history of the school provided a map for the progress that was being seen in the field of education in the small South Georgia town of Statesboro. He followed the presidency of Guy Wells who played a prominent role in the developing history of the college. Wells was leaving to become president at Georgia State College for Women in Milledgeville, Georgia. He had many followers in the community and it would take a strong leader to administer the growth that had been seen during Wells' administration.

One of the first people to recognize the need for agricultural and mechanical schools in Georgia was Professor J. C. Woodward, Superintendent of the Newman Public Schools. Speaking at the annual meeting of the Georgia Teachers Association he told the group that the youth in the rural areas of the state knew nothing of scientific treatment of

soil or advanced agricultural machinery. After his speech, Governor Joseph Terrell lent his support. In November, 1902 he sponsored a bill with a proposal that each of the eleven school districts in Georgia would have a school that would have an experimental farm, dairy, and other non-crop activities. The bill did not pass (Shurbutt, 1982).

On August 18, 1906 the Honorable H. H. Perry of Hall County introduced a bill that created the district A&M schools. Prior to 1905 only cities and municipalities could impose local taxation for educational purposes. In 1905 the McMichael Bill was passed that allowed the taxation option for congressional districts as well (Shurbutt, 1982). Mr. Perry's bill passed but was modified to include secondary grades and the requirements relative to farm labor were dropped. Professor Joseph Stewart a professor of Secondary Education at the University of Georgia worked to establish a curriculum for the schools (Shurbutt).

Professor Stewart's concept of the curriculum was that students should receive an education that would not only educate them in farm methods but that would enable them to be eligible to apply for admission to colleges. Shurbutt (1982) wrote:

To guarantee uniformity of purpose and curriculum, Stewart's amendment stated that: 'Said schools shall be branches of the State College of Agriculture, a department of the University of Georgia. The General Board of Trustees of the University of Georgia shall exercise such supervision as in their judgment may be necessary to secure unity of plan and efficiency in said schools' (pg. 8).

On December 1, 1906 fifty Bulloch County residents left Statesboro on a train they had dubbed the "College Special." They were on their way to Savannah to bid on and state their reasons for the recently authorized First District Agricultural and

Mechanical School to be built in Statesboro, Georgia. Two other counties, Emanuel and Tattnall were also there to make bids and give arguments as to why the school should be built in their counties (Shurbutt, 1982).

The scene that morning would have been one of excitement as delegates were boarding the train. As they boarded they were thinking of and making plans for the immediate future not what ramifications would result if they were successful. They knew that rural Georgia needed better educational facilities and they were on their way to try and make changes that would better educate the boys and girls of rural South Georgia. One can almost hear the excited laughter, the mumbled discussions as finances were discussed, and the undertone of dread that they could possibly be unsuccessful in their venture. They had no way of envisioning what their train trip to Savannah on December 1, 1906 would mean to the future of Statesboro, Bulloch County, or the state of Georgia.

As they left the train they went to meet with the First District Trustees to make their presentations. The Trustees had an early morning executive session and were awaiting representatives to make their statements and bids. The delegates were clamoring to get their arguments in order and to be sure they included all the reasons why Bulloch County was the ideal place to build the new school. They reviewed the finances and knew how much they could bid and decided to make a good solid bid in the beginning.

Emanuel County delegates opened the bidding with \$67,000 followed by the second bid of \$95,000 presented by Statesboro Mayor R. Lee Moore. Tattnall County also bid \$95,000 and each of the counties supported their bids with statements relaying positive details of both the physical and moral attributes of each of their locations (Shurbutt, 1982). The discussion became more argumentative as Tattnall and Bulloch

delegates each tried to promote their locations. A proposal to dismiss for lunch was made by Trustee Wilkerson of Waynesboro and a suggestion was made that the delegates should make sealed bids in an afternoon session (Shurbutt).

The arguments became rather loud that day as delegates from the three counties attempted to demonstrate to the trustees why the school should be built in their community. The delegates talked among themselves trying to come gather facts and figures demonstrating why they were more deserving of the school than the other counties. Tempers flared, words were shouted, arguments were heard and the only way to bring calm back into the room was to take a break, have some lunch, recoup and come back for an afternoon session where a final decision was made.

In his book *Georgia Southern: Seventy-Five Years of Progress and Service*, T. Ray Shurbutt (1982) wrote:

The afternoon session began with a surprise when Emanuel County announced that they were standing pat at \$67,000. Apparently not even Stillmore's 'mogul,' George M. Brinson, was prepared to vie with the remaining two contenders in their anticipated heated bidding. The Claxton group's sealed bid upped their offer by \$2,500, making it \$97,500, and they settled back in hopes that Bulloch's counter offer would show a similarly small adjustment. They were wrong in this speculation. Not only did Bulloch's counter offer beat Tattnall's, it 'did the thing up brown,' supplementing their initial proposal by a full \$30,000, raising their offer to \$125,500. This bid was pledged and divided as follows: From the county commissioners would come \$45,000; the board of education pledged \$10,000; and the City of Statesboro promised \$5,000. Then, to this cash total of \$60,000

was added the \$40,000 value of the three-hundred-acre tract of land set aside for the campus and the approximated \$25,000 worth of free utilities promised by the city for ten years. In addition, a five-year-free telephone contract of \$500 was tacked on, making the final offer \$125,500 (pg. 6).

The Board of Trustees voted to determine which bid they would accept. In the vote Bulloch received seven votes, Tattnall received four and Emanuel received only two votes. On the first ballot Bulloch had a one-vote majority and it was determined that the First District Agricultural and Mechanical School would be built in Bulloch County (Shurbutt, 1982).

Late that afternoon as the delegates returned to Emanuel and Tattnall Counties they went with heavy hearts. They had been defeated in their efforts to acquire the school in their counties. They had made their arguments, had the financing in place but Bulloch County had gone far above what they were prepared to offer. Bulloch County delegates went home in a mood of celebration. They were pleased with the efforts they had projected knowing there were sacrifices being made by various individuals and organizations. They arrived home, most likely, amid shouts of celebrating citizens as the good news spread throughout the county.

The plans for the school included three buildings to be constructed, an administration building and classroom combination along with two dormitories. One dormitory was for girls and named East Hall and the other for boys and it was named West Hall. The two dormitories were to sit on either side of the administration/classroom building. East Hall had thirty-six furnished rooms, modern bathrooms, and domestic

science education departments. West Hall had forty-two rooms and bathrooms (Shurbutt, 1982).

Rumor has it that an imaginary line existed in front of the administration and classroom building denoting the point where boys and girls were to remain separated. Boys being boys and girls being girls, away from home for the first time and in their teens one has to wonder how many crossed that line and were caught; but, more so, how many crossed the line without being caught. On one side stands young Susie Mae with her curly brown hair and wide blue eyes just watching for John Lucas to come out of West Hall. She has seen him before and just knows that he looked at her and smiled. Even in the early twentieth century flirtations occurred and it is humorous to imagine how many girls and boys stood at or near that line wanting to cross over and talk with a member of the opposite sex.

Construction was underway developing the 300-acre campus located about one and a half miles from downtown Statesboro. The three buildings and what was referred to as the landscaped courtyards took about fifteen acres (Shurbutt, 1982). One-hundred-fifty acres of cleared land was used for the farm. When the school first opened they had four mules, five milk cows, sixty hogs along with chickens and turkeys (Christie, 1943). The driveway to the school turned from the Old Dixie Highway, now known as Highway 301 (Shurbutt).

The Board of Trustees, which was made up of one member from each of the twelve counties in the district, chose J. Walter Hendricks to become the first principal of the school. Hendricks left Douglas, Georgia where he had been serving as the director of the city schools to accept the position (Christie, 1943). He was born in Bulloch County

and raised on a farm. Although his family was considered poor Hendricks excelled in the old field schools of the community and continued his education at the University of Georgia (Shurbutt, 1982).

The act that established the agricultural and mechanical schools in Georgia, No. 448, Section 7 included the following statement: “So it further enacted, That the faculty of such schools shall consist of the principal who shall be an intelligent farmer” (Christie, 1943, pg. 38). Shurbutt (1982) wrote: “Hendricks was selected as A & M principal for his ‘foresight and good judgment,’ as much as for his scholarship; and considering the problems he faced, patience, flexibility, and humor would be equally necessary” (pg. 13).

The First District Agricultural and Mechanical School opened its doors on February 5, 1908 with fifteen students and four members of the faculty. The opening was one of celebration with the Board of Trustees in attendance as well as many of the local citizens there to observe the historic moment (Christie, 1943).

Opening day was a moment of great pride for the community and the state as the doors opened for the First District Agricultural and Mechanical School. It was a quiet winter day in South Georgia and Mr. Hendricks would have been both exhilarated and apprehensive. Thousands of dollars had been spent and many people had put their reputations, property, and money into seeing that the school would be a success. Hendricks had a massive responsibility on his shoulders and at times the weight must have seemed almost unbearable. He was considered a local boy which would have made him feel more responsible for the school’s success. He desired to make his family and community proud of his efforts and determined that if failure came, it would not be at his hands.

Shurbutt, 1982 wrote:

Considering that several of the first students had been labeled as ‘belligerent’ or ‘incorrigible’ by local high schools, credence is given to Hendricks’ statement that some parents ‘sent’ their offspring to board at F.D.A.S. in hopes that strict discipline could instill in them the missing qualities of ‘good manners, good deportment, and especially the avoidance of the use of profanity’ (pg. 13).

Christie (1943) wrote:

It was believed by many people that this school would be able to handle and discipline boys and girls who had been incorrigible in the public schools because of the mere fact that it had industrial features, such as farm and shop work for the boys and work for the girls in the kitchen and dormitories. With this seemingly belligerent type of pupil, the faculty set to work to follow the law creating the school, and to give the pupils such training as would fit them for a very practical and successful life on the farm (pg. 6).

Most of the students who attended the school were away from home for the first time. They were young, this was a secondary school not a college at the time; therefore, it is believable that many were unruly and tested the faculty and administrators in an effort to see just how much they could do to be disruptive.

Students were given demerits for unacceptable behavior and were allowed to reduce and dismiss them by doing extra work. If a student had more than twenty-eight demerits he or she was placed on the “black list” and additional demerits meant whippings and/or being expelled from school (Shurbutt, 1982). The faculty made an

effort to teach students good manners and good behavior emphasizing the point that profanity was not acceptable. Christie (1943) wrote:

The principal had delivered a lecture at the chapel along this line. A few days later he was walking in the corn field where four of the boys were plowing side by side, engaged in earnest conversation. The principal listened unobserved and heard the following from one of the boys: ‘You boys remember about the professor giving us a lecture about cussing? Well, I’m going to quit. I don’t expect to cuss another damn bit’ (pg. 7).

Mr. Hendricks tried to prevent himself from laughing out loud for fear the boys would discover him eavesdropping in the corn field. At least one lesson had been heard if not completely learned from the chapel lectures. He felt a sense of pride that the students were at least partially listening to what he had to say. If only he could be sure they would stop the fights and he could reduce the fear that there were more guns and knives in the dormitory. The girls were much easier and much quieter as well. Oh, there were some problems but they were mostly handled by his wife and he could avoid dealing with them. There was of course the old saying that had a new found meaning for him, “boys will be boys.”

The boys had no required dress code but the girls were required to wear blue serge skirts with white blouses called waists and low-heeled black shoes (Christie, 1943). Since students received pay for the work they did, many were able to pay for all or some of their expenses. Students were paid ten cents an hour and were required to work from twenty to thirty-six hours a month (Shurbutt, 1982). With the work on the farm, in the shop, and in the kitchen done by students the school was able to maintain financially with

a small state appropriation (Christie). As enrollment in the school began to grow the campus farm was upgraded. Almost 150 acres was cleared to grow row crops, buildings were added for a dairy as well as for poultry and pork production (Shurbutt).

On June 7, 1910 the school held the first graduation exercises with only three graduates. These students were prepared for farming careers and also qualified to enter any state university (Shurbutt, 1982). Christie (1943) wrote: “As the school grew, there was a demand for its graduates to go out and teach in the elementary schools of Southeast Georgia, consequently, courses for elementary teachers were put in the curriculum” (pg. 8).

By 1913 enrollment had reached 213 but in the later part of 1913 and the early part of 1914 heavy rains caused crop failure and many of these students had to drop out. There were only 117 students remaining during the middle of the year 1915. Students that attended during World War I (1914-1919) experienced changes in both the curriculum and vocational classes. First District A & M had adopted Georgia’s requirements for high school graduation. The curriculum now included Latin, music, geometry, and a three hour per week class in teacher training that included elementary psychology, methods of teaching, and advanced English composition (Shurbutt, 1982). The school, especially in the offerings for women, was moving away from the domestic sciences as more females chose the teaching option.

During the years prior to 1913 the school had added athletics including football, baseball and track. In 1917 and 1918 a military department was formed on campus allowing the older male students to receive training in the basic military arts. Shurbutt

(1982) wrote: “In all, forty-seven F.D.A.S. graduates answered Uncle Sam’s call to arms in ‘the Great War’. Luckily, none were killed or received serious wounds” (pg. 28).

In October, 1919 the school’s third principal, F. M. Rowan resigned and the Board of Trustees chose Ernest V. Hollis to assume the position of principal. Hollis was completing requirements for his doctorate degree from Teachers College, Columbia University. A native of Mississippi he was no stranger to the rural conditions of the south. When he began his career at First District A&M in the summer of 1920 he was only twenty-five years old and was the first professionally trained administrator the school had employed (Shurbutt, 1982).

When Hollis arrived in Statesboro he saw a school that had lost many students, the physical condition of the campus was not good and the support of many of the former backers for the school had decreased. He was from the south and understood that education was not always in the forefront of lawmakers’ minds when they made decisions about allocating finances, yet he knew the school could be brought back into a more positive light. There was potential, but he was challenged to find ways to make improvements and insure that the reputation of the school grew more favorable.

Writing of Hollis, Shurbutt (1982) wrote:

He lamented that through ‘inadequate appropriations, poor collections, and inefficient management, the school had lost much of its prestige. For the most part those who had made it their first love had deserted the school in despair; those who had trusted it financially still had the account on their books. Its credit was gone, the buildings and grounds were in rather dilapidated condition, and its clientele had begun to attend high school in the home community.’ This

pessimistic assessment seemed valid—the following school year (1921) enrollment dropped to a mere seventy-eight students (pg. 28).

Hollis was a man on a mission and that mission was to revitalize the First District A&M School so it would once again be recognized as a leading educational institutional in the state. He would have to enlist the help of the local community as well as the politicians of the state in an effort to bring the school back to the reputation it had held in the early years. Although young, he knew what was necessary to make the school grow and expand its boundaries further into the realm of education. He put forth the necessary effort to revitalize the school and was not above begging and pleading to those who could help.

Hollis initiated a drive in the community to remind local businesses and civic clubs of the economic and cultural implications of once again supporting the school. Additionally, he started a campus beautification project including shade trees, flowering plants, and paint applied to the existing buildings. Beyond the vision of improving the high school, Hollis' vision included moving the school into the future as a two-year teaching institution (Shurbutt, 1982). By 1920 each county had at least one high school and some had two or three. Young men and women could remain in their local communities and obtain their high school education without the added expense of going to First District A&M. Shurbutt wrote: "According to Hollis, we 'had served [our] mission under the original charter and [were] ready to close up or go into new fields'".

Hollis' work paid off and his vision of moving into the realm of a teaching institution was realized in August, 1924 when the General Assembly and Governor Clifford Walker approved the conversion of First District A&M School to the Georgia

Normal School. Faculty was increased by the Board of Trustees and a normal school curriculum was developed. In addition to the normal school curriculum subjects already being taught remained as part of the offered curriculum (Christie, 1943). Hollis was named the first president of the newly created Georgia Normal School and the Board of Trustees created the position of Dean of the College, appointing Professor Burns Matthews to this position (Shurbutt, 1982).

There was a new influx of students attending Georgia Normal School. In the summer of 1925 there were approximately 350 teachers from the rural schools participating in the program (Shurbutt, 1982). Students found themselves in a structured routine where class attendance was mandatory. A student missing more than two classes per term was placed on the “restricted list” and any unexcused absence was an automatic lowering of the student’s grade. For those working on the farms and attending school, the days were long and did not end when chores were completed and the classes were over; monitored study hours still had to be completed. Chapel attendance was required as well as Sunday school and church services at one of the local churches. Nightly vespers were offered but were optional for students in the 1920s and 1930s (Shurbutt).

Shurbutt (1982) wrote:

If this emphasis seems unusual for a state-supported school, one should remember that during that era it would have been most unique to have been otherwise. Our college catalog, or *Bulletin* as it was called then, was quite explicit on the subject of ‘Religious Life.’ It stated that although ‘State institutions cannot hold or prescribe the doctrines of any one faith . . . an institution that is to serve the

people of Georgia must be a religious institution. . . . This College is frankly Christian' (pg 42).

On June 7, 1926, Georgia Normal College held commencement exercises awarding the first professional certificates in teacher education. The ceremony was held in the new auditorium, McCroan, built with funds loaned to the college by local banks. The funds were garnered through temporary loans until the General Assembly authorized funds to repay the loans. These loans were an example of the new support being offered the college by local businesses (Shurbutt, 1982).

Hollis left Georgia Normal School to complete his doctorate at Columbia University and on September 14, 1926, Guy Wells became the new president of the school. Wells had joined the college as dean in June of 1926. Like Hollis, Wells had started work on his doctorate at Columbia University's Teachers College but had not completed it when he came to Georgia Normal School. A young man at age twenty-eight, Wells had an impressive background including being one of the founders of the Georgia State School Superintendents Association and having served as president of the Georgia Education Association (Shurbutt, 1982). Regarding Wells appointment as president, Christie (1943) wrote that this was "the beginning of a decade of standardization and stabilization as is hereafter shown. President Wells believed that a solid foundation for the school had been laid by H. V. Hollis" (pg. 11).

Guy Wells was a man interested in continuing the reorganization of the institution started by Hollis. He wanted to not only follow Hollis' vision but to expand it as well, making the school an even better place to educate the future teachers of the state. He recognized the hard work and tireless efforts made by Hollis and worked to develop the

same type administration. There was a sense of pride for Wells when he was elected president of Georgia Normal School. He knew the school was a contender in the education of the state's teachers and recognized the importance of being associated with the institution. He accepted the challenge to move the school forward and to make it a name associated with qualified teacher education.

Christie (1943) wrote that President Wells had three major tasks before him: "First, to reorganize and make necessary additions to the school faculty; second, the securing of a larger student body; and third, the rebuilding of the old plant so as to better meet the needs of the normal school" (pg. 12). Wells was aided in his efforts by Ernest Anderson, dean of the college. Anderson only served as dean for a short time due to his sudden death during the Georgia Education Association conference April, 1927. Wells announced that Zach Henderson would be the new dean at Georgia Normal School. Henderson began his duties as dean in June, 1927 beginning a career with the institution that would last for forty-one years (Shurbutt, 1982).

Wells began working to have the status of the school changed to a full four-year degree granting institution. Additional courses were added to the teacher training curriculum and in 1928 the American Association of Teachers' Colleges sanctioned and accredited the two-year program. This allowed students to transfer course credits from Georgia Normal School to any other school that was sanctioned by the association (Shurbutt, 1982).

In the academic year 1926- 1927 the Sunnyside School building was moved to the Georgia Normal School's campus where it was used to house first through fourth grade students and serve as a laboratory school. Normal School students were able to observe

classes and receive professional supervision. Sunnyside, sometimes referred to as the Rural Training School, was such a success that other schools including the Statesboro public schools joined in the learning experience by allowing Normal School students to have the same learning experiences in their schools (Shurbutt, 1982).

In 1929 the legislature passed an Act changing Georgia Normal School to South Georgia Teachers College (SGTC). The legislature was slow in passing the Act and the school had already been offering a four-year course (Christie, 1943). The first four-year commencement was held on June 3, 1929 (Shurbutt, 1982). The main purpose of the school remained to train teachers for public schools in Georgia and to train homemakers. Before the name and status change the school had been training teachers to teach in elementary schools but with the changes, training was extended to include secondary schools as well (Christie).

In 1929 Byron “Crook” Smith came to SGTC to teach physical education and history and to serve as men’s athletic coach. Smith and William Hanner, chairman of the Athletic Committee, worked to increase interest in physical education and athletics. In 1931 a women’s intramural program was started. Under Coach Smith’s direction football and basketball teams grew to be powerful forces. The athletic programs were beneficial in recruitment as the enrollment of the college increased (Shurbutt, 1982).

The Bulletin, the student handbook for SGTC in 1930 had the following twelve reasons why students should be interested in the College:

- (1) It is the only standard college in Southeast Georgia.
- (2) The teachers are well prepared and eager to help you personally.
- (3) The buildings and equipment are modern and well furnished.

- (4) The campus is one of the prettiest in the State.
- (5) Statesboro is one of the most delightful residential cities in the State.
- (6) The cost has been kept within reach of students of modest means.
- (7) The people of this section, as a whole, are loyal to the college.
- (8) The college secures the best speaking talent each year to entertain and inspire the students.
- (9) The college has its extra-curricular activities well organized—Athletics, Glee Club, Literary Societies, etc.
- (10) In small schools there are greater opportunities for individual training.
- (11) The school has good boarding departments, carefully managed.
- (12) The spirit of the institution is friendly and sympathetic, and the whole constitutes a large family (pg. 6).

The Bulletin (1930) also lists the standard ideals for SGTC with a footnote that states: “The above points were thought out and agreed upon by the students and teachers of South Georgia Teachers College. The college expects each student that enters the institution to show growth along the line of the Fourteen Points” (pg. 7). The ideals are:

- (1) Systematic Habits in all Activities.
- (2) A Disposition and Skill to Solve Problems.
- (3) The ability to think Independently.
- (4) An Appreciation for the Beautiful, the True, the Good.
- (5) A Pleasing, Courteous Personality.
- (6) Absolute Honesty and Truthfulness.
- (7) Good Scholarship.

- (8) A Sense of Clean, Wholesome Humor.
- (9) The Ability to Use the English Language Correctly and Effectively.
- (10) A Feeling of Responsibility
- (11) An Enthusiastic Love for Work.
- (12) Habits of Wise Economy.
- (13) A Democratic and Loyal Spirit.
- (14) A Master-Like Character (pg. 7).

The Bulletin, August 1931 provided guidelines for students that demonstrated the lifestyle of the era. “Chapel is held every day except Saturday at 10:30 A.M. in the auditorium. Students are required to attend all chapel exercises. Each student will be allowed five chapel absences each term. Each additional absence will count as one class absence” (pg. 12). “Every student is expected to attend the Sunday School and Church services of the church of his choice” (pg. 13). “Girls are allowed two dates each month, provided the matron has permission from their parents or guardians. The boys may stay only one and one-half hours each time. Sunday night is date night” (pg. 13). “Young ladies do not ride to or from town with young men. It is not best for young ladies to stand on running board of automobiles” (pg. 17).

Governor Richard B. Russell Jr. signed the legislation that created the Board of Regents for the state of Georgia on August 28, 1931. The Board of Trustees at SGTC, as well as at other schools throughout the state, was dissolved and the authority was given to the newly formed Board of Regents. The goal of the Board of Regents was to provide consistency and feasibility to Georgia’s higher education system (Shurbutt, 1982).

In October of 1929 the Stock Market crashed and sent the United States into an economic spiral that would last over a decade. There was no region of the country that was not affected by the Depression including Georgia and more specifically Statesboro. The economy was in a decline, cotton prices dropped, goods could not be manufactured and sold due to a lack of money, and soup kitchens sprang up around the country. Farmers grew their own food and many city dwellers developed small gardens to help feed their families as well. Those who lived in the city spent a more time with their country relatives so they would have food and in many cases, a roof over their family's head.

South Georgia Teachers College and all other institutions in the state felt the economic decline when the Board of Regents mandated an "across-the-board fifteen percent cut in its allocations for each institution in the University System in 1932" (Shurbutt, 1982). Despite poor economic conditions or because of them, enrollment at South Georgia Teachers college increased. The College continued to grow and two rooms were added to the Administration Building and plans were started for a new training school that would house one hundred and fifty students (Christie, 1943).

In recognition of the twenty-fifth anniversary of the school's opening, President Wells started a campus beautification program. He brought relics from historical sites across Georgia to the campus and had them used to build fountains and walkways. Two ponds had recently been built. The small pond was called Lake Wells and the larger pond, Lake Ruby honoring Wells' wife. Flower gardens were planted near the ponds and trees were planted across campus to aid the beautification process (Shurbutt, 1982).

In 1934 Wells left SGTC when he was transferred by the Board of Regents to accept the presidency of Georgia State College for Women in Milledgeville. Under his direction the campus had undergone a massive beautification process, enrollment had increased, the college had received state and regional recognition in teacher education, and the support of the community had continued to grow stronger. Wells remained at Georgia State College for Women until his retirement in 1954. After his retirement from the College he worked for a brief time on the staff of the State Department's Foreign Operations Administration. He remained in close contact with the SGTC personnel and made many trips to the campus until his death on July 15, 1965 (Shurbutt, 1982).

On July 1, 1934 Dr. Marvin Summers Pittman came to South Georgia Teachers College to assume the presidency vacated by Wells. In *Spirit of a People* (1996) edited by Larry Anderson and Dr. Kemp Mabry an article titled "Pittman left positive mark on GSU" it is written: "Dr. Marvin S. Pittman, one of Georgia's first progressive educators of the early 20th Century, not only reformed the scope of education on the national level but also transformed both the academic and physical landscape of Georgia Southern" (pg. 248). At a meeting of the Board of Regents, September 1, 1939, the name of the College changed from South Georgia Teachers College to Georgia Teacher's College (GTC) (Christie, 1943). This name change reflected the pertinent fact that the school was no longer serving only South Georgia but was now recognized as "the state's specialized center for teacher education (Shurbutt, 1982, pg. 75).

Dr. Pittman's accomplishments and contributions to the institution will be discussed in Chapter Three.

Between August 1941 and January 1943 the presidency of Georgia Teachers College was under the direction of Dr. Albert Gates. The College was in a state of upheaval, reeling from Governor Eugene Talmadge and the Board of Regent's firing of Dr. Pittman. Shurbutt (1982) wrote:

President Gates came to Statesboro from Brewton Parker Institute where he had served as president for the past twenty years. There is not much that needs to be said concerning Gates' brief tenure at G.T.C.: he knew why and how he had been selected (pg. 81).

Dr. Pittman was reinstated as president on January 26, 1943 and rejoined the administration of Georgia Teachers College on February 8, 1943. In February 1947, Dr. Pittman announced that he would retire September 1, 1947. Dr. Judson C. Ward Jr. was named the new president of the College. Ward had taught political science at GTC from 1939 to 1941 and then accepted a position at Birmingham Southern followed by a position at the University of North Carolina. Having served in World War II, he returned to Statesboro and taught history and economics. His service as president ended when he was appointed Assistant Chancellor of the University System of Georgia February 11, 1948 (Shurbutt, 1982).

Dr. Zach Henderson had served for twenty-one years as dean of the college and was a logical replacement for Ward. Under his direction the College experienced many changes as new programs were added and the institution developed into a comprehensive senior college. Dr. Paul Carroll came to Georgia Teachers College as dean. He had previously served as professor of education and acting superintendent at the lab-school at Georgia State College for Women (Shurbutt, 1982).

The Alumni Association reorganized and became very active in trying to have graduate programs established at the College. A survey conducted by Mrs. Pat Roberts McCormack from the class of 1935 revealed that over 1500 teachers said they wanted to do graduate work with 735 of these wanting to complete their graduate work in South Georgia (Shurbutt, 1982). Shurbutt wrote:

In making her findings available to the Board of Regents, Mrs. McCormack assured them that the survey was ‘no campaign of the College administration nor of the Alumni Association. It [was] demanded by the education forces of [our] surrounding area, because it [would] be too inconvenient for the teachers of the area to go to more distant points in the state—Macon, Athens, or Atlanta—to secure the opportunity they desire’ (pgs. 91-93).

Dr. George Strayer had contracted with the University System of Georgia to determine the need of graduate programs throughout the state. His report included five basic requirements before a graduate program would be established:

(1) There must be a proven need for a new graduate center, ‘for the purposes of scholarship or for the purposes of a substantial body of practitioners and leaders in an applied field’; (2) there must be adequate, qualified faculty at the proposed institution, to plan and carry out the program; (3) the proposed institution must have adequate physical facilities; (4) there must be approved minimum standards; and, (5) the degree granted must be the appropriate one for the granting institution [M.Ed., M.A., M.S.T., etc.] (pg 93).

Although Strayer's report recommended Georgia Teachers College be granted a master's degree in elementary education the Regents rejected the application. They gave the following reasons for declining the application:

- (1) graduate programs were too expensive to fund, and those already in operation were not adequately funded;
- (2) our proposed program would duplicate the University of Georgia's M.Ed. offering;
- (3) we had not presented the academic strength necessary to assure a successful graduate program;
- (4) our library holdings were inadequate; and,
- (5) a single program—teacher education on the elementary level—would be excessively expensive (Shurbutt, 1982, pg. 93).

Henderson began making improvements in an effort to meet the requirements of the Regents. He budgeted more money for the library and authorized more faculty positions as enrollment increased. New buildings were built across campus including a new dormitory, Cone Hall; the President's Home; Hanner Gym; Administration Annex; the Carruth Building; the Williams Center; the Herty Building; and, another dormitory Veazey Hall (Shurbutt, 1982)..

The campus farm was closed and the buildings that had fallen into disrepair were torn down. Changes were made in the curriculum to include offerings leading to A.B. and B.S. degrees in English, history, biology, and physical science. A modern foreign languages department was established and the College became more than a teachers college (Shurbutt, 1982). The campus was changing in both the physical environment and in the demographics of students.

Henderson, Carroll and English professor Roy Powell went to Atlanta for a meeting with the Board of Regents regarding a graduate program for Georgia Teachers College. After the meeting, the three returned to Statesboro feeling as though their request would be defeated once more. Powell said that he could think of nothing to do or say that would sway the Regents to vote favorably for graduate programs. Shurbutt (1982) reports that Henderson said “there was one more thing he planned to do—he planned ‘to pray about it.’ And that night he did. Early the next morning, November 15, 1957, the Regents’ office telephoned Henderson giving him the good news—G.T.C. had its graduate program!” (pg. 96). The College had been approved to offer the M.Ed. in elementary and secondary social science, music, industrial arts, English, health and physical education and elementary education. The M.Ed. in business education was added in 1958 (Shurbutt).

On December 9, 1959 the Board of Regents changed the name of Georgia Teachers College to Georgia Southern College. New programs, both undergraduate and graduate, new buildings and an increasing enrollment gave new meaning to the importance of the College and its status within the University System of Georgia (Shurbutt, 1982). With the name change the student newspaper “The George-Anne” had a contest to choose a new nickname and mascot for the athletic teams. There were many suggestions but the final winner was Ralph Sword, a sophomore business major, who had submitted the winning name—the Eagle (Shurbutt).

On August 1, 1960 the post office designation of Collegeboro was terminated and the Georgia Southern College Branch Post Office was opened in the Williams Center. The student letter boxes were moved to the Landrum Center in 1968 (Shurbutt, 1982).

The College was growing in all aspects, enrollment continued to increase, new buildings were built across campus, new programs of study were offered at both the undergraduate and graduate levels and the faculty had increased substantially. Admission standards were raised, more funding was allocated for library holdings and faculty research and scholarship gained more emphasis (Shurbutt).

July 1, 1968 brought administration changes to Georgia Southern College. President Henderson retired after forty-one years of “dedicated, loving service, twenty-one years as dean and twenty years as president” (Shurbutt, 1982). On that day John O. Eidson became president of Georgia Southern and Pope A. Duncan replaced Dean Carroll and became the first vice president at Georgia Southern College. Henderson had presented the proposal to restructure the administration, dividing the college into three schools and several divisions (Shurbutt).

The Graduate School, the School of Arts and Sciences and the School of Education were the three new schools formed during the restructure. Jack Averitt was named Dean of the Graduate School, Nicholas Quick, Dean of Arts and Sciences and Starr Miller, Dean of Education. This was only the beginning of reorganization as new schools and divisions were added as the College grew and expanded its curriculum (Shurbutt, 1982). Enrollment went from 4,407 in 1968 to 5,719 by the time Eidson left on September 1, 1971 to assume the position of Vice Chancellor of the University System of Georgia (Shurbutt).

Vice President Pope Duncan assumed the presidency and Nicholas Quick, Dean of Arts and Sciences took over as Vice President of Academic Affairs. During Duncan’s administration, programs expanded and many off-campus centers were established

throughout South Georgia. “Coordinated through the offices of the Director of Continuing Education, the Graduate School and the Vice President of Academic Affairs our faculty began to offer courses in Savannah, Brunswick, Cochran, Augusta, Alma, Fort Stewart, Pembroke, Reidsville, and other areas” (Shurbutt, 1982). Georgia Southern became known as a regional center for continuing education and a new conference facility was built to house conferences in both academic and non-academic areas (Shurbutt).

In the spring of 1977 Dr. Duncan announced his plans to leave Georgia Southern College and accept the presidency at Stetson University. Dr. Quick was appointed Acting President while a national search was conducted to fill the president’s position. On January 11, 1978 the Board of Regents appointed Dale Lick the new president of Georgia Southern College (Shurbutt, 1982).

In 1980 the College instituted an R.O.T.C. program in affiliation with Mercer University. Two other cooperative programs were added including one with Georgia Tech allowing students to receive a joint bachelor’s degree in several areas of engineering. The other cooperative program was with the University of Georgia allowing graduate students to receive the Ed.D, Georgia Southern’s first doctorate degree (Shurbutt, 1982).

For forty years Georgia Southern College had not had a football team. In most colleges, especially in the south, football plays a very important role in recruitment and retention of students. One man played a major role in changing the face of Georgia Southern College when he left his position as Assistant Head Coach of the University of

Georgia Bulldogs and came to Georgia Southern to take on the development of the football program. His name was Erskine “Erk” Russell.

On April 9, 1982, President Lick announced that Georgia Southern would begin an intercollegiate football program with the first games scheduled to be played in the fall of 1982. Erk Russell brought enthusiasm, energy, knowledge, and a personable attitude with him when he came to Georgia Southern and it was reflected in the players, coaches, and fans (Reflector, 1982). On April 30, 1983 ground was broken for the Georgia Southern College football stadium. The stadium opened at the beginning of the 1984 football season (Reflector, 1984). The football program at Georgia Southern grew and positively affected the college’s enrollment. Enrollment soared and administrators began seeking university status for the college.

In Georgia Southern College’s 1986 yearbook, *The Reflector*, Dr. Lick discussed his efforts to move the college into the arena of university status. He said:

We’re fighting some pretty strong traditions in Georgia. The American Council on education came in...and did an analysis of us. They said ‘You’re not only a regional university...you’re a comprehensive university, according to national standards.’ This region desperately needs Georgia Southern to be a regional university (pg. 237).

Dr. Dale Lick announced his resignation from Georgia Southern College on June 24, 1986. Dr. Harry Carter was named interim president while a national search was launched to find the next president for the college. Carter established goals that he felt would help move the college to university status and told the *Reflector* (1987) staff, “I

think the issue is still there and there's a lot of interest. As soon as we have a new president, he/she will have to look at it and see which direction he/she would like to go."

On September 1, 1987, Nicholas Henry began his tenure as president of Georgia Southern College becoming the institution's tenth president. Shane Cobb wrote in the 1989 *Reflector* that when Dr. Henry was asked what he would like for every student on campus to know, he said, "take advantage of your opportunities, education is the only service in the world you can get more out of than what you pay for" (pg 73). One of his major projects when he came to Georgia Southern College was to acquire university status (Cobb). Taking up where Lick left off Henry began his drive to make Georgia Southern a regional university.

Henry began his campaign to get Georgia Southern university status by promoting the school across the state. In an article found in the President's files located in the Georgia Southern University Archives, Dahlia Wren of the Macon Telegraph and News (n.d.) quoted Dr. Henry: "My challenge here is to help Georgia Southern find its place in education, to promote it as an institution that is capable of meeting even more academic needs than it now is" (pg. 1D). Dr. Henry stated he was not trying to make Georgia Southern the number one school in the state. He said:

I think we already are. We see ourselves—depending, of course on the regents' vote—as developing as the other major university in the state. We do not see ourselves as replicating the University of Georgia in any fashion, but believe we will be the other major university in time (pg. 2D).

Enrollment at Georgia Southern for the 1988-89 year had increased to 9,800. Henry credited the staff and faculty for the growth saying: "We have a warm and caring

environment here. It's very important to our faculty and staff to keep it that way, and that reputation has gotten around. We just keep getting better, and ours is the kind of situation in which people would like to be" (Wren, n.d., pg. 1D). He also added that a championship football team contributed to the school's growth. He said, "Football had the effect of getting Georgia Southern's name in the papers. Kids start looking into an institution after they see it mentioned on the sports pages" (Wren, pg. 1D).

The proposal to make Georgia Southern College a university was made to the Georgia Board of Regents at the July 1989 meeting. Chancellor H. Dean Propst presented a proposed organizational structure for the establishment of regional universities. A copy of the proposal is located in the President's Files currently held in the Georgia Southern University Archives. The proposal contained the following recommendation:

That the Board approve a change of status for Georgia Southern College from a Type II (four-Year) to a Type I (regional university) institution, effective July 1, 1990, with the participation of Armstrong State College and Savannah State College under the organizational structure as outlined in Section VI (p. 13) of this document (1989).

Section VI (pg. 13) of the proposal specified the needs of Armstrong State College, Savannah State College, and Georgia Southern College relative to graduate programs. Paragraph three of this section stated:

If the needs of the region—particularly Savannah—in the areas of graduate instruction and research are to be met, a means must be devised to utilize as fully as possible the strengths of all three four-year institutions. That means must not sacrifice the focus on undergraduate instruction now existing at all three

institutions. The separate development of graduate programs and research activities at all three institutions leaves the region with a fragmented approach to meeting its needs. While direct duplication is avoided by a division of responsibility at Armstrong State College and Savannah State College with reference to graduate instruction, neither institution has the critical mass of faculty and students necessary for expansion of graduate programming. Research activities are at a minimum because of the funding pressures of undergraduate programs. While Georgia Southern College has more highly developed programs of graduate instruction and research, it has yet to achieve its full potential for serving the region. As confirmed by the recent consultants' report, it is 'ready' to provide expanded services.

It continued:

It is proposed that the necessary coordinated, regional approach be developed as follows. Georgia Southern will be designated Georgia Southern University, effective July 1, 1990. A companion designation will be 'a regional university of the University System of Georgia.' Effective July 1, 1990, Armstrong State College and Savannah State College will be designated 'a unit of the University System of Georgia and an affiliate of Georgia Southern University.' Each institution will maintain its autonomy as an undergraduate college but will participate in the graduate and research activities of Georgia Southern University. All undergraduate degrees will be awarded by the colleges; all graduate degrees will be awarded by the University.

Everyone did not celebrate the idea of Georgia Southern gaining university status. In an interview with Bill Maher of the Waycross Journal-Herald August 4, 1989, Dr. Henry said: “A common theme of these (north Georgia) columns and editorials is that the people of South Georgia are just not intellectually up to supporting the standards of a university” (pg. 1). Dr. Henry noted that a university in South Georgia would help provide “research, service and education that is needed to improve small businesses, public school systems, international trade, rural poverty, historic preservation and coastal ecology” (pg. 18).

On September 13, 1989 the University System of Georgia Board of Regents passed the proposal to make Georgia Southern a regional university effective July 1, 1990. In an article in the Statesboro Herald on September 14, 1989, Dr. Henry was quoted as saying: “This is our moment, it’ll never come again. We the people of South Georgia have triumphed” (pg. 1). The day before the final vote Savannah State College alumni presented a position paper stating that “The National Alumni Association of Savannah State College regards the proposal for the establishment of regional universities unjust, unethical, and unsound” (Hite, 1989, pg. 1). Despite the opposition, the proposal passed the Board of Regents with a vote of 11-2 in favor of making the change (Hite, 1989, pg. 1). The affiliation of the three universities ended in 1994 and each institution reorganized and developed their own graduate programs.

Dr. Henry continued to lead the University through a period of rapid growth. Enrollments soared, the football team obtained four national championships, new programs and degree options were added and the University grew to an enrollment of 14, 476 students by fall 1999. The University became the choice for higher education

students from all 159 Georgia counties, 49 states and territories, and 113 foreign countries (Office of the Registrar, 1999).

Dr. Henry left Georgia Southern in 1998 and Dr. Harry Carter again assumed the position of interim president while the Board of Regents conducted a national search for a new president. Dr. Bruce Grube joined Georgia Southern July 1, 1999 as the twelfth president. Dr. Grube immediately set a goal of creating a strategic plan for the University. The Strategic Plan, revised in 2004 outlines six essential strategic themes: (1) academic distinction; (2) student-centered university; (3) technological advancement; (4) transcultural opportunities; (5) private and public partnerships; and, (6) physical environment. There are three levels to the plan with Level I stating the objectives and action steps to achieve the goals and Levels II and III describing the steps that will be taken to reach the goals and objectives (Georgia Southern University, Strategic Plan, 2004).

The University has continued to grow demographically with increased enrollments, new programs of study, additional degree programs, more students with higher SAT scores, and a campus that provides for the increasing demands of such a diverse population. During the 2005-2006 academic year The Carnegie Foundation for the Advancement of Teaching elevated Georgia Southern to Doctoral/Research University status. It had previously been ranked as a Masters I institution. Dr. Grube said, "To join the ranks of America's research universities is an important affirmation of the unfolding story of Georgia Southern. We are awarding an increasing number of doctorates and our excellent instruction includes more and more opportunities for research and public service" (Office of Strategic Research and Analysis, 2006).

The *Georgia Southern University Fact Book 2005-2006* (2006) was reported that enrollment for fall 2005 was 16,646. The diversity of the campus was shown through enrollment of 8,646 women, 4,536 minorities. Students were enrolled from eighty-five foreign countries and fifty states and territories of the United States. The University offers more than 120 degree programs. There are eight colleges including Business Administration, Education, Health and Human Sciences, Science and Technology, Liberal Arts and Social Sciences, Information Technology, Public Health and Graduate Studies. The campus covers 675 acres featuring park-like landscaping (Office of Strategic Planning and Research, 2006).

Georgia Southern University maintains graduate centers in Savannah, Augusta, Brunswick, Hinesville, and Dublin and incorporates distance learning technologies to other remote sites. The University is nationally recognized for its competitive program of athletics. Competing in Division I of the Southern Conference, football teams have won six, NCAA I-AA football national championships and participated in NCAA tournaments in men's and women's basketball, baseball, golf, women's tennis, and volleyball (Office of Strategic Planning and Research, 2006).

The first 100 years of Georgia Southern University's history was fraught with struggles both economical and academic. It survived World War I, the Great Depression, World War II, the Vietnam Conflict, funding problems and many more periods of adversity. It grew from 15 students to almost 17,000, from a secondary curriculum to doctorate level programs, from 300 acres to 675 acres and the growth has not stopped. Dr. Grube stated in the introductory letter to the *Georgia Southern University 2005-2006 Fact Book*, "This is a special time of reflection, as we observe the first 100 years of

Georgia Southern's service. It is unlikely that this institution's founders, its pioneering educators, or the early students who walked our campus could have foreseen what we've become" (Office of Strategic Planning and Research, 2006). A fitting summary describing the progression of a small A&M school in rural South Georgia to one of Georgia's leading universities.

CHAPTER III

PITTMAN COMES HOME TO THE SOUTH

Every nation has its characteristic education, and its method of education mirrors the ideal held by the race. The imperative duty of our race is obvious...let it free the mind and unshackle the soul of every creature in the image of God, let it insure the privileges of Christian education to every child of earth, and free its people from the curse of ignorance and the bans of superstition.

Marvin Summers Pittman (Hodges, 1953, pg. 110)

When Dr. Marvin S. Pittman assumed his duties as president of South Georgia Teachers College (SGTC) he was not a stranger to the school or to the area. On November 11, 1929, Pittman spoke before twelve hundred teachers giving them ideas to take back to their classrooms. President Wells had invited Pittman to speak to the educators at an educational conference where he could share his experience and expertise in the area of rural education (Presley, 2006). Christie (1943) wrote, "The entrance of Marvin Summers Pittman into the presidency of the college, July 1, 1934, marked the beginning of a new era in the development of South Georgia Teachers College" (pg. 20). Hodges wrote:

Soon after Dr. Pittman took up his duties as president of the Georgia Teachers College in 1934, he began to initiate the various features of his teacher-training program of improvement which he brought about mainly through (1) expansion of plant facilities; (2) vitalization of student morals; (3) through the faculty; (4) revision of course offerings; and, (5) new teacher-training features (pgs. 45-46).

Christie (1943) wrote that Pittman made many changes toward modernization for the school. During Pittman's first faculty meeting he announced that he would preside over the Monday chapel meetings and a faculty member would preside over the Friday

chapel meetings. He also announced at this particular meeting that there was a plan for student government. This plan was approved November 5, 1934 (Christie).

Faculty meetings from the May 2, 1935 meeting read that the summer school schedule would be changed to allow students to earn two courses of credit rather than the current one and one-half. Additionally, curriculum work, singing and the leisure arts were deemed important courses for summer school study. Each faculty member would teach one summer session and have one session off (Christie, 1943).

In an effort to further rural education, the General Education Board gave funds to provide funding of a program for teacher exchange from 1934-1936. This allowed the school to employ a faculty member to serve in the capacity of rural supervisor. The supervision program was established in 1934 in Bryan, Evans, and Liberty counties and in 1936 the program was funded for Bulloch County (Christie, 1943).

In 1917 Julius Rosenwald established a foundation to assist in developing rural and minority colleges in the United States (Shurbutt, 1982). In 1935 Dr. Pittman, with the collaboration of Regent S.H. Morgan and Chancellor S.V. Sanford, presented the Rosenwald Fund directors with a report outlining the needs of education in rural South Georgia. Faculty minutes from November, 1935 indicated that Dr. Pittman asked the faculty to submit proposals for the college in the event they received the funding. He explained that there were different areas in which funds could be spent for the benefit of rural education: (1) Students (funds needed by worthy students); (2) Institution (faculty needs); (3) Extension (field workers); and, (4) School administration. The fund directors approved a grant of \$30,000 to be given over a period of five years to assist the College by increasing the curriculum in subjects that would improve rural education (Christie,

1943). The Rosenwald fund would decrease its contributions over a period of time and the Regents would increase funding as the Rosenwald funds decreased. South Georgia Teachers College was chosen to receive these funds for the following reasons:

- (1) Statesboro is located in the heart of the largest rural area of the State.
- (2) The Survey Commission which carefully studied this State recognized this fact, and in their report emphasized the suitability of that institution for the effective preparation of rural teachers.
- (3) The college as now established and operated is doing outstanding work in that field. Its effectiveness is recognized not only in Georgia, but also in neighboring states.
- (4) Dr. Pittman, the president, was selected because of his national recognition as a rural educator (Christie, pgs. 22-23).

The “little store” was supervised by the students and offered students them an opportunity to buy soft drinks, candy, fruits, sandwiches, and other similar items. The student bank operated by the business office, allowed students to deposit funds for personal use. They could withdraw money in sums of fifty cents, seventy-five cents or one dollar denominations. The college did not accept responsibility for funds or any valuables deposited in the bank, but it was seen as a way for students to control personal expenses (Christie, 1943). Students could purchase books and stationary items at the college store. All items had to be purchased with cash and no credit was extended to the students. The store did not operate at a profit but kept prices low with only enough profit from the items to pay for operating expenses. This was seen as an asset to students, and as a way to limit their need for visiting town frequently (Christie).

In the early part of the 20th Century, a movement recommending a laboratory school for every Normal School that provided teacher training took place across the United States (Joyner, 2001). John Dewey is often referred to as the “father of the laboratory school,” but some schools were already in existence when his ideas and philosophy provided the foundation for “the laboratory school” at the University of Chicago in 1896. The Chicago laboratory school was the first to utilize the Progressivist Philosophy (Joyner).

Around 1926 Georgia Normal School had a teacher training school called Sunnyside School (Joyner, 2001). The Sunnyside School was located off campus but was moved to the campus and ready to open on November 15, 1926 (Presley, 2006). The Bulloch County Board of Education and Georgia Normal School provided funding for the Sunnyside School (Presley, 2006). Dr. Joseph Carruth was the first full-time director of the Sunnyside School. From 1934 to 1940 the college laboratory school had increased from sixty pupils to 386. Located on campus, the school offered both an elementary school and a high school (Christie, 1943). Student teachers were required to spend part of one school term in the Laboratory School. They were responsible for directing the activities of the children, as well as planning and directing the children’s playground activities. The student teachers were required to have conferences with their supervisors daily to discuss any classroom problems, problems with difficult pupils, and provide a general description of their classroom time (Christie).

When Dr. Pittman came to South Georgia Teachers College in 1934 he began making changes and improvements on campus including the Laboratory School. Joyner (2001) wrote, “...he was noted as an advocate of the Progressive Education Movement, a

devoted supporter of the laboratory school concept, a specialist in the study of rural education in the south, and had studied under both John Dewey and William H. Kilpatrick at Columbia University” (pg. 34). His Progressive theory and practices influenced the laboratory school until it ceased operation after eight decades when the doors were closed in 1998 (Joyner).

In Joyner’s dissertation, *The Spirit of Pittman an Ethnography of the Laboratory School on the Site of Georgia Southern University, 1920s-1990s*, she related stories from many people who had taught at the school as well as many who had been students. Joyner included stories to expand on the importance of the Laboratory School. One person told her that, “there was always a ‘special focus’ and invisible ‘spirit or bond’ between everyone at the Lab School. She explained that only those ‘inside the school’ could experience that special closeness” (pg. 98). Another told her, ‘It was special because everyone was accepted and became a part of the whole school...Dr. Pittman came to visit our class several times my senior year and just sat down and listened to the teacher’ (pg. 98).

Two of my four children attended the Laboratory School during the 1990s. At the time, the school was open to kindergarten through eighth grade. When you walked into the doors of the school you felt a special connection to everyone. There was a caring atmosphere and a knowledge that the commitment of the faculty and staff went beyond teaching to encompass the “whole” student. Students were afforded opportunities not offered in the other public schools in the county or throughout much of the state. They benefited from the association with student teachers and were introduced to new and innovative ideas. When they entered high school they found themselves in an entirely

different environment and felt they had lost some of the security they had experienced at the lab school.

Hodges (1953) wrote that Pittman believed training of teachers to be a big problem in education. He felt that doing something was a far better teacher for teachers, as well as students, than seeing something done. Along these lines he said:

I believe that there should be written over the door of every place where teachers' meetings are held—"Equality, Fraternity, Participation". I believe that discussion is far better than addresses and doing far better than talking. We, as teachers, must get more clearly in mind than we have formerly that it is not what others do for people but what people themselves do which educates and benefits them most (Hodges, pg. 165).

Pittman stressed teacher education and training as important tools to bring quality education to the rural areas of the world. Laboratory schools were exceptional places to provide this education and hands-on experience that allowed future teachers to work with students, other teachers, and administrators while they learned. Hodges wrote that Pittman believed that the teacher "was the school regardless of the place the school was located" (pg. 163). On this subject Hodges quoted Pittman when he said:

The greatest of all my joys, though, have come from the observation and realization of the possibility of growth displayed by young teachers in the course of their college careers and during the years immediately thereafter. All that is required to assure such growth, is wholesome surroundings and wise and inspiring friends. With such, within a few years, they change from self-centered youngsters to women and men – thoughtful, generous, and devoted to the interests and needs

of others. As I recall the thousands of young people whose dreams I have shared and in whose success I have rejoiced, it is understandable why my fifty years as a teacher have been joyous and satisfying (pg. 163).

In 1955 the Laboratory School was renamed for Dr. Pittman. At that time Dr. Judson Ward, former president of Georgia Teachers College, was asked to present the dedicatory address. Joyner (2001) quoted a portion of the address:

The name of Marvin S. Pittman applied to this cold physical structure should give it new life and meaning and significance. To this end, let us now direct our attention to a human character, a human spirit, a human personality—the noblest creation of an omnipotent God. The spirit of this man is, of course, already in this place. It has been felt on this campus for years and still as [a]live today as it ever was. It is, in many ways, as [a]live and vital, as when he was here in person... Sometimes I feel that we did not really and truly appreciate his national and international reputation... He was ahead of his time in certain ideas, particularly about the supervision of teachers and teacher education and he pushed vigorously to convince others of the soundness of his ideas and to put these ideas into effect. He was a man of vision and dreams, who was always looking out beyond. One of those dreams is realized in the completion of this building. How sorely we need this quality in our public leaders... a progressive courageous leader in action. This was one of the great contributions he has made to infusing a certain spirit on this campus (pgs. 107-108).

That was the connection that students, faculty, staff, and parents felt when they walked through the doors of Marvin Pittman Laboratory School, it was the spirit of

Pittman. A facility where teachers could be trained and taught, enabling them to provide a quality education to future generations within their communities. Marvin Pittman Laboratory School became a Pittman's legacy to the institution, the community and the state.

Joyner (2001) continued with Ward's dedication with these words:

The world needs more people who move out of the beaten tracks. The world is a richer place for the lives of men and women who have been somewhat unorthodox and different, who have at the moment not seemed to fit into the soft or easy situation but who have courageously moved out ahead to win the appreciation and respect of their descendants, really even more than of their contemporaries. The appreciation of Dr. Pittman's contributions to the development here of a great teachers college is great today, but it will grow in the years ahead... This spirit in a position of leadership on this campus for a period... could not help but put its indelible impression upon the faculty and the staff and the students who came under his influence and his inspiration (pg. 108).

The last and final name for what began as the Sunnyside School became the Marvin Pittman Laboratory School (MPLS) in 1955 and remained as an active an integral part of teacher education until 1998. On November 15, 1995 the Bulloch County Board of Education voted in a seven to one vote to refuse the University's offer of campus property to lease and construct a new building adjacent to the planned new College of Education (Joyner, 2001). When the academic year, 1997-1998, ended the laboratory school closed its doors ending eight decades of service to the campus, the community, and the state.

Before Pittman came to South Georgia Teachers College he began planning his administration and possible changes he wanted to make when he took over as president. Chester “Chet” McArthur Destler, a faculty member of Albion College in eastern Michigan, met with Pittman in Ypsilanti to discuss a position in Georgia. After the meeting, Destler described Pittman’s plans for SGTC as an interesting experiment (Presley, 2006). Both Destler and Pittman seemed to look forward to the challenge that was awaiting them in the south. Little did they know they were about to meet an adversary who felt both men were Yankees and not welcome in the south. The adversary’s name was R.J.H. DeLoach. For the next seven years, DeLoach played an important role in the downward spiral of Pittman.

DeLoach was not the only one who felt Pittman was an outsider. In fact many of the local people felt he was a stranger to the land of the south (Presley, 2006). Most changed their minds after they heard his first address to the college during a joint reception welcoming the Pittman’s and bidding farewell to the Wells’ family. On this occasion while speaking informally, Pittman said:

During the years I have been away...my heart has yearned for the homeland.

Living in another section, I felt that I was not of it. And as for my family, when Mrs. Pittman prayed each night, she always closed with these words, ‘O Lord, take me to heaven when I die, but take me back South before then’ (Presley, pg. 107).

His words allowed the community, as well as the campus, to recognize that he was a southerner returning to the south. He spoke more formally than most people in the south

and he spoke without the southern accent, but his roots were in the south and it was the south that he called home (Presley).

DeLoach never accepted the fact that Pittman brought Destler to the campus; therefore, when Pittman made Destler chairman of the social science department DeLoach let his contempt be known to all around. Presley (2006) wrote: “DeLoach spoke openly of his dismay that the college had been ‘run over by Yankees’” (pg. 108). His referral to Yankees included Pittman, Destler and other faculty members such as Jane Franseth an education professor from Michigan (Presley).

Pittman and DeLoach differed in their opinions of what was needed to better the south. DeLoach wanted to return to the days before the end of slavery. Pittman was a man of progressive thinking. He did not voice his opinions, but his ideals and values leads one to believe that he felt education was the saving grace for the region, and for the world. A personal opinion of the writer is that DeLoach was more interested in segregation and white control than he was in education.

DeLoach aligned himself with the “Lost Cause” attitudes of many southerners at that time who wanted the south to return to the days prior to the Civil War (Presley, 2006). Many people in Georgia were supporting a lawyer from McRae, Georgia, Eugene Talmadge who had just won reelection as governor of the state. Talmadge won the support of many of the uneducated, small farmers in the state by voicing his racist views and claiming to be a small farmer who understood their needs (Presley). In an effort to identify with the common man, Talmadge developed a signature style of wearing white shirts and red suspenders. In the early Twentieth Century, being one with the common man was a part of the political life in Georgia. Talmadge’s campaign was designed to

create fears that large government would take over, and of utmost importance at this time in the rural south, advancement of the rights of African-Americans would follow (Eugene Talmadge, ¶ 1).

DeLoach saw Talmadge as an ally and the person that would help bring the south back to the way it had been before the Civil War. Destler viewed Talmadge as a disgrace to the state while Pittman did not openly express his views relative to Governor Talmadge (Presley, 2006). Pittman extended an invitation to the governor to speak at the commencement in 1934 and he accepted. Presley wrote: “The governor told the graduates they were educated if they had learned ‘common sense’. He concluded, ‘This institution right here at Statesboro...is a good enough place for anybody to finish an education’” (pg. 109). Talmadge’s statement is unclear as to whether it was a compliment, sarcasm, or an insult. The most likely answer will be revealed as Pittman’s story unfolds.

Pittman brought many changes to the campus such as the leisure arts including musical instruments, dancing, and singing. He hired William Deal, a former resident of Statesboro, to be the band’s first director. After his arrival from the school where he previously taught in Alabama, he and Pittman began a campaign to obtain musical instruments for SGTC (Presley, 2006). Music became an important focus for the students and the community that has continued to present day. The leisure arts contributed much to the social life of the students and the faculty at SGTC (Hodges, 1953).

Hilda Tippins Parker wrote in *We Remember Marvin Pittman* (2001):

I remember when Dr. Pittman came to South Georgia Teachers College. It was the summer of 1934, and he came at the beginning of the second session of summer school. He asked all the students to choose a talent to develop for the

next 5 weeks, and to select a group to work with. I chose folk dancing. This period was for only five weeks. We met each day at the same time, and practiced. The experience was fun, and I did learn more about folk dancing. Dr. Pittman was an outstanding leader, and he encouraged all students to participate. He was interested in all the students, and wanted to help them in their studies (pg. 13).

By getting the students involved in the leisure arts and extracurricular activities, Pittman was helping them expand the boundaries of their education. The basics were necessary but he knew there was more to be offered and enjoyed. By encouraging other activities he helped build the morale and the confidence of the students. This was another lesson and method of learning they could pass on to future students when they returned to their counties to teach.

In 1938 the Philharmonic Choir was organized by Dr. Ronald J. Neil. Not only did the Choir provide entertainment for the campus but many community members also enjoyed the performances (Hodges, 1953). In 1940, the Carnegie Foundation gave the College a Carnegie Music Set containing 700 records, a storage cabinet, a card index, a recording machine, and a sound amplifier. The expansion and growth of the music department enabled the purchase of a Hammond organ that was installed in the college auditorium (Hodges). Hodges wrote: "...which serves not only as an instrument for the training of organists, but also ministers to the social and religious interest of the College and community (pg. 55).

In addition to the leisure arts, Pittman brought industrial and manual arts to the school. To assist in making this an integral part of the curriculum, Pittman brought Dr. Hoyt Hobson London from Ohio State University to SGTC to teach industrial arts classes

(Presley, 2006). Along with the leisure arts, industrial arts helped introduce Pittman's progressive views of education. While the basics of reading, writing, and arithmetic were important, the progressive view emphasized the need to expand the curriculum allowing students to learn other skills that were of interest to them.

In an effort to expand SGTC, Pittman applied for funding from Franklin D. Roosevelt's Federal Emergency Relief Act (FERA) and the Works Progress Administration (WPA) (Presley, 2006). These programs provided approximately \$195,000 for campus buildings; provided partial funding for Lewis Hall and Sanford Hall both new residence halls; added funding for the Rosenwald Library; assisted in the building of the laboratory school; provided for new football and baseball fields plus six tennis courts; allowed the enlargement of the dining hall; helped build a health cottage; and, helped provide a central water system for the campus (Presley).

When Pittman came to SGTC the morale of the students and the faculty was extremely low. The Depression was leaving people physically and financially shattered. His arrival on campus helped inspire hope for a renewal of the school spirit and uplift in the morale of students and faculty. Some small changes were made that helped boost the students' morale. For instance, boys and girls no longer had to walk on different sides of the main campus walk and student parlors were provided in East and West Halls so students could increase their social activities (Hodges, 1953).

In an effort to aid students financially, funding for scholarships was sought. In the fall of 1934, the General Education Board provided almost \$9,000 in scholarship funds and the following year, 1935, they provided another \$1,000 (Hodges, 1953). In 1937, Pittman obtained fifty scholarships from the Rosenwald Fund each in the amount of

\$250. In an effort to aid other students, recipients of the Rosenwald Fund scholarships organized a Student Loan Fund (Hodges). In 1944 another student loan fund was established from gifts from various sources and in 1951, family and friends established a memorial loan fund in honor of Dr. Pittman's son, Marvin S. Pittman, Jr. (Hodges). Although the funds were meager, they allowed students to continue their education and provided them with a more secure feeling (Hodges).

Pittman wanted to ensure that everyone had an opportunity to receive the education they desired. It was important for most students to work while they were enrolled at SGTC. Pittman called upon all his resources to insure jobs were available for them when needed. Mary Edith Andrews Geiger wrote in *We Remember Marvin Pittman* (2001) that she had notified the campus that she would not be able to attend school and would not be accepting a job that had been offered to her. Just prior to the beginning of the quarter she found she was going to be able to attend but failed to notify the school that she would need the job she had been offered. Upon her arrival she was told there were no jobs available and she was in turmoil over what to do because she could not stay in school without a job. She wrote:

In much distress, I immediately went to Dr. Pittman's office and told him my story. He pulled open a drawer of his desk, pulled out a folder, and studied it. In less than a minute he stated: 'You have a job!' Dr. Pittman was so thoughtful and personable with everyone. Without the encouragement he provided, I'm sure many of the students during the Depression would not have finished college. I am sure many would consider him a hero of his time as I do (pg. 9).

Eloise Mercer Daniel Hodges wrote:

It was the fall of 1935 when I enrolled at South Georgia Teacher's College. I had been awarded a scholarship to work only one hour each day. I knew that would not be enough for me, so on Monday morning I was waiting at Dr. Pittman's office door when he came to work. I've always been grateful for his compassion and inspiration. I was given two and a fourth hours of work per day and in the library at that (pg. 9).

Dr. Pittman took the steps necessary to enable students to stay in school. He helped them find jobs to help meet their expenses, aided them in finding scholarships, grants, and loans, and taught them a lesson in perseverance and working hard to obtain an important goal. He had compassion for their needs and he used his powers as president to help them meet those needs.

In the spring of 1935 Georgia Progress Day became an annual event. Georgia Progress Day was an educational conference that evoked interest around the state. There were addresses, panel discussions, pageants, open house, and picnic lunches or barbecues by the lake. Those attending included parents of students, alumni, and the public at large who gathered to participate in activities addressing the problems and progress of education in Georgia (Hodges, 1953).

Presley (2006) discusses the Georgia Progress Day in 1937 when Pittman asked Destler to plan the program. The theme of the program was "Whither Georgia—Poverty or Abundance." Speakers included representatives from Emory and Vanderbilt Universities, the University System of Georgia's Chancellor Steadman, and keynote speaker, W. T. Couch from the University of North Carolina. The program was

considered very bold, with the panelist composed of officials from the state health department, the state college of agriculture, an industry leader, a scientist, a journalist and an educator. The positive outcome of the panel was a “forward-looking conclusion: rural Georgians needed a form of affordable health insurance” (Presley, 2006, pg. 115).

Dr. Pittman introduced new activities and set a number of precedents to ensure the College became a center of educational leadership, service and cultural interests (Hodges, 1953). In 1936, Sunday afternoon “At Homes” were introduced. These were informal receptions where members of the faculty and students hosted receptions for parents, students and friends of the school who visited the campus. The receptions included concerts, dramatic presentations, and other entertainment features (Hodges). These receptions drew the community, parents, students, and faculty together while boosting the morale of all who were involved.

Both departmental and social clubs developed on campus. “The Handbook” compiled by the SGTC Student Council in 1937 discusses these clubs. At that time there was the Dramatic Club whose membership consisted of students who had taken part in at least one production through staging, costuming, or acting. The club presented one production per quarter along with chapel programs and plays written by students throughout the year. The Home Economics Club was open to all students who had college work in Home Economics and had a scholastic average of C or better. The club sent delegates each year to both the State and National affiliates.

According to the “Handbook” (1937) Dr. Destler was sponsor of the International Relations Club (I.R.C.) which was organized for students who had an interest in governmental affairs. Membership was open to all students and each year the club sent

two representatives to the Southeastern Division Conference of I.R.C. The library held periodicals, books, magazines, etc. that dealt with international relations and through contributions from the Carnegie Foundation. In 1936 the Music Club was organized and membership was limited to those students who had some knowledge of music and an interest in music appreciation. Other musical organizations were the Chorus, the Band, the Little Symphony, and the regular Dance Orchestra.

There were eight social clubs regulated through the Dean of the College, the Administrative Council, and the Student Council. In 1937 these clubs were considered both tentative and experimental organizations. The clubs included the Bachelors Club, Delta Sigma, Delta Lambda Delta, Dux Domina, Epicurean, Iota Pi Nu, and the X Club. To become a member of a social club a student had to have a statement from the Registrar's Office showing that he or she had been in attendance at the College for one quarter, passed three courses, and had a scholastic average of "C" (The Handbook, 1937).

By 1938, "The Handbook" included more clubs and societies and came with this warning, "...one should guard against entering into too many fields" (pg. 40). Joining clubs was encouraged and it was felt that every student should join one or more activity. "The Handbook" (1938) states:

The first interest of any college student should be his studies, but the student who does nothing but make good grades on his courses is far from success. He has missed much of the personal development that comes from extra-curricular activities and he has failed to contribute his share to the upbuilding of his institution and the welfare of his associates.

Participation in activities bring forth powers of initiative and leadership, that, in some cases, were previously undiscovered. Extra-Curricular activity creates many valuable friendships and develops a sense of comradeship and service among the students (pgs. 39-40).

The Y.M.C.A. and Y.W.C.A. were important organizations on campus and students were encouraged to join one of these groups. Membership was open to any student and there were no membership fees other than the student activity fees paid by all students. Each Sunday evening vesper services were held in the auditorium. Students were also encouraged to attend local churches. The Baptist, Methodist, and Presbyterian churches each had special classes for students and sent cars to the dormitories each Sunday to transport them to morning services (The Handbook, 1937).

In an effort to bring organization to the College, and to prepare it for the future as Pittman envisioned it, the faculty was reorganized on May 6, 1935, according to the following divisions: (1) Division of Fine and Applied Arts; (2) Division of Languages; (3) Division of Natural and Exact Sciences; (4) Division of Social Sciences; (5) Division of Physical Education; and, (6) Division of Professional Education (Hodges, 1953). Later the Division of Libraries and Library Science, Division of Music, and the Division of Business Education were added (Hodges). Pittman saw a need to upgrade the construction of the faculty and in 1937 the faculty was reorganized on a professional basis according to recognized standards and classified according to academic qualifications, experiences, and the type position held. The reorganization was as follows: (1) instructors; (2) assistant professors; (3) associate professors; and, (4) professors. Salaries were based on faculty classification (Hodges).

Pittman's plans were for the College to grow in both student enrollment and curriculum. For this to happen, the faculty had to continue to learn and expand their knowledge as well. He encouraged faculty membership as well as their attendance at professional meetings and conferences (Hodges, 1953). Hodges wrote that, "The strengthening of the faculty through the encouragement of professional growth, reorganization, and the addition of well-qualified members where needed contributed greatly to the growth of the College" (pg. 53).

SGTC was admitted as a member of the Southern Association of Colleges and Secondary Schools in December, 1936 (Hodges, 1953). Hodges wrote: "This played no small part in the increased pride, interest and support of the students, alumni and the area represented" (pg. 52).

Not long after Pittman came to SGTC he initiated his program of rural supervision that he had introduced earlier in Michigan. Using a \$9,000 grant from the General Education Board he began the training program with the establishment of a program of pre-service education designed for rural supervisors. This program allowed student teachers from the training school to work with teachers in the field for one quarter periods (Hodges, 1953). The first year of the instructional supervision program, fall of 1934, Treutlen, Montgomery, and Wheeler Counties were used as demonstration sites. In the second year Evans, Bryan, and Liberty Counties joined the first three. During the third year Miss Jane Franseth became supervisor of the Bulloch County Schools, which served as the laboratory for guided practice in the training segment of supervisors (Hodges).

Pittman was an educator, both as a teacher and as an administrator. Presley (2006) wrote: “He focused attention on creating environments in which progressive educators could teach. Yet Pittman regarded himself not as progressive education’s interpreter but as its enabler” (pg. 109). To enable supervisors to monitor progress, observe what was happening in the classrooms, and to provide assistance to teachers, Pittman saw a need to consolidate small schools in Georgia, much as he had done in the Lincoln Consolidated School in Michigan. As part of the consolidation program, the Bulloch County Board consolidated Clito, Eureka, and Dry Pond Schools to form one school called Cliponreka School (Presley).

The campus enrollment increased and construction was prevalent on the campus of SGTC after Pittman’s arrival. In 1936 Sanford Hall, named for S.V. Sanford, the University System of Georgia Chancellor was completed and was large enough to house 170 students. A new health cottage and a new post office and book store combination were added to the campus (Christie, 1943). In 1938 Lewis Hall Dormitory, the new library, and the laboratory high school were all dedicated (Christie). The school was progressing and it was time for another stepping stone to be added.

Christie (1943) wrote:

Upon the recommendation of Chancellor S.V. Sanford, Dr. Marvin S. Pittman, and the Committee on Education, at the meeting of the Board of Regents, September 1, 1939, the following motion was made: ‘Resolved, That the name of South Georgia Teachers College at Statesboro shall be and it is hereby changed to the Georgia Teachers College’” (pg. 28).

Georgia Teachers College granted eighty-four degrees in June of 1940. Sixty-nine were able to secure teaching positions, thirteen entered other fields of teaching, and only one graduate failed to get a job right after graduation (Christie, 1943). By 1940 the laboratory school had increased from sixty students in 1934 to 385. The school had both of an elementary school and a high school (Christie).

In *We Remember Marvin Pittman* (2001) Bruce Carruth, son of Joseph Carruth former Dean of Education at GTC, told a story of Pittman when he was a young man during his days at Millsaps College. He wrote:

Our Dad related that one year the students pulled a prank on Major Millsaps at Homecoming time. Millsaps lived in a large mansion and kept a milk cow in the back yard. The men students secured logs from a sawmill, created a crude platform on the campus, and during the night before Homecoming Day, they hoisted Major Millsaps' cow to the top of the platform, about 40 feet high, and left her there through the festivities of the day. Pittman and Carruth were participants in the prank (pg. 6).

This story helps relate the fact that Pittman had a humorous side. He enjoyed life and enjoyed a good time. He knew when to separate and/or integrate the fun times with the serious times of life.

Marvin S. Pittman was a man with a vision for the future of education. He recognized the need for better teacher training and he worked to fill that need not only in Georgia, but across the nation and throughout the world. He was a hero to many, an adversary to a few, but respected by almost everyone who knew him. He was admired by, not only students, but faculty, and the people of the community. He was revered by his

peers and held in high esteem for the values he held as well as his ethical teaching and practices. Pittman had a vision, educate, educate, and educate because the outcome of education was progress.

The Pittmans were an integral part of life in Statesboro in the 1930s and 1940s. Dr. Pittman taught a Sunday School class at the Methodist Church, he was involved in many civic organizations, he and Mrs. Pittman hosted receptions for students, faculty, and dignitaries, his children were educated in the local school system; the Pittmans came to the South and made Statesboro their home. They integrated themselves into the campus and the community.

Being an effective administrator is a difficult task. It requires not only training and knowledge, but also the inbred talents to recognize the needs of the institution and to know necessary steps to meet those needs. Every day in the life of an administrator can bring new challenges, new conquests to be met, and new plans to be outlined. An administrator has to have a team of leaders to work with him or her to reach the goals of the institution. Finding those people and putting them in the proper positions are other components of effective administration.

Determining the effectiveness of a leader is not an easy task. Yukl (1994) writes that “the most commonly used measure of leader effectiveness is the extent to which the leader’s organizational unit performs the task successfully and attains its goals” (pg. 5). Setting measurable objectives and working to attain goals of those objectives are a means of determining effectiveness. Of even more importance to judging leadership qualities and as easily measured are the actions and performance of a leader’s followers. Such

follower performance can be based on measures of behavior, absenteeism, retention, work slowdowns, and willingness to work with the leader to reach objectives (Yukl).

Leadership style also influences the effectiveness of a leader. One of the first leadership styles to be studied was the trait approach. The theories that developed from studying the trait approach in the early 20th century were called “great man” theories. Northouse (2004) writes that these theories were focused on identifying the qualities and characteristics of the great leaders in the areas of social, political, and military leadership. Leaders such as Mohandas Gandhi, Abraham Lincoln, and Napoleon were thought to have been born with specific traits that enabled them to exhibit great leadership. Research was done to determine what traits made such “men” great leaders (Northouse).

Researchers such as Stogdill thought that one set of traits might make a person a good leader in one situation, but would be ineffective in another situation. He and others like him felt that traits were important but should be considered in addition to the situation requiring leadership (Northouse, 2004). Whether leaders are born or if they develop over time will likely be debated for ages. Arguments could be made that people are born with these which they develop as the result of upbringing, including such things as morality, work ethic, parental influence, and the era in which an individual lives.

Skills approach to leadership concentrates on skills and abilities that can be learned and developed over time. This, like trait approach, is a leader-centered perspective, but trait approach focuses on personality characteristics rather than on learning and development (Northouse, 2004). Katz defined a three-skill approach for effective administration by stating that technical, human, and conceptual skills are the three basic personal skills needed to be an effective leader (Northouse). According to

Katz technical skill involves having knowledge about a specific type of work or activity and being proficient in that knowledge. Being able to work with people and having knowledge about them reflects human skill, and the ability to work with ideas and concepts are necessary for conceptual skills (Northouse). Yukl (1994) writes that some researchers define a fourth skill called administrative skill referring to the ability a person has to perform particular types of functions or behaviors as administrators.

The style approach is defined by what leaders do and how they act including their actions toward subordinates. Researchers identified two basic kinds of behaviors; task behavior which facilitates goal accomplishment and relationship behaviors which help subordinates feel comfortable with themselves, each other, and the situation (Northouse, 2004). The two most common types of style approach leaders are task-oriented where reaching the goal is the main objective or relationship-oriented where the leader is more concerned with needs of subordinates. However, there is a combination of the two types where the leader is fairly equal in task-orientation and relationship-orientation focusing on goals and relationships with subordinates (Northouse).

Transformational leadership concerns emotions, values, ethics, standards, and long-term goals and is a process that both changes and transforms individuals (Northouse, 2004). Transformational leadership has been researched since the early 1980s. It also focuses on followers' motives, satisfying the needs of followers, and treating them humanely. This type leadership requires a form of influence that provokes followers to accomplish more than would normally be expected of them (Northouse). Yukl (1994) wrote that transformational leaders inspire followers to "exert exceptional effort and make personal sacrifices to accomplish the group objective or mission" (pg.

14). He continued: “The effectiveness of a leader is explained in terms of his or her influence on the way followers view themselves and interpret events. Effective leaders influence followers to have more optimism, self-confidence, and commitment to the mission and goals of the organization” (pg. 15).

Team leadership has been the focus of researchers in recent years. Teams are made up of members who are interdependent, share common goals, and who coordinate their activities in an effort to reach goals (Northouse, 2004). It is important to structure the team to provide a group that can work together to accomplish the task. This requires that teams have adequate information relative to the goals and objectives, necessary education, and relative training to form a successful team (Northouse).

Other leadership styles include situational which according to Northouse (2004) “stresses that leadership is composed of both a directive and a supportive dimension, and each has to be applied appropriately in a given situation” (pg. 87). Path-goal theory focuses on how the leader’s behavior influences the subordinates’ satisfaction and performance (Yukl, 1994). Contingency theory concentrates on matching the leader’s style and situational variables (Northouse). Charismatic leadership focuses on specific charismatic effects leaders have on followers. House suggested that charismatic leaders have dominant personalities, strong desires to influence others, are self-confident, and have a strong sense of his or her own moral values (Northouse). Charismatic leadership is often identified with television ministers and cult leaders but this is not always the case. Many leaders have been charismatic in a positive leadership role encouraging followers to work for the good of their organization.

The leadership style of Dr. Pittman was a combination of many styles and approaches to effective leadership. He was a “great man” from the trait approach to leadership. He possessed, whether learned or given him at birth, the skills needed to be a strong leader. He had foresight about the topics he knew best especially education, and he possessed the strength and ability to pass that foresight on to students, faculty, and other administrators. He stood by his beliefs and held firm to the ethical convictions he had developed over the years. He displayed portions of the skills approach with his technical knowledge demonstrated by the importance he placed on bringing industrial arts to the campus; he had skills in working with other administrators, faculty, students, and the community. He reflected the conceptual component of the skills approach with his zone plan of teaching and training teachers. He was a team leader and promoted this concept across campus urging faculty members to participate in campus programs and especially through the concept of training teachers in the laboratory school.

If I had to choose one leadership approach to apply to Dr. Pittman I would choose the transformational approach. He inspired faculty and staff to work harder to bring new programs to the students, and he inspired the students to work harder to prepare themselves for their futures and the future generations they would teach and train. He transformed the programs of study, the training of teachers, the physical aspects of the campus plus he influenced many people who worked with him and followed his leadership for the remainder of their lives. He was an inspirational leader and had the ability to inspire others to do the best they could and to work together for the common goals they shared.

In 1999, after the closure of Marvin Pittman Laboratory School, the Administration Building, one of the original buildings started in 1906, was named for Marvin Summers Pittman. The Zach S. Henderson Library's Special Collections began a collection of quotes from students who had known Pittman when he was president at South Georgia Teachers College which became Georgia Teachers College during his administration. The Bulloch County Historical Society took the collection a step further and published *We Remember Marvin Pittman: The Testimony of 22 Alumni (2001)*. When delineating Pittman's leadership style this book was helpful in the words of students and the rankings they gave him. The following are quotes from this book:

Dr. Pittman was an outstanding leader, and he encouraged all students to participate. He was interested in all the students, and wanted to help them in their studies (Hilda Tippins Parker, Class of 1941, pg. 13)

Throughout the earlier part of my career, I was privileged to sit in some of his classes. I feel that the wisdom he imparted to us students and the leadership he provided for a fairly young college was instrumental in shaping individual careers and the future of the college (Jackie A. Strange, Class of 1947, pg. 25)

In an attempt to adequately describe this outstanding gentleman, many complimentary words must be used, such as: confident, professional, capable and compassionate. He was truly a man of vision (Delmas Wheeler, Class of 1935, pg. 26).

Hodges (1953) quoted various alumni, co-workers, and other administrators on Pittman's contributions and leadership. Cherry said:

Dr. Marvin S. Pittman came to Georgia in the dark days of the depression. Teacher education needed the revitalizing influence of a strong personality. The man and the opportunity were met (*sic*) when Dr. Pittman became President of Georgia Teachers College....All parts of the college—buildings, grounds, equipment, faculty, program of studies and the all-important financial structure—were improved under the leadership of this dynamic individual....The influence of Dr. Pittman will continue to be exercised through the lives of hundreds of Georgia boys and girls touched by the philosophy of service taught and practiced by this man (pg. 63).

Dr. Guy Wells, former South Georgia Teachers College President, said:

For the past twenty years, Dr. Marvin S. Pittman has been the most dynamic and inspiring educator in Georgia. His influence in the public schools has been phenomenal and altogether beneficial. He has been interested in the educational phases which build a state and nation into greatness. Through the teachers college which he headed so courageously, he has left a monument that is inspiring and will continue to inspire those who come after him (Hodges, 1953, pg. 64).

Elizabeth Donovan, a former educator in Michigan, introduced Pittman's zone supervision plan in South Georgia with such success that she was asked by the Department of Education to do the same throughout Georgia (Presley, 2006). Hodges (1953) quoted Donovan as saying:

The services rendered by Dr. Marvin S. Pittman as an educator in Georgia, the nation and in foreign countries cannot be measured in words. Through his dynamic personality, vision and courageous leadership, the lives of all with whom

he has worked have been made richer and more useful. He has not been afraid to pioneer and to work tirelessly for those principles and educational objectives in which he believed. He pioneered in Georgia in the professional training of teachers, in the areas of band and orchestra, industrial arts, and county supervision. Public education in Georgia, from primary grades through college, is richer because of the contributions made by Dr. Pittman, a gentleman, scholar, educator and humanitarian (pg. 64).

Other researchers might define Pittman's leadership approach in a different manner, but there is no doubt that whatever manner is used to define Pittman's administration, the end result will always be the same, Marvin S. Pittman was an effective leader for students, faculty, administrators, the community, the nation, and many foreign countries.

In *We Remember Marvin Pittman* (2001) he was described by former students: Cherry Waldrep Clements wrote: My experience with people of Dr. Pittman's stature was limited! In fact, I stood in awe of him. He soon dispelled any fear or reticence I might have felt. I came to realize that the higher the quality of the man, the less pretentious he was (pg. 6).

Eloise Mercer Daniel Hodges said: Surely, I was one of the fortunate ones to be influenced and inspired by this wonderful, compassionate man and educator. The impact of the life of Dr. Pittman and the contributions and influences he made on the lives of so many people, the college and to the advancement of education in this part of the state is the legacy of this outstanding individual (pg. 11).

Dr. Alvin L. McLendon said: Dr. Pittman knew his students and took special interest in them...Dr. Pittman weekly held a student assembly. Attendance was mandatory, and Dr. Pittman led the faculty into the auditorium and to the stage, where they sat, and participated in the program. Through this I learned to respect the college faculty and administration (pg. 12).

Alice Hill Pierce wrote: He could remember the name of each student as well as the town they were from. Dr. Pittman had a memory like no one I've ever seen...That was one of the special things about him. Once he put a name and a face together, he had it...He always kept in touch with his former students (pg. 15).

C.D. Sheley said: Dr. Pittman provided an orchestra for our Sunday meals in the school cafeteria. This was my first exposure to good music. It was only very much later that I realized this was typical Dr. Marvin S. Pittman, the man and the, educator. It was his desire to broaden the horizon of every student (pg. 21).

These former students who attended SGTC under Pittman's administration continuously described him as compassionate, considerate, caring, strong, interested in expanding their knowledge bases, organized, and other such terms pointing to the effective the leadership of Marvin Pittman. He impressed many young students with how much he cared for them. He inspired them to carry what they had learned, and experienced out into the schools where they would be teaching, and into the homes where they would live.

The Pittmans had made Statesboro their home and integrated themselves into the community, but behind the scenes there was an enemy working to bring turmoil into Pittman's life and unrest to GTC and the University System of Georgia. The radio stations reported the news of Hitler's rampage and the horrors of World War II while young men prepared to leave home to fight for freedom in other countries. The world was in turmoil but a new turmoil was coming to Georgia and it had a name, Eugene Talmadge.

CHAPTER IV

GET RID OF THE FURRINERS: BATTLE CRY OF EUGENE TALMADGE

...I have been working with an understanding of what I was trying to do. My purpose and point...I have not always been able to do what I undertook but I have been able to know when I succeeded and when I failed. The one has had as much interest and as much instruction for me as the other. Even failure is beneficial if we know what we are working for and can see wherein and why we fail. I have decided that it is not only success that makes us happy, but that it is intelligent thought on a problem that makes life rich and interesting. It takes a certain amount of failure to make us appreciate success and cause us to really desire success. Some failure sharpens one's interest and strengthens one's determination.

Marvin S. Pittman (Hodges, 1953, pg. 63).

Chet Destler continued to represent Georgia Teachers College as an academic spokesman. He and Pittman worked together to represent the College serving as speakers at civic organization events and also at academic functions (Presley, 2006). The Board of Regents asked Destler to speak on WSB, an Atlanta radio station, on two occasions. He confirmed the fact that GTC could provide faculty assistance to Georgians on practical issues such as farming, business, and government. Presley wrote, "In short, the college was becoming the relevant institution that Pittman had planned from the start" (pg. 119).

During one of Destler's presentations on WSB, an interview session, R.J.H. DeLoach was convinced that Destler and others like him, should be discussing what was right in Georgia, not what was wrong. DeLoach wanted to return to the tradition of the South, the days before slavery was abolished, and he felt that Destler and others like him were not in a position to know what was best for the South (Presley, 2006). DeLoach felt that Destler, Pittman, and others like them should not be allowed to teach in Georgia schools and should leave and teach in other states. He felt that only native Georgians, who wanted to return to the "southern tradition", were qualified to teach Georgia students

(Presley). There was another man, Eugene Talmadge governor of the state, who held the same belief about the traditions of the south. DeLoach was relying on the governor to put a stop to the teachings of these outsiders and bring the educational system of Georgia back to where they thought it should be.

These men, and many like them, apparently believed that a return to the days of slavery would be the best thing for the south. Since slavery was abolished, they held the view that whites had to remain in control and not allow the blacks to gain any power in politics, education, or the workforce. One of the ways Talmadge was elected to the governorship was his campaign strategy of telling the poorer, un- or under-educated farmers that the blacks were trying to take their land. He told the farmers he was one of them, a small farmer from McRae, Georgia. Yes, he had a farm, but it was not the small farm most of his supporters worked so hard to provide for their families' needs.

DeLoach had another ally, William Hubert Crouse, a Primitive Baptist preacher from Statesboro. Crouse was angered by the fact that Bulloch County had a majority vote in the 1940 gubernatorial election for Talmadge's opponent, Columbus Roberts. Although Pittman did not actively support Roberts, Talmadge supporters felt that his lack of support for Talmadge showed him to be an opponent, or in their eyes, a threat (Shurbutt, 1982). Angered by Pittman's perceived non-support, Talmadge made him a target, and armed with the facts that he was not a native Georgian, had been educated at a northern school, Columbia University, and had worked in schools outside the south, he was destined for the axe Talmadge was about to wield (Shurbutt).

As events were unfolding in Statesboro, a similar incidence of railroading was occurring at the University of Georgia in Athens. R. P. Brooks compiled journals of an

incidence involving Dean Cocking, Dean of Education at the University of Georgia. The following information was gathered from documents in the University of Georgia housed in the Hargrett Rare Book and Manuscript Library, Ilah Dunlap Little Library, University of Georgia. Mr. Brooks was writing to make a statement about the charges Mrs. Sylla Hamilton had made against Dr. Cocking.

Mrs. Sylla Hamilton had taught at the practice school at the University of Georgia in Athens for a number of years. In 1937, Walter D. Cocking, assumed the duty as Dean of Education at the University. Superintendent Singleton, from the practice school recommended to Dr. Cocking that Mrs. Hamilton be transferred to another part of the University system. Upon Singleton's recommendation, Dr. Cocking approved the recommendation in the spring of 1939 and it was approved by President Caldwell. Rather than moving Mrs. Hamilton to another position, she was terminated. Needless to say, Mrs. Hamilton was not ready to retire, even though she was in her sixties at the time, and she discussed this with a family friend, Eugene Talmadge.

In her discussion with Talmadge, Hamilton told him that she had been present at a staff meeting held on March 10, 1939, before she left the staff, where Dr. Cocking recommended establishing a school, "...near Athens in which white and Negro children would be taught together in the same classes" (pg. 2). Mrs. Hamilton told Talmadge that this would become the new practice school for education students at the University. Talmadge seized the moment to gather information to justify not renewing Cocking's contract, after all Cocking was a "furriner" from Iowa.

Talmadge sent General Sandy Beaver, chairman of the Board of Regents, to Athens with the commission to make inquiries into the truth of Mrs. Hamilton's charges.

In an effort to discover the truth, Beaver talked with President Caldwell, Chancellor Sanford, Professor Horace Ritchie of the College of Education, Mrs. Hamilton, and Mr. Brooks. When he finished his inquiries, he concluded there was nothing to the charges and reported his findings to Talmadge. Beaver was confident that Talmadge would drop the investigation and possible charges against Cocking. At the Board of Regents meeting on May 30, 1941, Talmadge called for the dismissal of Cocking on the grounds that he held views on the race questions that were "...unpalatable to the Georgia people" (pg. 3). The Regents went along with Talmadge's wishes, and Cocking was dismissed without an opportunity to defend himself, and without a formal hearing.

The Board of Regents minutes for May 30, 1941 read:

Governor Eugene Talmadge stated that Chancellor S.V. Sanford had recommended for re-election the present heads of the units of the University System. After careful consideration, Governor Talmadge, chairman of the Education Finance Committee, stated that this committee had approved the recommendation of Chancellor Sanford except in the case of President Marvin S. Pittman of the Georgia Teachers College at Statesboro, and that their committee recommends to the Board of Regents the re-election of the heads of the units of the University System except President Marvin S. Pittman of the Georgia Teachers College at Statesboro. Governor Talmadge said that he had been informed that President Pittman had engaged in local partisan politics and that it would be for the best interest of the University System not to re-elect him as president of this institution; therefore, upon motion of Governor Talmadge, seconded by Regent Cummings, and adopted, it was... (pgs. 2-3) so resolved.

The minutes reflect the above mentioned dismissal of Dean Cocking from the University of Georgia:

Governor Eugene Talmadge stated that he had been informed that Dean Walter D. Cocking of the College of Education at the University of Georgia had made a statement that he wanted to see the time when a school for Negroes would be established at Athens so that negroes and white boys and girls could associate together; furthermore, the governor said that he would remove any person in the University System advocating communism or racial equality (pg. 3).

Chairman Sandy Beaver asked the Board to reconsider its decision not to re-elect Dean Cocking as he did not receive a hearing. Regent Morris made a motion, Regent Goodrich seconded the motion and it was adopted. The May 30, 1941 minutes of the Board of Regents continued, "A vote was taken by the chairman who reported that the resolution to reconsider passed. Governor Talmadge and Regent Cummings asked that they be recorded as voting against the motion to reconsider" (pg. 5).

After the above action was taken to reverse the decision of Cocking's re-election, Talmadge commented to the Board that since the Board had adopted a resolution to reconsider the earlier action on Cocking's dismissal that he thought the same should be done in Pittman's case. The Board made motions and resolved that the decision on re-electing Pittman would be postponed until the next meeting of the Board. This meeting was scheduled to take place June 16, 1941 in the governor's office (Board of Regents Minutes, May 30, 1941). The minutes from May 30, 1941 continued:

RESOLVED FURTHER, That President Marvin S. Pittman shall be informed that he was not elected president of the Georgia Teachers College because of his

interest in local partisan politics and because of the feeling of some of the local citizens of that community that the best interest of the University System would not be served by retaining him as the head of this college, and that he shall be and he is hereby invited to appear before the Board of Regents at its meeting to be held in Atlanta on Monday morning, June 16, 1941, at ten o'clock, relative to his election as president of the Georgia Teachers College, Statesboro (pg.6).

The matter did not end at this point because there was an outcry of illegal charges from faculty and students at the University. President Caldwell gave his resignation, letting the Board of Regents know he did not agree with the decision, and the manner in which the dismissal had been determined. The Board, after reconsidering its decision, announced that there would be a public hearing in Atlanta on June 16, 1941. On June 2, 1941, forty-three professionally ranked faculty members signed a letter to the governor supporting Cocking. Similar letters were sent to each Board member in an effort to insure Cocking's reinstatement.

The Board of Regents met in the office of Governor Talmadge on June 16, 1941 to provide a trial for Cocking. Heads of colleges from across the state, members of the University's faculty, and others testified in Cocking's behalf. The only person that testified against him was Sylla Hamilton. In a vote of eight to seven the Board voted to retain Cocking. Much to Talmadge's dismay Cocking was to be reinstated, and he let it be known that he was angry at being overruled and that he would get Cocking out of the university system.

Talmadge was continuing with his plans to rid the state of all administrators and faculty in the University System that opposed him, in truth or in fact. It appeared that the

charges were made and he had no interest in what was best for the institutions, he seemed to only be concerned with what was best for Talmadge. The future was not as bright for Pittman as it had been. The south that he called home, was turning its back on him, failing to recognize all the improvements at the College, and also failing to recognize the contributions he had made to improve the education of the rural areas of the state, nation, and other countries.

In an effort to have his way, Talmadge reconstructed the Board of Regents by ousting members who were in opposition to him. He could not force everyone out, including Beaver, but he did change the make-up of the Board so that he could control the outcome of upcoming votes. Talmadge went so far as to try to have a list compiled that would give the names of all faculty members in the state colleges and universities who were not native Georgians. He was going to make an effort to remove all these because he felt the “furriners” should find some other place to teach. Talmadge did not give up in his efforts to oust Cocking and at the same time he initiated his plan to get Pittman removed as president at Georgia Teachers College.

Hodges (1953) wrote:

No doubt Dr. Pittman had succeeded too well with his work as an educator to win and hold the favor of all and particularly that of some misguided ones whose powers were greater than their purposes; and whatever discouraging thought he might have had should have been set aside, partially at least, by the feeling that he had wrought well and good and that he had lived up to the ideals of his profession, Christianity and democracy (pg. 60).

As previously written, Cocking was reinstated at the June 16, 1941 meeting of the Board of Regents. The minutes from that meeting indicate that Pittman's election would be postponed until the July 14, 1941 meeting. Again it was noted that he would be informed of the charges and invited to appear at that meeting of the Board.

Not having documents from the time the charges were brought against Pittman until 1943, it is hard to imagine what he was thinking as he prepared to defend his philosophy to a Board of Regents composed of Talmadge's "yes" men. In all likelihood he knew that he would be dismissed due to the make-up of the Board and the allegations Talmadge was throwing at him; however, he knew that he had the support of the students, the majority of the faculty, and the community. Students protested, community members formed a motorcade and traveled to Atlanta to show their support, and faculty members wrote letters so the Board would know how important Pittman was personally and professionally.

The July 12, 1941 Atlanta Constitution ran an article titled "Pittman Hearing Here Excites Keen Interest in South Georgia" where Dr. Pittman spoke of the upcoming hearing to be held in just two days. Pittman said that he was pleased to have the opportunity to speak to the Board and the public about what was happening at Georgia Teachers College and how he was connected to what did happen at the institution. He said, "The many letters I have received reveal the fact that the hearing is not a matter which concerns me alone, or Statesboro and Bulloch County, but all who are interested in the public education in Georgia are concerned" (pg. 1).

When asked by the reporter how the charges started, Pittman replied:

Well the man who administers any public institution and does his duty is sure to make some enemies and critics. I have not been an exception. These persons, I do not know who they are, who do not know the facts, have been misinformed and the charges have grown out of these misrepresentations. I trust and believe they will be cleared up at the hearing Monday (Atlanta Constitution, July 12, 1941, pg. 1).

When the Atlanta Constitution (July 12, 1941) reporter asked Pittman what he had to say about the charge that he was a foreigner, he told how his people had lived in the Deep South for 200 years. He told that his grandfather had been a slave owner; his father and his three brothers were Confederate soldiers; he, himself, grew up in Mississippi and he said, "...which (Mississippi) is more southern in its attitude, if possible, than Georgia. Unfortunately I was not born in Georgia, but fortunately much of the Georgia spirit was born in me" (pg. 1).

Pittman told reporters that he was ready to present his case to the Board of Regents and to have the decision made on his reappointment or dismissal. It is likely that just the relief of having the ordeal over and behind would be welcome. Tension had to be high, and the strain of uncertainty would exhaust most men. The Atlanta Constitution (July 16, 1941) reporter asked Pittman what he would do if he was not reappointed president of Georgia Teachers College. Pittman replied, "My reappointment as president of the college is not the matter of chief concern, but the proper settlement of the issue involved is of major importance to me, to the entire teaching profession, and to the public

at large” (pg. 1). Pittman recognized the fact that the charges against him, although personal in nature, would hurt the institution and education as well.

July 14, 1941, a day that will forever be a black mark on the history of education in the state of Georgia, dawned as most summer days in Georgia have for centuries, hot and humid. Miller Bell, a Board of Regents member and banker from Milledgeville came out of the session soon after it convened and announced that, “I have been bounced” (Gregory, 1941, pg. 1). In an effort to gain control of the Board, Talmadge had declared Bell’s seat vacant the week before and had announced that he was appointing Judge Joe Ben Jackson of Gray to fill the vacancy. Bell attended the morning session only to be told to leave the meeting shortly after Jackson was sworn into his seat. In the same article, Sandy Beaver, chairman of the Board, said “The same old five voted with us” (pg. 1). The five mentioned by Beaver were the only remaining Regents who opposed Talmadge’s efforts to oust Cocking and Pittman. He now had control of the Board.

The hearing for Dean Cocking was first. The Atlanta Journal, July 15, 1941, ran an article titled “Race Equality View Denied by Cocking.” Cocking and Pittman were each only allotted one hour. Hatton Lovejoy, an attorney from LaGrange, protested the fact that Cocking had not been told that the entire case would be reopened. The report said that Dean Cocking spoke in a voice choking with emotion and read a prepared statement stating that he had not advocated racial equality in any of the Georgia schools. He said, ““he had been made to realize by lengths to which enemies have gone to manufacture the filthiest sort of concocted evidence against me, that my fight before the Board of Regents is a fight to preserve democracy and decency in Georgia”” (pg. 2). He continued, stating:

The press has disclosed almost unbelievable things—things which make the blood of a believer in any sort of justice and fair play run cold. That such tactics could be employed in any country on earth is hard to believe. That they were employed in Georgia has all the earmarks of a terrific nightmare...I refuse to believe that the people of Georgia condone such tactics (pg. 2).

Cocking, who stood beside Talmadge when he made his statement, was applauded by many supporters. One heckler, a Talmadge supporter, shouted “Yankee teacher,” but this statement was ignored by Cocking. Before he sat down, Cocking, looking at a pitcher of water on the table beside Talmadge asked him for a drink of water. The Atlanta Journal (July 15, 1941) reported, “Mr. Talmadge sat there stonily, his cigar clamped in his teeth. The dean was given a glass, then took his seat...” (pg. 1). The vote was taken, and in a vote of 10 to 5, Cocking was discharged as Dean of Education at the University of Georgia (Atlanta Journal).

Next up was Pittman. Having heard the statement made by Cocking, and the decision by the Board, he knew he had problems to face. To add to his problems he soon learned he had, additional charges, supporting racial equality and misuse of farm supplies and labor, were being brought against him. In his address to the Board of Regents he said, ““Originally, two charges were mentioned in my case: that I was too active in partisan politics and that I did not fit into my community. Regrettably, neither of these have been mentioned today, but other matters introduced”” (Atlanta Journal, July 15, 1941, pg. 1).

A former candidate for governor, Robert F. Wood, was named a fuel oil inspector by Talmadge and given a salary of \$125 month. The office of the state auditor showed that Wood was placed on the payroll of the Revenue Department on March 27, 1941. The

Atlanta Constitution, July 13, 1941, reported that the prior week, Wood had gone into the Governor's office to receive orders from the governor. The paper wrote that the orders were given Wood in the typical Talmadge style, "'You better get your crowd up here from Statesboro,' the chief executive ordered. 'looks like we're not going to get any resignations, so we're going to prepare to go through with these trials'" (pg. n.p.).

Without giving details as to what he wanted done the implication was made that Wood already had a group of people ready to testify against Pittman and that plans were already in process.

At the time Wood entered the Governor's office and spoke with Talmadge there were a number of newspaper men in the office. After giving some thought to what had been said Talmadge said, "'Any directions that I give to my office force are strictly off the record. I am not to be quoted on my orders to them'" (Atlanta Constitution, 1941, n.p.). The Constitution reporter wrote that Talmadge had not prefaced the remarks he made to Wood with any statement that he was speaking off the record; therefore, he made his statement without a commitment being made to keep it off the record. At the hearing on July 14, 1941, Pittman spoke of the fact that the Board had evidence from several affidavits gathered by Robert F. Wood. The July 15, 1941 stated that, "Dr. Pittman asked that 'you evaluate the character and motives of individuals giving or obtaining such evidence'" (pg. 1).

Charges against Pittman included one that he was operating his farm with supplies bought with College funds and using college labor to work the farm. In answer to this charge the Atlanta Journal (July 15, 1941) reported that Pittman said

I wouldn't say that in my seven years at Statesboro I have not made mistakes, but I assure you I have never stolen a penny. I thought I was doing a service to my state by turning over my farm. The letters from the regents giving permission and approval are a matter of record (pg. 1).

The July 16, 1941 Atlanta Constitution reported the answer to these charges as follows:

The Board of Regent's has looked into the charges against Dr. Marvin S. Pittman, and evidence shows that he bought and operated a farm adjoining the college farm of the state at the Georgia Teachers College at Statesboro, Ga.; that he worked this farm owned by himself, with state employees and N.Y.A. students; that he has made or had made improvements on his farm with state funds; that he used seed and fertilizer on his farm from state allotment. Dr. Pittman's justification for this was that he was turning over the proceeds from his farm for the benefit of the college at Statesboro. However true this might be, it is bad precedent, and one that the Board of Regents should not and cannot condone. If Mr. Pittman had a right to do this, then any citizen in the State of Georgia had an equal right to mix his farm with the state's farms and to improve such farm at the expense of the state (pg. 2).

Pittman showed evidence that the proceeds from the farm had been turned over to the college. Again, he made the point that he had informed the regents two years earlier as to what he was doing, and that he had no idea he was doing anything wrong (Atlanta Journal, July 15, 1941). Regent Hunter asked Regent James Peters if he had thoroughly investigated these charges and Peters replied that he believed he had made as thorough an investigation as could be made. Hunter replied that if the investigation had been thorough

Peters would have known that Pittman had used the land at no cost to the college, and that profits of \$535.32 went to the college (Atlanta Journal, 1941).

Peters had one more remark to make and the Atlanta Journal (July 15, 1941) quoted him as saying:

Nobody knows the truthfulness of his (Dr. Pittman's) statement that he turned the proceeds from this farm over to the state except the doctor himself. He traded with himself. If a state employe (*sic*) who had charge of state funds took \$10 to get some medicine for a sick wife, there might be some extenuation (*sic*)'.

Talmadge said, "They'd put him in the chain gang" (pg. 2).

Without a doubt, Talmadge and his new Board of Regents had already made their decisions about the outcome of the hearing. At this point, Pittman continued to try and make himself heard, but it seemed to be falling on deaf ears.

The next charge brought before the Board was that Pittman had entertained visitors from Tuskegee Institute in 1938. The prosecution charged that the group had spent most of three days at Statesboro and that they had eaten on the campus with white teachers. When R.J.H. DeLoach testified later, he said that he could not swear that the blacks and whites actually ate together and there were no other witnesses called to question on this charge. DeLoach had initially made the charge, but not would not swear that this event actually occurred. In answer to this charge, Pittman informed the Board that the group had been entertained at the hospital of a black doctor (Atlanta Journal, 1941, n.p.).

Peters produced a copy of the book, *Calling America*, and told that there was a picture of a naked black man being lynched. Peters said the book had been taken from

Georgia Teachers' College Library. Pittman had proof that he did not place the book in the library and in fact told the Board:

This book is required parallel reading in a course prescribed by the textbook committee of the State Board of Regents...It ought to be in every state college library in Georgia. The chancellor appoints a committee to work out courses and parallel reading. I did not know such a book was in the G.T.C. Library until I saw a story about it given out by a man named Henson in Atlanta. There are between 30,000 and 40,000 books in the college library at Statesboro. Of course I could not know what all of them are (Atlanta Journal, 1941, pg. 1).

Calling America and *Brown America* were considered by Talmadge and "his" Board to be part of a communist ploy. In the twisted way of thinking of someone with a personal vendetta, Talmadge associated these books with Columbia University's Teachers College a place that he said "spawned communism". Also the two books were about the problems of minority groups, including both blacks and those of the Jewish faith, so they had to be connected to communism (Shurbutt, 1982). Adding to the racial slurs and innuendos, Talmadge believed that the Rosenwald Fund was helping to fund this push for communism (Shurbutt). If these were true beliefs of Talmadge or just his way of creating fear in the hearts and souls of the under-educated, poor, working man, it is not known but these were charges that he wanted brought against both Pittman and Cocking.

Dr. Willis A. Sutton, superintendent of the Atlanta City Schools made a statement at the hearing in support of Pittman. Very eloquently he said:

I am volunteering to say a word in this hearing because I could not keep quiet and sleep with a good conscience...I do not know the details of the operation of the Georgia Teachers' College but I do know the purposes of that institution. There are many graduates of Georgia Teachers College in the Atlanta public school system. They are good teachers. My directors are enthusiastic about the work of Dr. Pittman. He has a fine mind and has inspired students at many commencements over Georgia. However, I am not pleading for Dr. Pittman. I am pleading for the state of Georgia and the University System. I think Dr. Pittman has given you the finest testimony of a Christian gentleman I ever heard. If Georgia does not want his kind of people as educators, then may God have mercy on Georgia (Atlanta Journal, 1941, pg. 2).

Regent Peters then asked Sutton about a conference on interracial education he had attended. Regent Jackson shouted, ““Do you think the white race is not superior to Negro race?...Don't you know that the most uneducated white man is superior to the most educated nigger on earth?”” (Atlanta Journal, 1941, pg. 2).

Yes, Pittman had to see where this was going. There was a light at the end of the tunnel, but it was a steam engine named Talmadge. The efforts of the students as they protested the charges against Pittman, the motorcade of some of the community's most outstanding citizens, all the letters, and all of the people there to support Pittman in Atlanta that day could not stop the inevitable from happening. In a vote of ten to five rendered by the Board, Pittman was discharged from his duties as president of GTC. Although stunning, it was no surprise to anyone in the room. Talmadge manipulated the

Board, manipulated the charges, and reached his objective—Pittman and Cocking, the furriners, were leaving “his” state.

The Atlanta Journal (July 15, 1941) reported that the final action of the Board that day was a thank you to Governor Talmadge. It read:

The Board of Regents, in view of the above circumstances, does not re-employ Dr. Walter D. Cocking, or Dr. Marvin S. Pittman. The Board of Regents wishes further hereby to thank Regent Eugene Talmadge and the Honorable Eugene Talmadge, Governor of the State of Georgia, for the valuable assistance he has rendered to his Alma Mater and the University System of Georgia, and to the people generally of the State of Georgia and to the generations to follow, in calling our attention to the vital matters which involve fundamental principles and traditions of the Southland, and fighting for their being upheld for the welfare of both the white and negro races and their future successful progress (pg. 2).

“The Georgia Observer” issued by the Georgia Committee on Interracial Cooperation reported on the hearings in Atlanta in their August, 1941 edition. They ran quotes from several of the state’s newspapers including:

“The Constitution” – The axe has fallen. Summary execution has been meted out to two of Georgia’s leading educators. Dean Cocking, of the school of education at the University of Georgia at Athens, and President Marvin S. Pittman, of the Georgia Teachers’ College at Statesboro...After a hearing that was farcical in its bias, a hearing at which the accused were given no proper opportunity to hear intelligent evidence against them or to refute such evidence—if there exists any—both men were voted out of their posts. The vote in each case was the same, 10 to

5. In neither case was it on the issue of guilt or innocence of any charge, but simply on whether or not they should be retained in the University System (pg. 2).

“The Journal” – Neither wisdom, justice nor moderation was shown in the mock trial given to Dean Walter D. Cocking, of the University School of Education, and Dr. Marvin S. Pittman, president of Teachers’ College, at Statesboro. Both educators were dismissed by a vote of ten to five of the Board of Regents on charges not previously made known to the victims and on evidence that would not be admitted in any court of justice in a civilized community anywhere (pg. 2).

“The Augusta Chronicle” – The evidence against the two men (Cocking and Pittman) was so slim that it was quite obvious from the start that the whole thing was a plot, from beginning to end (pg. 2).

“The Augusta Herald” – That mock trial of Dean Walter D. Cocking and President Marvin S. Pittman was about the sorriest spectacle that has been presented in the South in many years. It is our earnest conviction that higher education in Georgia has been set back at least two decades by throwing our university system down into the gutter of cheap politics (pg. 2).

“The Macon News” – Nor does “Macon News” have the slightest doubt but that, if a searching investigation be made into the manner in which two excellent educators were besmirched and fired on the most ridiculous of trumped-up charges, the Association (of colleges and secondary schools) will be forced to drop every state-owned and operated institution from the accredited list (pg. 4).

And, so they did.

Pittman and Cocking were not the only ones to lose their positions in the state institutions. In August, 1941 Albert M. Gates was chosen as president of GTC to replace Pittman. Gates, a supporter of Talmadge, had been president of Brewton-Parker Institute (Presley, 2006). After his appointment five additional employees of GTC were fired, including Chet Destler, Jane Franseth, Mamie Veazey, Leslie Johnson and Donald C. Doane. Mainly these were the “furriners” Talmadge referred to, Destler and Franseth had taught in Michigan prior to coming to Statesboro, Doane had moved to Statesboro from New York. Johnson, an associate of Franseth and Veazey, was an outspoken supporter for Pittman (Presley).

The Southern Association of Colleges and Secondary Schools (SACS) assigned M.C. Huntley to investigate the hearings and firings that had occurred in the University System of Georgia. The Atlanta Constitution of October 14, 1941 reported that the Southern University Conference had dropped the University of Georgia from its ranks. In speaking of the procedures that had been conducted by the Board of Regents and Governor Talmadge a representative said, “...such procedure is both a contradiction of the ideals of education and a threat to democracy in America” (pg. 1).

In an effort to restore the University’s ranking, eight members of the Board of Regents met November 19, 1941, and voted to rehire the educators that had been fired. Talmadge, did not attend the meeting, but had vowed that Cocking and Pittman would never be rehired (Banner Herald, November 20, 1941, pg. 1). Gates was opposed to the idea of rehiring Destler, Veazey, and Franseth and gave the reason that they were dismissed because they did not fit into the College with him as president (Jarman, n.d.). In 1942, Gates fired long-time secretary to the president, Mae Michael. Miss Michael had

been in her position since 1929, but Gates felt she was disloyal to him and terminated her. This move taken by Gates was not accepted by the campus nor the community as everyone considered Miss Michael a college fixture (Presley, 2006).

Pittman was relieved of his duties effective, September 1, 1941 and Albert Gates assumed the role of president at GTC. Again he was faced with the possibility of leaving the south in an effort to secure a position elsewhere. Although the institutions in Georgia would have been proud to have him in their administration, Talmadge had proclaimed that he would never be rehired in the University System of Georgia. Without the Board's approval, it would be impossible for him to continue to work in the state he and his family called home.

Dr. Harmon Caldwell, then president of the University of Georgia, wrote to Pittman on July 18, 1941 supporting him in his future endeavors. He wrote:

I cannot tell you how deeply I regret all that has taken place during recent weeks. Both you and Dr. Cocking and also the University System have been adversely affected by the action of the Board of Regents. I believe that the great majority of people are convinced that there was no foundation to the charges against you and Dr. Cocking, and I am confident that your reputations as men as (*sic*) professional educators will in no way be affected. You and Dr. Cocking will recover from this blow sooner than the University System (President's File, University of Georgia, 1941).

Caldwell later wrote letters of reference for Pittman as he applied for positions at other colleges and universities across the country.

Pittman responded to the above letter on July 22, 1941, writing:

...It is clear that if we are going to have a better situation in Georgia some of us must be willing to defend it even at the price of our position and perhaps our life. I am happy to know that you are one of the Sir Galahads, and for you I am most grateful (President's Files, University of Georgia, 1941).

The community and the College were shocked that Pittman would no longer be an integral part of either. On August 13, 1941, Dr. Caldwell, wrote to Pittman in response to an invitation he had received from "Friends in Statesboro and Bulloch County" to attend an appreciation party to honor Dr. and Mrs. Pittman. He wrote that he was unable to attend the party but would be there in spirit. He also wrote, "I want you to know, however, that there is no one in Georgia who has a higher regard for you personally or who has a deeper appreciation for the splendid work that you have done than I myself have" (President's File, University of Georgia, 1941). Respect, appreciation, and honor were all being bestowed on Pittman as he made plans to go beyond the dark days of July 1941.

Hodges (1953) wrote that Pittman, "...faced his ordeal with courage and dignity and at that time and in later work stood for the same high principles for which he always labored" (pg. 61). After all was said and done, Georgia Teachers College had lost its president, a number of faculty members, and the greater part of the student body. Additionally, as Hodges said, "...worst of all, the temporary loss of confidence and support of the general public" (pg. 62). From August 1941 until January 1943 enrollment declined, in part due to World War II and the draft, and also due to Pittman's firing.

Pittman accepted a position as Dean of Instruction at Louisiana State Normal College, where he had been an instructor more than thirty years before. A co-worker wrote, "He was outstanding in his work. I consider that his ambition for new ventures and for getting things done rather transcended the ambition of many of his colleagues" (Hodges, 1953, pg. 67). From this statement it appears Pittman approached his position with a determination to do the best he could for the school and the students.

In November 1942, Ellis Arnall, former Attorney General of Georgia, was elected governor. Having promised during the campaign to enact legislation to remove politics from the Board of Regents, Arnall met this promise soon after his inauguration (Shurbutt, 1982). When this action was taken in January, 1943, the Southern Association of Colleges and Secondary Schools reinstated GTC and the other schools in the University System with full reaccreditation (Shurbutt).

The Board of Regents assembled on January 26, 1943, with a revamped list of regents assuming their duties. Regent Sandy Beaver, Chairman of the Committee on Education, asked to make a report. He told the Board that Chancellor Sanford had appeared before the Committee on Education and asked for permission to rehire Dr. Marvin S. Pittman as president of Georgia Teachers College at the same salary he was making when he left in 1941. Beaver told the Board that after much consideration they had unanimously approved the recommendation and wished to present the recommendation to the full Board for vote. The January 26, 1943 minutes for the Board of Regents read:

Therefore upon the recommendation of Chancellor S.V. Sanford and the Committee on Education and upon the motion of Regent William S. Morris,

seconded by Regent J.L. Renfroe, and unanimously adopted, it was resolved, That Dr. Marvin S. Pittman shall be and he is hereby elected to serve as president of the Georgia Teachers College at Statesboro at the same salary he was receiving when he left the college in 1941 (pg. 6).

Pittman was coming home to Statesboro.

That is exactly what happened, on February 8, 1943; Pittman was once again at his desk at GTC. There was much to be done if the College was to be brought back to the days before July, 1941. Pittman said that the college had, “...suffered a cruel and serious blow within the past two years...it has been said that nothing that is physical can be completely destroyed; certainly that is even more true of things that are intellectual and spiritual” (Shurbutt, 1982, pg. 83). Miss Michael was rehired by Pittman and returned to work that day as well. With the former leadership back in place, Pittman announced at the morning assembly that he was focused on the ideals of the college, the roles of the students, and restoring the faculty (Presley, 2006).

Pittman tried to rehire Destler but the invitation to rejoin the GTC faculty was declined. He did rehire Mamie Veazey and Hester Newton and in 1943 at the end of the winter quarter he told DeLoach that his imminent retirement was expected (Presley, 2006). As some of the old regimen was coming home to GTC the school was experiencing low enrollment due to World War II. The loss of accreditation and the War had both contributed to low enrollment but with accreditation restored that was no longer an issue.

Pittman had made contact with the U.S. Army regarding the use of the campus as a training facility. In the summer of 1943 a training school was moved to GTC's campus

from the University of Alabama and the Army Specialized Training Program began a program for men called Specialized Training Assignment Reclassification (STAR). Based on basic training scores this program was designed to put potential officers in a program that would move them ahead at an accelerated speed (Presley, 2006). The soldiers' assignment to GTC was short but it brought a sense of new life and activity to the campus. Dances were held on Saturday nights for supervised dancing and the morale of the students and soldiers improved.

When the war ended in 1945 Pittman thought it was time for a resurrection of GTC. Presley (2006) wrote: "He hoped to fulfill his ambition of making TC the intellectual center for public education in Georgia" (pg. 141). He again contacted Destler in an effort to bring him back to the College, but again Destler declined due to salary differences between Connecticut College and GTC; and, the fear that he would once again be terminated without cause.

Pittman had to fight another personal demon when his son, Marvin Jr., was held in a prisoner-of-war camp in Germany for a year. In 1946 Marvin Jr. returned home, enrollment at the College was increasing, and the war was over. Conditions were improving but Pittman was struggling to put together a faculty that was equal to or better than it had been prior to the Talmadge affair. There were no guarantees that Talmadge, or someone with issues of control and power, would not again take office as governor. People were afraid, like Destler that they would once more be caught in the political quagmire that had done so much damage to GTC and education as a whole.

In 1946, it happened again. Arnall could not succeed himself as governor and once again Eugene Talmadge entered the race. In a tight race Carmichael won the

popular vote, but Talmadge won the county-unit votes which gave him the victory (Presley, 2006). With an uncertain future, and the possibility of another episode resembling the happenings of 1941, Pittman knew his wife and family could not, and should not, be exposed to such proceedings again. Pittman, having been re-elected as president at GTC for the 1947-1948 year, applied for early retirement (Presley).

In his final report to the Chancellor, Pittman wrote:

The retiring president closes his administrative duties with deep gratitude for the opportunities and joys which life has afforded; he is in love with all the world, indebted to many, and regretful that he has been able to serve so few. He is optimistic of the future. He believes in an evolving good, and has faith to believe that those who follow will profit by the successes and failures of those who have preceded them. He gives sincere thanks and extends best wishes to the Chancellor and the Regents as they strive to serve the state (Hodges, 1953, pg. 62).

When he retired, September 1, 1947, Pittman became President Emeritus of the Georgia Teachers College and accepted the appointment of Alumni Counselor. It was his role to help make the alumni more aware of their college and to elicit their support for causes deemed worthy for the institution (Hodges, 1953). To make the alumni group effective he proposed luncheons of former graduates at professional meetings, established an annual Homecoming Day, instituted alumni dues, and maintained a file of current names and addresses for alumni (Hodges).

In 1950 he introduced a new publication, the "Georgia Teachers College Alumni Quarterly." The newsletter was a way to keep alumni informed about activities on

campus, as well as, contact information for other alumni. When he retired as Alumni Counselor, July 1, 1952, Georgia Watson, who succeeded him in the role said:

The Quarterly was conceived in your brain and became a reality through the sweat of your brow. By sheer force of personality, pluck and determination, you welded our graduates into a working team with an esprit de corps so necessary to any institution. Your letters to the T.C. graduates are masterpieces of wit, wisdom and art and will be treasured by all of us. We salute you for reasons broader than those listed many times in many places. Everyone knows your record as President of Georgia Teachers College and the progress made under your wise administration. Your imprint in the 'sands of time' will not only be found in the buildings and material progress of our Alma Mater, but also, in your illusive, intangible influence on the people with whom you come in contact. So, it is to the lives of people one must turn to really see the living monument to you (Hodges, pg. 66).

Pittman had secured a position with the U.S. War Department as an educational consultant and in 1947 he conducted a study of teacher-training facilities and the educational needs in Germany. In 1948 he supervised a delegation from the United States in establishing and directing a teacher-training project in Korea (Hodges, 1953). In 1951 he worked as a consultant for the International Institute of Education in training foreign students who were studying in the United States. He assumed the duties as educational consultant and director of a teacher-training program in Costa Rica in 1952 for UNESCO (Hodges). Recognized around the world as a leader in teacher-training and education overall, he was sought after as a consultant and lecturer.

Tragedy again struck Pittman. This time it was more devastating than the iron fist of power thrown at him by Eugene Talmadge. This time, his son was missing in the Philippines. Marvin Jr. and a friend Dr. Robert Conkin were on a trip to the Philippine Island of Luzon (Bulloch Times, January 12, 1950, pg. 1). Traveling on foot through a mountainous region they were scheduled to return to Manila on January 1, 1950. When they failed to return Marvin Jr.'s wife and friends became alarmed and notified authorities from both the American and Philippine governments. The two men taught at the University of the Philippines where Pittman was studying for his doctoral degree (Bulloch Times). The Bulloch Times reported on January 19, 1950 that Marvin Pittman Jr.'s body had been recovered. He and Conkin had been found in a shallow grave where they had been assaulted and robbed. Pittman's body was flown home to Statesboro, where his wife and infant daughter joined his parents and the community to mourn his death.

Pittman continued to live in Statesboro where he owned property. Much of what he owned was on the east side of Highway 67 or Fair Road. After his retirement he sold lots where houses were built on names of streets that were important to him. Commemorating other leaders at the College are streets such as Faculty Boulevard, Wells, Hollis, and Hendricks. Others honor his family including his son, Marvin; daughter Catherine; and, his wife Terrell, her maiden name (Presley, 2006). Personally, I consider it an honor to be a resident of Terrell Drive and I often think how ironic that I was drawn to the memory of such an outstanding man, and then discover the connection of my address. Pittman Park United Methodist Church in the corner of Fair Road,

Gentilly Road, and Terrell Drive was built on land Anna Pittman donated after his death (Presley).

On February 27, 1954 Dr. Marvin S. Pittman, died quietly in his home across the street from the campus that he had cherished for many years.

CHAPTER V

AFTER THOUGHTS

I want to sit out on the campus with all you (students), so that I can shoot the breeze, whittle a stick, philosophize, and reflect and evaluate all that has confronted me.

*Marvin S. Pittman on his retirement
(Shurbutt, 1982, pg. 85).*

For many months, maybe even years, Marvin S. Pittman has invaded my mind, my dreams and my thoughts. I have allowed him to not only enter my head, but my soul. He has become an integral part of my being and makes me wish desperately that I could have known him and talked with him at least once. I have heard his voice in my mind, but to hear one of his eloquent speeches or vesper services in person would have been remarkable. I have had dreams of him, and in every dream that I can remember he has been dressed in a suit and tie with a distinguished look about his presence and on his face. I have to admit, I have put him on a pedestal, and I have dared anyone to try and knock him off.

As I write this final chapter, I want to share how I perceive Marvin Pittman. Pittman, to me, was the epitome of a gentleman. He had been reared in a time when the south was going through reconstruction following the Civil War. In all likelihood he had worked on the family farm, studied by lantern, walked several miles to school, and dedicated himself to getting an education that would take him to new levels. In my mind I can picture a young boy rushing through his errands after school and then diligently getting to his homework and reading. I believe he recognized the fact that education was the way out of the quagmire that was the South at that time. He saw education as a way to improve the health, life styles, fiscal affairs and government of the South.

Gathering information on Pittman's early years was not an easy task. I made many phone calls and sent numerous e-mails to various genealogy researchers, libraries and archives in an effort to gather information. I made numerous phone calls and sent many e-mails to repositories, churches and schools in Mississippi trying to locate information on Pittman's family of origin and his life as a child. I researched cemetery records, church records, and census data for information on Pittman and his family in an effort to trace his life prior to college. I discovered that record-keeping in the 1880s and 1890s was not a top priority.

Once Pittman began his more formal education it was easier to follow the steps he took from Millsaps College, to the University of Oregon and then to Teachers College at Columbia. He left his imprint at each of these institutions through his diligent work and accomplishments. He introduced the Zone Plan of teaching as part of his thesis in Oregon. In Michigan he implemented the plan and expanded it to meet the needs of that area. With Jane Franseth as the coordinator, Pittman developed plans for consolidation of schools in Bulloch County.

A man of visions and dreams, Pittman set goals and objectives, and worked to meet them. Progressive in his thinking, he knew that "well-rounded" students would make good future leaders and teachers. They would have more to bring to the classroom and to the communities where they lived. He realized that having fun and enjoying classes, such as the leisure arts, would boost the morale of the students, giving them an outlet for some of the pressures students faced in the 1930s and 1940s. This inquiry has shown that Pittman's main goals were the satisfaction and success of the students, and that he planned the objectives of SGTC so these goals could be met. His goals included:

expanded curriculum; top of the line faculty; organized activities; and, assistance to the students, even in personal matters such as financial and social needs. Dr. and Mrs. Pittman held receptions allowing interaction between faculty, students, and community members. Pittman's administration organized dances, encouraged membership in social organizations, and allowed students more freedom to interact with the opposite sex, although with strict limitations.

My interest in the history of Marvin S. Pittman came early in my career at Georgia Southern University. If there was a mention of Pittman's name, it encouraged local residents to begin a conversation about him and his time in Statesboro. In classes, I would hear other students discussing tidbits of information they had gathered about a president who had been fired. It appeared most people knew a little about Pittman, but no one knew the complete story. There was a mystery and intrigue that captured my attention, making me listen to every word I could hear that was associated with Pittman. I heard bits and pieces of the fact that he was fired, and I heard how much he had done for the institution. I heard what an outstanding leader he was, who was admired and respected by students, faculty and the community; but again, I heard he was fired. I was intrigued with the fact that he was admired and respected by so many people but he had been fired as the president of the institution. Then, when I learned that Eugene Talmadge had been involved in his firing, my interest was peaked even more. Being a native Georgian, I had heard tales of the infamous Talmadge and knew that if he had anything to do with Pittman's firing, there was much more to the story.

Eugene Talmadge was a lawyer and a farmer from McRae, Georgia. In his campaigns he would tell people how he was a poor farmer and understood what they

needed from a governor. He was talked to the uneducated and undereducated farmers of rural Georgia in a tone that made him appear to be on their level. He told them how the black people were going to take over their farms, and that they, the poor white farmers would be left poorer than ever. Talmadge spoke of communism and told people that the blacks were being supported by the communist. He wore red suspenders and smoked and chewed a cigar while he ingratiated himself on the hospitality of these poor farmers. He was a segregationist and white supremacist speaking of white power and prohibiting equality among the races.

When I started working at the University I worked as a staff assistant in the College of Graduate Studies. After receiving my Bachelor's in 1995, I applied for and was hired as the Director of Archives and Records Management, where I began working on March 1, 1996. The department had moved to its current location a year prior to my arrival and there were many documents that had not found a permanent home. One day in an effort to identify some of those documents and get them stored properly, I came across an account written by Herbert Jones (1955), of the Cocking/Pittman hearing that took place in Atlanta. I grew more and more agitated as I read. While reading, I could feel my heart pounding and knew that I was lost in 1941, in a crowded room, and I had to know more. This is where my inquiry into Marvin Pittman began.

I have always been blessed, or cursed, with a vivid imagination. Most people who have had imaginary playmates as children continue to be imaginative, and I was one of those people. I have the ability to transport myself mentally to situations that I find interesting. I can go where I want in my mind, and imagine vividly what is happening. As I read more about Pittman and the controversy with Talmadge I put myself in that room. I

listened and saw myself being challenged on my integrity, my honesty, my democratic beliefs, and my ethics, along with this great educational leader. Personally, I was shaking with indignation that someone such as Talmadge was hurling invective in Pittman's direction. I felt humiliated and denigrated even though I knew the charges against Pittman were untrue. Pittman had facts. Talmadge only had allegations given to him by others of his ilk, who wanted to halt any progressive movements in the state of Georgia. It was as though you could hear the battle cry, 'Keep 'em ignorant, keep 'em white, and keep 'em in my control.'

Talmadge realized education as a source of power. He knew that education provides an avenue to advance the institutions of the world: financial, educational, social and political. At the time of his political tyranny, Talmadge wanted to be the ultimate and final power controlling the people through their own ignorance. The South was not going to return to the days prior to the Civil War, but Talmadge, and many like him, wanted to retain white supremacy over black citizens. By keeping black Georgians uneducated, they could not advance beyond the field hand jobs they held. By keeping black women in the white households doing the housework for low wages and long hours, paternalism flourished. The poor would remain poor; the rich would get richer; and the powerful would become more powerful.

It was of little concern to Talmadge that the majority of the poor in the state at that time were farmers working from sunup to sundown trying to earn a living from poor, overworked soil. Men were going to war and many were not coming home; women were working in the fields, and children were working on the farms where many had no time to

attend school on a regular basis. Mules still pulled the plows and the people lived off the vegetables they grew, and the animals they raised.

Men and women like Pittman knew that education was the ticket young people needed to release them from the rigors of life on a poor, red-clay farm in Georgia. He and his peers knew that with an education they would be able to educate more young men and women and those men and women could in-turn do the same. If these educated people went into careers other than education that would be beneficial as well. The South needed nurses, doctors, clergymen, bankers, and yes, even politicians, politicians—who saw the need to put the welfare of the state ahead of their own aspirations. Pittman knew that to provide this caliber of education, top-level faculty would be needed to teach the courses and to train the students. He saw it as his duty to hire these faculty members and bring them to Georgia Teachers College.

This inquiry reveals Pittman as an educational leader of integrity and high ethical practices. He gave time, effort and money to assist students in need, and did this without expectation of praise or financial rewards. His acts of giving were means of ensuring that students had what they needed to be able to stay in school, and to gain the education they would need to complete their educations, and to help others. He created jobs for students in need of work. He created programs of study designed to expand the horizons of students, and he was able to integrate social and liberal arts studies and activities into GTC, to make the college a richer learning environment, as well as entertaining.

I have recently learned that Dr. Jack Averitt a former student, colleague and friend to Dr. Pittman has in his possession, documents that will be made public in 2015. These documents are reported to further explain the events occurring during Pittman's

administration, firing and rehiring. The date of revelation will be filled with anticipation by people such as myself and will lead to more research and insight into Pittman's life, leadership and his legacy.

When I began my inquiry into Pittman's life, it was the beginning of an end. I thought I would do my research, write my dissertation and put it aside. I have come to realize that I want more. I want to read more about this man, understand more about what drove him to the dedication he had for education, people and the community where he lived. I realize as I close this inquiry, that this is just the beginning for me. I will continue to search for any information I can gather on Marvin Pittman, whose life has inspired me to know more.

Although Pittman's teaching has been examined in the past, it has never been fully explored in the manner of an inquiry. Pittman was, first and foremost, a scholar, and his contributions to the areas of curriculum and teacher training will also make an excellent topic for future research. For the purposes of this inquiry, I chose not to delve into this area, but to make my focus on leadership and his administration. Pittman authored and co-authored many books, and his words are as potent today as they were in the past, which goes to his insights as a visionary educational leader.

There are many reasons why I have grown to admire and respect Marvin Pittman. I believe the main reason he deserves my respect and the respect of others is the fact that no matter what obstacles came his way, he remained ethical and dedicated to the cause of education.

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APPENDICES

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APPENDIX A
 INSTITUTIONAL REVIEW BOARD APPROVAL

Georgia Southern University Office of Research Services & Sponsored Programs		
Institutional Review Board (IRB)		
Phone: 912-681-5465	Administrative Annex	
Fax: 912-681-0719	Ovrsight@GeorgiaSouthern.edu	P. O. Box 8005 Statesboro, GA 30460-8005

To: Pamela Altman

From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees
(IACUC/IBC/IRB)

Date: December 12, 2006

Subject: Status of Research Study Modification Request

After a review of your Research Study Modification Request on research project numbered: **"H06168"** and titled **"Marvin S. Pittman: A Historical Inquiry of His Life, Legacy, and Leadership"**, your request for modification appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your modification request.

The IRB approval is still in effect for one year from the date of your original application approval and **NOT** one year from the date of the modification approval. If at the end of that time, there have been no further changes to the research protocol, you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study**, within five working days of the event. In addition, another change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator **prior** to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,



Julie B. Cole
Director of Research Services and Sponsored Programs

APPENDIX B

A YOUNG MARVIN PITTMAN

MARVIN SUMMERS PITTMAN, Rosedale, Mississippi.

"Gives to airy nothing
A local habitation and a name."

"Pitt." Aspires to be a society man. Loves whomsoever he may. His brass supplements his brain. A leader wherever found. Representative in State Oratorical Contest. Local Editor, Collegian, Lamar; Anniversarian; second term President. K A.



Picture taken from the Bobashella (Millsaps' yearbook) 1905. Millsaps' records indicate Mr. Marvin Summers Pittman began his education career at Millsaps in 1900 by attending a 2nd year preparatory class. In 1901, he began his college career as a freshman. He graduated in 1905 receiving a Bachelor of Arts degree. *Entry courtesy of Vicki A. Stewart, Coordinator Records and Registration, Millsaps College.*

APPENDIX C

LETTER REGARDING ROSENWALD FUNDS

March 28, 1936.

Chancellor S. V. Sanford,
University System of Georgia,
Atlanta, Georgia.

My dear Chancellor Sanford:

The representatives of the Julius Rosenwald Fund are interested in rendering a larger service in promoting rural life in Georgia. To this end they are recommending to their Board of Directors that a gift of \$10,000 be made available for our assistance next year. They recommend that this gift be used in promoting four types of service:

(1) Health in rural areas, (2) Ascertaining the facts and disseminating them with reference to social and economic problems, (3) Agriculture, (4) More effective reading.

They are willing to continue this service for five years on the following basis:

\$10,000	the	first	year
8,000	"	second	"
6,000	"	third	"
4,000	"	fourth	"
2,000	"	fifth	"

with the state increasing annually its support to the extent that the Rosenwald Fund decreases its contributions.

In order that the Directors of the Rosenwald Fund may know whether or not we will be willing to enter into such a cooperative endeavor, it is necessary that this matter be presented to our Board of Regents for their approval at their next meeting.

I believe that this program offers a very great possibility for service to Georgia. I shall thank you for your interest and assistance in this matter.

Sincerely yours,

te

Marvin S. Pittman

APPENDIX D

OUSTING OF THE EDUCATORS

The Atlanta Journal – July 15, 1941

**OUSTING THE EDUCATORS**

James S. Peters (left) and Judge Joe Ben Jackson, new members of the Board of Regents, get their heads together with Governor Talmadge (right) in the picture above just before the regents ousted Dr. Marvin Pittman Monday. Below are regents Scott Candler (left) and L. W. Robert, who also voted to oust Dr. Pittman and Dean Walter Cocking. —Journal Photos.

APPENDIX E

CALLING AMERICA

The Atlanta Journal - July 15, 1941

**'CALLING AMERICA'—DR. PITTMAN QUIZZED AT TRIAL**

Judge Joe Ben Jackson (center), newly-appointed member of the Board of Regents who voted with the Tolsonage forces, in ousting two Georgia college officials Monday, asks Dr. Marvin Pittman, president of the Georgia Teachers' College, what he knows about the book "Calling America," described as a compilation of racial views. Seated at the left is James S. Peters, another new member of the board, who acted as prosecutor at the trial. Dr. Pittman was ousted by a vote of 10 to 5.—Journal Photo.

APPENDIX F

DR. PITTMAN AWAITS TRIAL

The Atlanta Journal - July 15, 1941



DR. MARVIN S. PITTMAN (RIGHT) AS HE AWAITS TRIAL.
Sat Outside Governor's Office With Omega High School Superintendent J. B. Burks.

APPENDIX G

PERMISSION TO USE FARM, FEBRUARY 12, 1944

February 12, 1943.

Chancellor S. V. Sanford,
University System of Georgia,
State Capitol,
Atlanta, Georgia.

Dear Dr. Sanford:

As I mentioned to you yesterday, I should like to let the college use my farm this year. I should like to do it for two reasons:

(1) The college needs it very much. We have 150 head of hogs and a very fine dairy herd. Our college farm does not produce all the feed we need. All during this season the college has had to buy considerable feed. I have just signed another check for \$831 for the purchase of feed. Much of this can be saved the college by the use of my land; about 35 acres of it. It has in the past produced several hundred bushels of corn in addition to a large amount of hay.

As you know in the past I gave the use of it to the college without charge. If there is any illegality in that I shall rent it for one dollar a year. The college needs it and I had rather rather for the college to use it than to rent it to some one else; regardless of what I might get out of it.

(2) I wish furthermore for the college to use it because that was an issue in my ousting. If we do not use it now, it will appear that there was something wrong about the college using it previously, and I do not want to admit even by the slightest implication that there was anything wrong with it.

If the Regents by some formal act will permit me to give the use of my land to the college, I shall appreciate it. I shall withhold any further action until the Regents have an opportunity to act upon this.

Yours truly,

Marvin S. Pittman

APPENDIX H

THANK YOU TO PITTMAN FROM CHANCELLOR SANFORD

REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
 100 STATE CAPITOL
 ATLANTA
 3

OFFICE OF THE CHANCELLOR

January 5, 1944

President Marvin S. Pittman
 Georgia Teachers College
 Collegeboro, Georgia

My dear President Pittman:

Please permit me to thank you for your kind letter of recent date. It was kind of you and Mrs. Pittman to think of us at Christmas time. I want you to know also that I appreciate your kind references to the work I had to do last year.

This little note is also to express to you, personally and officially, my deep appreciation for your loyal and helpful support in the many vexing problems that have arisen during 1943; problems involving each unit in the University System of Georgia. This has been the most difficult year in my educational career. In other years I have been embarrassed and annoyed because the institutions in the university system were dropped from all the worthwhile accrediting agencies. However, I knew that the intelligent citizens of the state would correct that injustice and they did.

The situation that troubled me was whether our institutions could operate unless selected by the army, the navy, and the air forces to train men in the armed forces. I thought that the civilian attendance would be reduced from 100% to approximately 25% of the attendance prior to Pearl Harbor.

It was impossible to know what would happen, in spite of all the work done with your able assistance and encouragement, till the institutions opened in September, 1943. To me it is marvelous that we have in six of the seven senior units and in three of the six junior institutions, units of the armed forces, a total of 7,443 men and women, and 6,496 civilians, a grand total of 13,939 which is approximately 30% greater than in the previous year. Our efforts have not been in vain. And so, what has been my most strenuous, most discouraging year, and most tireless and determined year, has proved with your aid and cooperation to be my most successful year.

President Pittman

-2-

January 5, 1944

The army, the navy, the air, and the specialized forces were demanding quick action of me and so I had to demand the same. The War Production Board caused delays over which I had no control, but which proved very embarrassing at times. If at any time I seemed irritable or impatient, or said or wrote anything unpleasant, please forget it. In you I have supreme confidence and value highly your many courtesies and loyal support. Let us all pull together to make 1944 our banner year.

With kindest regards and appreciation, I am

Sincerely yours



S. V. Sanford
Chancellor

SVS:CH

APPENDIX I
PITTMAN LETTER REGARDING SERVICE TO WAR
DEPARTMENT IN GERMANY

January 28, 1917

Dr. H. E. Paty, Chancellor,
University System of Georgia,
100 State Capitol,
Atlanta 3, Georgia.

Dear Dr. Paty:

In accordance with our conversation I am writing to state that I have been invited by the War Department to go to Germany in the capacity of a consultant in education for a period of from 60 to 90 days.

The War Department wishes me to leave here March 1 or as soon thereafter as I can make satisfactory arrangements, and to return not later than June 30. If satisfactory arrangements can be made here, and if the Board of Regents will approve my absence for that period of time, I should be pleased to go; and if you think that in general it would be helpful to the University System for me to do so.

Respectfully yours,

Marvin S. Pittman

APPENDIX J

SIEBERT LETTER REGARDING TELEGRAM FROM WAR DEPARTMENT



REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
100 STATE CAPITOL
ATLANTA

3

February 11, 1947

President Marvin S. Pittman
Georgia Teachers College
Statesboro, Georgia

My dear President Pittman:

The attached copy of a telegram sent today to the
War Department is sent to you for your information.

Yours very truly,

Handwritten signature of L. R. Siebert in cursive.

L. R. Siebert,
Executive Secretary

LRS/djm

Encl.

APPENDIX K

WAR DEPARTMENT TELEGRAM

Charge to the account of _____

BOARD OF REGENTS, 100 STATE CAPITOL

CLASS OF SERVICE DESIRED	
DOMESTIC	BY CABLE
TELEGRAM	ORDINARY
DAY LETTER	URGENT
NIGHT LETTER	DEFERRED
NIGHT LETTER	NIGHT LETTER

Patrons should check time of service desired; otherwise the message will be transmitted as a telegram or ordinary cablegram.

WESTERN UNION 1906

A. N. WILLIAMS
PRESIDENT

CHECK
ACCOUNTING INFORMATION
TIME FILLED

Send the following telegram, subject to the terms on back hereof, which are hereby agreed to

WAR DEPARTMENT
CIVIL AFFAIRS DIVISION
WASHINGTON, D. C.

LEAVE OF ABSENCE FOR MARVIN PITTMAN TO SERVE IN GERMANY AS EXPERT ON RURAL MATTERS CONCERNING REORIENTATION AND REEDUCATION REQUESTED TELEGRAM FEBRUARY 7 FOR THREE MONTHS WILL BE FORMALLY APPROVED BY BOARD OF REGENTS AT ITS MEETING ON FEBRUARY TWENTIETH.

L. R. SIEBERT, EXECUTIVE SECRETARY,
BOARD OF REGENTS OF THE UNIVERSITY
SYSTEM OF GEORGIA

L. R. Siebert,
Executive Secretary

LRS/djm

Encl.

APPENDIX L
RETIREMENT APPROVAL



REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
100 STATE CAPITOL
ATLANTA

5

February 21, 1947

President Marvin S. Pittman
Georgia Teachers College
Statesboro, Georgia

My dear President Pittman:

Since you have reached the retirement age established by the Board of Regents for presidents and chief administrative officers of the university system, the Board of Regents at its meeting on February 20, 1947, approved your retirement as president of the Georgia Teachers College.

You were named as president-emeritus of that institution and certain duties will be assigned to you by that institution.

Yours very truly,

L. R. Siebert,
Executive Secretary

LRS/djm

cc: Mr. J. C. Ward

APPENDIX M

LETTER WITH ATTACHED BOARD OF REGENTS MINUTES REGARDING
RETIREMENT

REGENTS OF THE UNIVERSITY SYSTEM OF GEORGIA
100 STATE CAPITOL
ATLANTA

3

March 24, 1947

Dr. Marvin S. Pittman, President
Georgia Teachers College
Collegeboro, Georgia

My dear Dr. Pittman:

Attached is an excerpt from the minutes of the meeting of the Board of Regents held on February 20, 1947, relative to your retirement from the presidency of the Georgia Teachers College.

Yours very truly,

L. R. Siebert

L. R. Siebert,
Executive Secretary

LRS/ml
Enclosure

cc: ~~Mr.~~ Judson C. Ward, Jr.
Mr. R. L. Winburn, Treasurer

Board - February 20, 1947

It is understood that any head having reached the retirement age established by the Board of Regents for administrative officials shall serve as the head of his institution at the pleasure of the Board of Regents, although stated in these minutes that he is elected for the 1947-48 fiscal year.

Regent Sandy Beaver made a further report for the Committee on Education. He stated that on April 12, 1947, Dr. Marvin S. Pittman, president of the Georgia Teachers College, will reach the age of sixty-five, the retirement age for faculty members occupying administrative positions; that Dr. Pittman had requested that he be retired; and that the Committee on Education recommends that Dr. Pittman's request be granted.

Therefore, upon the recommendation of the Committee on Education, with motion of Regent Pope F. Brock, seconded by Regent Miller R. Bell, and unanimously adopted, it was

RESOLVED, That the Board of Regents, of the University System of Georgia shall and it does hereby retire Dr. Marvin S. Pittman from the presidency of the Georgia Teachers College, effective July 1, 1947.

RESOLVED FURTHER, That the Board of Regents shall and it does hereby elect Dr. Marvin S. Pittman president-emeritus of the Georgia Teachers College to perform such duties as may be assigned to him. This appointment shall be effective July 1, 1947. Dr. Pittman shall continue to direct that institution until September 1, 1947, at which time Mr. Judson C. Ward, Jr., will assume the presidency of the Georgia Teachers College.



Board - February 20, 1947

Vice-Chairman Sandy Beaver made a report for the Committee on Education. He stated that the Civil Affairs Division of the United States War Department had invited Chancellor Raymond R. Paty to serve three months in Germany, effective March 1, 1947, with the military government as a consultant on educational matters. He pointed out that this was a great honor for the University System and that this committee recommends that the Board of Regents grant Chancellor Paty a leave of absence for two months, with the understanding that should an emergency arise in the system, Chancellor Paty would return immediately.

Vice-Chairman Beaver also stated that President Marvin S. Pittman of the Georgia Teachers College has been invited to serve for three months in Germany with the military government as a consultant on rural education and that it is the recommendation of the Committee on Education that President Pittman be granted a leave of absence for that time.

Vice-Chairman Beaver pointed out that the compensation Chancellor Paty and President Pittman will receive for this work will be nominal and that it is the recommendation of this committee that the leaves of absence be granted without a reduction in salary.

Therefore, upon the recommendation of the Committee on Education, with motion of Regent Sandy Beaver, seconded by Regent Pope F. Brock, and unanimously adopted, it was

RESOLVED, That the Board of Regents of the University System of Georgia shall and it does hereby grant to Chancellor Raymond R. Paty a leave of absence, with pay, for two months, effective March 1, 1947, to serve in Germany with the military government as a consultant on educational matters.

RESOLVED, That the Board of Regents shall and it does

in Germany with the military government as a consultant on rural education and that it is the recommendation of the Committee on Education that President Pittman be granted a leave of absence for that time.

Vice-Chairman Beaver pointed out that the compensation Chancellor Paty and President Pittman will receive for this work will be nominal and that it is the recommendation of this committee that the leaves of absence be granted without a reduction in salary.

Therefore, upon the recommendation of the Committee on Education, with motion of Regent Sandy Beaver, seconded by Regent Pope F. Brock, and unanimously adopted, it was

RESOLVED, That the Board of Regents of the University System of Georgia shall and it does hereby grant to Chancellor Raymond R. Paty a leave of absence, with pay, for two months, effective March 1, 1947, to serve in Germany with the military government as a consultant on educational matters.

RESOLVED FURTHER, That the Board of Regents shall and it does hereby grant to President Marvin S. Pittman of the Georgia Teachers College a leave of absence, with pay, for three months, to serve with the military government in Germany as a consultant on rural education.

APPENDIX N

1942 REFLECTOR DEDICATION TO DR. AND MRS. PITTMAN

We Dedicate This Book



"Marcanne" — The Pittmans' Lovely Home

To Dr. Marvin S. Pittman, one of the nation's greatest educational leaders, and to his charming wife, this *Reflector* is dedicated. Their loyalty to high professional and personal ideals reflects the value of their services to mankind. Their devotion to the task of teaching truth, honor, and justice has been a guiding force in teacher training.

It was through their courageous and tireless efforts during their eight years of unselfish service at Georgia Teachers College that the college grew and took an outstanding place in the educational system of the State.

Not only as leaders do we honor them, but we know and love them as students' friends. They were never too busy to help "iron out" the complications which arose in students' lives.

So to you, Dr. and Mrs. Pittman, this *Reflector* is dedicated. Your ideals and principles will be reflected through our lives in the years to come.

THE EDITOR.



To the Pittmans

May this dedication serve as our expression of appreciation for all that the Pittmans have done for Georgia Teachers College and all that they shall do in the future.