

KENNESAW STATE UNIVERSITY ORAL HISTORY PROJECT

INTERVIEW WITH DR. HORACE W. STURGIS

CONDUCTED BY THOMAS A. SCOTT

WITH THE ASSISTANCE OF BETH D. GOOLSBY

for the

KSU ORAL HISTORY SERIES, NO. 1

13 November 1986 to 19 February 1987

Kennesaw State University Oral History Project  
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Interview with Dr. Horace W. Sturgis  
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KSU's founding president, Horace Wilbur Sturgis, headed the institution from 1 July 1965 until his retirement on 31 December 1980. He was named Cobb County Citizen of the Year for 1975 and received the Cobb County Bar Association Liberty Bell Award in 1976. He held the title of President Emeritus from 9 September 1981 until his death at age 77 on 16 January 1990.

TS: Scott      HS: Sturgis      BG: Goolsby

**Interview 1: Thursday, 13 November 1986**

TS: Dr. Sturgis, I would like to begin by asking you some questions about your earliest background. I know that you were born in a place called Grand Valley, Pennsylvania. I wonder if you would begin by telling me where Grand Valley is located, what kind of a community it was, and what kind of influence it had on you?

HS: Grand Valley is a very small community approximately 50 miles south of Erie, Pennsylvania. It's approximately 12 miles from Titusville where Drake's Well is located, the first oil well where oil was first discovered. In fact, Grand Valley was in what was then known as the oil fields of that locality. I was born there and lived there until approximately age five and then moved from there to a suburb of Erie, Pennsylvania.

TS: It must have been around 1912 that you were born?

HS: Nineteen twelve was the date of birth. This was really preliminary to World War I, as you know from the date. While we were living in Grand Valley, one day we looked up and saw a red balloon coming over the valley. We were all so frightened that we went into the basement of the house knowing for sure, we thought, that this was the Germans coming (just a humorous thought). But it is a very nice little community that is practically extinct at the present time.

TS: Was your father associated with the oil business?

HS: No, my father [Elvin Wilbur Sturgis], after having taught

for a year or two in the public schools, then joined the railroad -- New York Central Railroad -- and worked all of his life, that I recall of his working career, for the New York Central Railroad.

TS: What kind of a position did he have with the railroad?

HS: He was first, of course, a fireman and then became an engineer, which was the general movement that was taken then. You start as a fireman. Then after a certain number of times, when you had the seniority, you could become an engineer.

TS: Was this an area in which the Lutheran Church was strong?

HS: No, no. In fact, there would have been no Lutheran churches in Grand Valley to my knowledge. My maternal grandmother [Orpha Kelly Ongley, wife of Horace Noel Ongley] was Methodist, and my paternal grandparents [Wilbur and May McClelland Sturgis] were Baptist. Actually, we did not join the Lutheran Church until we had moved to the little town of Wesleyville, which is a suburb of Erie, Pennsylvania, and it became time to choose a church. One of the reasons the Lutheran Church came to mind was that I could walk to that church without crossing a major thoroughfare and therefore could attend Sunday School and participate that way. Then, of course, my parents decided to join the Lutheran Church also. So, from then on, my family was in the Lutheran faith.

TS: What kind of influences persuaded you to go into the field of education or is this something that came almost by accident or later on?

HS: Not entirely. As I think back on the days of decision, I attended high school in Wesleyville, Pennsylvania in the years of the Depression; and a lot of soul-searching was going on at that time because so many people were losing their jobs and having difficulty making a living for their families. I think one of the items that influenced me was the Depression, in that I knew that the teachers seemed to not have any difficulty in keeping their jobs. Therefore, it did occur to me the teaching profession might have a certain amount of security in it; and security during the Depression was something that really would be strong on one's mind. In addition to that, the high school that I attended was a classical type of high school with college preparatory programs almost entirely; and my courses of study included the four years of math, four years of English, the two of Latin, the history, the problems of democracy, and so on. So it was a very college preparatory type of program.

Then I chose -- when I chose to go to college -- to major in chemistry because I had an acquaintance who was a chemist, and he seemed to be quite secure in his profession working as a chemist with the General Electric Company which was in Erie.

TS: Was this an area in which the Protestant ethic was strong? Were there any values that you can recall that particularly were emphasized in the schools or the home or the church that might have influenced your general philosophy of life?

HS: Well, of course when we say Protestant ethic, there were probably as many Catholic . . .

TS: Well, maybe the work ethic would be a better term for it.

HS: Well, that probably would be. Yes, the work ethic would be something that would have influenced a young person at that time. Of course, church was a very important part of one's life in our family. We were very active in the church. I was confirmed in the Lutheran Church after studying catechism, and attended Sunday School regularly and church as a family group. In addition to that, the church sponsored the Boy Scout Troop of which I was a member, and that had a great influence on my life. I feel that scouting for me in those days was a great activity.

TS: How far did you go in scouting?

HS: I became a Life Scout. I, of course, went in as a Tenderfoot and went through the Second Class, First Class, and had some merit badges; but I then began to drop back -- about Life Scout is as far as I got.

TS: How did you get to Piedmont College from the area around Erie, Pennsylvania? That was quite a ways away.

HS: Well, it surely was for me when I stop and think about it because I had never been out of Pennsylvania but one short weekend when I went through the northern part of West Virginia to visit some relatives, but other than that, I had never been out of Pennsylvania. But, here again, the church. A member in the congregation was formerly a native Georgian who went to Piedmont College and majored in chemistry at Piedmont College and was a member of the church. He is the person who had the job with the General Electric Company as a chemist and had a very secure job during the Depression. So when it came time for me to think seriously about college, he mentioned Piedmont College. My father being employed on

the railroad, transportation was no problem because I could have a pass -- a family pass. Both my mother [Bessie (Elizabeth) Ann Ongley Sturgis] and my father had taught school briefly, but significantly, in their lives. So it was always a priority in their minds that their children would go to college. Although I don't know that I did a great deal of independent thinking about it, I did go through the usual routine of looking at college catalogs and so on. Besides being a liberal arts college, it also was the college that his friend had gone to, and it would not be expensive to travel. And then the colleges in the South were a little less expensive as I recall. In addition to that, I was able to have a job at the college. My first job there was sweeping floors in the college community to earn part of my expenses.

TS: Did all students work then?

HS: Practically all student worked. The college had a farm, and many worked on the farm. The fact is, the working people at the college -- in the dining hall and the grounds -- were almost altogether students. Even the person who was the chief cook [was] a student at that time. Actually, students waited on tables, cut the grass, and worked on the farm. There was a large farm where they had their dairy and they managed that. And so it was a college -- and still today is a college -- that a good many students go to because of the assistance that the college is able to give them in meeting their expenses.

TS: Was the student body primarily from North Georgia or did it come from all over?

HS: I would say mostly North Georgia, but it would extend on into other parts of Georgia. I was one of two students from north of the so-called Mason-Dixon Line. Another person was there from Cincinnati. I'm sure I was an oddity.

TS: I was going to ask you next, did it seem as though you had gone into another world to go to North Georgia in the 1930s from Pennsylvania?

HS: Well, yes and no. Of course, I had never seen red soil -- that was different; and, of course, my northern accent and their southern accents made a difference in understanding some of the expressions that one would have; but there was no major problem with it. It was an unusual community. First, the college had a great deal of influence from the Congregational Church. Although the college has never received direct funds from the

Congregational Church, and still does not, it does receive support from members of the Congregational Churches around the country. The Congregational Church was rather strong in New England.

TS: And very weak in Georgia.

HS: And weak in Georgia. And so a number of the faculty were people from New England, and there was that New England influence there in the college that I think gave it strength and meaning to the students that went there.

TS: Is that how the college got started -- New Englanders seeing it as kind of a service to the South?

HS: Yes, to some extent. I guess I ought to really review my history of that a little bit, but they will be celebrating their 100th anniversary in 1997 because it was 1897 that it was created. It was a very strict type of college environment by comparison of today's standards. There was very little so-called social life there. The students were not permitted to dance; the student were not permitted to smoke except in a very restricted area outside of the boys' dormitory; there was no card playing. In the auditorium, the women students sat on one side of the auditorium and the men students sat on the other side of the auditorium. It was, of course, rather rigid in its rules and regulations, but never was a great adjustment to make, really. We complained about it as students will sometimes; and the college has not grown very much since those days. There was something of a little over 300 students, I believe, and now there are 450 students.

TS: Was it strict academically?

HS: It had very high standards academically and good, excellent teachers. I have no horror stories or anything of that sort about any single person; all of them in my judgment were excellent. I chose to major in chemistry and minored in math and, of course, took physics along with my chemistry. It was a real small community; Demorest is still a small community in North Georgia.

TS: So you graduated in 1935 with your degree in chemistry. I presume that since it was a Liberal Arts college they didn't really teach education courses there to any great degree?

HS: That is not exactly so because I suppose most of the graduates of Piedmont College did go into teaching. It was considered as one of the outstanding teacher

preparation institutions in the state; but it always had that liberal arts background; and the only professional courses in the field of education were those that would meet the minimum standards for certification of the State Department of Education.

TS: I see. So you did take some education courses while you were there.

HS: Yes. While I was there, I realized that I might want to go into the field of teaching and I could do this by majoring in chemistry and then taking the minimal, which involved some practice teaching and some history of education, a course or two of that kind, to meet the requirements for teaching. So it was principally people with liberal arts background and the minimal professional courses, and most of them went into teaching. The State Superintendent of Schools for years was a Piedmont graduate.

TS: Is that right? Who was that?

HS: Claude Purcell. He is a member of the Board of Trustees right now. Of course, they went into other fields. Phil Landrum, for example, and I were in school together there. Phil Landrum, of course, is the older brother of James D. (Spec) Landrum, the Athletic Director here at Kennesaw.

TS: A long-time congressman from up that way.

HS: That's right. Dean of the delegation I think they considered him a long time. A very fine person. His father was the business manager of the college, and his mother was the dietitian. About half-way through my years there, they moved to Georgia Southern College; and this was partly because the president of Georgia Southern College was a Piedmont graduate.

TS: Well, when you graduated from college, I gather you went straight into a teaching position from there.

HS: In the spring of my senior year I did what others were doing and thinking about what one would do; and someone, I can't even remember now who it was, called me or wrote me -- I think wrote me a letter -- saying that there was a vacancy in a teaching position at Fayetteville, Georgia. I guess my rationalization was that I had better give it a try. And so I borrowed a car and drove down to Fayetteville and met the Superintendent of Schools on, I guess, a Monday. They, yes, were looking for a person to teach mathematics and science and to be

principal of the high school and to coach basketball and track. So I expressed my interest; and on Thursday they called me and told me that, if I wished, they would send me the contract and I would be hired. That's the only job I ever applied for in my life.

TS: How big a high school was it?

HS: Not over 75 perhaps.

TS: About what, five or ten faculty members.

HS: Well, about that. That would be in the neighborhood. There was a person who served as the Superintendent of the school system in Fayetteville, and then I was the principal, and they had the normal English and history.

TS: I think the most astounding thing about that is that not very many people are going to come right out of college and go to be the principal of a high school.

HS: That is true. Of course, they were looking mostly in those days for men to be principals. And someone, frequently the coach, would be the principal. Oftentimes, the coach would ultimately become the superintendent; and if he wasn't the principal, he could very likely become the principal.

TS: I guess there is a certain logic in that, in that it takes administrative skills to be a successful coach.

HS: Well, I suppose so.

TS: That would be leadership skills, such as that.

HS: Yes. And the coach would be well-known in the community and, I guess, would be on the minds of the people if he was a good coach. That would have a carry-over effect.

TS: Did most of the teachers have college degrees at that time?

HS: Yes. There was one other man teacher there who I think did not as I recall. He later did, but at the time was working on and near it. And I think that most of the others did.

TS: Now, I understand that you were a highly successful basketball coach. Did that start at Fayetteville?

HS: Well, I was the coach there. I never played a game of basketball in my life.

TS: Is that right?

HS: Never did. But I studied the game. I took a course at Piedmont College in coaching; and, of course, it was obviously taught by the coach who happened to be the Head of the Biology Department as well.

TS: I would think somebody as tall as you the coach would have been out recruiting for the team.

HS: Well, no one ever suggested it even, and I don't know why. They had some good teams there. One of the interesting ones was Johnny Mize who played basketball there.

TS: Is that right?

HS: Yes, and he was a very good basketball player. He would go into professional baseball. I think he was on the Cardinals.

TS: I believe St. Louis and later on I remember him as a pinch-hitter for the New York Yankees.

HS: Yes, I've seen him play there and he is still living up in Demorest. He would come to Piedmont in the fall and would take courses and would play basketball on into the time he had to go to spring training. He could afford a car which was a rarity then. There was only one other student that had a car at that time. He would then drive his car, which he could afford, and would take all the football trips with the football team.

TS: Somewhere along the line you became a highly successful coach; was that after you moved on to Eatonton or did you have a good team at Fayetteville?

HS: In Fayetteville I had a very poor team because they had not had basketball there, and we didn't even have a gymnasium. We had an outdoor court and we played our games on the outdoor basketball court. Then, when I went to Eatonton, they had a very fine gymnasium in those days.

TS: They must have recruited you since Fayetteville was the only job you applied for.

HS: That's right. I went home that summer intending to go back to Fayetteville. The reason I went home in the summertime was that I was able to work at the General Electric Company doing various kinds of jobs. I worked in the refrigerator assembly line, and I worked in the

salvage department where they were assembling motors for electrical engines. The fact is, down the road a ways, I even worked there on vacation as a draftsman. I went home intending to go back to Fayetteville; but I had a very good friend in Fayetteville who was the nephew of a teacher in Eatonton; and the coach in Eatonton had resigned. This friend of mine, without my knowledge, had recommended that they contact me -- if I would be interested, and I gave it a good deal of thought. The letter that I got from the Superintendent said that you must have either played college basketball or made a very thorough study of the game. That frightened me; so I declined the job. This friend of mine in Fayetteville who was the nephew of the teacher there got in touch with me either by telegram or telephone or something, and said that I was making a big, big mistake and that I should take that job. So I wrote to the Superintendent and said, "Well, if the job is still open, send me the contract." So they did, and I ended up there. It turns out that the Superintendent became our very close friend in Eatonton and we are still friends. He lives now in Fayetteville. But I did, I made a very thorough study of the game. I read many books on it and just worked at it, but I never played a game in my life.

TS: How long did you stay in Eatonton?

HS: Four years.

TS: Dr. Sturgis, will you say a word about your job responsibilities in Fayetteville?

HS: My responsibilities included the teaching of five different subjects which were algebra, plane geometry, solid geometry, trigonometry, and general science. In addition to those responsibilities, I was required to coach basketball and track, and, serve as the principal of the high school. This was a job which paid \$80 a month for nine month's work.

TS: It's almost unbelievable now isn't it?

HS: It is. Seven hundred twenty dollars a year.

TS: How did that compare to a job on the assembly line at General Electric?

HS: Well, it was less than that at that time. I don't remember just exactly what it was, but I can assure you that it was during that year that I decided that I would like to be a teacher because I really enjoyed the work. I enjoyed the working with young people and the people in

the community. Teaching was just a joy and was never laborious to any extent. I thoroughly enjoyed it.

TS: You had to be motivated by something other than economics didn't you?

HS: Well, I'm sure that was it. What I did prior to going to Fayetteville, even though I had accepted the job when I left college, was to work that summer at the Erie Resistor Works in the laboratory. I realized on that job, that summer -- very soon -- that I was watching the clock. I was wanting to know how far is it till 5 o'clock. I was looking forward to the weekends, and it was not a pleasure. It was, you say, a job; and I realized then if I was watching the clock and waiting for the weekends to that extent that that was not something I wanted to do the rest of my life. That's when I reflected back on my teaching and knew that that's what I wanted to do.

TS: When we think about Georgia in the 1930s, what generally comes to mind is poverty; sharecropping; no free textbooks until 1937, in general, in the State of Georgia until E. D. Rivers became governor; and relatively short school terms once you got outside the city. That's my impression, at least. Is that an accurate impression?

HS: Why, I think that is a fair impression. It's true that in some systems in the state the system itself did furnish textbooks. Fulton County was one of them and the City of Atlanta was another. But in most cases the students had to buy their own textbooks -- that's true. As I recall, we had, though, in the schools that I taught in, a full nine months' calendar of school operation and work. It is obvious that it was a poverty area in many respects. In Fayetteville there wasn't a paved road at all. I lived in a hotel with three meals a day. It was a frame building and was literally a hotel for \$25 a month. So there was something comparable there in the cost of living.

TS: That would be something equivalent to these bed and breakfast inns that we have today?

HS: No, it was a real hotel. They had rooms, and we took our meals there -- three meals a day. But now I had to go down to a barber shop to get a shower. They did have a tub in the hotel, but there was never any hot water. So I paid some amount to the barber to use his shower down there. The other man teacher and I went down there to do that. Obviously, when I was coaching, I needed to have a shower. We didn't even have a shower or dressing rooms

or anything of that sort.

TS: Were most of the students in high school at that time children who were first generation high school, or did most of them have parents who had been?

HS: I don't know that.

TS: It may be different in town.

HS: It was. Eatonton and Fayetteville both were, of course, city schools and not the rural school that we sometimes compare. That meant that the socioeconomic levels of the parents was a little higher than would be if you were going to the county schools.

TS: What was the attitude in the community about education? Did the parents support the principal? Was the local Kiwanis Club, or whatever, strongly in support of the schools?

HS: I'd say in both cases, yes. They were very supportive. There was obviously a number who were planning to go to college and did to go college from both of these high schools. Randolph Macon was one of these colleges, I remember, that some of the girls went to, and the University of Georgia, Georgia Tech, and other colleges, of course.

TS: So this would really be comparable to Cobb County where Marietta apparently had a very good high school in that period; but, if you were out in the country, you almost had to board in Marietta to go to high school.

HS: That's right, that's exactly it. But now in the case of Fayetteville, it was the only high school in the county. So all the county students came into the Fayetteville High School. This was true in Eatonton also. Only one high school. They are both small counties -- very small. Putnam, I suppose, is one of the smallest in the State.

TS: You came to Atlanta in 1940. Was that to take a job in a high school in Atlanta?

HS: Yes. I met the person who was the Assistant Superintendent of Fulton County Schools -- Dr. Knox Walker. I lived with his brother and his wife in Eatonton. Fulton County, together with Atlanta and possibly Savannah and Columbus and a few places of that sort, had some of the better schools in the state as far as finances and qualifications, faculty and facilities, and so on. And he asked me if I would like to go to

North Fulton High School to teach. I decided that that was a better school system for the future; and so I, on his invitation, met the principal and was offered the job. I taught mathematics and science there for two years.

TS: Did you continue to coach?

HS: I continued not to officially, but I did coach.

TS: What about administration?

HS: No, I had responsibilities for organizing the textbooks and getting...

TS: So you went primarily to teach?

HS: Teacher, basically.

TS: I forgot to ask or mention this a little bit earlier, but my understanding is that in Eatonton as coach of the basketball team, you were extremely successful and won some state championships. Is that correct?

HS: Yes it is. I shouldn't put that in the plural. Eatonton had never won the District Championship, although they had had good teams. This was one of the statements the Superintendent made to me that I needed to have either played or been a student because they had always had good teams. That's why he said that. The first year I was there we won the District Championship. The next year and the next three years we won the District Championship. Well, each time you win a District Championship you go to the State Tournament. The third year I was there we went to the State Tournament and were really supposed -- by the newspaper accounts -- to be the favorite. Our very best player became injured in the practice scrimmage and really couldn't play but just a little bit, and we just didn't make it. We went out the first game; but the next year we went on to the finals and won the state. The final game the score was 22-20.

TS: Those scores back then...

HS: Defense was the thing. We won it in the second overtime period with a sudden death regulation which said that the first team to score two points would win. Well, this very center that was so good the year before was the one who shot the two points that ended the game like that. He, incidentally, was an All-State center for two years; but it is unbelievable how low those scores were -- 22-20.

TS: Things have changed a lot.

HS: Oh yes. And of course, the players physically are different than they were then; by that I mean tall.

TS: Is this still the time where you had a jump ball at center court after every basket?

HS: The first year I was at Eatonton that was the rule. The next year they changed it, which was one of the great, great things. That speeded it up.

TS: So you went out a winner then. That was your last year?

HS: Yes, that was the last year. I went to North Fulton and it was an outstanding high school. About 90 percent of their students went on to college. It was in the north side of Atlanta, and you know that was the economic area where they could afford to send their children to school. But there was quite a difference between the high schools. At North Fulton High School almost every teacher had at least a master's degree and many had more than a master's degree, and it was departmentalized. It was a school of about 1200 students and 90-somewhere percent went on to college. It still is, I think, in that category. It was almost like going from high school to college -- going from Eatonton to North Fulton High School.

TS: You mentioned that Fayetteville had maybe 75 students. Was Eatonton about the same or maybe under?

HS: Maybe a little bit under.

TS: So now you have gone to a place about 12 times that size.

HS: That's right.

TS: I failed to ask a little bit earlier, but I believe that you had completed your master's by that time.

HS: That's right.

TS: Did you take time off to complete your master's or go in the summer?

HS: No. I have never taken any time off to go back to school -- all through the Ph.D. While I was in Eatonton, the Southern Association was about to or had already made the established policy that there would be a superintendent or perhaps even a principal, but you needed to have your master's degree. So that meant if I was going to stay in

and wanted to maybe go into administration (at least, if that was an option), I would need to have the master's degree. So I went to the University of Georgia for two consecutive summers and one year in-between. I went on Saturdays and took courses. I completed my master's degree with a thesis in those two year's time, which was unusual in those days. I had an interesting experience at that time. I was there under Dr. Walter Cocking who was on my thesis committee -- knew him quite well.

TS: I know of Dr. Walter Cocking from the problems with Gene Talmadge.

HS: That's right. I left there and went to North Fulton; and it was, I believe, the next year. There is a person up in Rome who has published on this, I think.

TS: Yes, Dr. James F. Cook.

HS: Dr. Cook, that's right. I've seen it and I think it is quite accurate. I knew Dr. Cocking quite well. He was a great big man and held high standards. Before he was there they had the usual Dean of the College of Education, probably a good fellow and that sort of thing, but...

TS: But Dr. Cocking was really brought in to upgrade the standards.

HS: That's right. He came there with that in mind. The story was then that people wrote theses for their master's degree that were not much more than term papers. He established the policy that anyone getting a master's degree had to do a thesis. That thesis had to be approved by a committee -- after having taken the seminar on thesis development and being able to defend what you are going to do and get their authorization to do it. So we who were there at that time felt like we had a better standard of master's degree than had been.

TS: Was there a particular area of concentration in your master's program?

HS: Yes, I was interested in statistics because of my mathematics; and I did an experimental study of Eatonton, during that year between the two summers.

TS: Yes, when you were going on Saturdays.

HS: When I was going on Saturdays. I did an experimental study. Probably by today's standards it wouldn't be a very great activity, but it was a little of philosophy

that I had at that time. I wouldn't subscribe to it at this time. But I took the thesis that students would learn just as much in the subject being taught whether they were graded or not graded.

TS: That is interesting.

HS: It was an experimental study where we had equated two groups on the basis of intelligence tests and then told one group you will all pass; you will get an "S" instead of a letter grade; we told the other group you will be graded just as usual. In those days it was a right nice little thesis. I always like the experimental.

TS: And so you did find out that your group that simply received the "S" did as well as the other group?

HS: That's right.

TS: I think maybe I can remember back to my first years of teaching when I began thinking seriously about the grading system and wondering whether it really made all that much sense as well.

HS: That was my thinking and thoughts at that time. I guess I, at this point, would stick with the grades; but that is part of growing and maturing in experience.

TS: Well Dr. Cocking must have been reasonably happy with it.

HS: He was. That, I think, was one of his problems. He brought these standards in, and there were people who objected to them. But I would say that Gene Talmadge, unknowingly, probably did much for higher education in this state through that activity because then they created the Board of Regents as a constitutional body, independent...

TS: And remove the governor from it.

HS: That's right. I was in Pennsylvania when it was happening; and, of course, it came out in the newspapers that Talmadge wanted Cocking fired and the Board would not fire him. So Talmadge said, "Okay, I'll fire you on the Board and appoint new ones"; and he appointed some new ones. And there was Dr. Marvin Pittman at Georgia Southern at that time and Cocking -- both were fired. I think it would have been possible for Cocking to have come back, but I'm sure he was wise not to.

TS: Do you know where Dr. Cocking went to?

HS: Yes. He went to New York City and became the editor of *School Executive* magazine which was a highly respected publication. The reason I knew about that is that I was studying in later years at New York University, and so he obtained a good job. He brought in a number of outstanding faculty in the School of Education who had the same concept of developing standards in the School of Education. Dr. Cocking had been, I guess, chairman of either a portion or maybe a large portion of the Presidential Committee evaluating education in the country. It was through that that he had made the contact with these people and brought them into the University of Georgia. I think he was a Peabody man and some of these others were Peabody men too. He had this presidential appointment to chair this committee and that resulted.

TS: I was thinking as you were talking about that, that the issue became largely one of integration; and Dr. Cocking, I think, strenuously protested that he really wasn't advocating integration; but some of the things that were said and done in the College of Education perhaps hinted in that direction. Was that a big issue at that time?

HS: Not that I recall. In fact, I would say it could be that for that time and for that position, he was, and probably his associates were, more liberal, certainly more moderate. I know that one of the people that was on the staff at that time (no longer living), taught at Fisk; and so they were people who were ahead of their times in that respect, and maybe enough so that they could put the label on them as being integrationists. I wouldn't be surprised.

TS: I was thinking that when I was growing up through high school I went through segregated schools, and I can't recall now really having given it a second thought except on maybe just rare occasions. I was wondering if it was that way then. Is it something that the faculty at North Fulton High School would have been discussing in the faculty lounge or was it just something you took for granted that that was the way it was?

HS: I think that's what it was. You more or less took it for granted. I wouldn't say anyone would question it much or anything. My background was so unusual in this respect. I went to a northern high school, all the way through school in a locality in Pennsylvania where there were very few blacks. There was never more than one black student in our school at a time and then many years when there was not even one. Then I went to Piedmont College,

and there was not even a black person living in Habersham County. I used to hear it was illegal for black people to live in Habersham. That's hard for me to believe that's possible. But when I came into Cincinnati on the way down and would see the separate drinking fountains, the separate waiting rooms, and we would have the train -- one coach would be black and one coach would be white -- I just couldn't understand it. But I guess I never did think of it strongly enough to say anything or, as you say, to prevent it. But that was the way it was.

TS: Certainly when you were in Eatonton, you were in an area where there would be a large black population.

HS: Oh yes. Larger than white. It was surely different, but as you say we took it for granted in a lot of places.

TS: So even at the University of Georgia it was not something the students were discussing at that time?

HS: No.

TS: After you were at North Fulton for a few years, of course World War II was breaking out about that time. My understanding is that you were involved in some highly important educational projects during World War II, connected with Georgia Tech and the University of Georgia. Would you say something about them?

HS: Yes, I was at North Fulton and war had been declared. I went there in 1940, and I was there in 1941 and 1942. I began to realize that it was coming and that I would be involved and that perhaps I should do something to be prepared for it. So I went over to Georgia Tech as I had read where they were offering a course there in meteorology. With my science experience and background I thought perhaps that would be a good thing for me to do to get prepared, so that when the time came, if I went in, that would be something that I would be trained to do. So I went over to Georgia Tech, and they had a program over there that was sponsored by the federal government in meteorology at night. They also had a program there that was federally supported to train pilots called the Civilian Pilot Training Program (CPTP). Now what this was for was that there was such a backlog of people wanting to get into flight training, they couldn't take them. So they created this program and contracted with Southern Airways to provide the flight training and contracted with Georgia Tech to give the ground school training.

TS: Would you continue talking about the ground school?

HS: I probably need to back up just a little bit before that. As we indicated, in 1940, 1941-42, war was imminent and had been declared and I was, I guess, maybe a professional student in some respects because I always liked to go to school. Anyway, when I went to North Fulton High School to teach in the fall of 1940, I immediately decided I would like to take some work at Georgia Tech in a night school. And I really had given some thought to maybe going into engineering. So I went over to Georgia Tech and began to explore it and, in the process, decided to take some courses at Tech. So I took two courses in engineering drawing, two courses in physics, and one course in mathematics during those first two years. Then, when I decided I might like to go in since the war had been declared, I decided I might like to go into meteorology. The meteorology, chemistry, the physics, and the math, and all, worked quite appropriately in that. So I more or less put on the back burner the idea of going into engineering. But at any event, I went over to Tech to inquire about the meteorology course and I met a man by the name of Lawrence V. Johnson -- Mr. L. V. Johnson. I will tell you more about him later because he is significant in my life. He was a Professor of Physics at Georgia Tech. With the war and all the activities coming along, he was persuaded to get involved in this ground school training program at Tech. So I went over there and never had met L. V. Johnson before, but went to his office and told him I was interested in the meteorology course. We began to talk, and he was the Director of Ground School at Tech. It was getting close to June -- the end of the year -- and he said, "Well, would you have any interest in working this summer in the Ground School Program -- the Civilian Pilot Training Program?" And so I'm sure I said, "I'll listen -- what do you mean?" and he said he was looking for somebody to teach physics and mathematics and maybe other things to those in the Ground School. Since I had had the physics at Tech and a chemistry background and had teaching experience which, of course, was some significant aspect of it, he would give me a job for the summer. Well, instead of taking the meteorology, I decided I would work and earn some money that summer. So I got involved in it, and we began teaching. The courses were taught out at Russell High School in East Point. They used that facility to teach them because it was close to the airport and Southern Airways provided the flight training. And so these people who couldn't get into pre-flight school but wanted to still get some training and begin getting involved had to join the Navy or the Army, and we trained glider pilots and regular plane pilots. They had two levels: primary training and a secondary training. Primary was in the piper cub

planes, and the second phase of it was in the Waco's. You are probably familiar with biplanes. So I was teaching in this mathematics program and teaching physics. So along came September and Larry said, "Well, why don't you just stay on?" And I gave it some thought, and the salary was better than what I was making. So I decided to stay on and went into the fall to continue teaching the science. The fact is, part of the teaching assignment was teaching the Morse code to these people. They had curriculum; they wanted to learn the Morse code and dead reckoning navigation and the physics. The Civil Aeronautics Administration which was the government agency that was managing the program and providing the money -- federal money to Tech and to Southern Airways -- had a program over at the University of Georgia. Not exactly like it, but similar. They were training over there people to become flight instructors, and these were people who had their private pilot's license already. They would go to the University of Georgia and get additional training to become instructors in the Navy. So they had this program over there. The University of Georgia had the contract for the ground school; and, if you could believe it or not, the University of Georgia owned the airplanes over there; so they had an air field with all these planes. But they were having management problems; they were losing money on it -- the University of Georgia was. So the Civil Aeronautics Administration, one of their representatives, persuaded Larry Johnson that they would like for him to go over there and to see if he couldn't clear it up and make it more manageable. Well, Larry was a hard worker, and he was a good one to do it. So he said, "How about taking Sturgis along?" That was the Ground School; and he was the Director of the Flight School although he doesn't fly or anything. He was managing flight school. The whole idea was, I mean, there was a lot of money being spent for parts and things of this sort, and the University of Georgia was in the middle. They were losing money on it.

TS: So you didn't need to know how to fly; you just needed to know how to manage?

HS: That's right. That's the whole thing. Of course I knew enough about the instructional part of it that I could handle that. The Ground School was in the Humanities Building over there. We had our classes there, and we had a faculty of people teaching mathematics. In fact, I thought we had someone there teaching English maybe -- I'm not sure. But, anyway, this began in January. So I agreed to go over there. The salary, again, was a little better; and so I went over with Larry to solve their problems for them I guess. Well, it worked along pretty

well. In January, Tech wanted Larry to come back and teach physics, and I stayed on to manage the Ground School and I stayed there until July. Well, as it approached July, Larry was teaching physics; and he had an opportunity to go over into the School of Aeronautics and serve as the Acting Director of the School of Aeronautics. He persuaded Dr. Joseph Herman Howey in Physics to let me come and teach physics to relieve him and to fill in for him so he could go to the School of Aeronautics. So I met Dr. Howey, and he was just a great person in my life. He hired me as the instructor of physics because I had had physics there at Tech under their supervision. So they had a little confidence in me. I was not a physicist by any stretch of the imagination.

TS: These were graduate courses in physics?

HS: No, these were undergraduate courses. Larry was not teaching graduate courses; these were undergraduate courses -- sophomore Physics.

TS: No, I mean the ones that you took at Tech?

HS: No.

TS: They were still undergraduate courses.

HS: That was mechanics, heat, light, sound, and electricity. So I came over and I must admit that even though I lacked depth in the subject matter, being basically a teacher and willing to work and study while you teach, I was able to do it.

TS: I think just about all the history I teach in the classroom I have learned on my own since I started teaching.

HS: That's what happened to me there. So I began to teach physics and Dr. Howey gave me all the encouragement. In fact, they promoted me to Assistant Professor of Physics. So Larry Johnson was really responsible for my being at Tech in the Physics Department. And Dr. Howey was not in any pressure to do anything in my further study or anything, although I realized that if I were going to stay in physics for many years, I would have to go on and get a Ph.D. in physics, even a master's degree at least. I didn't. That didn't exactly appeal because that is a long road for me having been out of the real meat for a long time.

So the war was still going and we were teaching the B-12

Navy students. We were working on degree programs at Tech and we were teaching the Army Student Training Program (ASTP). They were taking college degree programs, and so they were just swamped with students from both the Navy and the Army, and they all had to take sophomore physics. Every student that goes to Tech takes a year of physics. Well, my number began to come up for the draft. Dr. Howey would say, "I can get you deferred; why don't you just stay on here? You are teaching Army/Navy people; you are doing your part," and all that sort of thing because he was in a jam. So I stayed on until finally it just got to the point where I wasn't too comfortable about it myself, and I decided I would just go ahead and join. So I volunteered to go into the Navy in a radio technician program. So I went to the Navy and applied for it, and they accepted me, and I went to boot camp in 1945 and finished boot camp. I was a Seaman First and in the fall of 1945 -- when they dropped the bomb -- August of 1945, I was at Great Lakes. I had finished boot training, waiting for assignment; they dropped the bomb. Well, they didn't know what to do with us then since the war was practically over when the second bomb, of course, came along -- Nagasaki, I think it was; and Hiroshima was the first one.

TS: If those bombs had not been dropped, you would have been right in the middle of it in a few more months with the invasion of Japan.

HS: That's right. Exactly. I went in thinking that I was on my way overseas and everything.

TS: Why did you not apply for officer candidate school?

HS: I did, and I was awarded Ensign's Commission at the same time as Dr. Howey wanted me to come to Tech and teach physics, and I turned it down. I'm glad you mentioned that because it was a significant decision. I literally had an Ensign's Commission. Dr. Howey said, "You are worth more here teaching than the Navy and Army People." So I did some soul-searching and decided that's what I would do.

Well, when the war was over, and I was still in the Navy, they had a point system. You couldn't get out until you had the points. You got so many points for your age, and so many points for whether you were married or not, and so many points for children. So finally they put me into separation center to interview separatees, people who were leaving, to help advise them of their GI Bill regarding education. It was a natural for me because I had been in education all my life, so I started out in

that capacity at Great Lakes where they were discharging people. We were interviewing them and telling them how to apply for their educational benefits and so on. Then I was transferred to the Naval Air Station in Charleston at another separation center. Well, that pleased me to come back South and I stayed there interviewing discharged Navy people until my points came and I had enough points to be discharged myself. Then I took my discharge.

TS: And came back to Tech?

HS: Came back to Tech. Well, I started back to Tech and started teaching. There is a little gap here. Before I went into the Navy, I had already made the decision. The Registrar at Georgia Tech felt he needed some assistance, and he was a good friend of Dr. Howey of the Physics Department. He said he would like to locate somebody who could do some part-time registrar's work. So many of the people were off to the services that it was hard to get people. So Dr. Howey told him that I might be interested in doing this on a part-time basis. So I went over to the Registrar's Office on a part-time basis. This was before I literally went into service. I worked over there as a part-time Assistant Registrar. So I left two jobs when I went into service -- I left my position over in the Registrar's Office. When I came back, I still had my teaching position and the possibility of going into the Registrar's Office.

TS: When you went into the service, they are obligated to take you back at your former position?

HS: That's right. So both had said that I could come back. Well then I began to realize that if I'm going in to teach physics, I've got to go back to school. And then I said I've got a GI Bill. I ought to think about going back to school. But then I decided I'd go into higher education -- administration. With a GI Bill I could afford it. So I chose New York University -- very deliberately because it had the best program I could find anywhere in the country in the field of higher education. Dr. Howey asked for permission for me to teach one course every morning at 8:00 o'clock and then go into the Registrar's Office at 9:00 o'clock and work from 9 till 5. Of course, that pleased me; so I could make a little bit more money that way too. I taught a third of a load of physics and worked a full load of Registrar Office. Then I went to New York University. What I would do is that I would take my vacation, and they would give me a little more time. I started going six weeks in the summer, and so I went seven straight years to NYU in

summers. No vacations -- that was my vacation -- seven straight summers.

TS: That started about 1946 or 1947?

HS: No, I didn't start to New York University until 1950.

TS: So you finished your degree in 1958?

HS: Right. I did it all going summers. I know that that isn't generally permitted, but at NYU they did permit it. I took the full load of course work requirements and wrote an experimental thesis which I would like for you to see at some time. In fact, before I did the thesis I did a pilot study of it to support the justification of doing it.

TS: What was your topic?

HS: It was "The Relationship of the Teacher's Knowledge of the Student's Background to the Effectiveness of Teaching." When you see it, I believe you will agree that it is about as tight an experimental study as you have ever seen; and it was done in the Physics Department of Georgia Tech.

TS: How did you do the study; did you feed information to some instructors on the background of students or have them do surveys in their classes?

HS: I used three, full-time tenured faculty as the teachers in the program. It came out very, very positive. By knowing the backgrounds of your students, you will be a better teacher -- more effective. I want to talk about it a little bit more later on maybe.

TS: I would think from my own experience that that would certainly be true.

HS: I believe you would be interested in seeing it. When I did it, I put together my data; I didn't submit anything to my committee until I had a full draft of it: table of contents, bibliography, everything. Everything except the little conclusions and final chapter. Then I sent the whole thing up there, and they approved it and said, "Go ahead and type it." For two and a half years I spent five nights a week at the office at Georgia Tech writing my dissertation. It doesn't seem possible, but I did. I never submitted one draft.

TS: That's unusual.

HS: My idea was that I had seen so many people send a chapter at a time up, and they would tear this chapter apart and say you should do that when, in reality, if you had gone ahead you would have done it in a later chapter. You would have answered that objection in a later chapter. So I made up my mind that I was going to wait, and I'll show you the draft.

TS: We've been talking about your career, but to interject a personal note, I understand that when you left Eatonton, you took one of their most popular teachers with you -- we should throw that in. Perhaps she was sitting at home while you were in the office for those two and a half years.

HS: She [Ida Sue Cowan Sturgis] really did. I could never have done it without a person exactly like she is. She encouraged me all of the way, and she stayed at home those seven summers while I was at the office working, five nights a week. There is no one else like her, I can tell you that. Because it takes that support to do it. Of course, it opened doors and made other opportunities as a result of it. I guess one of my biggest regrets is that I had hopes of doing more research on this topic.

TS: After you had finished the dissertation?

HS: Yes. On this topic of the relationship of the faculty person to the student to the effectiveness of teaching. This, I think, is a real convincing experiment that was done with large numbers and objective testing. Of course, the dissertation is in the Library if you ever want to check it out.

TS: I know we have gone a long time today and you are probably about ready for a break, but there is one story that I'd like for us to talk about in regard to your experiences at Tech during the 1950s, and that had to do with the term of governorship of Herman Talmadge and what we call McCarthyism, the Red Scare and how it affected Georgia Tech. I know you played a leadership role as President of the GEA at Tech at that time. I wonder if you would tell me a little bit about what happened?

HS: It was during the era of the Joe McCarthy activities in Congress and in the nation. The concern for loyalty of people toward our country and so on. I was President of the local unit of the GEA at Tech for two years; and in those days the GEA was truly a professional organization. They were not as much interested in trying to work for salaries as they were for quality education -- improvement of standards. In fact, at Georgia Tech we

had over 200 members of the faculty in the GEA.

TS: About how many faculty were there at Tech at that time?

HS: I would say maybe 300-400, something of that sort.

TS: So well over half?

HS: Well over half. We had the highest number, I believe, even counting the College of Education at the University of Georgia. Of course, I can't verify these numbers by comparing it with other institutions; but it was rather well known at that time that Georgia Tech was interested in public education, although people would normally think of Georgia Tech as being a technically oriented school. At the same time, Georgia Tech had a strong English Department where all of the students took at least two years of English. Of course, naturally, they had mathematics and they had science; but they also had a large amount of history and political science in their curriculum. It was more so than many people often realized. But in any event, the GEA was organized on the basis of districts. I believe there were ten districts. Maybe it was the ten congressional districts in the State of Georgia. They would have district conventions in each of these localities every year in which the people in that district would hold meetings, and within those meetings there would be subject matter areas that would be part of the program. For example, the English teachers would meet as a group and discuss problems in the teaching of English, and the social science people would meet as a group and mathematicians, and so on. Well, Georgia Tech showed their sincere interest in this matter by sending someone to each of these district meetings. But in most of the cases it became obvious that the Tech people were resource people for the meetings. They might even show up without a program -- the group that would be meeting -- and the Tech person there would maybe provide some stimulation and interest. And even at one time the Head of the Mathematics Department at Tech was the Coordinator for the Mathematics Teachers in the State. Then there is the Division of English teachers, and the Head of the English Department at one time was head of that in the State. There was a great amount of give and take between the technical institution, mind you, and the public school teachers in the state. So often we think that the faculties of colleges are above the teachers of the secondary schools, but this was really quite a...

TS: Sounds like you had more contact with them then than we do today.

HS: I'm reasonably sure that is so; now I'm sure that the GEA is different -- maybe has some different philosophies. Most of the work of the GEA in those years -- well a greater portion of it, I'd say -- was related to the academics.

TS: Well, we were going to talk about the GEA's role at Georgia Tech in the loyalty cases.

HS: We had a strong AAUP Chapter at Georgia Tech, and we had a GEA Chapter which was also strong. In fact, most of the people would belong to both organizations. I believe that the year I was president of the local unit of the GEA, I was also vice-president of the Chapter of AAUP. In addition to being concerned about things related to subject matter and so on, obviously if anything would come on to the horizon that would be related to the professional aspects of the profession of teaching, then we could respond. Well, without any prior notice, we at Tech and some other colleges, mostly at Tech and Georgia and maybe Georgia College at Milledgeville, learned of a security questionnaire that had been created by the Attorney General's Office. And this security questionnaire was presumably to, I suppose, ask people to testify to their loyalty to our state and the country by filling out the questionnaire. But one of the very greatly objectionable features was it asked each person to fill in this required questionnaire and testify to the loyalty of all of their relatives -- brothers, sisters, cousins, and so on -- as to what organizations they may have belonged to that might not be loyal -- might be communistic, for example.

TS: As if it's not enough that you were loyal but everybody else you know has to be in addition.

HS: This is correct; and this was the main objection. So we, as a GEA/AAUP group, met and, in fact, invited the Assistant Attorney General at that time to come to our meeting and to talk about it. We were still not satisfied at that point, and we drew a set of resolutions that we wished to present to the faculty of Georgia Tech. And so, as president of GEA, I called upon Col. Blake R. Van Leer, the President of Georgia Tech, to express the concern of the GEA local unit and the AAUP group to see if he would call a special faculty meeting to give an opportunity for the faculty to present a set of resolutions for their consideration. President Van Leer agreed and called the meeting in the very near future after the request. It was at that meeting that the faculty of Georgia Tech approved resolutions which were objecting to the portions of the questionnaire which

seemed inappropriate. It was then at that meeting that it was decided we would present it to the GEA which was going to be holding its convention in the very near future. So as president of the GEA local unit, it was assumed that I should present the resolution to the Delegate Assembly which would be in session in the city auditorium in Atlanta with representatives from all over the state. Of course, the newspapers had begun to report this concern; and there was a great deal written in the newspapers about it, both positive and negative. But the day of the convention arrived; and in deciding how to proceed, it occurred to me that if any small minority group or anyone wanted to avoid consideration of such a resolution, all they would need to do is probably move that the resolution be tabled. If it were seconded, the likelihood we thought was great that the Delegate Assembly, not knowing what it was truly about, would agree to table it. So, in conferring with the Parliamentarian, Dr. Paul West, I asked if it would be correct from a parliamentary standpoint if we could move that no resolution be considered by the Delegate Assembly until both sides of the question had had an opportunity to discuss the merits or pros and cons of the resolution. So he agreed that that was proper. So I went to the President of the GEA at that meeting who was Mr. Harvey Cutts, and he agreed to recognize me as the first speaker of the morning from the floor, from the Delegate Assembly. So I asked for his recognition, which was given to me, and I moved that the resolution to be presented would not be voted upon until both sides had had an opportunity to discuss it. It was seconded; and with a small amount of discussion, it was passed, simply because it seemed to be the fairest and most democratic way of taking it under consideration. It was noted, however, that at the time I was speaking at the microphone there were others in the room at other microphones whom we think would have been ready to move to table the resolution. Of course, this is supposition at this late date. But in any event, the motion was approved to not table. And at about that moment, messengers or deliverers were on the floor handing out copies of that morning's *Atlanta Constitution* in which the editorial page had been completely blocked out and the security questionnaire was put in its place.

TS: That was Ralph McGill's doings?

HS: I would say that he was involved in it. One of our people at Tech, Glenn Rainey, went to Ralph McGill. Somebody made the decision there, and I would assume it was him. You see the problem was that the people out

over the state hadn't seen this questionnaire, and they just thought that it was some rabble-rousing Tech professor, perhaps, if I may facetiously say that, who would be wanting to disturb things. But they began to see the questionnaire and what was involved. Then the Executive Secretary, Harold Saxton, came to the microphone. I remember his words so well. It was part of his talk that we could be with a security questionnaire like this just a short distance from a knock on the door at midnight -- and its implication. The Delegate Assembly then with a large majority voted to adopt the resolution. It was then just very soon thereafter that we were told that the attorney general would not require us to fill in that portion of the questionnaire. Now, I don't know whether it is still in there or not. Did you ever fill in one?

TS: Yes, I did. When I first came here we had to sign a loyalty oath, and there was also a long form...

HS: That's the form.

TS: ...with all kinds of organizations on it. It only asked whether you had been affiliated with any of these; it didn't ask about your relatives. But by the time I came in 1968, nobody had updated the form. Most of the organizations pertained to the early 1940s or 1930s, like whether you were in the Abraham Lincoln Brigade. So it was irrelevant at that time in that it would have been impossible for me to have been in those organizations.

HS: It was a day that you would like to forget, I guess, and should forget now, I think; but it was significant that the GEA, when informed, reacted positively. I think that is good.

TS: It is indeed. It took some courage for them to take that stand.

HS: I was proud of our local unit for their efforts in it.

TS: I have in front of me a copy of the *Atlanta Journal* from 18 March 1954, and the headlines say "Talmadge to Back Up Firings for Workers who Balk at Quiz." Then the lead article talks about the GEA convention and it says, "Both of the GEA resolutions Thursday were introduced by Horace W. Sturgis, Associate Registrar of Georgia Tech." It has a good statement in here. It says, "One of them asked for a GEA probe to see if the questionnaire is in harmony with American ideals of liberty and justice." It also stated that "hasty and overzealous measures to rout

communism may restrict the liberties it seeks to protect."

HS: Very good.

TS: I understood Mrs. [Sue] Sturgis heard about this from reading the *Atlanta Journal* that day. Is that correct?

HS: Yes, she did. [Laughter.] I came home and she had a copy of the paper in her hand. I could see she was obviously concerned because it was sort of a threatening kind of think to read in the paper for the first time that would disturb a person. But we didn't worry about it too much [laughter].

TS: Let me ask you one last question and we will quit for the day. Out of all this, I gather that you learned some things that would make you a better administrator in the future -- some principles about how things got done, such as that. Would you like to just make a brief statement?

HS: I couldn't go by without saying again about the image that I could see in Col. Van Leer who was one of the greatest administrators. The fact that I could go to him and ask him to call a faculty meeting to discuss this, and to discuss a resolution which might not be too popular for him to agree to. He was a wonderful person in that you could disagree with him -- violently disagree with him -- but he never held a grudge. Absolutely never held a grudge! To give you another idea how he dealt with things -- there was a football game to be played -- Tech against the University of Pittsburgh in the Sugar Bowl. The University of Pittsburgh had a black player (an end as I recall) on their team, and there began to be a great deal in the papers and a lot of talk that Tech should not play them with that player in there or if they played Pittsburgh that he should not be permitted to play. And I remember that Col. Van Leer went to the faculty meeting after having said to the press, "Well, I've never broken a contract yet, and I don't intend to do one now"; and that day, as he walked in, the faculty rose in a body to endorse him.

TS: That's great. I understand, as I recall the incident, that even the Governor, Marvin Griffin, was suggesting that Tech shouldn't play.

HS: That's right.

TS: I also understand that the student body was very much on Col. Van Leer's side.

HS: That's right and they went to the Governor's mansion and demonstrated their disapproval. And it was very, very sad in respect to the black. I've forgotten the nature of the actual play, but he misplayed or maybe interfered with a pass or something of the sort, or violated a rule in the game that could have otherwise meant that Pittsburgh would win. It was unfortunate that, I'm sure, it turned out that way. If you were going to win, you'd like to win without any exceptions. But that was a learning experience too. Tech really was a remarkable institution and is a remarkable institution; but it was so open and people participated in everything. You had freedom; you weren't restrained, and you used good professional judgment, of course. But I remember when Col. Van Leer came. He was a colonel in the Army and most people called him Colonel, but he was also an engineering professor before he was the Dean of the College of Engineering at Florida, I believe. We had a set of statutes that were developed there. I still have a copy of them. We had a faculty handbook; and, as I told you the other day, every committee or body of the faculty would keep minutes; and you could go back right today and see what I'm telling you.

TS: This has been extremely interesting to me. We have not even reached the point where Kennesaw College was created yet, but I think we've covered a great deal about your background that will give people some insight into who you were at the time you came to Kennesaw College and what had shaped you to be what you were. So I'm looking forward to the next time when we will begin talking about the creation of the College and perhaps go through the first few years of the College's history. Thank you very much.

#### Interview 2: Thursday, 20 November 1986

TS: Dr. Sturgis, when did you first hear that you were being considered for the post as President of Kennesaw Junior College?

HS: It was in the fall of 1964 that a member of the staff of the Board of Regents called me at my office at Georgia Tech and essentially asked me would I be interested in the possibility of a position in another college. It happens that was a person that I had known through professional associations; in fact, it was Dr. Harry Downs who called. Dr. Harry S. Downs called me just to ask if I would be interested; and my response at such times, because inquiries had been casually or formally made to me on other similar situations, was that "I'm

very happy at Georgia Tech. I have never had any intentions of making a change so far because I am enjoying my work in a great institution." And he said he would like to talk about it further. I said, "Well, I'd be glad to talk about it." As it turned out, I didn't hear from him for about a month or so. He called me back and said that there were still some positions to be opened in the University System and that one of them would be the possibility of a presidency of a new junior college. He indicated that one of those was to be located in the vicinity of Marietta; one was to be located in Gainesville; and one was to be located in Albany; and that he would like at some future date for me to be invited to come down to talk to the staff and ultimately, possibly, to the Board of Regents itself. This was in the fall of 1964. I had varying degrees of interest in it; it sounded from a professional standpoint maybe an opportunity that I ought to consider seriously. To give you a little human interest part of it, we understood from Dr. Downs, there had been a groundbreaking already out here in Cobb County. So on a December day -- the month of December I remember quite well - Mrs. Sturgis and I decided we would drive out into Cobb County and see if we could find where that location might be. So we drove out; and we had to make several inquiries; and finally we located a little sign post in the ground, oh, about 18 inches long. It said, "Future Site of Junior College" -- no name -- just a college. That sign, poster, whatever you wish, was put there during a groundbreaking ceremony that I, of course, knew nothing about and, for actual location on the hillside, just in front of the Administration Building. But the actual land around that was all trees; there were cattle grazing in the fields -- this was a pasture.

TS: I guess Frey Lake Road was here then.

HS: That's the place -- Frey Lake Road -- it was there.

TS: So you were able to drive down to it.

HS: That's right. So we were able to drive down.

TS: And the cows were where the campus is now?

HS: That's where the campus is now. And it was snowing, I remember well. We'd drive along a little bit. My wife, Mrs. Sturgis, would sigh as she was not sure that we ought to be in this sort of thing because we were happy at Georgia Tech. She would sigh, and the snow was coming down, but we finally located it and went back. And then that was about all that was said or done for the rest of

that calendar year since this was in December. And then along in January or February -- probably February -- I had another call from Dr. Downs, who was the Assistant Vice Chancellor at that time, to see if I would come down to the Board of Regents offices and meet the Board. I said, "Well, I'll be glad to. I'm always willing to explore." So the time was set up. In the meantime he asked that I provide him with some biographical information. So I did, and went down to the Board. Now, before I describe the Board meeting, I would like to indicate that a very dear friend, professional friend, Mr. Lawrence V. Johnson, was Director of the Technical Institute, later to become Southern Technical Institute. In the beginning it was called just the Technical Institute and he and I were friends. If you will recall in our previous meeting, he was the one that was responsible for my going to Georgia Tech in the first place by recommending me. Well, anyway, he said, "I did something you might not like." I said, "What was that?" And he said that he had submitted my name to Harry Downs. So that's how my name got into the picture to Harry Downs was from L. V. Johnson; still a very dear friend of mine.

TS: How long did he stay at Southern Tech?

HS: Well, he was at Southern Tech at the very beginning and it was located at the Naval Air Station in Atlanta. There is a real story there if anybody ever put it together -- how it was created and why it was created. It was really a brainchild of President Blake R. Van Leer at Georgia Tech. And there, again, we get into a little bit of educational background. It was the time when there were a lot of people after World War II wanting to go to college, and there were not enough colleges to meet the needs. There were people who believed that the colleges were not doing enough to meet the needs of the people. Particularly was this true in Georgia because our people going into college were rather low by comparison to other places in the country. Col. Van Leer, as he was known -- he was a former colonel although he had academic credentials -- believed that one of the things that could be done was to create another type of institution in Georgia that had never been before exactly like it. That was to be a technical institute for students who could not qualify to go to Georgia Tech, although they might have been acceptable academically to other institutions, or maybe were kept out due to lack of space at Georgia Tech. He had a vision that this technical institute would give what was described in those days as a level of training somewhere between the vocational school and the engineering school; engineering science or engineering itself. And it was the middle

area that he was trying to make possible...

TS: A little more practical and a little less theoretical.

HS: Applied type of engineering. They would not take as much science nor as much mathematics though they would take a great deal of it. And so it sounded good, and he was given support for it to some extent, although he had visions that it would be self-supporting at some future date. This was, of course, a mistake in that I don't know even whether it could now become self-supporting. He did persuade the Board of Regents and others, maybe the governor, to make available enough funds to sort of get it started, thinking that he was going to be self-sustained. But in any event, that was the beginning of Southern Tech.

But back to my visit with the Board of Regents, the Board, as a result of Harry Downs' second or third call, invited me to come and sit with the Board in the Board room. I'm sure not many of them had ever heard of me. So I remember they went over my biographical sketch; obviously they had done that. They asked some questions. Mr. James Dunlap, an attorney from Gainesville, was Chairman of the Board and an outstanding person and an outstanding chairman and served as chairman for several years. They did not rotate the chairmanship like they do now. He said, "Well, just tell me what your experiences are." So I verbalized and told what my experiences had been and that I really had never thought of leaving Georgia Tech because I was really happy there. He said, "Well, we are planning to open three junior colleges in the fall of 1966: one in Albany, one in Gainesville, and one in Cobb County." Why he said it, I don't know, because there was no implication that I would have a choice; but he said, "Would you have any preferences for those three." I said I wouldn't be interested in any except possibly the one in Cobb County. By this time the Technical Institute had been moved to Marietta and had become Southern Tech. No longer the Institute but Southern Technical Institute.

TS: I believe that was 1961 it moved here.

HS: He wanted to know why I would consider the one in Cobb County. And I said, "Well, I have known Southern Tech since its beginning. I've know Mr. Johnson and I have know several of the faculty." I didn't tell them this, but I knew the faculty because, through my friendship with Larry Johnson, I was able to identify for him some outstanding teachers in the public schools of Georgia. His first Head of Mathematics Department was a Fulton

County teacher, Cyrus V. Maddox. I knew Cy in public school work and I had recommended him. Neither of these men are living now, but George L. Carroll was Head of the Humanities Department and he taught at Russell High School previously. And Chester R. Orvold taught industrial arts at North Fulton when I taught there, and I mentioned to the Board that I had taught there. He became the Head of the School of Engineering Technology at Southern Tech. Another person became the registrar who was formerly and English teacher. So all of these people. Clarence Arntson who was in the field of vocational work in high school in Fulton County was another one who headed up Mechanical Engineering Technology. It was more mechanical whereas Orvold handled the architectural. So all of these people I knew real well. Now, I didn't tell all of this to the Board, of course; but they wanted to know why I would be interested in coming to Cobb County. I said because I had known many of the people at Southern Tech, and I believed that I would be able to work with them well because I had known them all this time. Larry Johnson continued to be the overall head of Southern Tech, because when he left the directorship of The Technical Institute, he went back to Georgia Tech and became the Director of the Extension Division. And Southern Tech was under the Extension Division of Georgia Tech.

TS: Well, that's what I was wondering. I was thinking of Hoyt McClure's name and wondering how he came in.

HS: Well, now Hoyt McClure is a Georgia Tech graduate. He had a master's degree from Tech. I knew him when he was a student at Georgia Tech and knew him when he got his Master's Degree in Industrial Engineering at Georgia Tech. I was saying to Mr. Dunlap, I know Southern Tech, I respect Southern Tech, and I would enjoy working in a community where it is located. And, of course, I think that was important because we, as you will learn, did work with Southern Tech very well. Now then, this was in the winter of 1965, and then, along about May of 1965, Harry Downs called me again -- I hadn't heard from him all this time -- and wanted to know if I could come down and that they were getting close to a decision. So I went down to the Board, and this was something like May -- April or May -- and they met me in one of the outer offices. Harry indicated to me that they just wanted to see me again; that they had sort of forgotten what I looked like, what kind of person I was. That's literally what happened. This kind of irritated me, frankly; and I almost just decided I'd go back to Tech anyway -- I'm not one to leave -- but they carried me around, finally, to the chancellor's office. The game plan was for me to

meet George L. Simpson, Jr., who had been elected to become chancellor and who would not take office until the 15th of July. In all respect to him, they felt that he ought to know who might be the president of this college in Cobb County. So I went in and chatted with him a little bit, and he asked me a little about my background, and so on, at Tech, and was very brief. But I always, from that standpoint, said that I probably was his first appointment while he was Chancellor of the University System. Well sir, they had a sofa in there and asked me to sit down on the sofa. Then they just paraded through, one or two, three, board members at a time, and they asked me a few questions -- a little bit about my philosophy. I remember the man who was from Columbus on the Board asked me a question about my feelings toward public relations and the president's position in such affairs. And I remember, I think quite accurately, my comment was that it seemed to me that the president of a college ought to translate the image of the college to the public. I could see, -- I don't know how the words came out because I've never been a particularly good speaker on things of this sort -- but I could see that that pleased him. That was it from that point. A week or two later, Harry Downs called me and said, "You are going to be elected, if you will accept to be the president of the College" and he said, "We need to know right away." So I called Mrs. Sturgis (Sue) and told her they had offered me the position; and we hadn't talked about it, you know; and I said, "What shall we do?" She said, "Whatever you wish to do." Something told me that I probably ought to accept, and so I called Harry back in about 15 or 20 minutes and told him that I would accept. So that was the moment when the decision was made, and the Board went ahead and officially made the selection of the president of Cobb County Junior College.

TS: What role did S. Walter Martin play in all this?

HS: Well, that's a good question; I'm glad you asked it because I had known Walter Martin for many years. I knew him when he was, I think, Dean of Arts and Sciences or Head of History -- one or the other. He held an administrative position at the University of Georgia, and then he became the President of Emory University and served in that capacity for quite a little while. And I guess since we are talking about history -- and it is a fact -- Walter invited my interest in a position at Emory at one time. He had a position that he was planning to fill to be a Vice President for Student Affairs at Emory and invited me to come out and meet the heads of departments, deans, and so on. So I went out one afternoon into a big room there with all of the deans of

the various colleges and heads of the departments, and so on, just simply because I had known Walter while he was at the University of Georgia. That even dates back to when I was active in GEA and so on, that I used to attend some conference in which he liked, maybe, what I seemed to say. But anyway, we talked there with that big group of people -- Judson C. Ward was in there; Charles Lester, the Dean of the Graduate School; I can't for the moment reconstruct all the other names. Dr. Woolford B. Baker I think was there -- in Biology -- but there was a group of people. And, somehow or other, I've always been more interested in public education than private education. That has been because, although I did undergraduate work in a private school, my work had been in public schools, then Georgia Tech. That evening I told Jake Ward, because Walter was out. In fact, Walter didn't come to that meeting somehow or other -- that disturbed me a little bit -- because he had to go out of town, I know. But my feeling was that if the president had invited me to come I would have thought he would have presented me to the group. You see what I am saying?

TS: Sure, yes.

HS: That made me a little uneasy, and so I decided not to take it, and I didn't take it. I had another experience that might get into this a little bit. During my graduate study at NYU I had completed all my course work and was at the stage of doing my research for my Ph.D. Degree. I had planned to do an experimental study at Georgia Tech in the Physics Department. It was an unusual situation again. President O.C. Aderhold, at the University of Georgia (no longer living, of course) and Joe Williams, who was the Assistant to the President, and another person -- the name escapes me -- asked if I would come down and meet them at the Piedmont Hotel (I believe it was the Piedmont or the Ansley Hotel). They were looking for a Dean of Students at the University of Georgia. So we talked along, and I said, "Well, I really don't believe I ought to take a new job while I am right at the research stage in my doctoral program. I've seen too many people who have started a dissertation and then become involved in something else; and the years go by; and the dissertation is never finished." President Aderhold reacted this way: he said, "Well, you could do your research over on the University of Georgia campus. That should not be any problem." He said that if I would accept this job -- he offered it to me -- he would begin the process of going to the Board and recommend me to become the Dean of Students at the University of Georgia. I said, "Well, I need to talk to my major professor at NYU. I'm going to be seeing him very shortly." I said

"If you will give me ten days, I will talk with him and Dr. Alonzo Meyers, who was the Head of the School of Higher Education at New York University." And I said, "I want to talk with him and see what he things. He's been my guidance all the way through my doctoral program to this point, and it will be ten days." Well, within a week I was in attendance at NYU, except that the course I was taking that summer was at Antioch College in Yellow Springs, Ohio. That's an interesting experience too! We were spending three weeks there as a group, studying Antioch College's program; and it was unique as you perhaps know. We lived in dormitories, and they just opened up the place to us, to tell us anything we wanted to know. I talked with Dr. Meyers and I said, "What should I do? It's a good job, and I, of course, have a degree from the University of Georgia." He said, "Well, Horace, you know the story of the people who started a dissertation and never finished it. If you finish the dissertation and get your degree, there will be other opportunities opening up." And so with that good advice, I wired President Aderhold and told him that I appreciated the invitation (and it was a firm offer; there was no question about it). I just said I believed I'd better stay and complete my program at Tech. You see my program at Tech, my research, involved not part-time teachers or instructors, but tenured faculty who were going to participate in this experiment. The three professors, all of whom are still living, who participated in that experiment, were maybe two associates and one assistant professor. It was a pretty significant thing, and so it was a wise decision for me to do that.

TS: Were promotions generally made within the system at that time? Did presidents come from Georgia institutions with deans moving up and so on?

HS: There was some of both. Aderhold became president after having been Dean of the College of Education.

TS: Responsible for the Minimum Foundation Program.

HS: That's right. His predecessor, Harmon W. Caldwell, was, I believe, the Dean of Law School over there before he became president.

TS: Then he moved up to become chancellor.

HS: That's right. Now, at Georgia Tech, they went outside when Dr. Marion Luther Brittain retired. I served one year under Dr. Brittain; and when he retired Col. Van Leer became president; and he was from outside. The

person who followed Van Leer was Dr. Edwin D. Harrison from outside. Noah Langdale of Georgia State University, if I am not mistaken, had done some teaching at South Georgia College in Douglas, Georgia, perhaps.

TS: You were talking about whether promotions were made within the system.

HS: I think you'd say some of both. Pope A. Duncan, for example, who became President of Georgia Southern, came from South Georgia College I believe. And John W. Teel who was President of Brunswick Junior College was in the system when he became president. I think maybe there were as many from within the system as from without.

TS: In pre-affirmative action days it was somewhat more common I guess.

HS: And this is questionable practice either way, I'm sure. There are pros and cons for it. I doubt that I would ever have been made president of this college in this day and time.

TS: Because you wouldn't have applied?

HS: That's one thing. I never applied but for one job in my lifetime. But an associate registrar from another institution in the state would not have the credentials, and the name recognition, and all those things that are, I believe, looked at with a great deal of emphasis today.

TS: I suppose when Betty Siegel was hired that just about all the candidates were deans or vice presidents. In fact, several of the candidates were presidents of other institutions.

HS: That's right. The fact is they probably advertised that they wanted vice presidents or chancellors or former presidents and so on. So now that is one thing. The other thing is, of course, the supply of people in the days that I came in was not as great as the supply of people today.

TS: I think that is probably generally true at all ranks. I think it would be inconceivable that I would be hired today with the credentials I had then.

HS: This is probably right, exactly right. When we opened the college, we had to really work hard to persuade people with a master's degree to come here. We could have gotten people with bachelor's degrees to come, but I took seriously what the Southern Association said in

that you must have the master's degree in the subject you teach. I had seen too many cases where people with a broad degree like the degree in psychology were allowed to teach sociology without having a master's equivalent or master's degree in sociology even though they were in the behavioral sciences. And education, for example, and that sort of thing. People in the field of education -- with all due respect to you, I have a degree in education too; so I can speak about it -- did, in those days, teach many different subjects. And yet they didn't have the depth that we tried... you take in mathematics; it was very difficult to find a person in those days with a master's degree in mathematics.

TS: We've really gotten into the subject of the general state of education in the '60s when Kennesaw College was created. I wonder if you could expand on that a little bit and talk a little bit more about the trends that were going on in the field of education at that time?

HS: As I recall, after World War II, of course, there was a great emphasis all over the country in making it possible for people who were qualified and desirous of doing so to go to college. Particularly was it helped along the way by the GI Bill. That brought many people into the colleges that never would have been possible. It was a great undertaking of this government and made an impact that will be ever felt, I'm sure. My total Ph.D. program was paid for with the GI Bill. I would not have gone back, I don't believe. I wasn't required to. [There was] not great incentive to go at that time without the GI Bill. But, to go on into your question a little bit further. They were dropping out at graduation from high school; they were dropping out in many respects because they couldn't afford to go away to college; and part of it was the living expense. Even today the living expense is a big part of the cost of education if you do it away from home. So the movement began to build junior colleges in the country. There had been junior colleges before -- Middle Georgia Junior College, South Georgia Junior College, and Georgia Southwestern Junior College. But most of them were resident schools with dormitories even then. And so various states were vying to outdo the other and have better programs of higher education and more people attending colleges. Of course, business and industry found it a good selling point for their community to bring industry in, so that the emphasis was on junior colleges. But the junior colleges were created as comprehensive institutions. They were trying to do all things for all people. One of the most notable ones was Miami-Dade County Junior College in Miami in which you could take almost anything you could imagine there,

from barbering, bricklaying, plumbing, or you could study mathematics or science, or whatever. It was a democratic way of doing things. People thought, well, you can go to college. But not all of the people were ready academically to go to what we had previously thought of as college-level work. So Georgia became one of the states that was trying to keep up with the other states, so to speak. Miami became, even back in the '50s, maybe something like 20,000 students -- Miami-Dade Junior College became enormous. A friend of mine once was the head of that who was at NYU when I was there. But there was a difference in philosophy as to whether you wanted to try to do all things for all people who came to your doors. Some of them will say anything that anybody wants, we'll offer. Then there were those who felt like there ought to be some academic standards, and that you were lowering standards when you went into the comprehensive area. We had a man in DeKalb County, Jim Cherry, who was Superintendent of Schools in DeKalb County, and Georgia was holding back on this junior college movement in the country. I guess possible one reason they were holding back is because of the costs; they were having difficulty maybe putting enough funds into what they already had. But the people in DeKalb County wanted a junior college, and Jim Cherry was an advocate of the junior college movement. So they got permission through special legislation to create a comprehensive junior college in DeKalb County. It's a special law -- just applied only to DeKalb County to create a junior college. It would be one of the variety of comprehensive curriculum where they offered vocational and technical. It sounds good, really. You say, well can't you have trained mechanics, plumbers, beauticians, and all? Then, right side-by-side, you are going to train people to become juniors and seniors at Georgia Tech or at the University of Georgia and to begin majoring in law or political science, and it was difficult. It sounds good, and I have had many discussions at meetings particularly. So they got permission. The state was willing to go into it, and so they had the legislative support. I don't know the dollars involved in it. I suppose they got some state monies to do it. But it was not under the Board of Regents, you see; it was under the County Board of Education.

TS: They have just recently come under the Board of Regents.

HS: They have just recently come under the Board of Regents. Then, the other counties said they wanted to do something like this too. So then there was a period when they just had to get together. They said, well it's all right that

DeKalb has it, but we are not going to have any more like DeKalb. I suppose people in the University System were not too happy with the quality of people. You see, the people who went to these comprehensive junior colleges thought that after you had taken two years and got an associate degree, regardless of what your subject matter was, that you could move right on into a senior college and keep up and get the ultimate degree that you wanted. In some cases it worked, but in a lot of cases it didn't.

TS: Having taught one year in a community college where, in North Carolina, each institution had its own Board of Trustees, I can also say the Georgia System is vastly superior. Where you had Regents who had to cope with diverse institutions from research universities such as UGA and Georgia Tech, to junior colleges such as KJC, you really had a much better group of Regents and a chancellor's staff that knew what they were doing. In general, I think, the administrative structure in Georgia is vastly superior to some other states.

HS: Whenever I went traveling to professional meetings while I was at Tech and since, people have admired the Georgia System. I believe it is the only one of its kind...

TS: It's the only one I know of.

HS: ...where you have a constitutional body -- the Board of Regents -- who had the authority to administer all of the units in the University System. I'm always proud of Georgia, and a lot of people would like to have it but they don't have it.

TS: We were talking about the general climate of education in the '60s.

HS: The legislature was tired of hearing that the states had junior colleges -- we ought to have junior colleges. But the good sense prevailed in that it ought not to be under county boards of education; it ought to be under the Board of Regents. So they decided -- I've forgotten what year it was -- to create some junior colleges; and I think among them, probably one of the earlier ones, was Brunswick. Then they had one up here in this area, and so a number of them were created in the state. It has happened however, that some of those that were created have now become more of the comprehensive vo-tech junior college combinations than in the beginning. Now the reason that I was interested in Kennesaw College, in this junior college, the main reason -- and this is important to me -- was that I could visualize that we had a vo-tech school here in the community. We had a technical

institute in this community, and that would mean that we could be a truly liberal arts college here offering really quality programs of higher education in the liberal arts fields. That was the thing that sold me on coming here and leaving Georgia Tech. I told the Board that I, of course, could work well with Southern Tech -- that's true -- but I also had in the back of my mind that we've got a vo-tech school here, and we can do our thing and they can do their thing and it would be better.

TS: I picked up a quotation from a Georgia Tech publication in 1965 where you were quoted as saying, "It was the biggest decision of my life to leave Georgia Tech after 23 years, but the challenge of the new position dictated my decision to go." I was wondering, you told us a little bit about this, but I wonder if you could tell us, as best you can remember, your feelings at that time and how you perceived of the challenge of coming to Kennesaw College? What did you hope for with Kennesaw College?

HS: Well, I have sort of put it together just in what I last said. I could perceive having a quality, outstanding, good college where academic performance would be uppermost in the minds of faculty and community. That's what I had in mind from the beginning. I was not interested in the vo-tech junior college area. Now I'm not downgrading those areas. They have their place. But I have difficulty putting the two under the same roof. The Kellogg Foundations, at the time when I was appointed, had workshops for newly appointed college presidents. They had one up in Ferrum, Virginia; and it was well administered; and it was a great experience for us. We went up there, the presidents and their wives, and they brought in some outstanding consultants. One of those consultants was Gordon Blackwell who had been president of the woman's college at Greensboro, and he also was down at Florida State, I believe, as president. His last job was president of Furman University. He and his wife were there. They had had a lot of experiences you see in the presidency. One of the things my wife always appreciated in being along is that Mrs. Blackwell told the women: "Now, always remember you were not elected to be president of the college. Your husband had been elected to be president of the college." And that's good advice. I'm sure women can influence their husbands but they need to play a background role. I'm not anti-feminist but I think that's true.

TS: That's probably the same thing where you have a woman who is president -- the husband plays a background role.

HS: That's right.

- TS: According to the System Summary, on October 9, 1963, Chancellor Harmon W. Caldwell recommended the approval of an application of Marietta-Cobb authorities for a junior college in the Marietta-Cobb area.
- HS: They did pass the resolution to create some colleges, and the Act was in 1963, but we were never actually opened until 1966.
- TS: What I really wanted to ask you was that the local governing authorities, of course, were very much behind it all, and you've already told part of the story of getting the college here. But also, the local authorities had made some promises, hadn't they, of what they would do if a college came here and that the college came on the basis of those promises. I wonder if you could tell a little bit about what they promised.
- HS: When Southern Tech was at the Naval Air Station, there was a question whether it could survive in the Naval Air Station. They were in barracks; that's where they were housed. All the offices and the classes and all were in barracks -- Navy barracks. It's future was very tenuous; it wasn't very good. So the question became that they probably ought to move it, but where would they move it? And this would cost money. You'd have to have buildings, and so it was when Governor Griffin was governor. Various localities were competing for it; and finally they drew up a plan where it was agreed that the community would give so many acres of land, would provide for the initial buildings, and provide the paving, and the utilities, and the sewage and water and all for the institution. Cobb County, I think, was one of the first to ever agree to do this, they were willing to put up the money and buy the land and build the initial buildings and so on. That became the blueprint for the other junior colleges. That became the blueprint; and from then on, every junior college that was build -- Dalton, Rome [Floyd College], all of them -- the community had to provide, I think, 150 acres minimum or something of that sort, and had to provide enough money to build the initial buildings, and put in all the utilities. I guess that was the principle. I don't know anything else that was done. So that's what happened here; they improved them. Now, it became kinda sticky here in Cobb County for a while; they agreed to do it, but then, of course, the administration governing Cobb County changed. A new commissioner came in not realizing what his responsibilities were. "You mean I've got to put in all the paving, put in the utilities, and so on?"

- TS: I guess it's about January of 1965 that Ernest Barrett takes office.
- HS: That's right. Ernest and I came about the same time. He was a great person, but I know in talking with him on many occasions that he didn't understand why he had to have this responsibility.
- TS: I remember reading one of the newspaper articles where he was suggesting that the Board of Regents should pick up the bill for \$400,000 for something or other.
- HS: That's right. But he mellowed as time went on, and he was as proud of the college as anybody. But I could see where when he ran for election this wasn't in the cards exactly. There were a lot of people here in Cobb County who were very distinguished. Mr. Paul Sprayberry was at one time Cobb County Superintendent of Schools -- a very highly respected person; and people like Shuler Antley who was Superintendent of Schools in Marietta. Walter Martin and Harry Downs brought me out to Cobb County to meet these people -- to introduce me to these people or introduce them to me. We did this in the board room of the Cobb County Board of Education. It's up there near where [Office] Sales and Service is [Atlanta St. at Anderson St.], up in that area somewhere there. They were very cordial. They introduced me and said for me to make some comments. My comments, as I recall them, were that I hoped we could build a quality institution of higher education in the community. I said, "I realize that presents some problems sometimes, but I'm not talking about making another Georgia Tech here. By the same token, I want it to be an academically sound institution." The first comment that I got back from them after I finished my little speech: "When are we going to be a four-year college?" [Laugh] And my answer was, "Why, we want to be a good junior college before we are a senior college."
- TS: From the newspapers, too, it's clear that people here were thinking from the beginning about four-year status.
- HS: They had something to go for them there in that there was an off-campus center of the University of Georgia here.
- TS: I wanted to ask you about that and the relationship between Kennesaw and that Center. I understand it had about 1100 students at that time.
- HS: Yes, it did. I don't know how large, but it was considerable in size. They had these in many localities; one in Rome, one in Marietta, and other places. They

were off-campus centers of the University of Georgia. They had their classes in Banberry School, and I remember once my next door neighbor while I was living in Atlanta was going to Banberry College. I didn't know what in the world he was talking about. That was before I ever got into this thing. It turns out that we ultimately ourselves started with offices in Banberry School. But, yes, it was a creditable endeavor. They had some good people, and we recruited some of them into our junior college. Notably, one would be Virginia Hinton. There was a man in economics or accounting...

TS: Joseph Fennell?

HS: Fennell. There was another person that taught English.

TS: Ruby Crawford?

HS: That's right. There were some others who did some part-time teaching here. I think maybe Mary Swain did some, and she ultimately came with the college. Opal Cosey, I believe, did some teaching with the Center but I could be mistaken. It was a good endeavor; there is no question about it. Then the same thing happened in Rome. When the junior college came there, they closed it.

TS: So this off-campus center continued up through the spring of 1966 and then closed its doors when Kennesaw opened up in the fall?

HS: That's right.

TS: I suppose a good many students transferred?

HS: Right; they sure did. That was a regular college credit program. I would say that it probably was more purely what we call a college credit program than the vo-tech school was. But by the same token, they generally used part-time people mostly for the teachers. There was, I think, the head of it and maybe an assistant to him; but most of the teachers were part-time people. I don't believe they had many full-time people employed.

TS: I understand that you reported to work here officially on July 1, 1965, and your office at that time was in Banberry?

HS: No, it was at Southern Tech. Audrey Wrigley and I -- Audrey was the secretary and later became administrative assistant at the college -- set up our office in the Southern Tech. We didn't get into Banberry until the following year when we had students, you see. Audrey and

I were all that were involved in it until January, and in January Dr. Roberts came. Then in March, April, in maybe that sequence, the people who came in were a controller who...

TS: T. W. (Tony) Bryant?

HS: Yes, Tony Bryant. Then we had an admissions person to come in.

TS: I have a registrar -- Cecil Jackson.

HS: That's right -- Cecil Jackson was the first Registrar and Director of Admissions; I think that is a joint title at that time. Then a librarian, and then I don't believe anyone else joined us except that there was some secretarial assistance with these people until July. In July, the divisional chair people came.

TS: The librarian was always Robert J. Greene?

HS: Incidentally, do you know his job now?

TS: No, I don't.

HS: He is at Emory University. He's the Science Bibliographer for Emory University. It's a very good position and a very deserving one too.

TS: The Dean of Student Affairs was not hired until later?

HS: I think he came in in July; and that was Dr. Mark E. (Gene) Meadows. I think he came in July and it was interesting; we had a student newspaper published the first week of the quarter and that came under Gene Meadows. Did you know Gene?

TS: No. I guess he left the year before I came.

HS: He became Head of the Educational Psychology School at Auburn, full professor. He's done well.

TS: Even before the administration came in, one of the first decisions that had to be made was the name for the college. I'm wondering if you could tell the story about the name and the controversy that revolved around it.

HS: I was notified in May, as I've already said, that I would begin working on July 1. I was still at Georgia Tech, and I stayed at Georgia Tech until June 30th and then came out here to work on July 1. So I didn't take any time off at all; I just went from there right out here.

But having been at Tech for a long time, I had a lot of friends and people who would help me; for example, and this is important I think, we had blueprints of all of the original buildings, but still in a position that they could be altered -- you could do some changes. That included the Administration Building, Student Center which was the dining hall, Science Building for the Natural Science and Mathematics, the Library Building, the Humanities Building, the Social Science Building, and a Maintenance and a Physical Education Building. I believe that's about eight buildings. I had the good fortune of being able to go over the blueprints with the Director of Libraries at Georgia Tech, a great person who had been there many years, Ms. Dorothy Crosling. She was the librarian and she went over the Library with me. I don't mean we made major changes, but we did make some changes in locations of offices or whether we should have any private study carrels and things of that sort and how to arrange the traffic. Then the architect for Georgia Tech went over the plans with me and made some suggestions.

TS: Who had drawn up the plans originally? This was before you were hired here?

HS: Right. I did not get in on that. They were essentially set.

TS: But at any rate, this was something the Board of Regents had?

HS: It was pretty much of a pattern, designed to be very much like Columbus College. Columbus College was a junior college and became a four-year college. But the buildings were very much designed after their pattern. John Anderson, who was the Dean of Columbus College, pretty nearly designed, I would say, the basic design of the Science Building; his field was in science. But I was able to make some changes by consulting with a lot of appropriate people who were knowledgeable people who knew more than I did. But I realized in May that the time was short. Besides working with the buildings and so on, we had to put together curriculum; we had to recruit people; we didn't have but a year's time to work on this...

TS: Incredibly short time.

HS: It is. So I realized I had to get going, and I felt like I ought to have some stationery. I was still working at Tech as the Associate Registrar; so I went down to the photographic laboratory that does printing for the college and asked them if they would make some stationery

for me. I didn't have any money or budget or anything; the budget didn't start until July. So the question is if we are going to have some stationery what's the name of the college? Nobody had said what the name was. I just assumed it was going to be Marietta College. The reason I did that -- there was Columbus College which is patterned after that located in Columbus, Georgia; there was Brunswick College located in Brunswick, Georgia; there's Augusta College, Augusta, Georgia...

TS: We have Bainbridge.

HS: That was in the picture.

TS: You had Columbus; Dalton, I guess, was not yet in the picture.

HS: Augusta College. There's Brunswick, Augusta and Columbus Colleges named for the cities. So I assumed this would be Marietta College. We had the stationery all printed, and you'll see a copy of the letterhead in the scrap book if you haven't already.

TS: I can't remember whether I did or not.

HS: So I did that and I really thought it was a good name at the time.

TS: How many reams of paper did you run off?

HS: I don't remember [laughter]. But I'm sure there was enough. Ms. Wrigley was a secretary. She and I were in the office one day, and I had been writing letters. Up to that point, my secretary at Tech was doing my correspondence. I had to get out letters to friends and people I'd known everywhere to recommend somebody; "I'm going to be recruiting a dean, faculty, and so on -- can you help me? Do you have any suggestions for anyone?" So the letters have been going out as Marietta College. We were sitting there in the office one day and, without any prior announcement, a delegation of people arrived at my office. Audrey greeted them and said they wanted to see me and speak with me. She had no idea what it was (I didn't either), and so they came on in. There was the Mayor of Marietta, the Mayor of Acworth, the Mayor of Smyrna, and several other people. I think some from the Cobb County Board of Education and that sort. They wanted to know why this was being called Marietta College. I had been writing letters for three months -- May, June, July and this was along maybe like the middle of July. I said, "Well, no one has ever suggested any other name"; I don't know how I did exactly respond to it

except they didn't like it. The reason they didn't like it is because the bonds were passed in the County of Cobb, and Marietta didn't contribute a great deal to the financing of this college. They thought it ought not be Marietta. Now, they were not coming in suggesting any other name. The lady who was the mayor of Acworth [Mary McCall] looked at me and said, "Well, we've got to choose a name or something. What do you suggest? Shall we name it Acworth College, or shall we name it Smyrna College or Cobb College, or Kennesaw Mountain College, or what?" They didn't have any real suggestions about it; and I said, "Well, possibly Kennesaw College." They didn't say yea or nay on that; and so I said, "Well, I'll go back to the Board of Regents, and we'll come to some way of solving this thing." But this was an angry group of people or frustrated more than angry because they didn't really have anything constructive to offer.

TS: I found an article from May 31st of that year where the *Marietta Daily Journal* referred to the college as the Kennesaw Mountain Junior College. I think that was the name you didn't entirely like.

HS: No. When I wrote my letter to recommend it, I said that we have had this delegation and so on. I originally recommended Marietta College, but there was no Board action on that. I indicated that I didn't think that Cobb Junior College would be good. I didn't think they'd like the Kennesaw Mountain -- not the most glamorous name. So we did end up with Kennesaw College as being the name of the college, but we retained the mailing address of Marietta, Georgia. Now that was important to me, because, in recruiting -- and you're recruiting wherever you can to be the best of your ability -- the image of where someone might be coming would be important. If you said Marietta, there were people who knew Marietta; that's where Lockheed is. Also, the fact that it is close to Atlanta is a big asset. If you said Kennesaw, they might not know where that is; but if you said your address was Marietta, Georgia, that would help. I think it helped us along the way. So the Board did approve without any further discussion -- Kennesaw College, Marietta, Georgia.

TS: Is this your first introduction to Cobb County politics?

HS: That's right.

TS: But Kennesaw College, I think, has a nice sound to it.

HS: I think it's a pretty name; it's a nice name; it has a

historic connotation. But also, if you used the address, Kennesaw, Georgia -- their mail service in those days was very poor. The letter would go all the way up to Chattanooga and come back down before you could get it.

Interview 3: Thursday, 15 January 1987

TS: We have been talking about the creation of Kennesaw College, the naming of the institution, and how Dr. Sturgis came to be here. I think we are ready to talk about some of the other key administrators who came early in the College's history. Certainly one of those key administrators was Dr. Derrell Roberts who was the first academic dean. I wonder if you would talk for a few moments about how Dr. Roberts came to be here and, perhaps, a little bit about what you were looking for when you began to advertise for the position of dean?

HS: This is a very important part in the history of the College. I would begin by saying that one of the very great people that came to this College and helped develop a quality institution was Dr. Derrell C. Roberts, who was our first dean and is now President of Dalton Junior College. When I was appointed to be the President, I realized that one of the first people I needed was a person who would be capable by training and experience to assume the very responsible position of Dean of the College. He would, in fact, be one of the leaders in determining the academic program of the College. In those days we were not required to advertise, though I would have had no objections to it, because starting from scratch, it was not the easiest thing in the world to recruit people who had the qualifications in those days. Today, it is a lot easier to find people with the academic background such as a Ph.D. degree in the disciplines; but in those days it was not easy to find people who would serve or who would be qualified. In any event, I did talk with some people in other institutions to get some ideas. I talked with people in administration at Emory University and the University of Georgia and Georgia Tech, and we did find something like three or four people -- I say we; it was almost totally me in the very beginning. One of the persons that stood out was one who was recommended by Dr. Walter Martin who was then the Acting Chancellor of the University System. Dr. Walter Martin and I had been acquainted for many years when he was at the University of Georgia, and he suggested that I might contact Dr. Derrell C. Roberts. So I did. I contacted some other people besides Dr. Roberts. But it became very soon evident that Dr. Roberts was the person that I, at least, thought ought to

fill the position. Now the reason for this is that my background had been in the area of science and mathematics. Then I had taught physics at Tech for a number of years and had spent many years at Tech, and so I had a feel for the technical sides -- the math and science areas. I felt to complement that area, to supplement it, we needed somebody in the field of the social sciences. Dr. Martin at one time, I believe, was his major professor in history at the University of Georgia or at least they worked closely together and so we contacted Dr. Roberts. He came and visited with us and we talked about it. His background had a number of other interesting points that I thought were meaningful. One was that he had experience teaching in a public school in a high school in Georgia; secondly, he had also qualified through training to be a counselor in high school. In other words he had a counseling background which would give him experience in dealing with students, and then also high school experience which is where we would find our students -- in high school. So he came and we talked. I could see very quickly that Dr. Roberts was probably the man, and so we offered him the position. At first he declined, and I was so sure that he was the person that I got on the telephone. I remember it well. I called him back and said, "You have all the qualifications that we would like to have in our dean and wouldn't you think about it again." He did and he accepted, and so that was a great step forward when he came because we had very similar philosophies about education. So Dean Roberts came and began the process, of course, of recruiting faculty. He and I worked together in that area.

TS: The original Dean of Students was named Dr. Mark E. (Gene) Meadows and he went by Gene?

HS: That's right.

TS: Would you say a few words about what you were looking for when you looked to the students' side of things?

HS: Yes. Dr. Meadows was a University of Georgia graduate. First of all, he was a Georgia Southern graduate. Dr. Meadows was at Georgia Tech as the Assistant Director of Counseling and he was working on his doctorate at the University of Georgia in counseling and was nearing the completion of it. My feeling was that we ought to have somebody in the dean's office who had an understanding and a feeling for student activities. Dr. Meadows had played basketball, had done some coaching, had taught in high school out in DeKalb County, and just seemed to me an ideal person for the Dean of Students. When he and

Derrell Roberts met each other, they immediately became fast friends and are still friends and had similar philosophies. At that point it was quite clear that Dr. Meadows would be the one to help head up a developmental program for our college as I have explained the purposes of the program before. We then talked about the developmental program which was the means of giving all students a chance for a college education though some might be lacking in their academic preparation. We would provide a developmental program, non-credit, a non-degree program for those people, giving them the possibility of a future college education. Dr. Roberts and Dr. Meadows both liked the idea, and so we talked in terms of staffing such a program. We knew that we needed some people who would be specialists in the fields of science and mathematics; and we needed people from the field of English and the languages -- oral and written language; and we needed people in the field of counseling to work with these people. So we very carefully selected Morgan L. Stapleton who had his master's degree and was teaching in a private college preparatory school in Nashville, I believe, who would be the person we thought would be ideal to head up the mathematics portion of the developmental program. So we interviewed him, and he obviously was the person we wanted. We offered the position, and he came to fulfill that position. Then we thought in terms of someone to head up the English portion of the developmental program; and so we found Mary H. Swain. At one time she taught English in the high school at Marietta. She later became Principal of the Marietta High School, and later became the Curriculum Supervisor for the Marietta Schools. So she had a very wealth of rich background in the field of working with students. A lot of our student would be coming from Cobb County and Marietta; so we felt she would be ideal. So she was offered a position and came and taught the developmental English. And then we needed to take into consideration such things as study habits and goals and guidance and [Dr./Mr.] Carol L. Martin. So Carol came as the Director of Counseling. Then we realized we needed more help in the counseling areas to teach what we called developmental planning -- I believe that what it's called -- to help students who were in the developmental stages to be realistic about their goals and to understand what was needed for them to pursue a successful college career. We employed a person who had a very rich background in the field of counseling. Inez P. Morgan took that position. So we had a real outstanding team. You see, we didn't pick up part-time people. We didn't just take anyone. We had a very clear idea of what we wanted in the way of teachers -- experienced teachers who appreciated the needs of students and had experience in

the field.

TS: Was anyone hired specifically to be a reading instructor at that time?

HS: This came under Mrs. Swain. We did later have somebody who was a specialist in reading. Perhaps as time went on, someone else came into the program. But that was obviously reading and writing and mathematics. These are still the three areas. I guess they call it now developmental studies. For a while they went in and called it special studies.

TS: But Mrs. Swain would have been in charge of reading and what we consider developmental English now. That was together.

HS: Communications skills; that's right. So there were three people: one in the mathematics area; one in the English and Communications; and the other in counseling and guidance area.

TS: Probably the college determined which students had to go into these programs and which ones went into the credit programs.

HS: Well, it was based on two criteria: the College Board scores and high school records. I couldn't at the moment tell you exactly how those criteria were refined; what, for example, what grades and what scores were used; but it was...

TS: Had reached a certain cutoff point.

HS: Yes. There was a cutoff point, and I think what we did was use what was being used at other institutions at the time which was predicted grade point average. A predicted grade point average was worked out previously by the Board of Regents' staff to take the College Board scores and the high school grades and put them together. We could predict, not perfectly, but fairly accurately, the chances of the student succeeding with those grades and those SAT scores. It is really remarkable how it does predict. Of course, when we get into this sort of thing, people will say, "Well, I remember so and so who had low grades, and so on, and became president of whatever"; but you have to take it as a group. So that is what I recall as the way we did it. I don't know whether it's explained that way in the catalog or not.

TS: Was this a program that operated throughout the academic year or did it start out as a summer program?

- HS: Throughout the academic year. It was a continuous program, as I recall.
- BG: Would you say that this was unique to the system at the time?
- HS: At the time, it was.
- BG: Did you pattern the program from another system?
- HS: No. I would say this. Tech had a sort of a program of this kind in a sense. They had an evening school program at Tech, and people came with marginal qualifications who were often placed in remedial courses in the evening school. Courses in English, math, and physics -- those were the three kinds of areas. They had like an English 10, Physics 10, and that sort of thing; and they would qualify for admission to the regular college credit work at Tech by having gone through the night school program. So I guess that probably was some source of my thinking at that time because I was in the Registrar's Office and teaching at Tech and, in fact, taught some of those courses. So that's a good question.
- TS: If I could change our focus for a while, we will return to the developmental programs including developmental studies. I want to ask you a few things that pertain to the opening of the campus here. I understand that there were some major labor problems that delayed the construction of some of the buildings on campus; could you say anything about that and how it affected the eventual opening of the institution?
- HS: That's a good story. The buildings had essentially been designed on the blueprints and that sort of thing when I was appointed, but they had not started the buildings. There were eight buildings on the original plan. They began the buildings, and there became a series of strikes -- labor strikes. The electricians at one time, and the bricklayers another, and so on. When one would strike, the rest would not cross the line; so the progress on the buildings was delayed considerably. It became rather obvious that the college could not open in these facilities in the fall of '66 as was planned. So we had to seek other facilities; and we were very, very fortunate in that Southern Tech made it possible for us to have space on their campus. That space consisted of four dedicated classrooms and then the opportunity to fit in wherever we could in their schedule, but they gave us four dedicated classrooms that we could have every hour of every day and into the evening. So Southern Tech really was a friend in need and indeed helped us to get

going that first quarter. So we opened the college with 1014 students on the Southern Tech campus. I had an office in Southern Tech Administration Building from the very beginning of my appointment by their kindness and generosity. Now, of course, I had known many people at Southern Tech. They, I guess, were for that reason, good friends. They were very generous with their facilities, and I will always appreciate it. We also had available to us an elementary school known as the Banberry Elementary School. It had been used by the off-campus center of the University of Georgia which was located here in Marietta.

TS: Banberry was no longer being used as an elementary school at that time?

HS: Right. It was built, and because they had to cross 41 Highway to get there, people just wouldn't go. I don't think they ever used it as an elementary school to any extent. But anyway, that was made possible for us to have. We put some of our library facilities there, and we put our data processing equipment in there for that first period of time. We had three goals, really, in opening the college. I guess, I was the author of it, but anyway, it is logical. We wanted to develop a quality institution in this new college -- quality meaning that students who came to this college and took college credit could transfer that credit anywhere in the country. That really turned out that way. The second one was to be cooperative with other institutions in the community. I couldn't do otherwise even if it hadn't been one of my goals because look what Southern Tech did for us in a cooperative fashion and what the public schools of Marietta did for us. Everyone in the community was cooperative. The third thing was that we would not duplicate what was offered at any other institutions. So quality, cooperation, and non-duplication. You see, some of the junior colleges offered secretarial science. Secretarial science was offered at the vocational school. If we offered it out here, we would be duplicating them. So we didn't offer it. That was our way and we developed a great relationship with the vo-tech school. One of the great people in the history of our college was Mr. L. Lee Leverette [the director of Marietta-Cobb Area Vocational-Technical School]. He was just a great person. He and I and this college had a great relationship, as you will know about the cooperative programs that we worked out between the joint programs.

TS: I do want to talk about those cooperative programs in a few minutes, but I would like to hold off if I could to

keep things in as much of a chronological order as possible, and ask you just a few more questions about that period where the college opened in the fall of 1966 without the campus being completed. Classes were held in Southern Tech and there were sub-facilities. You mentioned the library at Banberry Elementary. I understand that the Marietta public housing project called Marietta Place provided some facilities too.

HS: Library facilities too.

TS: Was that the library?

HS: Some of it was. It was in two or three places as I recall, but that was one of them. We actually, at that point, had very few items for a library. One of the things we learned about was that the Library Association had put out what they called a beginning library or a library for a beginning college. Minimal, absolute minimal, was the choice list; and the choice list consisted of 2,000 volumes and those would be certain kinds of volumes. I couldn't tell you what they were now. If you wanted, Robert J. Greene would be a great resource person; and you could get Bob sometime to find out more in detail about that.

TS: Bob Greene was on board that first quarter?

HS: That's right.

TS: Managed to run the library in several different places.

HS: That's right. One of the great appointments we made to this College was Bob Greene. He had been an assistant librarian at Georgia Tech and came here as the Librarian and, of course, went away and got his Ph.D. degree and so on. Do check with him because he could give you an interesting story about that. Then we did, also, subscribe to a microfiche set, references that were on microfiche. When you start a new college without a library, that is quite an undertaking.

TS: I would think that it would have been quite an accomplishment to recruit 1,014 students to come to a college that didn't have a campus for that first quarter. I wonder if you could say a little bit about how you advertised the college's existence to the potential students?

HS: During that year, I was the Director of Admissions and President too. I needed to put together an application form, and I visited and talked to senior classes in every

high school in this locality, on into some in North Atlanta and Cherokee County and Bartow County and Paulding County and Marietta. All of the public school people were very, very cooperative and allowed me to speak at their student assemblies and to talk with students. We had an application blank prepared and put together. Of course, this was one of the areas I worked in at Georgia Tech. I was in the Registrar's Office as the Associate Registrar and recruited for Georgia Tech. So it wasn't something that I was unfamiliar with. I think the people in the community, the Chamber of Commerce, the public schools and all, were so thrilled to have this college here that they all supported and gave us entrees into their institutions. Of course, I spoke at civic clubs and women's organizations and PTAs every chance I got. They were very kind to invite me. Then the newspapers were very generous with space and stories. They were proud of the college too, and so it was quite a feat to bring the 1,014 students in that first fall quarter. One of the interesting things was that we had essentially added 1,014 students to Southern Tech's campus for a full quarter there, and there was never an incident between the two student bodies. It was quite a nice testimony to the quality of Southern Tech as well as our students.

TS: Was this a traditional student body at the first?

HS: The first week of the quarter we had the first issue of the *Sentinel*. We had a newspaper the first week, and Gene Meadows and Mary Swain were responsible for that. They were just so enthusiastic and worked so hard. I know they got a group of students together, and they decided to call it the *Sentinel*. That was their decision, and it sounded good to me. It has been that ever since. Dean Meadows, of course, with his experience in public schools and as a counselor, and so on, was the ideal.

TS: In January of 1967 Winter Quarter began -- the first Winter Quarter -- and that Winter Quarter was begun on the campus here. I understand the campus was not entirely complete at that time, but could you say a few words about what was ready at that time and how you handled the situation?

HS: Well, it's hard to really reconstruct all of it in my mind, actually, even at this point. I remember the Science Building was one of the buildings that was perhaps nearer completion. If I remember correctly, our library was in the Science Building -- what we had. Of

course, obviously, you had 2,000 volumes or less.

TS: I was going to ask about that. I found a reference to the library being in the Physics Lab and it just seemed almost inconceivable that you could put a library in the Physics Lab.

HS: The thing about it was that we had very few people taking physics at that point -- wasn't that far along. In one of the places there we had a little book store -- supply area -- one of the closets or places in the Science Building. Before we moved here [before January] or maybe it was even in January, but I guess not, my wife, Sue, and I would come over and drive around and look at it and admire it and wish it would move faster and all those sorts of things. We went into the Science Building; it was a cold winter -- real cold. We went up to the second floor -- the Physics Lab. We went in just to look around and see what was going on; and we got ready to leave; and we couldn't get out. The door handle had come unfastened some way or the other and didn't work. There we were and really cold, on the second floor of that building; and we didn't know what we were going to do. We might have to spend the night. I don't know how we would have done; but anyway, we looked out the window and there was a car out in the parking area. She took off her scarf and waved her scarf out the window. It turned out that it was a patrol car, a police car; and they saw it and they had the key, they could open it; but I couldn't do it from the inside. So they came up and let us out. Just an interesting little one, but we often think about those things.

TS: Lucky that they were driving by.

HS: They said they just normally wouldn't be there. It was very rare that they would be there when it just happened, fortunately.

TS: As I understand it, when classes began you had the Science, Humanities, and Student Services buildings. At first, I suppose Social Science was not quite complete maybe at that first quarter. So you must have crowded everybody into the two classroom buildings plus you had your Student Services Building at that time. Also, I understand from an article in the *Sentinel* that the faculty kind of pitched in to help complete some of the tasks around here. Could you say something about that?

HS: The faculty, of course, were excited about getting into the new buildings and, of course, a new school and a new

experience for all of us. I don't know that I can, right at the moment, recall any particular things except that the classroom furniture -- student desks and so on -- came in crates, and sometimes the faculty would go over and help to unpack the crates and move them around and get them set up, so they could have classes. I guess that is about all I can say in my memory.

Georgia Tech, of course -- there were engineers there, and there was a library there, and there were people who would go over those blueprints with me and point up things that I might not have observed myself. Certain things like... well, they had vaults in the Administration Building for records. One day I was over here and they were putting on this big steel door with a combination lock on it and so on. One of the workmen said, "I don't know what they're putting that iron door on there for, because it's just cinder block; and all you have to do is take a sledge hammer and knock a hole in the side of the wall." Well, it was because they hadn't put any steel reinforcements in the walls. I had to get involved in that, and there were partitions, but most of it had been decided pretty well before I got here.

BG: And the Regents presented a plan to do that?

HS: They gave me a copy of it. The contract had been let for the construction, and the changes that I made had to be changes to correct some of the few things. There weren't many of them. It's pretty well like it was originally designed. Now, that's not unusual in that Columbus College at that time and even DeKalb College were very similar. The general design, even the color of the brick and things of that sort, were very similar.

TS: I understand that there was a little bit of controversy actually even before the college opened. The controversy may be due to the newspapers or what have you, over the mascot and the colors of the college; do you remember anything about that and how those decisions were made?

HS: I know how the decisions were made. We were requested to do this by the Board to give them a seal and to give them the colors. So I don't know who all participated in it. There weren't many people around at that time, but I'm sure that Dean Roberts and Dean Meadows and others who were here talked about it. I don't know how many students were involved, but there was participation. I didn't come up with it myself, but I thought we did a pretty good job of it. Coming to the colors, for example. How do you determine what the colors ought to be? Yet the Board wanted us to put this in, and you'll

find it in the Minutes of the Board where they had approved it. You wouldn't have red and black; you wouldn't have white and gold; and somebody said something about blue and gold. Well, of course, that's the color of Emory. Another thing about blues, I remember, was that blues will vary; there are many different shades of blue. I think that someone came up with the idea of why not take the gold out of gold and white at Tech and the black out of the red and black of Georgia, and gold and black. Now I think Purdue had black and gold, and I believe maybe Vanderbilt -- black and gold. I think we went to the almanac, and I believe the almanac has various colors of colleges. It also had what their mascots are. I think you could go to the almanac or some of the reference books and I'm quite sure that we went to the almanac and found out what the colors of various colleges were. You didn't want to duplicate what else is already in existence and try to be as original as you could. I don't know of any other gold and black in the state; I don't know of any. And then too, the two colors, gold and black -- black is black, you don't have any shades of black; and gold is pretty. There are different shades of gold, of course. Then the mascot... well, it's not like some said in the newspaper. Mrs. Sturgis had nothing to do with it. I can assure you that there was no influence from that standpoint. But anyway, coming to the mascot, we talked about a number of things. Of course, you've got the bulldogs and you've got the yellow jackets and the lions, tigers, and all of these sorts of things. Somebody came up with the idea of the owl. I don't know who it was; I don't know how many did or at what hour in the discussion. But we began to talk about it, and somebody said that Rice University are owls. Rice University is a very well-known, well-respected institution. We didn't know of any other owls in this vicinity. Temple University, I think, are owls. And then the owl had the general connotation of being a bird of learning. You will see the wise owl, the wise bird, and so on. It seemed that it went perhaps better with academics than some others, and we were trying to make the emphasis on the academics.

TS: I think probably there have been criticisms over the years that the owl doesn't sound like a very fighting bird and yet one of our biologists wrote a letter to the editor of the newspaper, the *Sentinel*, a year or so ago saying the owl is one of the most ferocious predators in nature. [Laughter].

BG: I just took a biology course and the professor was backing you up on that. He said that the owl has very

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BG: I just took a biology course and the professor was backing you up on that. He said that the owl has very

few enemies.

HS: It seemed like the image that I've seen of the owl has a mortarboard on with a diploma under its wing or something of that sort -- a wise bird. So that's the way it came out, and the colors I've already explained. The seal is not anything too unique. We took the Georgia State seal and M. Thomson Salter came out on the campus and made a drawing of Kennesaw Mountain. So we said, "That's Kennesaw College and Kennesaw Mountain." The mountain is a landmark. I'm very regretful I don't know where that original drawing is. That should have been preserved. He made the drawing and took it to the company that makes seals, and they made the seal with the mountain in it. Then, when we became four-year, we thought maybe we ought to change the mountain a little bit. So we put Big Kennesaw and the Little Kennesaw in it because there are two mountains there. One was know as Big Kennesaw and the other one was Little Kennesaw.

TS: I'll ask Tom Salter if he knows where the drawing is.

HS: I've never asked him. If I have I don't remember; but anyway, he made the first drawing.

TS: Let me return to academics and ask about the administrative structure. How was the decision made to have divisions and why the particular divisions that we have? Why not more perhaps than we have?

HS: Well, when we were organizing the college, we were aware of the fact that funds were limited. We were of the opinion that we ought to be very cautious about being too top-heavy in administration. We had been advised by maybe some of the staff of the Regents that this was something to be cautious about. However, at that time colleges like Columbus College and, I believe, Augusta College and some other colleges of about what we were going to be or could envision used the divisional organization. The Division of Science and Mathematics -- they are areas that normally do go together; I doubt that there is any scientist that doesn't have mathematics in his background. So that was pretty well taken care of. And along with that, we didn't want to put departments in because two things: one thing, I have a belief -- this is part of mine, and Derrell Roberts shared it and others shared it; that is we discussed it -- that too often the departments get to vying with one another to try to outdo or our-recruit majors and so on. It would seem very healthy if the various disciplines would be in a body that were conversing and working together. So if you had a division that included biology and chemistry and

physics and mathematics and there were no little chiefs in there, you see, they would meet as a body and could converse and communicate with one another and would not be vying for the biggest hunk of the budget and to have more majors than the others and so on. So it seemed that was a very good thing to keep communications going in the math and science divisions. Well, then you go to the Social Science Division, and you've got your political science and your history and of course sociology and the behavioral sciences. The biggest group would be the history group, I believe, and social sciences at that time, political science, perhaps. There would not be many in sociology or psychology, so we said, well, social science and natural science would be two separate divisions. Then we went to the humanities. Well, that's pretty well the languages and the English and the drama. If you had drama, speech, music, art; those are generally the things one thinks of in the humanities area. Of course, I know people who want to include history in humanities.

TS: It can go either way.

HS: It can go either way. And we were trying to have an efficient organization that would encourage communication and working together.

TS: Was there any thought given to the creation of a Division of Business Administration?

HS: Not at that time. One of our economies, I guess, was to put that in Social Sciences. When Dr. Roberts and I would talk about these things, we agreed that we wanted to abide by the Southern Association as to the persons having a master's degree as a minimum in the subject they teach. We were trying to live up to that completely. The three original divisional chairpeople were Wesley C. Walraven in Science, George H. Beggs in Social Sciences -- of course political science -- and John C. Greider in English from the Humanities. Those were our first three divisional chairpeople, and they were all working on their dissertations during that year. All three of them completed their Ph.D. degrees that first year, which I thought was just tremendous. So at the end of the first year the three divisional chairpeople had their degrees.

TS: How did you recruit the divisional chairpersons?

HS: Very good. Dr. Beggs was know by Dr. Roberts. Now we looked a people, but Dr. Roberts wanted Dr. Beggs if it was agreeable with me. I, of course, agreed with him. We never had any problems. He had worked with him and

knew him, and he was working on his Ph.D. degree. So I think probably Dr. Roberts was instrumental in bringing his name to the front. In the case of Wesley Walraven, we decided on a biologist because, without questions, the major science would be biological sciences. Not too many are taking physics and chemistry for their sciences. If they have a choice, they probably would take biology; and so we were looking for a person in biology. Not easy to find in those days -- people with advanced degrees or leading to their advanced degrees. But I remember the telephone conversation well. I called over to the University of Georgia. We were at Banberry School. I talked to the Head of the Biology Department over there and told him what we wanted. We wanted a person to head up our Division of Science who was in biology. He said, "Well, he is sitting right here." That was Wesley Walraven. And so he said, "I'll have him over there tomorrow." He came over and he was an excellent choice. When Herb Davis replaced him -- he was a biologist. Now, I would tell you this, though, and she will confirm it. I know a lot of people will say, "Why are they all men?" Dr. Vera B. Zalkow was offered the chairmanship of the Division of Science. Her field is chemistry. She was at Oglethorpe University, but she was a little bit uneasy about leaving Oglethorpe and coming to a junior college, particularly a brand new one that she didn't know too much about. We had a woman in that spot, but the truth of the matter is there were not many women in those days who had the academic qualifications. Today it would be no problem, but then it was. And even so, I think we had a pretty good division of women and men on the faculty. We put business in Social Sciences, I guess, because we had made about an even division, I think, of responsibilities. Economics, of course, is a business area which sometimes comes in the social sciences.

TS: We have not mentioned the third division head. Dr. John C. Greider, and how he was recruited.

HS: That's an interesting one too. I was looking for a person in the field of English and at Georgia Tech I had friends in English. Dr. Walker was the Head of the English Department at Georgia -- Dr. Jack Walker. I went to a cocktail party for a retiring person at Tech who incidentally was Tonto Coleman. He was the Commissioner of the Southeastern Conference. He was retiring from Tech, and they gave a cocktail party at the Piedmont Driving Club. Dr. Walker was there. So I told him that we were looking for somebody who was in the field of English to head up our Division of Humanities. And he said, "Well, today there was a man in my office that was exploring the possibilities of a position [with us], and

I will refer him to you." Well, that was Dr. Greider. Dr. Greider has one of the most interesting backgrounds of anyone on the faculty in some respects. Dr. Greider did his bachelor's degree at the University of Georgia and his master's degree at Peabody in English. Then he went to the Baptist Theological Seminary in New Orleans and earned a degree from there. Now he never was ordained; he is not a minister. While he was there, he studied Greek. He then applied to the Fulbright Scholarship people and was given a Fulbright Scholarship on the basis of his Greek. That's what Dr. Roberts dug out. He is a very modest person; and won't tell you much about these things. And then he won the Fulbright Scholarship to go to the University of Liverpool to earn his Ph.D. degree. He taught at the University of Thessalonika in Greece. He taught at DePaul University up near Chicago. While he was there, he went to the University of Chicago and did a year's graduate study in history. You may not have realized that he had that background in history -- a year's study in history. So he has pretty extended qualifications. They were all very carefully interviewed. Anyone that we employed, we required official credentials to be sent directly to the college. We made telephone calls for references. This is why we have a great faculty. We did have a great faculty.

TS: Did the recruitment of faculty members then become the primary responsibility of the division chairpersons or was it a team selection?

HS: It was a team selection but no person would be appointed without being recommended by the divisional chairperson. Nobody would be appointed without that recommendation being approved by the dean. Then I would send the recommendation down to the Board of Regents and they would be appointed. The divisional chairpeople were to constantly be seeking out good people, and then they would interview. The many people they would talk with, the dean might not even see or I might not even see. But generally, that was the way it was. It went from the divisional chairperson to the dean and to the president. I interviewed everybody that was appointed to the faculty before I left. But I'm sure the president today couldn't possibly. A big institution as big as this had gotten could not spend the time.

TS: Probably would be difficult today.

HS: It would be difficult. But it was enjoyable. I remember our interview. I remember it real well; you sat over there on the sofa [laughter].

TS: You have an incredible memory.

HS: Some of it I do, and some of it I don't. But that was the way it was. You get good divisional chairpeople, and they will recruit good teaching faculty.

TS: Were the three people who made the choices generally in agreement or did you all have a long discussion?

HS: No. It was generally in agreement. There was a great deal of preliminary work done, so that everyone I think felt very confident and very good about it. I don't remember. I'm sure that there were some that were better than others and that will always be true, but I thought we had a terrific faculty and I'm sure you still do. And that's the key.

TS: Let me ask a question about programs. Would it be fair to say that the original thinking was that most of the resources would go into the transfer programs? Is that where the emphasis was to begin with?

HS: Yes.

TS: Could you speak a little bit about the philosophy behind that? Maybe though we should even define what a transfer program was.

HS: I would say the courses of instruction that were transferable. You see the only other thing would be the developmental. And anything anyone took we would assume would be transferable to any college they wanted to go to, we hoped.

TS: So our emphasis at the college would be to prepare a student primarily to go on to a senior college.

HS: That's right. Now, we had some career courses or associate degree courses. When we went into the cooperative programs with the vo-tech school, some of those were maybe a little special; but even those I think are transferable. I would think that even in the nursing program, which was considered somewhat of terminal program -- you could stop there and have an associate certified nurse -- you could take those same courses and I would assume, as I recall, transfer them into a baccalaureate program.

TS: Did our student do well when they went to other institutions?

HS: From my viewpoint, I was of the impression that our

students could go anywhere in the country. We did have students who went to Harvard and the other Ivy League schools and who went on and ultimately into graduate programs.

TS: The reason I asked that is that I seem to remember that you used to have some overhead transparencies that indicated that our students did very well if they transferred to West Georgia or the University of Georgia.

HS: We did do that; you're right. We had the point averages that they made there and the point averages that they made here. Almost invariably, they made better grades at the institution to which they went than they did here. You are exactly right; we did that.

TS: As I recall, the only place that they went down slightly was when they transferred to Georgia Tech from here.

HS: Yes.

TS: But they did quite well at Georgia State and did much better at West Georgia than they had done here.

HS: I don't know where they are. I don't think I kept any of them, but I expect there are copies of those somewhere. But that's right. We did do that; we did that systematically.

TS: I was fortunate enough to hear a tape the other day of an address you made to the faculty at the beginning of Fall Quarter of 1971 in which you were talking about the retention problem. Perhaps it's a little unfair, 15 years after the fact, to ask you this; but can you remember that being a problem and how did the college in those days try to hold students on campus? I'm talking about a third of the students would not be back during Winter and Spring Quarter. This, of course, has always been the problem on this campus.

HS: It's a problem in most institutions. There is a lot of fallout, not necessarily because of failure, but some change institutions for changing goals or change for other reasons, economics. We maybe were holding them a little more accountable than they were being held where they went, which I consider a good measure of quality. I don't mean that you fail people to have good quality, but I think it says something about the quality of the institution when they do better [after transferring] than they did here even.

TS: What was your philosophy about the evaluation of faculty?

How did you maintain or try to maintain a quality faculty on this campus? What were the standards that you wanted faculty to meet; the criteria, I suppose for evaluation of faculty. If a faculty member was doing a good job, what was the definition of what a faculty member should be doing?

HS: Well, there would be things such as pursuing an advanced degree, if they were not already to a terminal degree. If they were in a terminal degree position, were they doing anything scholarly beyond that. Normally, we relied largely on evaluations from the divisional chairperson to the dean who would, when it came time to talk about such things as promotions and salary increments, come to the front. I'm very much in favor, and have always been, in evaluations though I know that it is not the easiest thing to validate your system.

TS: Are you speaking specifically of student evaluation?

HS: I have a high regard of student evaluation of faculty. In fact, we always had student evaluations of faculty at Georgia Tech.

BG: Were they done here, Dr. Sturgis, at that time -- student evaluations?

HS: I think they were. Didn't we go through a period here and I know then we had to revise it and so on?

TS: The first evaluations that I remember were about 1971 or 1972, somewhere in there. When I first came here, there were not student evaluations, and I think somewhere in the early '70s we started doing them.

HS: Well, if you ever looked at my dissertation and I don't expect you to, you'll see in there the evaluation form that was used at Georgia Tech uniformly. It also had been validated. I don't know to everybody's satisfaction there. It was validated to my satisfaction. When I taught there, I was evaluated by students. All the faculty were evaluated using that form -- the form you saw in the appendix of that dissertation was used for it, and there is some statement in that dissertation regarding the validation of that instrument. I'm very much a believer in student evaluations of faculty. I think peer evaluations are important too; and, of course, supervisory evaluations have to get into it.

TS: But your role as president would be that the evaluation would be carried out on the divisional level; the divisional chairman does his report and sends it up the

ranks, and you review it. When you are thinking of general philosophy, what I think I'm hearing you say is that the things that you really wanted out of faculty at that time was that they be good teachers and that they be working on that terminal degree if they didn't have it already. Those were the main things that the faculty was expected to...

HS: It was always some considerations I would say. Those who serve on committees, take leadership positions and things of that sort, those who might do some publications and writing. I don't think those are the most important by any means, but service in the community and various activities would always be important. But I relied on the opinions and determinations of what came to me from the dean of the college, who I was quite certain received his from the chairperson. Of course, I was not as close to it. The president doesn't make any decisions that aren't tempered by what has come forward from the source of the point of decision. I had an open door in my office always; and no one ever had to make an appointment, although sometimes it would be better to have an appointment -- have more time perhaps -- but I always had an open door. I would not make a decision though if a person came in on a policy matter that had not gone through a procedure through the chain -- I don't like the word chain of command -- I think chain of responsibilities. For example, if a faculty came or a student came, I'd say, "Well, have you talked it over with your professor. If not, you should do that. If you have talked it over with your professor and you are still not satisfied you can go to a divisional chairperson and there to the dean." Very few ever get to the president for the final decision that aren't taken care of. I think policies of an institution should always include a participation by the people who are expected to follow those policies; who are responsible for them.

TS: To what extent were policy decisions made by committee? Was there a philosophy at the beginning of the college that we were so new that most decisions of a policy nature had to come from administrators or was there a philosophy that we would have curriculum committees and such as that to make decisions?

HS: We had a set of statutes that I thought defined that pretty clearly, as I recall. Administrative policy emanated from the Administrative Council which had on it representatives from all segments of the campus including students, including faculty, including teaching faculty, and including administrators. If it was a policy whether we should do something administratively, I would look to

the Administrative Council. I wouldn't say that maybe I hadn't discussed it with the dean or anyone else, but we would sit in a circle. We'd have it over at the Seminar Room in the Library. There were students and faculty and everybody had an opportunity to express themselves. Sometimes we would take a show of hands, and we would reestablish our policies mostly that way. Now, of course, there were some policies that would have to be abided by that came from the Board of Regents. Those we always had an opportunity to question if we wished, because there was an advisory council on the Regents' staff. I don't know of any major problems there.

TS: So, by the early '70s when the statutes had gone into effect, the Administrative Council was the major advisory body to you as far as administrative policies were concerned. As I also recall, we had an Academic Council and the Student Affairs Council. So your philosophy was to have committees, where appropriate, to make recommendations to the president in regards to curriculum and other matters.

HS: Yes, by all means. We had, as I recall, a Curriculum Committee and we had an Executive Committee. The Executive Committee of the faculty could take actions for the faculty in between faculty meetings. For example, generally speaking, it had to do maybe with students who would like to appeal some decision to an Executive Committee. Then the Executive Committee minutes went to the faculty for ultimate approval by the faculty. I think all of our minutes were shared with the faculty, and those that are related to the faculty actions would need approval of the faculty. I don't know what you do now, of course. I don't mean to say that what you do now is wrong or right either way; but you ought to keep minutes of the meeting. Those minutes ought to be printed and circulated to all who were in any way affected by the actions. If you will note, at least up until the time I left, they are all in the Library, bound, and you could pretty well track every decision through those committee minutes and faculty minutes. We discussed such things as the name of the college, when it became a four-year college, in the faculty. You can look in the minutes of the faculty and where we discussed that. I don't know; maybe things were not as open as they should be; but I thought they were rather open all the way. I believe in having regular faculty meetings. I always said, if nothing else, maybe as you get bigger you may not see each other except at faculty meetings. It's a nice time to see each other and get acquainted.

TS: We talked a little bit about why the college did not

offer vocational programs to any greater extent than we did. We don't want to duplicate programs that are offered at other institutions. Yet, there was an interest in having cooperative programs with the vocational-technical school. I wonder if you would comment on that.

HS: During the '60s, the movement in the country was for the establishment of junior colleges that were to be comprehensive junior colleges offering various kinds of educational experiences from the vocational-technical through and including the college degree credit programs for transfer purposes. They were called comprehensive because they covered this wide span of purposes. Instead of having separate vocational schools in the high school or in the community, they would combine it with a junior college curriculum. Now, some of the purpose was to extend the amount of education the people in our society had. It addressed itself to the possibility of improving the dropout rates. Here in Georgia, in the legislature, they would talk about why don't we have more people in college. They would see the figures for Florida and California and some others that had the comprehensive junior colleges. Although many of those people were taking vocational work, nevertheless, it could be said that they were in a college. Even though it was a junior college. And so there was a good deal of emphasis placed on that. There were some in the state who would like to have had the comprehensive junior college here, but we had a system of vocational schools here, under the State Board of Education. I guess that there were two schools of thought. I never was a believer in the comprehensive junior college because I thought that it was really not college work when you are involved in cosmetology, welding, electrician's work and so on. To me it seemed like you were putting that on a level of what I thought was college, and I didn't think it should be there. There were problems of staffing; how do you equate the science in a college? To me it presents so many problems of administration, of maintaining what I would call academic standards at a post-secondary school level, that I just didn't think that it was what I wanted to be involved in. I guess I would say that. I had high regard for some of the people who were working in those situations. Miami-Dade Junior College was one of the biggest -- had 30,000 students there. But they offered everything. If you wanted to study barbering or whatever you wanted to study, they would provide an instructor of a course of study. Well, I thought I would like to be more involved in a purely college level transfer program. When the visitors would come to Georgia and talk about the comprehensive junior college, they finally began to

push on it. I really think Chancellor George Simpson was not for it. I remember the saying, "You can't be all things to all people." And so we didn't want to go into secretarial science because that meant you would have to have a room full of typewriters and dictating equipment and all that kind. Yet, the secretarial association wanted a degree as a status symbol, you see, and I understand that. I mean, if I were a secretary I would like to have one too. So I didn't want to duplicate what they were doing at the vo-tech school. The vo-tech school wouldn't like for us to offer secretarial science because they were offering it. So we worked out a program -- I'll go back and tell you how I got into it. When I was at Georgia Tech, we used to deal with high schools all over the country. I would go out and recruit for Georgia Tech. In Baltimore there was a high school known as Baltimore Polytechnic Institute. It was a secondary school under the school system in Baltimore, still in existence, I'm sure. They had three curricula -- an A curriculum, a B curriculum, and a C curriculum. The A curriculum was really a very advanced high school program where they took calculus and engineering mechanics and things of that sort. Then there was the B which would be a regular, just college preparatory program normally that you have. The C was more of a vocational. They had all three of them there, and I remember that at Georgia Tech and at Rice and Cornell and MIT -- those are pretty substantial institutions -- they would accept a graduate of the A curriculum at Baltimore Polytechnic Institute and give them full sophomore standing at Georgia Tech or Cornell, MIT, and Rice. So that meant the accrediting agencies wouldn't object to it. If we had been doing this for years, why couldn't we do something like this with the vo-tech school? So we said, "Mr. Leverette, would you like to participate in cooperative programs?" So we built a cooperative program where they could take two years of work at the vo-tech school, and one year of that in a block -- not by course, but in a block -- would count as one year of work toward an associate degree at our college. They liked it; we liked it. We could preserve our identity; we could preserve our standards and our way of doing things; and they could preserve theirs. And a student could come here first and go there second. Where their person came here first, at the end of two years if they wanted to use a year of that vo-tech school towards an associate degree here, they could. This, then, took the pressure off, because we were allowing people to move without lowering our standards.

BG: Did this just apply to a secretarial degree?

HS: No, data processing, accounting, and secretarial science, I believe, were the only ones. But you wouldn't likely be able to do this in cosmetology or in carpentry or anything of that sort.

Interview 4: Thursday, 29 January 1987

TS: We have talked about Dr. Derrell Roberts in the past, and Dr. Roberts I know stayed here several years and then went up to Dalton Junior College. Would you say a word or two about who replaced Dr. Roberts and whether you were looking for the same type of dean at that time, or whether the search took you in a different direction?

HS: The dean who became active at the college when Dr. Roberts left us was Dr. Robert H. Akerman. Although we were interviewing other people, on Dr. Roberts' recommendation we did give consideration to Dr. Robert H. Akerman. We obtained his biographical statement of his experience and so on, interviewed him and checked recommendations from other people we had known who had known him. He came out on top as far as the number of applicants we had.

TS: Do you remember how many there were that applied?

HS: I would say about four perhaps -- something of that sort. I was looking for someone again in the field of social sciences and particularly history. My reason for that is that my background had been in the field of science and mathematics and technical areas. I felt that to give the college a balance, we needed somebody in the social sciences. It was so successful with Dr. Derrell Roberts here. His abilities were recognized by the Board of Regents. I don't know that they were even considering anyone else, but Dr. Roberts became president of Dalton Junior College. I couldn't agree more with their selection. He is still at Dalton Junior College and is very successful. We see each other occasionally; in fact, I saw him two weeks ago. He and Dr. Gene Meadows and I had lunch together -- Dr. Meadows being the first Dean of Students of the college. But I believed to have somebody in the field of social sciences to complement or supplement my own interests in the past -- and most of my experience was in those technical fields -- was a good decision.

TS: And so you followed that procedure too when Dr. Robert H. Akerman left and Dr. Eugene R. Huck arrived.

HS: I would be pleased to say that in the process, Dr.

Derrell Roberts recommended Dr. Robert H. Akerman to me, because they taught together at Florida Southern College, Lakeland, Florida. Then I would also say that Dr. Roberts again recommended Dr. Eugene R. Huck -- not because they had worked together, but they had been associated together in the University System. If you will recall, Dr. Eugene R. Huck was the Head of the History Department at one point, and was again the Chairperson of the Division of Social Sciences at West Georgia College, and was a Latin American historian, and was editor of the *Latin American Journal*, and had some very fine credentials. Of course, in every case, I always talked with people who would know the candidates. Sometimes it was a telephone call. Sometimes it was in person. In both cases the recommendations were very high and we couldn't have done better in either position.

TS: How important was it that dean candidates had publications and had done serious work in their fields?

HS: Well, not as important as it might be today, nor as important as it is in the larger institution than the college was at that time, I don't suppose. I think that we would discuss in those interviews what their interests were in their research and writing and so on. Of course Dr. Akerman had written quite a good deal. He had been in newspaper work prior and had a syndicated column actually. Dr. Huck's work was in the *Latin American Journal*; he had that background. Dr. Roberts himself had not published other than maybe in some journals a few times; since that time he has published a book on the life of Joe Brown, a governor of Georgia. All three of them were very capable. Of course, when one becomes dean or administrator, in most cases he doesn't find time or at least it is hard to find time to do any writing or research because of so many details that have to be handled as an administrator.

TS: So you were interested primarily in what the record as an administrator already was...

HS: Yes. And their success as teachers -- teachers with administrative experience. If you wanted to summarize, that would be it.

TS: On the student side, Dr. Meadows was the first Dean of Students, and he stayed two years, perhaps?

HS: Two years.

TS: And then who replaced him?

HS: Dr. Carol L. Martin.

TS: Could you say a little bit about what you were looking for in deans of students?

HS: Yes. I had respect for people in the field of student personnel work who had studied in this field, and I had high regard for those who had successful experience in counseling. I also was interested in people who had public school experience because I think that someone involved in the movement of the students from high school, whether it is private or public, would have an understanding and perspective of education that one would not have coming just directly out of college or in strictly a subject matter area. Now, Dr. Meadows had public school experience. He was a graduate of Florida Southern. And then Dr. Meadows taught in DeKalb County; he did some coaching in DeKalb County, and then began to emphasize and study counseling and guidance. I became, thus, acquainted with Dr. Meadows when he was Assistant Director of Counseling at Georgia Tech, and he was in the process of completing his doctoral studies at the University of Georgia in counseling and student personnel work. So he had the background of public schools; he had the background of counseling. In fact, he had done some publication at that time.

TS: If we could turn to some of the programs that we have not had a chance to talk about yet, I'd like to ask you a few things about the JETS Program and how the JETS Program came about.

HS: The JETS Program, if I can remember correctly, was -- I can't remember.

TS: What the letters stand for? Joint Enrollment for Twelfth Grade Student.

HS: There was a person who was Assistant Registrar, Ronald R. Ingle, and he came up with the idea. Now, we had had at Georgia Tech a joint enrollment program. That was our terminology for it, where we would enroll people at the end of the Junior year on the basis of tests and academic performance that showed that they were capable of moving on into college. We would allow them to come the Georgia Tech and jointly complete their high school records by taking college credit courses at Georgia Tech. So I guess between Ronald R. Ingle and my experience at Tech in the field of admissions, that would be the reason for feeling that we should try it here. As far as I know, it was exceedingly successful here. There are a number of students who came through that program -- I guess still

are -- I don't know.

TS: Well, the students who have gone through the JETS Program have generally been very good students in the classrooms.

HS: I had a niece to go through a JETS Program here from Cartersville, She was wanting to accelerate her college education, so she could get married.

TS: We still have high school students who come here.

HS: I think it is good.

TS: A great many of them go elsewhere after they finish that year. At least maybe we will hold some of them; and it's good for them; and I think it has been good for the whole student body.

HS: And it's still in operation?

TS: Yes.

HS: I'm sure there are those who would be concerned about the person who did not have the emotional maturity to make the jump from high school to a college, skipping the senior year in high school and going on into college, but if it's carefully monitored. If the criteria are reasonably valid, I think you can bring people in without too much difficulty. I think here again is one of our ways in which we can reward excellence. I have a nephew who is in Germany right now -- a great nephew -- who left Marietta High School at the end of his junior year and is studying in Germany and receives his high school diploma when he comes back. I'm sure he is earning some credits in the Gymnasium there toward a degree ultimately. He is going to Georgetown University.

TS: Reminds me somewhat of that system I think that Robert Hutchins had at the University of Chicago where they would take students who were really juniors in high school into the college program.

HS: It was in the Great Books Program.

TS: It seemed to work well for them.

HS: One of the very youngest presidents of a university in those days.

TS: Let me ask about a different group of students. We talked about those who are a year younger than most, perhaps; do you remember when nontraditional students

began coming in large numbers to our campus, or was there ever a time when they weren't here?

HS: How are you defining...

TS: Generally, over the age of 25.

HS: From the very beginning we had older people coming to our college. The fact is, you will recall some of the commencement exercises in which the father and son and the mother and daughter both received their degrees at the same time. So that was encouraged. In fact, part of the purpose of this kind of college is to reach out and give opportunity to those who haven't had the opportunity earlier for whatever reason. We even had, if I'm not mistaken, a man and two or three sons who came to college.

TS: I believe that was the Amos family.

HS: Amos -- that's right. Just a delightful person, and he did his late in life. Then his sons came here.

TS: Was there something that went with being a commuter junior college that would have attracted that type of student, or did we actively go out and recruit them in the community?

HS: Actively to the extent we would always make a point that that type of student was very welcome and we encouraged them to come. The continuing education program itself is for older students, except that it is non-degree credit. We used to make the statement that we would offer any program to any student to justify the teaching of that particular subject; whatever it be, whether it was interior decorating or gardening or whatever. Cullene Harper was Director of Continuing Education. At one time -- and we did a lot of this -- she was Director of Continuing Education, Director of Public Relations, Director of Alumni Services, and all. Of course, we were small, and people wore more than one hat; but she created an extension of that called the College on Wheels at which we would go to Cartersville or Dallas, and offered the courses there.

TS: Was that essentially a continuing education program?

HS: That was essentially continuing education. I don't believe we did get into any college degree programs and none of that kind. But the concept of the community college is to reach out to the community and provide all levels and kinds of education in which you have competent

faculty and the resources and the facilities to do it.

TS: How great a priority did you put on continuing education in terms of allocation or resources and so on?

HS: I don't know that we ever tried to prioritize those things. We just did what we thought we could do, and we never had a problem competing with the other. To my knowledge we did not. I'm sure that there were always people who could use more resources than they had, but there was never an issue to my recollection.

TS: I suppose that the most successful continuing education type program that we've had on an ongoing basis has been the symposium over the years. Would you say a few words about how we attracted the symposium to this campus?

HS: When we came to Marietta in 1966, we discovered that there was an activity going on of an intellectual nature which was being sponsored and supported by two professional groups -- one the medical profession, and the other the theologians or ministerial association. I think, of course, the concept of the doctors working with people who had physical needs and those who needed support in other ways, emotional or something in connection with their religious values and so on, could be worked together. So it was there; those two groups got together. Well, it wasn't long until the attorneys decided they would like to join. The whole idea was to bring people to broaden their horizons. There was a minister in the community by the name of Father Joseph T. Walker. He came to my office one day, and I must admit that he put the idea into my mind, or at least I was receptive to his thought that here we have an educational institution with classrooms and an auditorium or gymnasium, and that this would be a good place for them, the ministers, the doctors, and lawyers, to come. In the past they used, mostly, churches; and in some cases, sometimes, some of the participants in the program might not be quite as acceptable as you would like in a church surrounding. When we opened this college, we were sort of rattling around in our facilities. This college had a facility that was intended to support as many as 2400 students. Of course, we opened it with 1000 students. Then the thought occurred to Fr. Joseph T. Walker and occurred to me that, well, the educational community ought to participate. Certainly the college ought to show leadership in that area. So it was that year that we began to bring people and other areas other than just theology and law and medicine. We'd bring people in the field of education -- historians, scientists. Now we did have a little problem with it. I'll tell you just from

an administrative standpoint, it was misunderstood in the very beginning on the part of the faculty. I think the faculty had a little bit of feeling that maybe this was a public relations gimmick. And that was unfortunate, but that's natural, you know. "All those people are coming in here. They were scientists and ministers and lawyers and so on. Why should we participate in it?" So there was very minimal participation on the part of the faculty and students at the very beginning. That always bothered me a little bit; but eventually, as time went on and people matured and their horizons were expanded, they could see that it was just a natural for an educational institution to bring in people like Max Lerner, Dr. William Pollard, the scientist from Oak Ridge, and doctors from all over, and Margaret Meade and that sort in anthropology. We really developed quite a good name as an institution. There was no other institution in this locality that was doing anything like this at all. It was a pioneering effort, and I wouldn't take the credit for it. I would say that the community deserved the credit. What more could you ask, trying to serve the community for one goal, trying to get the community to help the college and so on. Bringing them together, it was perfect. So we developed at that point a relationship between the community and the college that not many schools had.

TS: Did it start from the beginning with a board to determine who the speakers would be?

HS: There was a committee. I believe that's the way it was. A committee and I don't remember what they called themselves or whether they had any symbols that related to it, but I know we would normally meet and talk about. Generally speaking, the legal profession would nominate somebody within their own group and would say they would like to have a speaker of this kind. Then the doctors would say the same thing. I expect where it began was each of the professions suggesting somebody in their field that would be appropriate to bring the professions together.

TS: Now there is a theme each year. Is that the way it was in the beginning?

HS: There was a theme. I've forgotten now some of the titles of them, but yes there was a theme. It was handled in the gymnasium, and they had the books there to give to people. I remember one year on death and dying Dr. Elizabeth Kubler-Ross came, and she came back the second time, and that gymnasium was absolutely full with people sitting around on the floor. There weren't enough seats,

and they were seated on the floor. She had that group just spellbound. It was just a magnificent sight to see it. Generally, they had social gatherings in the evening, maybe the [Marietta] Country Club or some place of that sort. On the campus they catered the food for the people, and we would have a luncheon on campus. Then sometimes there would be even after lunch a session. There was another similar kind of program that I don't believe continues now, but it was sponsored by Junior League. And people came from all over Atlanta out here. They would have people from Williamsburg, Virginia, in the field of antiques and preservation. There were others that came in, and they brought in people in the field of porcelains and some might be working in the metals area. They would have illustrated lectures, and they would bring several hundred people from Atlanta, Cobb County, and around, to those events. I don't believe they have them any more. I don't know whether they just played out or something else has taken its place or what.

BG: Were they held here at the school?

HS: Yes, they were held here at the school with a luncheon. They had a morning program, they had a luncheon, and then they had an afternoon program. It was held in our student dining facility.

TS: I understand that some of the symposium speakers were somewhat controversial. Could you say a few words about that and how you dealt with the situation?

HS: There were on occasions people who were controversial. I never could understand how Max Lerner could be controversial, but Max Lerner was noted for his views and he was a noted historian, although he had a Russian background. There were people in the community who, I guess, I would say had philosophies maybe similar to the John Birch Society or they may have been a member of that Society who didn't think we were doing what we should in bringing people like Max Lerner here. There was Dr. Joseph Fletcher whose theme was situation ethics; and I'm sure, in fact, some of the ministers perhaps were not happy. But this is education -- exploring ideas and various concepts, and I think the college and community matured a great deal at having these kinds of programs here. But the interesting thing was that these were happening in the early days of the college -- just being at the right place at the right time, I guess. We had active professional organizations in the community. We had a good public school system here. We used to regularly bring the Atlanta Symphony to the campus, and

we had various Glee Clubs. We did this usually through student activities, encouraging students and then the community to participate in these activities, and they would be pleased.

TS: That's funded through the student activities fund?

HS: Student Activities fund.

TS: Which comes from the student activities fee?

HS: That's right. When we opened the college, I guess I would have to accept the responsibility primarily for a philosophy that we ought to keep costs of education as low as we could. I always had a feeling that too often a college charges students for a lot of things for which they ought not to be charged. For example, I never could believe that a college would charge the student for their diploma. After all, they paid tuition all these years. The college ought to give them the diploma.

TS: We do charge them now do we not?

HS: I don't know. We didn't when I was there.

TS: It is \$15. I was surprised too to find out the other day that students have to pay for their diploma.

HS: I think it's bad for them to have to pay for their transcripts. They are paying tuition, and these are their records. I just couldn't do this. So the truth of the matter is, and maybe things are changing, but the way to arrive at your budget would be that you would indicate what your needs were for your institution. Then you would indicate what your projected internal income is. Then you would subtract the internal income from your needs, and the difference is what the state would provide. Well, now then, say you are going to get \$500 from diploma fees. If you just didn't charge for diploma fees, there would be no internal income there. The state would then make up the difference. One time at Georgia Tech, I had everybody convinced that they ought to give every Tech graduate their diploma free. The controller even agreed to it and everybody that was in the administrative council meeting. They were all set and they had made the decision never to do it again. That year, somehow or other, the legislature cut the funding back. So they thought they... I always say that you really are not gaining anything by it. So, you follow me on it?

TS: Yes, I certainly do and I agree entirely.

HS: Well, to get back to my original thought, I thought \$10 -- of course times have changed -- \$10 per student per quarter was sufficient.

TS: For the activities fee?

HS: Well, that would pay for the year book; pay for you newspaper...

TS: Intramural athletics.

HS: Intramural athletics, student cultural programs, all would come out of that \$10 fee. I had the feeling that not everyone would want to support a wide range of programs -- well, I'll say athletics. I just didn't think so, and most of our people in those earlier days at least were older -- working people, who wouldn't care about the athletic program. Yet every student had to pay an athletic fee. And so that was one of the reasons why I didn't think we should have athletics. Secondly, of course, I felt like we would have intramural programs, and we had faculty basketball teams. The gymnasium would be available to all the students at any time within reason, of course, and have classes in there, and make a strong physical education program which is a part of the instructional program. When Dr. Roberts and I were in complete harmony on this agreement, we decided we were going to employ a coach or person to be the Head of the Physical Education Department -- somebody who was interested in physical education. We almost had the person at Emory employed -- Clyde Partain -- I don't know whether you have ever heard of him. Well, then he was about to come, I think they were interested in giving a promotion. So he didn't come with the promotion at Emory. But then we employed David Harris and he came to us with the understanding that he would not have intercollegiate athletics. Dr. Roberts and I were in complete agreement on that. You may not know it, but when he went to Dalton, he eliminated the intercollegiate athletic program.

TS: I see.

HS: So we were consistent along the way. You see, if you are a resident college, I can see where you've got students on the campus in the dormitories, and they need something to entertain them and to participate in and so on. Where you have so many people who are working and transporting back and forth, it doesn't have quite the justification.

TS: I had the feeling that the faculty always thought it was kind of neat not to have athletics on at least one campus

in the country, and I don't believe that there was ever any criticism from the faculty very much, except for perhaps the Phys Ed Department for not having athletics here. Would you maybe correct me on that if I'm wrong, or would you say that when people were first interested in athletics, was it more the students or the community? Where did the pressures come from?

HS: From the community, I think, more than anything else. I never had any problems with it. There were no real pressures, but somebody would bring it up every once in awhile. I think you would go down to Georgia State to see how many people attend their basketball games and it was 100 to 150 people. You go over to Southern Tech, and there would be just a dribbling. They may have more now. Of course, Southern Tech had dormitories. They have more justification for them because they have some students on campus. Maybe this does give them something to relate to. I had the feeling that most of the people, when they came as freshmen, would still be interested in what their high school team was doing. I had the feeling that it would be more important for us to have the gymnasium open and free on certain hours of the day so that anyone could go there and shoot some goals, go swimming or play tennis or whatever. We had a Department of Physical Education, and we stressed the professional aspects of physical education. We encouraged, for example, both Dr. Harris and Dr. Grady Palmer to go back to school. They both went back and earned their Ph.D. degrees in physical education. Toby Hopper had her Ph.D. in physical education. Now, here you have a gymnasium that you can use for all students, first, for instructional programs in physical education. Southern Tech doesn't teach physical education. Therefore their gymnasium is primarily for the athletic people. And that's something that probably was not sometimes understood -- why does Southern Tech have it other than the dormitories. But we wanted the professionals and the teachers and faculty of other disciplines. And the physical education had its right place. It seemed like it was best for us then, but maybe not now. I'm not saying it is wrong now; that's for somebody else to judge.

TS: The justification that people sometimes use for having an athletic program is that it gets you a lot of free publicity in the community: the college's name in the paper all the time. It's good PR and so on. And yet I gather from what you have been saying today that you were trying to create, perhaps, a different image in the community. It would have gotten us free publicity, but maybe not of the type that we exactly wanted. You are more interested in bringing in operatic performances, the

Atlanta Symphony. Am I correct in saying that you had an idea in the back of your head during this period that Kennesaw ought to be the leader in the cultural community in Cobb County?

HS: By all means! I couldn't have said it better. That's exactly right. You see, if we were to have the kinds of programs such as the Symphony and these cultural programs on the campus, you would have to utilize your gymnasium for this. So we did not say you'll have to polish the floor and worry about if somebody walked on the floor. It was really for all people to have educational cultural experiences related to the college. I've not been to a game, and I don't know how many people attend. Do you?

TS: [Laughter]. I must say that I haven't been to one of our basketball games either.

HS: And you use to play basketball.

TS: I did.

HS: At Tennessee?

TS: No. I ran on the track team at the University of Tennessee. So I was a student athlete, but not basketball. I did play on our faculty intramural team for a number of years.

HS: I know you did. It was a good team. Then we had, of course, the swimming pool. It was also a place that the faculty could go and work out or swim or take a shower. We used a varsity dressing room for the faculty.

TS: They kicked us out [laughter]. Now that we have intercollegiate.

HS: There are two sides to it, and I recognize that. But for the college in my time, I thought we did the right thing.

TS: By the way, the pool is still a wonderful service for students and faculty. They keep it open to just about 8:00 o'clock every night now, and it's still underused. So it is a great place to go because you can have the pool just about to yourself.

HS: That's wonderful. There was a time when the community had somewhat of a conflict with that interest. Now they have a swimming facility in Marietta that takes care there.

TS: The other question I had of a philosophical nature, I

guess, that grows out of this is that some people would also justify intercollegiate athletics on the grounds that a college like Kennesaw desperately needs a sense of community spirit and that maybe athletics could be a unifying force to get students interested in the college, keep them on campus longer, get them involved, and so on. Of course, we didn't have athletics; and I wanted to ask you, what did the college try to do to create a sense of loyalty to Kennesaw College in the absence of athletics?

HS: Well, I had the impression wherever I went that the entire community was just exceedingly proud of Kennesaw College. Now, of course, I must admit I was very much involved in it; and I was hoping they would like it. But I think that I was not far wrong that they were proud to have the intellectual type of climate on the campus and in this community we had. I cannot today think that they are going to rally around an athletic team on this campus, but there are some students who will enjoy it. Now the question is, is it worth the cost in terms of your facilities and cost of what all students are having to pay for it, because you do have to pay. I don't know, you athletic fee perhaps is \$25 or so?

TS: The student services fee is \$34 per quarter -- \$17 for athletics and \$17 for every thing else. In addition, the matriculation fee for a resident of Georgia is \$347.

HS: Another thing that we did that I was proud of always -- we had a \$10 student activity fee, and that generated so many dollars a year. It was my feeling that the decision on how this should be used would be almost totally that of the students. So I invited the student government to meet with their committees and the Dean of Students and decide how they were to spend 95 percent. Now, I reserved 5 percent of the income for occasions that might come up that they had overlooked for maybe something was out of balance and needed a little bit of support.

TS: Contingency Fund.

HS: Yes. Five percent -- that's all. And going back, they had complete freedom to spend that money any way. So they would make a budget and decide whether they wanted so much into the year books, so much in the newspaper.

TS: And we had our share of rock concerts as well.

HS: That's right. And they could do whatever they wished in those areas. I believe in the students, and it's their ten dollars. There was another bit of philosophy in this. I didn't think it was right to go to the community

and ask them to buy ads in the year book, to buy ads in a newspaper, to buy ads in all the programs we had. So we never went out and asked them. Now we did go to the community to support the Foundation. We went to the businesses and industries for that. The year book was free, diplomas free. Some schools even have a late registration fee; if you are late registering, you have to pay a fee. Then there's the athletic fee, and I just think that you state your tuition. But that's a philosophy I have and everybody doesn't agree with it and that's understandable.

TS: You've mentioned the Foundation and I think we probably ought to talk about that for a little bit. Can you tell me when the Foundation was created and what it was created to do?

HS: Yes. Foundations at colleges are not anything new or anything original with Kennesaw by any means. Most colleges have a type of foundation as do the University of Georgia and Georgia Tech and Georgia State. What it is to do is to ask for support from business and industry to provide some funds to offer student scholarships primarily. Secondly, if you have enough funds and wish to do so, you could supplement some salaries; you could provide some resources for research on the part of the faculty, a research project; you might use part of the money to help someone pay for the typing of their dissertation and things of this sort. It would be given for a purpose -- the purpose being that that individual is doing something beyond the average. Now, in the early days of the college and almost in the first year, maybe the second year, something of that sort, we created the Foundation. The first president of the Foundation was Mr. Robert T. Garrison. Mr. Robert T. Garrison (Bob Garrison) was formerly president of the Arrow Shirt Company in America. His home was out there where the Planters restaurant is now. A wonderful person. He was chairman of the committee to seek four-year status for the college. Anyway, he became the president of the first board of Trustees. The first board included about 20 people. We met at the home of Dr. R. Glenn Reed one evening after I had talked with five people. I had talked with Conley Ingram, Robert T. Garrison, Dr. R. Glenn Reed, William Dunaway and R. Steve Tumlin. I believe that's about the ones and we met as a group of five. That was the nucleus, and we nominated others to join and become a part as a trustee of the Foundation. It raised monies primarily for student scholarships. There again we attempted to offer a minimum of a thousand dollars per scholarship for outstanding students, and that meant they had to be truly outstanding. We didn't

have but 35 -- I believe that's the number. We supplemented five faculty people. They were divisional chairpersons, and the librarian. I believe that was the number because in those days competition for people of excellence was fierce. The supplement, I think, originally was \$500; maybe it went to \$600. It wasn't so much the matter of the amount of money, but people like Derrell Roberts and John C. Greider and George H. Beggs and people of this sort could have gone elsewhere along the way. It was a symbol of support from the community -- that we like you and we want you to stay; we want to build a good college under your leadership. So the monies went for a small number of faculty supplements like the people I've mentioned and student scholarships. Then if there was some special activity that deserved some support, a small amount of money was provided to the president to pay at his discretion. But it was a very, very effective resource coming directly from the community.

TS: And so your philosophy was one fund raising attempt a year.

HS: And you don't go out to ask people to buy ads in your year book. In those days there were no ads in the year books at all. Now, the newspaper did have some exceptions to that. They did have a few ads in it, and I guess the philosophy there was that in publishing a newspaper, the ads are part of the experience. So we did deviate in that one place, but never did we go and ask people for advertising in the program bulletins or anything of that sort.

TS: Was the Chair of Private Enterprise funded through the Foundation originally?

HS: Yes. It provided the leadership to obtain the money. The Foundation's treasury did not put the money there, but they went out and got the money through the Foundation. It was put in escrow until they got enough money to fund it. We went to banks and places of that sort, and the Chamber of Commerce gave to it. I think all the banks in the community gave, and there were maybe some individuals.

TS: You still serve on the Board of Trustees?

HS: I am an emeritus member. When I retired, I really felt I should retire completely. I would not want to be second-guessing anybody and that sort of thing. I've enjoyed retirement very much. I wouldn't want to be in the way. I know you'd say, "You wouldn't be in the way."

But I didn't want to become a listening post for people who had problems.

TS: I want to ask you whether you encouraged the faculty to become involved in the community. I got the impression from something that you said that maybe the faculty really needed encouragement because the faculty had a hostile attitude toward the community to some degree. Is that correct or false?

HS: I don't think there was any hostility that I knew of. I would think that it would be normal everywhere that a person who had not been too community oriented in their way of life might not just volunteer to go into something. On the other hand, some of them would. There was never an issue on that. I think I one time spoke of the importance of it, but it was not a high priority thing. But when you come to the point of evaluating people, you have to think in terms of, well, their degrees, their teaching experience, their student evaluation ratings, what do they participate in in the community -- all those things get into a judgment.

TS: It's still part of the evaluation.

HS: I would think that it's important for a member of the faculty of the college and the community to be a citizen of the community.

TS: So you are saying basically that faculty were rewarded who did it, but that you really weren't pushing hard for them to be out there.

HS: That's right. No, some people just by their personalities, natures, and so on just don't feel comfortable doing it. Maybe they would grow into it in time, but I think it is important to be a part of your community and contribute to it if you can. Some people teach Sunday School; some people serve on Chamber of Commerce committees; some are in historical societies, on the Arts Council, or in the many civic clubs; some participate in civic club activities, student advising, working with public school personnel in an advisory capacity, or speaking to organizations.

TS: My impression is that perhaps the faculty really wasn't that much involved to begin with and that there has been a steady increase over a 20 year period of faculty involvement to where a great many faculty are very actively involved in the community.

HS: Probably so. I believe you are exactly right. After all

though, in the very beginning, we were all relatively young compared to the ages of the faculty now.

TS: I think you are probably right. We've all grown gray.

HS: That's right -- look at your hair [laughter]. You grow into it. You're probably a little timid to go out and do some of the things that you do later on. We were a young group when you think of it.

TS: I don't understand how anybody coming into this college now as a new faculty member survives, because I spent practically all of my time in my first year just getting lectures prepared. Now they are expected to do that plus publish some paper and go out and make 25 speeches in the community and what have you as well. I don't know how the new ones do it any longer.

HS: I expect that you don't employ as many inexperienced people as we did in our day.

TS: Probably a big change.

HS: I couldn't any more be selected to be a president of a college from my position as a registrar -- I wouldn't be qualified in the eyes of the competition.

TS: Basically, they are going for academic deans now, if not presidents of other institutions or academic vice presidents or whatever.

HS: Right. You look for people who have experience to replace them. I imagine the people that come into your division, or school you call it now, will have had experience elsewhere.

TS: Oftentimes that's true.

HS: I expect that's the difference.

TS: I know that I would not be hired today with the qualifications I had at that time. The 1960s were an unusual period in that so many people were going to college and enrollments were increasing and that created a lot of opportunity that is not there right now. It's harder for a new faculty member to get in.

HS: It is harder, I imagine.

TS: Beth, I've been monopolizing the questions and you may have your own if you'd like to ask.

BG: I did have one question if we can go back to the Symposium. I have been so impressed with the caliber of speakers that have come to this Symposium over the years, even in the very beginning. Were you actively involved in recruiting speakers or do you recall who did if you did not? How did we get such strong personalities?

HS: In the main, it was the various disciplines identifying the people. The lawyers would find somebody in their field they would like to bring to the community to lecture or participate in the program that involved a theme. They would develop a theme. The doctors would select theirs. Each of these groups -- and they had ministers and the college would contribute, and now the dentists are in it and I believe the pharmacists participate as a group and maybe others -- contributes some funds to this. We always contributed as a college. I think mine came out of the 5 percent that we would give. Of course, holding it on the campus was a contribution. But the various societies and associations did that. It is true they were outstanding people.

BG: I guess my question was, I am surprised that some of these people would come into a relatively unknown situation without the Symposium having developed a name for itself in the beginning years. I assume that now it is more well known.

HS: In those days, there were not as many symposia as such. We were kind of a new wrinkle or new activity as I would recall. I don't think we ever had a symposium at Georgia Tech as long as I could remember, and it was later that Emory would have symposia. I think it was somewhat new and, of course, I think we developed somewhat of a reputation when we got those first people in. They, by their reputation and maybe sometimes their influence, helped to bring in others. That's about all I could explain about the thing. It just grew; and you know the trite statement: nothing succeeds like success. Then we got good press. We got good publicity, and some of the events were written up in professional journals. The Atlanta papers gave us great response.

BG: It seems to me, in my research, that the college has gotten tremendous support from the press in the area.

HS: Yes.

BG: From its very beginning.

HS: Well, there again, the *Marietta Daily Journal*, for

example, has always been very supportive of the college; and they were very much involved in the movement that brought the college here. Obviously they can see the advantage of having a college in this community. A lot of places would have liked to have had this college in their community. And then there is the publisher of the *Marietta Daily Journal* who was on the Board of Trustees of the Foundation, Otis A. Brumby, Jr. We always had a friendly, good, supporting relationship from the Atlanta papers as well.

BG: It seems to me that you, yourself, have made such a concerted effort to spread the school out in the community. I would assume that your giving contributed so much to our getting that support.

HS: Well, I always was eager, and of course, I was proud of the college; and I wanted our college to have a good reputation. I suppose any president would want to do this sort of thing. I never would turn down some opportunity to speak and talk about the college. I spent a lot of time with it.

TS: Beth has been working through the college scrapbooks compiled by your administrative assistant, Ms. Wrigley.

HS: Incidentally, have you seen the scrapbook that contains all the newspaper clippings from all over the world, including *Stars and Stripes*, the Army publication, papers in California and New York, Chicago, and everywhere, when we were celebrating KJC Day here on the campus?

BG: I haven't seen that one.

HS: Oh, you must see that. It is really a jewel if there ever was one. We had people sending us clippings from the front pages of New York papers and the Chicago papers and all over the country. Now the story was this, It was in the time when there was a lot of student activities. Here in the quadrangle on KJC Day, there were some students lounging around -- a very pretty girl [Stella Merritt], and some others. The photographer from the *Atlanta Journal* came out. He took a photograph, and he said that day, "This will go to the Associated Press." Sure enough it did. Have you seen it?

TS: No, I haven't, but it must be a wonderful photo.

HS: Absolutely. People would see that, and they would sent copies of their paper to us. You're talking about publicity. This college had publicity even in the Army

*Stars and Stripes*. The girl had love letters from people in the Army and all over.

TS: These are students who were very clearly not protesting on campus. Is that where it came from?

HS: One or two of them wrote letters and were very critical of what they thought the students were doing, you know, protesting. But, in fact, they were not. They were not protesting. This was a fun day -- the KJC Day.

TS: Why don't we talk about KJC Day for a minute or two? Do you remember how KJC Day came about and exactly what happened on KJC Day?

HS: I don't know that I could be very specific in saying how, except that I would imagine that it came about through the Dean of Student's Office and the Student Government Association.

TS: I saw in the newspaper the clipping of the first KJC Day -- it was May 24, 1968. It had a big writeup in there about the activities that were being held. There was a Volkswagen stuff and push contest where people had to come to the Volkswagen...

HS: How many people you could get in a Volkswagen; and then they had tug-o-war; and, of course, food was served for all the students. It was a fun day. It was to be a fun day in the spring. I don't know what the parallel of it would be. I suppose it would be something like homecoming in a way for students who have been off campus, but it was a fun occasion.

BG: I read that in 1976 the campus officially broke a world record for mattress stacking [laughter].

HS: I had forgotten that.

BG: One comment from a student was, "It's a lot like being a pancake [laughter]."

TS: I guess KJC Day has been somewhat unique to the Kennesaw campus over the years. Of course, it's been one of our big successes in the sense that it has continued every year since 1968. Let me ask you a quick question about radicalism on campus in the 1960s and early 1970s. We generally think of this as something that characterized higher education in that period, and something that made it unattractive to be a president, I suppose, at that period...

HS: Uncomfortable?

TS: Uncomfortable. We have an image 20 years later as though everybody was rioting on every college campus in the country. I was wondering how accurate that kind of an image was for Kennesaw College?

HS: Well, we had a few little activities. The Kent State situation, and you remember that well?

TS: I remember that first-hand.

HS: In fact, you were a participant in it on the campus.

TS: I'm somewhat embarrassed by asking this question.

HS: It was understandable. It was a new experience for this country. Of course, it involved the Vietnam War, which was certainly an unpopular war. I never could understand how we could get in it and stay in and what happened. I certainly was not an active objector, but I certainly was not a supporter of it. It was a sad period. Of course, a high spot in it, I guess, was the Kent State affair, was it not?

TS: Certainly was for the college campuses.

HS: And at that time, as I recall, we dismissed school. I'm not sure but what the flag was at half staff or something of that sort. Was Dr. Roberts here at that time?

TS: Yes.

HS: As I recall, Dr. Roberts and I talked and said that there were members of this faculty and students who want to express themselves. There was nothing wrong with this at all, and so we did not discourage it as I recall. You would know better than I about that. We had a little ceremony out in front of the library near the flagpole, and we had microphones and a table out there. Ron TeBeest was a vocal speaker, and I believe you spoke. I'm not quite sure who they were. I didn't lose any sleep over it, but I think the students were concerned -- a real genuine concern -- and the young faculty. I expect some of the students were not any younger than you; they may have been older. But that was one of the events. Then there was another time when we had a group of students who wished to camp out on the campus at night -- all night -- and maybe more than one night. I remember they had a tent out here in front of the Administration Annex which was then the Student Center. A number of students wished to spend the night and did.

Sue, my wife, and I came out and stayed until about midnight with the students. I wanted to demonstrate that I was not angry or upset particularly. It was a sad situation in those days that we all had to go through this. But, I guess, it could have been a lot worse.

BG: Were the students protesting the war or Kent State?

TS: I think the camp-out you are talking about was later if I'm not mistaken. It is vague in my mind now too; but, of course, what happened in 1970 was at the time when the United States Government seemed to be committed to a policy of de-escalating the war. All of a sudden, there was the sending of a large number of troops into Cambodia, which led to another major protest on college campuses. Then, what I guess really triggered everything off, was that National Guard incident in Ohio when four students got killed. So there were teach-ins and protests and whatever throughout the country. So that's when our college was closed down.

HS: I believe that it was the decision of the Board that all the University System colleges close on that particular day. And then there is a symbol of our concern as an institution. Some of the faculty and some of the students wished to express themselves. I don't recall that there was any ugliness in it. I mean by that no violence or anything of that sort. I know I was present at the program. But I guess it was the time when people were feeling uncomfortable about where we were headed and what we were doing. That was something involved, that goes in my mind, with segregation.

TS: Could be. All of this seems to flow together, I think. In that period they got involved in one cause, and it naturally flowed over into everything else.

BG: By and large, this campus was very conservative, was it not, in its student activities during the 1960s -- protesting?

HS: Not by any design or leadership, I don't think.

TS: I think she is referring to the type of students who came here.

HS: I just don't know whether I would say they were so conservative or not. I just don't know. What do you think?

TS: I think probably on every college campus there were more students who were apathetic than anything else. The

active students were maybe 5 percent of the student body. That 5 percent had a big clout for a while. The activities they engaged in focused a great deal of attention on them for a while. I think it is probably true that the percentage on Kennesaw's campus who would get involved in anything has always been somewhat low. I think maybe we had 25 people that day for the Kent State protest, for instance. It's probably part of the nature of being a commuter campus. Most of our students always worked while going to school and had other responsibilities. A good percentage were married, and so on. It's always been a problem here, as I see it, of how you keep people on campus to get involved in activities beyond the classroom when they've got to run to a job that starts 30 minutes after their class ends, and they work until 12 o'clock at night.

HS: The average age, of course, as I recall, in those first early days was 27.

TS: One other thing in regard to student activism -- I believe, on one occasion, your office was occupied by some students?

HS: Yes. This was an interesting time. It was my only experience of this kind, and it was totally unexpected. I think we resolved it quite well in the end. We got a lot of publicity out of it. We did not have intercollegiate athletics, and therefore we were not competing with other institutions. Now maybe there is something to be said for those who wish to compete with other institutions. In any event, we did have a Student Union on the campus, which was an organization alongside or maybe a part of the Student Government Association. It was primarily created, if I remember correctly, to give leadership to projects that would involve programs for students and the college community: musical programs, social programs, intramural activities, whatever. It was for that purpose. Frank Wilson was the Director of Student Activities; he is now Director of Alumni Affairs. Did you know Frank Wilson?

BG: No, but I do know his name.

HS: Frank Wilson is a fine young man. He came to us with a master's degree in counseling from West Georgia College and was appointed as a Director of Student Activities, working through the Dean of Students Office. Anyway, the Student Union reached a point, I guess, where they felt that to fulfill their feelings, they needed to compete with an off-campus institution. Now not in athletics; it was in pool, billiards. We had billiard tables here. I

think maybe checkers and I don't know what else. There might have been some other kinds of games.

BG: Ping Pong.

HS: Ping Pong, yes, I think so; maybe volleyball and that sort. I really don't know. Well, up until that time, we had indicated that, of course, we were not involved in intercollegiate activities. All of a sudden the students expressed the desire to compete with a college, I believe in Florida -- somewhere in Florida. It was presented to me through Dr. Carol Martin or some sort of way. I don't know how I reacted in the beginning. Apparently I was not prepared for it because we had not previously done anything of this kind. My first reaction was to say, "Well, no, not now. We have to discuss it." Of course, that was "no" in a sense, I guess. Hindsight makes me think I probably had intended to present it to the Administrative Council which advises the president on such things. But the students in their youthfulness were impatient, and so they decided the way to do it is to go to the president's office and have a sit-in. Well, I never had anything like this before -- a new experience to me. I was over in the Student Center, and somebody came and said there was a group of students sitting in my office. I don't know who that was.

TS: You were sitting in their Student Center and they were sitting in your office.

HS: I didn't know whether anybody advised me or how the pieces were put together. But instead of going back to my office and having a confrontation which I wanted to avoid -- I mean a real face-to-face -- I went to the Dean's Office which was down the hall in the Administration Building. I called the Chancellor's Office to tell him what had taken place, because I'm responsible to the Chancellor, and I'm sure he doesn't like to read it in the newspaper. He'd like to be informed, and that is proper. I remember he said, "Well, maybe athletics aren't too bad after all." But we never did go into any big discussion and I just told him I wanted him to know about it, and we'd see how it turned out. Finally, I said I would be pleased to talk with these students but not in my office. I would go to a neutral place, the Seminar Room of the Library, and talk. The TV people were already on campus, all three networks were on the campus with their TV cameras. I don't doubt but what the students maybe...

BG: I did read where the students had called them in.

HS: Probably so.

TS: Normal procedure. If you are going to have a demonstration, you call the newspaper.

HS: So they wanted to come into the Library, and I said, "No, this is a private affair, and we'll have the Dean of Students and the Dean of the College and the Director of Student Activities in that." So we talked about it, and I just said to myself, "Goodness knows, this is a small thing to have a big negative reaction." I said, "Well now, if you people feel that this is that important, you just go ahead and go. But before you go, if you want to go to this event, I do believe that we ought to present it to the advisory committee, which is the Administrative Council, to talk about it. You see, I want some advice from my peers and so on too. You are taking me at a disadvantage here. Give me notice." I don't think they ever asked permission to my knowledge; but maybe they did; and I said, "We'll have to discuss it," or maybe something like that. So I saw that at that point that giving into them was a wise thing to do. There is nothing to be gained by stonewalling something of that sort. We got a lot of publicity out of it, and it turned out to be favorable publicity. I went back to the Dean's office and there were three networks in the Dean's office with their cameras. They talked with me about it, and it came out on TV that I had authorized them to go. Of course, everybody, everywhere saw it. I had many people who said, "You really handled that well." When something like that happens, you have to play it by ear. I think from then on, maybe they had a few games with some other institutions; but it never did amount to much; and pretty soon it just faded away. I never did hear any more about it.

BG: I have read articles about it. There were only, as I remember, eight or nine students that wanted to go. I think maybe the issue was the fact they wanted to be compensated for traveling expense. It was against school policy, of course; but, at the same time, they also wanted to be paid to participate.

HS: I think that we agreed to do it. That's a point I had forgotten. Now, you see there again, you could have stonewalled it so to speak and it would have been an ugly affair and so on. I was sorry that we didn't have foresight enough to take the issue up at an Administrative Council meeting or something of that sort. The Administrative Council from the very beginning was an advisory body to advise the president on matters that concerned policy for the college. It included all the

divisional chairpeople and the deans; we had student representation on it, teaching faculty members on it, and we met once a month in the Library, in the Seminar Room. We would discuss anything, and we would vote as to whether we should do this or that. It was an orderly sort of thing. I guess that this was one thing that didn't come before the Administrative Council, which ought to have come before it before they sat in my office.

BG: Did you say that students were on the council also?

HS: I'm looking her at the 1972-73 catalog. It doesn't speak of students on the Administrative Council. I'm surprised it doesn't. I did so many things here that we patterned after what we did at Georgia Tech, because that was my basic experience. We had students on the Administrative Council there.

TS: The 1973-73 catalog lists the Student Government Association President on the Administrative Council.

HS: Yes.

#### Interview 5: Thursday, 5 February 1987

TS: Our major topic for today is going to be conversion to four-year status at Kennesaw College. Dr. Sturgis, I wonder if I could begin by asking you when you first heard people say that they would like to see Kennesaw College become a four-year school? How far back did that desire go?

HS: That goes all the way back to the spring of 1965. Very specifically, when I was to come together with the acting chancellor and the assistant vice chancellor to meet some of the leaders in the community. We met in the Board Room of the Cobb County School Department, and I was invited to make a few comments, which I did, and I felt very warmly received. The group consisted of legislators, school administrators, and others in the community who happened to be invited to be in attendance. When I finished the comments that I had, someone raised the question, "When are we going to be a senior college?" So you can say the question of when would this institution be a senior college was mentioned from the very beginning. My response was that before we can really think about being a senior college, we would like to be, in my opinion an outstanding junior college. I commented one bit further, "I recognize that you know that I am from Georgia Tech, which had a good academic

standing in the state and in the country. I would not propose to be another Georgia Tech." I wanted them to feel comfortable about that. "At the same time, I would be interested in developing an academically sound, strong institution; the emphasis would be on the academics and the quality of the program of education." I wanted to be sure that they did not misunderstand my motives, having come from Georgia Tech.

TS: And so you are saying that from the very beginning, the community at least expressed some unorganized sympathy for four-year status; but while you were in favor of the idea in principle, the first thing was to have high academic standards in the freshman and sophomore courses.

HS: Exactly.

TS: When did the organized effort first begin in Cobb County, and who were some of the leaders in that effort?

HS: I'm not going to be able to identify the actual chronological order of this, but I can indicate that, frequently, when I would go out to speak to various groups like civic clubs, PTAs, garden clubs, businesswomen's clubs, and organizations of this kind, the topic almost invariably would come up -- "When will Kennesaw be a four-year college?" I realized that I had professional loyalties to the chancellor and to the Board of Regents and that I should not try to build a platform and begin talking about the fact that we should be a senior college. I tried to say over and over again that this would be a decision that the Board of Regents would make, when it could be justified in terms of the quality of our institution, and the needs for anything beyond a junior college.

TS: The chancellor at this time was Dr. George Simpson who would have come in after the Regents had already approved the creation of Kennesaw and, I suppose, most of the junior colleges in the state. Yet, he came in and inherited a philosophy, as I understand it, about the role of the junior colleges that was established before him but that he continued the tradition of. Philosophically, what was Chancellor George Simpson's attitude about junior colleges becoming senior colleges?

HS: Well, you are quite right that the decision had been made to create the junior colleges very much like they were being created across the country in an effort to have a better educated citizenry at large. There was concern that there were too few high school graduates going on to college. College in that case could have been either a

junior college or senior college, because there were, from years back, junior colleges in the State of Georgia -- some of them private; some of them public. Among the private junior colleges, one is still, in a sense, a junior college. That's Emory at Oxford, which has a relationship to Emory University. Then there was Armstrong College in Savannah that was a private college, and it became a part of the university system as a junior college. There were three, I believe. In fact, West Georgia College was a junior college. Georgia Southwestern was a junior college. Columbus had a junior college that had been made into a senior college before Chancellor George Simpson arrived. That was a college that was a commuting type college; whereas, West Georgia and Georgia Southwestern were resident colleges with dormitories. There was another junior college that was a resident junior college and that was South Georgia College at Douglas, Georgia, which had dormitories. Now, this means that there were quite a number of junior colleges at one time in Georgia dating back probably to the 1950s -- or maybe late 1950s. DeKalb Junior College in the late 1950s was different in that it was administered by the Board of Education in DeKalb County, but it had some legal support from the legislature. At that time, it was agreed in the legislature that there would be the responsibility of a local board of education. They said, "We had better stop this or we will have boards of education all over the state creating their own." Yet, we had for public education in Georgia, a Board of Regents. So the Board of Regents, with probably even the legislature encouraging the Board and maybe even the governor, decided that they should face it and establish a policy. From then on, it was understood that no more junior colleges would be created in Georgia -- public junior colleges -- that were not under the Board of Regents. In 1963 the resolution was passed, I presume, by the legislature that any new junior colleges would be under the Board of Regents. It was in 1963 that the Board of Regents followed up on that action and said that they were interested in creating a junior college in Albany, in that vicinity, and in Gainesville, in that vicinity, and in Cobb County, or in that vicinity; those were the three. You will notice in the seal and in the charter of our college that we date it as 1963, even though we did not go into operation until 1965.

TS: So the Board of Regents was, in effect, saying we want a junior college within commuting distance of practically everybody in the state. Yet, there really was a precedent in the past for junior colleges to become senior colleges. It had happened frequently before our time. Yet, I understand that by the time Chancellor

George Simpson became the chancellor of the University System, there seemed to have been a growing reluctance of continuing the process of converting junior colleges into senior colleges. What was the thinking behind that? What was the student supposed to do after he had graduated from Kennesaw College?

HS: He would be expected to go to a senior college in the system. There was Georgia State University in Atlanta, and there was Georgia Tech, and not too awfully far away was West Georgia College. I feel that I know, Chancellor George Simpson had the thought of Georgia State being a large institution serving not only the Atlanta City, but a circumference of schools. Even DeKalb Junior College would feed into Georgia State, and the college that would be formed here would feed into Georgia State. It is plausible -- not a bad idea, except for transportation problems and distances, population changes that were made. When I came to [the Atlanta area], there was only a two-lane road coming from Atlanta all the way up to north Georgia -- that was 41. Then it later became four lanes. Then, of course, the interstate came along. There was a time when it might have worked well, but it had reached a point in the congestion and traffic problems and so on that it was not very realistic for people to go that far through that dense a population area.

TS: So Chancellor Simpson, looking at the system from Downtown Atlanta, was thinking of Kennesaw being a feeder for Georgia State from the north, and I guess, Clayton from the south, and DeKalb from the east. Of course, you've got Atlanta Junior College that would be feeding in. From what I hear you say, people in Cobb County, because of the growing traffic problems, perhaps, among other things, got a different perspective about it. Chancellor Simpson's perspective was maybe correct at one time, but things changed, and his perspective didn't change the way people in Cobb County did.

HS: In fact, you can see this change if you read the minutes of the meeting when the Board did approve Kennesaw to become a four-year college. There is a statement in there quoting Chancellor Simpson saying that there was not a public senior college in this Seventh Congressional District. He draws attention to that even though he was reluctant to do it; and, of course, I'm sure there were pressures on him from other senior colleges -- pressures -- as you will read in letters. I've got stacks of letters from people and the student newspapers at Georgia State and other places that just thought we were going to ruin their institution.

TS: We were going to take students...

HS: Students and money -- resources. I could understand that. Sometimes it is the same sort of thing in a sense that maybe we here at Kennesaw College would say. Bainbridge and Swainsboro and one other, that have only 400 or 500 students now, have never grown. And I could see where the people here might say, "Well, that money ought to be better spent at some other place, because it is very inefficient to have a college with only 400 or 500 students." It is the same parallel that Georgia State could see they wanted a law school. They'd say, "Well, now if you put your money in, oh, so many dollars, and you put that money into Kennesaw College, then that takes away from us, of course." Eventually, the law school was funded. Of course the University of Georgia was not eager to have another law school. It's a little bit of protecting your own turf, I guess.

TS: So, I think what you are saying is that the other side had some very powerful and compelling arguments for keeping Kennesaw as a two year college.

HS: Yes.

TS: Did the Regent from the Seventh Congressional District play a role of leadership in the conversion efforts? I guess what I'm thinking is that the Regent to begin with, when people first started asking, was a Marietta man. Then about 1972, James V. Carmichael died, and we lost a Cobb County Regent at that time.

HS: When I came, for a very short time, the Regent for the Seventh Congressional District was Dr. Ernest L. Wright. I believe Dr. Wright may have been associated with Darlington School. He was considered a very capable person. As is usually done, there was an effort to pass the representation down from different communities within the Congressional District. So, the next time, it became Mr. James V. Carmichael. Mr. James V. Carmichael was our Regent, and it just happened that he was in Marietta. Of course, he was a very great man and a very distinguished man. He was handicapped by some physical impairments, but he attended every Board meeting and made real contributions. You would be amazed at how he must have been dedicated to his work as a Regent because of his physical condition. It must have been very difficult sometimes for him to go because he was in a wheelchair. Now, Judge James D. Maddox was in Rome, Georgia. James D. Maddox was a supporter of Governor Jimmy Carter. Mr. Maddox was, I believe, very effective in that sort of arrangement. Floyd Junior College was created about

three years after we opened. In fact, the chairperson for the Science Division at Kennesaw [Wesley Walraven] became the dean and is still the dean at Floyd Junior College. But Mr. Maddox was very dedicated. He really was sort of a low-key person, but he served us well.

TS: In the community, as interest grew in four-year status, what organizations played a leadership role in pushing for four-year status?

HS: The legislative delegation was very effective and probably had more to say in the very beginning than any other group. The civic clubs, of course, played their part. The Kiwanis Club of Marietta was very helpful. I'm sure if you were to pursue it, you'd find that they are very proud of the fact that they were influential in bringing Southern Tech to Marietta. Southern Tech wasn't always at Marietta; it was in DeKalb County. It was created by Georgia Tech actually to be a technical institute, and they opened in very meager facilities at the Naval Air Station in DeKalb. But then it came time to make a change because of the inadequacy of the facilities -- they were housed in barracks. It was called "The Technical Institute," which was a brainchild of Colonel Van Leer who was the President of Georgia Tech. He had a vision that there was a place between vocational schools and engineering schools for a mid-technical career as a technician, and so it was his decision that they would create that. I think that he thought sometime it would be self-supporting; but that, of course, never did happen. And so it became time that they had to make some changes for better facilities. Then this community went to the governor, who was then Governor Marvin Griffin.

TS: Your point is that the Kiwanis Club was very active along with local political leadership in bringing Southern Tech here?

HS: Yes. There is a story here that not many people would know, probably, and that is, the inducement to bring it here was that the community said they would provide the land and that they would provide the money for the initial buildings and put all of the utilities in. That was the first time that had ever been done anywhere. Of course, nothing like this had happened.

TS: With Southern Tech?

HS: With Southern Tech. And it became the blueprint. Those items became the blueprint for establishing this college and all the other junior colleges that were established

thereafter. They would only establish them in a locality that could show that they needed one, but they also had to provide the land and the facilities to open up the college, including all utilities and paving and everything.

TS: Before the conversion, what kind of things would the Kiwanis Club do to persuade the Regents?

HS: They had a committee that would meet and make know their desire to have a four-year institution. Of course, Southern Tech became a four-year institution before Kennesaw. The Kiwanis committee would work with the local legislators. We had some very effective, strong legislators, many who are no longer living. Howard Atherton, who was [a former] Mayor of the City of Marietta, was also a legislator in the House of Representatives. Senator Jack Henderson, who is no longer living, was a senator. Then there was Ed Kendrick, who, for part of the time, was very active in the legislature. He was the other senator -- he and Jack Henderson. I think it would be well to interview Mr. Kendrick because he can give you some dimensions of the decision making process that I haven't. I may have implied some of them.

TS: Did the Chamber of Commerce play a role?

HS: Yes, they did. I think in the final stages the Chamber of Commerce every year had a committee to represent the community in asking that this be a four-year college.

TS: In our research, Beth Goolsby came up with the Board of Regents Minutes from the meetings where delegations from Cobb County appeared. It seems as though the first one was in January of 1971 to the Board of Regents. The spokesman for the delegation at that time was Senator Cyrus Chapman, according to the minutes, and it says other representatives including Mr. Hubert Black of the Chamber of Commerce, Senator Jack Henderson and Representatives Hugh McDaniel, George Kreeger, and Joe Mack Wilson, which I assume is the whole delegation at that time. So, it goes back to 1971 at least that they present their case to the Board of Regents. At that time, when they were beginning to present their case, what types of arguments were the citizen representatives and legislative delegation making to the Regents to overcome the arguments against the conversion?

HS: Well, I think always the argument was used that it's the distance and difficulty of traveling to another institution. Then you have the choice of only one or two

institutions. If you want to go to the University of Georgia, you can still go but there again are the living expenses. If you went to Georgia Tech, you might need to stay in a dormitory, for example; that would be an additional expense. I think the cost of the individual student was one. I'm sure in the minds of all of these civic leaders was a senior college in this locality would provide incentives for industry and business to settle here; it's a part of the whole activity. You wish to have new roads so that people will come and build in your community and live in the community; industry will come here. So that was the motivation. Some of it is community pride; and that's probably what did it; but I guess the main thing is not to have to go elsewhere for the last two years.

TS: I would assume they would talk about population growth.

HS: Oh yes, by all means. It was growing, and it still is, by leaps and bounds.

TS: By the time that the third delegation went to the Board of Regents in 1975, Mr. Robert T. Garrison was the spokesman for the delegation. Apparently he was on the fourth and final, successful time as well. I don't believe we have talked about Mr. Garrison yet in regards to his role in the four-year conversion. Would you say a little bit about what his role was and who he was?

HS: Yes. Robert T. Garrison was a native of this locality; a very successful business person. He was vice president of Cluett, Peabody.

TS: Arrow Shirts?

HS: He was president of Arrow Shirt Division of Cluett, Peabody. In fact, he went to high school here. When he came back to the community, he was very active in all civic affairs and anything that was good for the community like the expanding of the hospital. He was a civic-minded person. This was his home town. He commuted from New York City here for about ten years before that time. And he was one of the first people that I persuaded to become a trustee of the Foundation. He became the first president of the Foundation, and I believe served for three years as president of the Kennesaw Junior College Foundation. This was, of course, a group of business people and politicians and leaders in the community. There were only about 20, I think, on the first Board. It is a larger Board now, and that makes sense -- it is a larger school. He was highly respected by the people in the community. Now, the other committee

that went down there was largely a legislative committee; but when Robert T. Garrison went, there were still legislators, and perhaps other people. Now, the first time that Robert T. Garrison went, Mr. Harold S. Willingham was the spokesman for the group. This is because he was always a very aggressive, capable person. He was a lawyer, and he had been a legislator and was highly respected in the field of politics. The decision was that Harold S. Willingham ought to be the person to make the presentation because of his background in politics and legislation. So he did. And then, I think it was the next time that Mr. Garrison was chairman, and he went back to the Board in 1976.

TS: Right -- April 14, 1976. According to the minutes of the 1975 meeting, Mr. Garrison apparently was the initial spokesman. They describe him as the principal spokesman. But then he introduced Mr. Willingham, who, according to the minutes, outlined the delegation's recommendations. And so they worked hand-in-hand, it looked like here. They made the case in 1976, when they actually made headway, I suppose, with the Regents. What about people on the campus? What was the role of students, for instance, in the conversion process?

HS: Well, the students were out front as best they could, with petitions and, I guess you'd say, gatherings of various kinds. I don't know that they marched literally, but we had some good student leaders on the campus. Not all students and not all faculty were interested in our becoming a senior college. There were those who felt, I don't know, that maybe it was better to be a small junior college and have the personal touch that one might have in a small academic community. But the students were always very active in that one of the times the candidate for the governorship, George Busbee, was running for election...

TS: This would have been 1974.

HS: That's right. And he came to Marietta to speak as other candidates did. I was not at the meeting, but I was told by observers that he was questioned about the possibility of Kennesaw becoming a four-year college. As near as I can recall and remember, he gave a pretty positive statement that if he was elected governor, he would make this a four-year college. Well, now, the governor can influence, of course; but it's the Board of Regents that must make the decision. Of course, the Board of Regents' members are appointed by governors, and you can't get away from politics in any activity. But anyway, he made that statement. So the runoff came between Mr. George

Busbee and Mr. Maddox. Mr. Maddox was ahead, but Mr. Busbee was the runner-up.

TS: We should emphasize for the benefit of people listening to the tape 50 years from now, that the Maddox we are referring to is not the Regent but Mr. Lester Maddox.

HS: Mr. Lester Maddox was former governor and was running for governorship again, and he was leading. Mr. George Busbee was second, and so they had a runoff. It is my understanding that the people in Cobb County got very active in the politics of the runoff to where, instead of Mr. Maddox carrying Cobb County, Mr. Busbee carried Cobb County, and that put him in the governor's office -- maybe not by itself, but it was very instrumental. As I recall, it was said that they had a big barbecue somewhere -- I was not at it -- and a lot of people attended. It was very effective politicking that put Mr. Busbee in, and I think he had a feeling of indebtedness to Cobb County.

Now then, we are back to the students. This is a real nice story. The Chamber of Commerce had an "Early Bird" breakfast once a month where all of the members of the Chamber would go and have breakfast, and they would have a speaker. The Chamber of Commerce had decided to have Mr. Busbee as the speaker for the breakfast on a particular day which, I'm sure, was planned this way. I don't remember the details of the planning, but it was the day that we were dedicating [the Student Center in memory of] Mr. James V. Carmichael, who had been a Regent. Mr. Carmichael himself was on the Board of Regents when the Board approved the construction of the Student Center. We had a very inadequate one for a college that was growing as it was. He was very, very instrumental in the college getting a Student Center, influencing the members of the Board. The Board met on this campus when the decision was made, and he was in attendance at that meeting. The man was just a brave, brave person because -- I'm digressing a little bit -- they had the Board meeting and then the next morning they had a breakfast on campus here for the Board of Regents. Mr. Carmichael was in front of the Library, and he said he didn't know whether he could make it -- it took him three hours to dress in the morning -- he was that crippled with arthritis; he was just terribly in pain. But who would be the first one at that breakfast next morning? Mr. James V. Carmichael. It was really a great, great effort. Well, anyway, let's go back to the dedication of the building and the governor's coming. We had an active student organization. We would have members of the Board of Regents and the Chancellor

[George Simpson] and a large gathering there for this event; and I was a little bit concerned for the students, in their enthusiasm, might embarrass us a little bit or make it difficult for the governor, perhaps, if they would come marching out on the floor and demonstrating and so on. So I had a meeting with the Student Government officers and appealed to them not to do anything that would embarrass the college or the community or the governor. And so, I don't know whether they said what they would do -- I didn't know. The governor, of course, was the main speaker at the dedication. When he had finished speaking his speech, there were a group of students up there in the balcony. Were you there?

TS: I was not there at the time that happened.

HS: They had a big roll of paper, and they had written across in big letters FOUR YEARS NOW. That was their demonstration. They rolled that down over the railing of the balcony, and it just broke up the meeting.

TS: How did the governor respond?

HS: Oh, just great! Just great! We've got a tape of this. I've got it on videotape.

BG: I thought you might be interested in the newspaper article, the *Sentinel* article, following that. You were congratulated for your response. It says here,

Dr. Sturgis, with his sometimes ultra conservative policy, showed he is very much capable of adapting when he was shocked with the four-year banner at the dedication. It is a tribute to Dr. Sturgis when we mention that Kennesaw is one of the best schools academically in the University System of Georgia. With his emphasis on academics, he had brought only the most qualified instructors to campus to accomplish this awesome task. Thank you Dr. Sturgis.

HS: How nice. I didn't realize and I appreciate that. The students were just great.

TS: You mentioned earlier something about petitions in regard to students. What did they do?

HS: They went around the various malls, and set up shop in various places, and got people to sign -- they said thousands of signatures -- that they, I guess, took to

the governor or took to somebody. I don't really know what they did with those. They were very active and a very dignified group; we were all proud of them. That was one of the petitions.

TS: Did students join the delegation to the Regents?

HS: Some were there. As I recall, there weren't a great many, but some were there. And whoever was there kept going to the phone and had contact out here. They would say what was going on and we made a decision. But, of course, I'm sure Governor George Busbee was very helpful in culminating the decision to make a four-year school. We had so much on our side. We said that if we are going to be a four-year college, we are going to need to have the best qualified faculty that you can obtain, and have them with the degrees that you would expect them to have. In the beginning of the college here, we just didn't use any part-time people. We used only full-time people. Occasionally, along towards the end of my tenure, we did use a few part-timers. But we always insisted that even part-timers must have at least a master's degree in the subject that they teach. In a lot of localities, people without master's degrees in the subject they are teaching have a master's degree in some other field like education teaching psychology, or psychology teaching sociology. So that was one of my things that I took pride in.

TS: So the effort to upgrade the faculty to prepare the faculty for four-year status began long before the Regents made their decision. Was that used as part of the justification for the conversion?

HS: Oh, yes. We had already demonstrated by our charts what percentage had the Ph.D. degree and also by the charts and the statistics how well our students did on the Regents test and on the nursing test and how well they did when they went to other colleges. It was pretty consistent that any student leaving here had a higher grade point average at the college he went to than he did here, which is the way you would like to have it.

TS: So the forces are building. Students are collecting petitions and making their wishes known to the governor. The local politicians really have a pledge from the governor before he is ever elected. Yet, the chancellor and some of the colleges are on the other side. It's necessary to win over the Board of Regents; and before that can happen, you have to get the matter on the agenda. I think maybe this is the proper time to talk about how the matter did get on the agenda.

HS: Well, the committees had gone several times to the Board to present their case. I don't suppose that any of us, or even those in the committees, thought that in the beginning it would be answered right then; it takes time, of course. Every time at budget time, I would take our needs statistically with charts and graphs and so on to the Board of Regents -- our Regent -- whether this be James V. Carmichael or Judge James D. Maddox. This time, I went to Rome to talk with Mr. Maddox about our financial needs, telling him we needed this for buildings, and we needed money for faculty salaries, and so on. He was always very receptive. Then about the end of the discussion of the finances, I said to Mr. Maddox, "I have another matter I would like to talk with you about. Of course, if you don't wish to discuss it, I'll understand. That matter concerns the effort for Kennesaw to become a four-year college. I've got the minutes here, and I have the minutes that you have the copies of. Each time (I think three times) a committee of the community has gone before the Board to ask that their request be considered for Kennesaw to become a four-year college, it has received almost verbatim the same response that we appreciate the delegation coming, and we will take it under advisement. Now, Mr. Maddox, these people need an answer." And he say, "I agree." Now, I didn't ask him to put it on the agenda; but, of course, that's what he did. This was his decision and his response. So it was my understanding that it was on the agenda. Now the importance of that is that the Board had a policy, as many such organizations do, that they will prepare an agenda for the meeting, and that no decisions will be made on any matter that is not on the agenda except without there being unanimous consent. That's a good rule. If it is not on the agenda, we won't discuss that unless there is unanimous consent. Well, that means that any one person could say, "I don't agree." So Mr. Maddox in his wisdom, knowing that more than I did -- I wasn't somehow or other fully aware of that, I must admit -- apparently asked that it be on the agenda. The first notice I had about the agenda -- they used to send all the presidents a copy of the agenda -- it wasn't on there. So I called Mr. Maddox and said that it is not on the agenda. He said, "Well, I'll look into it." And, of course, he got it on the agenda because his membership entitled him to submit any item. So it was on there when the Board met.

TS: Once the item was put on the agenda, what was the next step as far as your role was concerned. I'm sure you felt caught between two loyalties in the struggle in that you reported to the chancellor, who was clearly on one side, and yet your sympathies were clearly on the other.

And so, like anybody in a corporate structure, you, I'm sure, had to be careful how you handled things. But the matter had now been put on the agenda by the Regent from this district, and so what was your role in the debate?

HS: Well, there is another step or two. Of course, it precedes what I have just related. I would have once a year a meeting of the legislative delegation, just to tell them how we were getting along and what your aspirations were and what our needs were. I would give them some statistics. Of course, I was aware that the subject of four-year status would come up. It was just a foregone conclusion; they were always asking about it. A copy of the data that I had given to the legislators went to the chancellor with a cover letter indicating that I know that this is always coming up and here are some of the statistics I have shared with them. I never failed to recognize that I was responsible to the chancellor and that I had to be loyal to the chancellor; that is very, very important. I had the highest regard for our chancellor, Chancellor George Simpson. He was a great man, and we had many discussions about this very thing. A year before that or maybe two years before, the data that I provided him with was how much it was costing the three senior colleges, Armstrong, Augusta, and Columbus -- three, non-residential institutions. I was comparing Kennesaw with three non-resident senior colleges. I could take the figures out of the budget reports which we all are privy too -- we all have that information. It's a wonderful thing how open all the books are and the finances. There are not many secrets. It is nice to know that when you are working in the University System. It was always that any information you wanted, you could have. So I remember one of the last times I met with the legislative group, I had these figures. Somebody said, "What about a four-year college?" Someone I'll not name, asked me if I would like to have a four-year college, and I said, "Of course, I would, but it is not my decision. I can give you information that would show why we probably might justify it." I sent that to the chancellor. Then, I think it was a year later, I created what is called a "Profile," and I sent that to the chancellor. Then, just before the Board met in 1976, I re-updated all that to a more detailed book called the "Analysis" -- that's the gray book. I sent a copy of that to the chancellor. They requested some more copies of that. So a copy of that "Analysis" was in the hands of every Board member before that critical Board meeting. Those figures in that "Analysis" were quite conclusive. They can say it's going to cost so much more money and we can't afford it. But when you become a senior college, the students pay a

higher tuition. You multiply that tuition per student and the number of students; and it will bring in, in those days, something over a quarter of a million dollars. So, yes, it's going to cost more money; but a large part of that money is going to come from the students' tuition -- not any more tuition than you'd pay if you were at Columbus or at Armstrong or Augusta -- same amount. All of that is in the "Analysis." I suppose that one of the most conclusive things was that "Analysis" -- conclusive things, because it is pretty comprehensive. It was hard to refute it, although if you read the Board Minutes, there was some discussion of it. The statement was made something about a difference in the figures. You will have to read it and draw your conclusions on it. Of course, the action was that we would not become a four-year college until 1978. This was a wise decision; I'm glad they didn't say you could become a four-year college next year. We wouldn't have been prepared, and we might have failed really. We needed two years to prepare, to do such things as in this gray book. What we were going to do was bring in some consultants. [One was] Jack Anderson, the Dean of Columbus College. They had both gone through the transition period; so they were very, very knowledgeable.

TS: One or the other spoke at one of our retreats.

HS: That's right. That was Dr. Ashmore, a very capable person. He has long since retired. But in the action, they said it would not be until 1978; and there was another provision that we prepare an impact study to satisfy the government agencies that are concerned with the continued desegregation of the University System. There was always this concern by other institutions that we would become a totally white institution. I think one of the most important documents that I prepared in this activity was the impact study because I think it pretty clearly shows the need for it, and the fact that there was no reason for us to become totally white. At the same time there is a limited number of blacks or minority people that you can assume will come to this college because of the population in the community.

TS: Did the groups such as the NAACP oppose the conversion?

HS: No, not really I don't believe. I didn't feel any opposition. There were some statements along the line; but, you see, there were two black people on the Board of Regents. One was not there, but the one that was there voted for it -- Mr. Jesse Hill -- voted for it.

TS: The question that was being raised by those who were

fearful that the conversion would upset the system's efforts to desegregate then was that Cobb County was overwhelmingly white. Since North Georgia was overwhelmingly white, there would be very few blacks that would come to Kennesaw and the white students from Kennesaw would not be going into a more integrated Georgia State as I understand it. So there were concerns that had to be addressed in your impact study. What did Kennesaw say in response to that charge?

HS: The main response was that becoming a four-year college, you opened up more avenues of opportunity for minority people, who perhaps would not choose to go away from home and make the transition. They would be more comfortable if they started here as a freshman to go through and graduate as a senior. They are really opening up opportunities for minorities.

TS: Well, what was it up to this time? About 4 percent minority roughly in Cobb County? What was happening to the kids once they graduated from high school? Were they going elsewhere or were they dropping out entirely, or did some of them come here?

HS: A small number came, but those who did go on beyond high school -- many of them would go directly to the four-year institution without having to go through the process of making these adjustments in changing.

TS: So some of them were already going straight to Georgia State, to Morehouse, whatever. So you were arguing that maybe if they could stay here for four years, they would come here instead of there.

HS: That's right.

TS: Were there other arguments that Kennesaw used to justify its position?

HS: Of course, all the time, the population growth in the community and the need to provide a full four-year education that could meet the financial needs of the prospective students without having to go away to another institution. A lot of working people who wished to continue their education in the evenings was a great factor, and I suspect, still is. A large number of students who are working part-time or full-time wish to go to the college without having to drive into Atlanta or having to leave their jobs and go to another community. When you go away from home, one of the biggest costs of education is the living expense. So to have a college at home that fulfills your needs -- and less expensive than

going away or less expensive than the transportation costs of going into Atlanta.

TS: Did Kennesaw have an affirmative action plan at that time that could be presented to the Regents?

HS: All the institutions provided the data that was requested. I don't remember specifically what it was we provided, but we would always give the statistics on our composition of our enrollment.

TS: Did we have goals that we were trying to reach in terms of recruitment of students and faculty?

HS: I don't know that we had specific figures; I don't remember. We made one very strong effort to bring minorities into the college with the HEAP Program (Higher Education Achievement Program).

TS: Would you like to say a few words about the HEAP Program?

HS: I would. This was a program that was financed with federal funds, administered through the Southern Association of Colleges and Schools. There had been some thought that perhaps institutions could help -- not just Kennesaw -- but institutions could help some of the academically disadvantaged students to come to the college, and with concentrated instruction and counseling that we could salvage some students that otherwise would not be able to make it. It was that kind of a program. It was an experimental program. An interesting thing about it that I would want to mention is that I hadn't realized that we were applying for this grant, which I was delighted to find out when it happened. Dr. Robert H. Akerman wrote the proposal. Somebody contacted him, and he wrote the proposal. It was so well written that it impressed the people evaluating the proposals and the Southern Association of Colleges and Schools -- that's the accrediting agency. They couldn't do otherwise. Their preliminary thought on it was that Kennesaw was not the place where you want to put one of these programs.

TS: Because we were so far away from where the minority population was.

HS: That's right. That's exactly right. Dr. Akerman wrote that proposal, and they told me at Southern Association that because it was such an outstanding presentation, they just felt that Kennesaw had to be one of the three or four. We had something like 40 or 50 mostly minority people, but there were some non-minority in it. We hired special teachers -- qualified teachers. They were

excellent people to administer the program. It was a real effort and a good one. I don't know how you would evaluate it at the present time.

TS: This was designed as a pilot program at that time?

HS: That's right. It was a pilot program. The fact is, it was at least thought well enough of to get a renewal on it. I believe it was three years that we had it.

TS: And it started when -- about the early 70's?

HS: I believe so, about that.

BG: 1971.

TS: In 1971 it started, and so it ran for several years from that time?

HS: Three years I believe.

BG: It was a \$113,000 grant, I think.

TS: How did the students get out here?

HS: That's a problem -- that's the overall problem of the composition of a student body. If you don't have transportation, there isn't public transportation. One of the delightfully wonderful, capable couples in Marietta was a principal in the schools and his wife. He was black and had a car. He gave the car to the program. So, by having somebody to drive the car into Atlanta, we brought many people from the inner city of Atlanta out here to go to school in that program. But that car was always breaking down and had problems.

TS: Was this Mr. M. J. Woods?

HS: Mr. M. J. Woods and Kathryn Woods, his wife. She was very active in the YWCA. Two very fine citizens in this community. They were interested in doing what they could, and they gave the car. It was a used car, but it was used.

TS: Seems to me I remember a bus that came out too.

HS: Well, now that you mention it, there was a bus.

TS: So the HEAP Program (Higher Education Achievement Program) brought a number of minority students on campus at the time when we had relatively few. Once that program had run its course and the grant money dried up,

was there any attempt to maintain that type of program or did something else come in by that time to accomplish the same purpose?

HS: A developmental program or the Special Studies Program was the best that we could do, and we couldn't operate two of them, essentially, out of state funds; but we did have the Developmental or Special Studies Program, which was, in a sense, doing the same thing, but not as concentrated.

TS: So the Developmental Studies Program becomes a year-round program at this time.

HS: Yes.

TS: Was that part of a movement throughout the state in that period to fund Developmental Studies?

HS: Of course, we had the Developmental Studies in the opening of the college as part of our concern, interest, and philosophy to make it possible for the disadvantaged to have a break and be able to succeed. That was not operated every quarter. Then maybe a little later on, it became every quarter. We called it then the Special Studies because that was what it was called over the System.

TS: When the matter came to justifying conversion to four-year status, we could refer to the fact that we did have a developmental program in place to help those students who were not totally qualified in all fields when they arrived upon the campus.

HS: Essentially, we have had something ever since the college opened. They just changed the name all over the system to Special Studies. That was picked up on the name that was used at Georgia State. Georgia State has Special Studies in their curriculum.

TS: I gather that the impact statement was convincing for the Regents and, I guess, the Justice Department...

HS: The Board approved it and passed it on. It was a pretty comprehensive report. I guess of all reports, probably that and the "Analysis" were two which I put together totally myself, actually.

TS: The Board of Regents, on April 14, 1976, approved the conversion to four-year status, but said you had to wait two years. Actually it was going to be a little bit more than two years, I suppose, before the fall of 1978 came

around and the campus began to offer junior level courses. During that two-year preparation period, what kinds of changes were taking place on campus? What had to be done to prepare for four-year status?

HS: Well, we had committees in all of the various fields. Of course, we maintained the organizational structure of the junior college with divisions, and that was the most economical way to have operated it at that time.

TS: So you still had the Division of Humanities.

HS: Humanities, Sciences, Social Sciences, and, of course, there again, we did add a Division of Education because it was in the Social Sciences. The idea of the division, I must say, is an economical way of administering the college. Every senior college has, basically, the same amount of money per EFT [effective full-time] student. Did you ever see that budget that the book shows?

TS: I have glanced at it before, particularly to check on how faculty salaries compare at different institutions and so on.

HS: Generally, the senior college salaries will all be the same.

TS: Was there a problem with the budget in terms of Kennesaw not receiving as much as other institutions that we had to deal with?

HS: The salaries were the same.

TS: I was wondering how did they do that by the way. The salaries were greatly increased, and I understand some institutions had to wait for years to get the salaries up to a senior college level. How did you manage to get the salaries increased so rapidly?

HS: I went to Mr. James D. Maddox again, and I wrote a letter to the Chancellor -- I don't think I've got a copy of it -- but my argument was that the students were going to begin paying senior-college fees. Therefore, the faculty should have senior-college salaries. It was accepted. Now, Southern Tech had to go through a process of three or four years to get their salaries up to a senior college [level]. But to me, if the students are going to pay senior-college fees, the faculty ought to have senior-college salaries. That was my argument -- very straight-forward and simple, and they accepted it. In addition to your regular raise, you got about a \$2,000 average increase, I think. Every person on the faculty.

That's where some of that money was going to come from you see. That was my argument from the very beginning. We don't need to save as much money because our students are going to pay senior college fees. And, in fact, we didn't.

TS: So our salaries came up very quickly for the faculty. Yet, I remember about 1978 or 1979, when I was getting involved in AAUP activities, that we would have the legislative breakfast which started in 1979. You would pull out data to show me that compared to other colleges in the system, we were receiving less money per effective full-time student than anyone else. How did that come about, and what were we trying to do to correct that?

HS: We were well-known as having an efficient system. I suppose that if you were to compare now, you would find it was more nearly the same across the board, but you see we didn't have departments of history or departments of math or whatever you have. Likely you will need a secretary for the head of the department, and the head of the department will only teach part-time, and so on. That's one of the ways the cost is different, because I imagine each of those other institutions had schools and departments within schools. They are just more expensive.

TS: The more administrators, the more it costs.

HS: That's right. One of the things that also happens is that some people use a lot more part-time faculty. I don't know what your part-time faculty people make now, but let's say \$1,200 a course. So that would be \$3,600 for full-time. You multiply that by three, and that is \$10,800. I suppose the average maybe would be up around \$15,000 or more at that time. So you pick up \$5,000 there in each case for each faculty position.

TS: So if you had a lot of part-time people, you'd save money in one sense in that you could cover the classes at least for a lot less than if you had a full-time person. That's something we were really avoiding at this time I hear you saying, because you are implying that there is another side to it other than saving money.

HS: That's right. I believe that part-time people, as is part of my philosophy, are part-time in every respect. They are not on the campus all day long or a good portion of the day; they are not counseling students or serving on committees. The bottom line is they are not. They come and go as it is a part-time job for them, and I just never had thought that it gives you the best overall

program to use part-time people. Now I'd go to the Board, and they would always want me to use more part-time people. I resisted as much as I could. When we opened the college we didn't use any part-time people. I remember when Georgia State was created, they used an awful lot of part-time people. They used high school teachers, and they use some moonlighting Tech people who came down to teach courses -- people out in business and industry. It was just one of my quirks, I guess.

TS: So you are saying the Regents are presenting an argument where the more efficient we become, the more we are penalized for it. They say, "Due to your efficiency you don't need as much money." Yet you could save money by hiring part-time people instead of full-time people. So what are we saying in response to them? Do we have an argument?

HS: Mind that you have a better quality of education the way we are doing it.

TS: And the more money we've got, the higher the quality is going to be.

TS: That's right.

TS: There certainly must have been building needs that were on your agenda by that time. Of course, that's where a lot of the costs are going to come from when you are building a several million dollar building.

HS: Oh, yes, and then you have to have, of course, custodial people. You have to have more electricity and more heat and air conditioning, and so on. Of course, we were more efficient in our space utilization. It takes about four years from the time a building is authorized to occupy it -- at least four years. It just takes that time to design the building and draw the plans and do all the legal work concerning the bidding and all. It takes about four years from the time the Board authorized the building until you are in it.

TS: What kind of buildings were on the priority list?

HS: When I left, we had just finished a classroom building.

TS: The current Humanities?

HS: That's right. We had, of course, obtained the Music Building when the Physical Plant moved out. We were not in a bad way with buildings; but I did have, as I recall, an addition to the Science Building and an addition to

the Physical Education Building. I also put in there a Fine Arts Building. It's not very realistic, but I was really thinking in terms of classrooms that could be used for everybody. I'm surprised that Science and Math doesn't have more facilities now. Of course, Math is out of the building now, isn't it?

TS: Yes. Most of the Math offices are in the Social Science Building.

HS: I don't know what you all would have done if you hadn't had the Library.

TS: The authorization for the Library came before you retired?

HS: Oh yes. It was practically built before I retired.

TS: Were you actually retired when it opened up?

HS: Just about that.

TS: So part of the conversion process was to build a new library and to build a new classroom building?

HS: Yes. Part of my argument for getting the Library was that we wanted to build a library big enough so that you won't have to put an annex on it. You build a building to serve as a library and you have certain traffic patterns, and so on. The whole concept -- and maybe some day it'll come back to it -- was that this building would never be anything but a library building. The old Library [Pilcher Building] could be used for whatever -- if you wanted a classroom or offices or something of that sort. Then, ultimately, you would come upon the Library Building. If you'll notice, if you look at it from the front of the flagpole, it looks like one building, and the whole idea is that some day it would be one building. And with the two put together, we would have about the same number of square feet as Georgia Southern has in their Library building -- 120,000 square feet. This is 100,000 square feet; and the old library was 20,000 square feet; and putting the two together, you would have a library the size of Georgia Southern's. In building the Student Center, I wanted 60,000 square feet. Mr. Carmichael tried the best he could; and I almost got it; but they scaled it down to 40,000.

TS: It certainly would be helpful now.

HS: Yes. But I did get the concession of having level areas on either side so that you could add on to it. We had to

build a kitchen big enough to take care of future needs. If you have seen the kitchen, it is pretty large. But the design of the Student Center is such that you could level on either side. They put the (I don't know what you call it) supports in there such that it could be added on. That's part of the design.

TS: Did you have any interest in seeing graduate programs established eventually?

HS: Well, eventually, of course. I would think so; but in the very beginning, as I would discuss four-year status with Chancellor Simpson, and we would sit and talk about it, I remember very often they would say, "Well, as soon as you get to be a four-year college, then you are going to want to have graduate programs." Of course, I was defending myself on the thing; and I would say, "No, I don't think that's necessary. We can have graduate programs taught on our campus by Georgia State faculty and Georgia Tech faculty who could come to this campus and do it." That was my response to it. I had no intentions of going into a graduate program for some time after we were made a four-year college; I felt like we should consolidate our gains and do a good job of being a four-year college. I'm not saying that you can't do the other and do them both. As far as I know, everything worked out very nicely for the college.

TS: Was there a major effort during that two year period of conversion to increase the size of the faculty or bring in more Ph.D.s?

HS: Yes. I don't know whether I can give you any specifics on it; but we had, when we were converted, a rather high percentage of doctorates for our institution. We had a well-qualified faculty, I think; and I'm sure we would have kept working to maintain and to enlarge on that capability as time would go on.

TS: Let me ask you one more question for today that relates to the change to four-year status. We had been Kennesaw Junior College. How was the decision made to change the name to Kennesaw College?

HS: We consulted with faculty, students, alumni, people in the community, trustees of the Foundatin, and everyone that we thought would have an interest in it. We discussed it at faculty meetings. I'm sure there was a lot of discussion by individuals who had opinions on it. It came down to just eliminating the junior and just calling it Kennesaw College. Of course, some of the reason behind that is that it is a rather distinctive

historical name -- Kennesaw itself -- relating to historical events. Then when you put the word "state" into the title, it has the connotation that we have said before as to so many places where they used the word "state" -- although Clayton has gone into using "state". In so many places "state" implies that it was once a teacher's college or an all-black college or other kinds of institutions -- technical schools, A&M, Agriculture and Mechanical, and that sort of thing -- state colleges. I didn't try to persuade at that time. I don't believe that I was trying to steer them, but I believe the faculty discussed it rather clearly and the talk at civic clubs and Chamber of Commerce. Some would say they would like Kennesaw Mountain College. That was a suggestion that was made, but I was pleased with the outcome. We had the problem, of course, to change all our road signs and all of our stationery, and so on; so it was an important decision to make, and to make it at that time because we had to change a lot of things. Your seal would have to be changed, and so we didn't want to change it and then change it again.

**Interview 6: Thursday, 19 February 1987**

TS: Dr. Sturgis, I would like to begin today by asking you a few general questions. As you look back over your career at the college, what would you say was the most significant accomplishment that you achieved, or maybe that we achieved together while you were President of Kennesaw College? What do you take greatest pride in?

HS: Well, of course, I take great pride in the fact that we had developed an institution of such quality that we would be prepared to become a four-year college when that opportunity was given to us. The quality then, of course, referred to the quality of the faculty; and I think we accomplished that by very vigorous, careful recruitment of all people that we brought to the campus, by thorough examination of credentials, by checking of references, and by not any one person making the decision alone. Our function was that we had a participating academic community in which people in the various subject matter areas, particularly the chairpeople in the disciplines, would be the initial point of recruitment. They would be examining credentials and seeking people to come to fill positions when they were available. Then they would not just pick one person. They would weigh the credentials of more than one person. We would follow that up by interviews with the other people in the faculty and in the particular discipline and, ultimately, and interview with the dean and the president of the

college. We didn't make any mistakes, I think. One of the great things, I think, that we accomplished was to have an outstanding faculty.

I think that one of the things I was very proud of was the emphasis we placed upon the establishment of a good library, and among those accomplishments was the building of our new library which amounted to 100,000 square feet of library space. I considered that an accomplishment.

An accomplishment that was very good, in my mind, was the relationship between the college and the community. We had great community support in so many different aspects of the college. Some of the specifics, of course, would be the Symposia that were offered jointly with the community and the college.

The quality of performance of our students had to be an accomplishment. Of course, that is a reflection of the faculty, that year in and year out, by comparison, our students would demonstrate the effectiveness of their learning as they performed on various major achievement tests such as the Regents Test, nursing examinations, and ultimately, the field of teacher education examinations. At the time I was here, actually, that examination, I don't believe, was being offered, but the affects of the early experiences and the quality of the faculty have shown up since then.

One of the great features of our college, I believe, was its openness on the part of the faculty and students and administration to work together in a very cooperative manner. True, we would have differences; but those differences were generally resolved in a rather commendable manner, and I think that was a real plus.

I'm sure there are other things, but I think the quality of the faculty would be number one of all.

TS: Let me follow up on some of the points that you have raised with maybe some more questions. In terms of recruitment of faculty, how did the transformation from junior college to senior college status affect the college's ability to bring in the faculty members that it wanted? Did it become easier at that point to recruit?

HS: I think it did. Of course one of the things that made it easier to bring in good faculty people was the fact that we had a good faculty, many of whom were well qualified prior to the time of conversion to teach in a senior college -- by degrees, by experience, by professional types of philosophy. I think that made it easier.

- TS: What was the impact of the conversion on salaries?
- HS: The actual impact was that before we were converted to a senior college, the annual salaries of full-time faculty were \$2,000 less than those in a senior college. That's on the average. As soon as we became a four-year college, when that became effective, there was an increase of \$2,000 on the average for all faculty in the college.
- TS: The faculty salaries were brought up immediately to a senior college level?
- HS: Immediately, and our argument for doing this was that students were to pay senior college fees. If students were paying senior college fees, it seemed to me that it follows that the faculty ought to be paid senior college salaries. I believe that that argument alone was the one that made it possible. Those who are on the faculty received a \$2,000, on the average, increase in addition to their regular percentage increment that they would have had. So if you look back, and those figures are available, that first year that we actually became a four-year college, our salaries were equal to every other senior college in the system.
- TS: It seems from the figures that you have brought in today that the gaps between the universities, senior colleges, and junior colleges have grown greater since you left than it used to be.
- HS: I noticed that myself. I don't know why or how to explain that, but it is now about \$3,000 instead of \$2,000.
- TS: Do you think that it is a desirable trend?
- HS: No. All along the junior colleges and senior colleges have been increasing in salaries just as the economic situation dictated; but it is true that the gap has grown dollar-wise. I don't know about the percentages.
- TS: That may be it, that the percentages, perhaps, have not changed that much but as everybody has gone up, the gaps have become wider.
- HS: That used to be one of my favorite statements to say, "If you just think in terms of percentages, the rich will get richer and the poor will get poorer because there is a bigger gap there." That's probably what happened; they maintained the percentages.

- TS: That's probably exactly right because I imagine that the average salary was under \$20,000 at the time of the conversion, and now it is over \$30,000. So there has been a tremendous increase in salaries with the inflation that has taken place in the late 1970s and early 1980s.
- HS: And when you apply solely on a percentage increase, the gap gets wider. I think that's what happened. That was one of my favorite statements when I was arguing for more money -- the rich are getting richer and the poor are getting poorer, and the junior colleges are going further behind.
- TS: Did the purpose or the nature of the college shift over the years, do you think?
- HS: No, I don't really feel that it did. I think we all kept our sights on quality -- quality of faculty and performance of students. This, I believe, was obtained throughout. As one significant legislator said when the decision was finally made, "If it hadn't been that we had a quality program at Kennesaw College, it might not have been as possible to get the conversion."
- TS: I suppose I was wondering if your expectations increased as time went on. Did the standards rise of what we considered quality, or did they stay constant?
- HS: Well, I don't know how to measure that really. All I could say is that our students, almost from the beginning did as well or better at the institutions to which they transferred as they did before they transferred. I don't know that it was any spectacular difference at any time. But, actually, our students seemed to consistently do well on the Regents Test which I consider a very good measuring device.
- TS: I have the table here of the State Board Examination records for the nursing graduates, and the average examination scores are quite high from the beginning.
- HS: Very beginning.
- TS: I was wanting to ask you about something else -- I know this was a concern of yours long before you retired. Kennesaw was achieving a quality performance in a number of ways with really a minimal amount of money. I am looking particularly at a table for fiscal year 1982 that says: "Ratio of Student Fees Per Effective Full-time Student to Total Cost per Effective Full-time Student." Kennesaw College is at the top of the list of the 33 colleges, particularly in percentage of student fees to

the total cost at Kennesaw in 1980-81. The student fees constituted 29.0 percent of the total cost, which put us ahead of everybody else. Did you consider this to be fair at the time that Kennesaw College students were paying a higher percentage, which meant that the state was giving us less money per student than other institutions?

HS: I don't know right at the moment how to answer that without looking at it a little more closely. Of course, our fees per student were the same -- that is, the basic fees, not the extra fees. Basic matriculation fees were the same in all senior colleges. It was equal. In all junior colleges, it was equal. So our students paid the same amount in fees as they did at West Georgia College, and still do I think.

TS: Yes. And yet the state is putting less money in which meant we had fewer buildings and such as that than other colleges -- fewer facilities.

HS: Well, now if you talk about buildings, you need to separate the buildings from the other expenses, because it is true, even when we were converted, that we were low on space by comparison to other institutions.

TS: Maybe I asked the wrong question when I said was it fair. Maybe I should have asked, why did it happen that way that Kennesaw was more crowded than other institutions?

HS: Okay, I think I can give you an answer to that. We, of course, each year would make our appeal for additional buildings. We would prioritize our needs, and we would furnish statistics to show how our space utilization was handled. We kept thinking in terms of the fact that we are going to grow, and grow very rapidly and increase considerably. But, of course, when you have just a limited amount of money, and it is always limited, I'm sure that the Board and administration people for the Board will take their dollars and try to distribute them in their judgment to where they think the need is greatest. Well, now, the thing that was not recognized in my judgement is that we were going to grow as fast as we grew. Yet we projected those figures almost right on the number. I think it's probably exceeded it now with the addition of the graduate programs, and so on. But the thing that happened, in my judgment, and it's the only way I can explain it -- when this college was built, it was overbuilt for the enrollment. You see, this college, with its initial buildings, was to accommodate something like 2,500 students. We opened it with 1,014, and literally, we rattled around in these buildings. It

was obvious to the people downtown on the staff of the Board of Regents how much more we had. Part of the reason that we got that was that the amount of money to build the buildings raised by the county was something like \$2,000,000 -- small by today's figures -- but that was what it was. At the last minute before they put together the final plans for the construction, there was a grant of another \$1,000,000 given to the college from the Federal Government. So \$1,000,000 from the Federal Government came kind of unexpected, and that meant that we had more space, not only because of the size of enrollment, but because the more money that came in unexpectedly. For the first few years, the college had more space than it needed; and that was well-known. So when you have more space than you need, it is hard to convince them to give you more money, although we could think of things that we would like to have had -- we would like to have had a fine arts auditorium; we would have like to have had more classroom space of a specialized nature. But that early history made it hard to convince them that we really needed it. We began to grow, and things began to get tighter and tighter -- not only tighter in terms of our space allocation in relation to students, but also in terms of money available. In the meantime, while this was happening in the 1960s, a college like West Georgia College had grown quite fast. They had a dynamic president whom I knew and respected very well. The job of building West Georgia College. All of a sudden, it became apparent that they had overbuilt West Georgia. West Georgia was not growing as rapidly as it was projected to be growing.

TS: I remember when they had more dorms than they knew what to do with.

HS: That's right. They had dorms that were empty. They had two student centers, and one was sufficient. They, of course, had a brand new student center that was never even used for a period of time. So I can see that downtown, in all fairness to them, they'd say, "Well, we've heard this before. You are going to grow, and you are fast growing, and so forth. We did this over at West Georgia, and now see where we are." It made it embarrassing for them to say the least. So it was hard to convince the people that we were going to need them. The thing that sometimes misses the point -- it takes four years generally from the time a building is approved until it can be occupied. It takes that much time to go through the business of designing, and going out to bids, and then the actual construction. So you take the new building that is now approved here; it's going to be another year or two before it is available.

- TS: And they had the groundbreaking a year ago.
- HS: That's right. That's the way it happens. We had too much in the beginning, and everybody would agree. We projected our enrollment quite realistically, but it wasn't believed. They said, "We've had that experience before, and then that's what happened."
- TS: I think that is the first time it has ever been explained to me in a way that I quite understood.
- HS: Every year we would give our projected enrollment, and we would give a list of priorities.
- TS: What kind of justifications did we have to make before the Regents were convinced that a new library was needed?
- HS: Well, when it became a four-year college, the argument that I projected was that, first, the small library we had as a junior college obviously could not take care of the needs of a senior college. That was all agreed upon. Now then, the question came up, what size of a library should you have? It was agreed that the library was too small. Now, how do you solve that problem? Do you add on to it, or do you build a new building; and if you build a new building, how large should it be? I talked as hard as I could and with some success, thank goodness. I said that my point is that you should build a library big enough so that it won't need to be added onto in a short period of time, because libraries are a little different than classrooms. You have to develop a flow of students through it and consider the location of your archives and the location of your periodicals and the location of your books. If every two or three years you are adding on a little addition, it just wouldn't be practical. So I think I did my best selling job on that particular point in my time. It has 100,000 square feet in it, and [with the old Library] we would have 120,000 square feet. At that time, Georgia Southern had 120,000 square feet. But don't let's build a library that you are going to have to, in a short time, add on to.
- TS: You mentioned one of your achievements as establishing good community relations. I wanted to follow up in that by asking you, if you would, to talk a little bit about some of the people who should be mentioned as major contributors to the college's development -- contributed, not just necessarily in money, but contributed a lot of support to the institution.
- HS: Well, we would always think in terms of civic clubs -- their memberships and the people in leadership positions

in the civic clubs. Of course, the members of the legislature were very vitally important. Every year we would bring the group of legislators to the campus to explain our needs and to solicit their help and support. Then the various professions themselves participated such as through the Symposium. I suppose that we gained more good publicity through the Symposium than most anything one could do, because you were bringing together the professions of medicine, law, dentistry, and religion -- all of those together focusing on something that was going on on the college campus. From the very, very beginning, we created a lot of interest from the community by having programs on the campus that were open to the community at no charge. We had, as I remember, the Norman Luboff Choir. We used to bring each year the Atlanta Symphony. We had Jose Molina's Spanish Dancers. We had, I remember, the American Operatic Company that gave a performance of Die Fledermaus. None of these required any admission. It was open to the public, and we were encouraging them to come in. Then there was a group of the Junior League people in the City of Atlanta. Their group brought in lectures on various kinds of art, furniture, porcelains, and things of that sort. Some of them came from Williamsburg. That used to bring a group of people from Atlanta up here who would not otherwise come to this college. Then the newspapers would pick these up, like the Symposium. We got worlds of publicity from that. One thing we did in the early days of the college that helped us to become better known was that whenever we hired a new faculty person or new administrator, we asked them to provide us with biographical information, but we also asked for a picture. In the early days of the college, Virginia Hinton, who had had some journalism background and had worked in newspapers and so on, was serving as an interim public relations director. Maybe it was the fall quarter, and we would have a dozen new faculty coming. Well, we would space those -- just send one in this week and one in next week and one two weeks off. We were told -- of course, it has probably long been forgotten -- that we had one of the best public relations programs -- "How in the world do you do this? Where do you get all this publicity?" Of course, we were new, and that is always an attraction. The campus was beautiful. This was before Cullene M. Harper came. When Cullene Harper came, of course, she took over as Director of Public Relations.

TS: Are there individuals in the community you could single out because they gave exceptional support to the college?

HS: Well, of course, the people at the *Marietta Daily Journal*

would be -- Otis A. Brumby, Jr. and Bill Kinney, and J. Carrol Dadisman in the early days. Of course, the members of the Foundation. Robert T. Garrison who was the Chairman of the Board of Trustees of the Foundation for the first three years of its existence is a person of great accomplishments himself and was a figure that would be respected. Mr. William H. Dunaway, Sr., Mr. R. Steve Tumlin, Mr. James T. Anderson, Jr. -- this is a bad thing because I'm likely to leave somebody out. Conley Ingram. Of course, one body that was just tremendous, and still is, is the Chamber of Commerce and the various people who were presiding over the Chamber of Commerce and their Board of Directors. I served on that Board one period of time. The Chamber would be interested in the promotion. They had a committee each year for four-year status; they were very much involved in it. I'm sure there are others that I have not mentioned.

TS: I think Sidney Clotfelter was involved.

HS: By all means! Sidney Clotfelter was one of the greatest at raising money. He took great pride in the college and is still on the Board. Of course Otis A. Brumby, Jr., was on the Board of Trustees from the beginning. Al Burruss and Joe Mack Wilson. Jack Henderson. Ed Kendrick was very supportive in the very early days when he was a senator.

TS: The college is so young that we really have not had time to have that many alumni in position to make large contributions; but the Alumni Association did begin, I believe, during your years. Would you like to say anything about that?

HS: I think that every college should have the support of their alumni, and this is usually done through an association which is composed of leaders in the classes that have attended college, student leaders and future alumni. So we realized that we should have as soon as possible an active alumni association. So we organized, developed a charter, and went through all of the procedures necessary to become a tax exempt organization for the raising of funds. In the early days, of course, it was mostly just a small group of students. I met with them periodically and encouraged them. We did get some help from the alumni people at Georgia Tech, who helped us in writing a constitution and bylaws -- not writing, of course, but giving us suggestions that we might consider. There was no director of alumni affairs in those days, because it couldn't justify itself in the very beginning; but, ultimately, Spec Landrum became the first director of alumni affairs. I noticed where he is

retiring here very shortly.

TS: He became the director probably right before you retired, didn't he?

HS: That's right. He was employed to be a director of alumni and to help in development. Of course, today, it is Frank E. Wilson who is the Director of Alumni Affairs.

TS: When you were listing, at the beginning of the interview today, the things that you took pride in, you mentioned openness. We talked about that a little bit through our interviews, about the way the committee structure worked and so on. But one thing I don't believe we have talked about was the establishment of grievance procedures on campus, which would be part of that openness. Would you say a few words about how the grievance procedures came about and who was responsible for developing the, the role of the faculty, and such as that?

HS: In the early days of the college we didn't give a great deal of thought to such things as grievance procedures; in fact, it was sort of a new term when we ultimately did. That, of course, had its relation to the various movements in society today. The affirmative action, the rights groups of various kinds, and so on, felt that they were not being heard. Then they had the feeling that they should be given more attention and the grievances should be given more attention. The legalistic aspects of it, of course, were coming to the front. So it wasn't only in this institution, but in all institutions in the University System. We were encouraged and advised to develop grievance procedures on each campus and have them printed and published and made available to all the faculty. So we did our part in this. I mean by that, as an institution we were following the recommendations of the staff of the Board of Regents. The Assistant Dean at that time was Dr. Betty Youngblood, and she served at my request on the committee to develop a set of grievance procedures that would be developed with faculty participation and, ultimately, faculty approval. Such a set of grievance procedures was created and was voted on by the faculty. I think there was not over one or two negative votes. I felt very, very good about that; I thought it was an excellent procedure. In fact, it was put to the test on one or two occasions before I left. I had a feeling it was very adequate at that time. There may have been things that have happened that would outdate that set of grievance procedures. I don't know. But the faculty all the way participated in it. They had hearings as I recall; ultimately it was presented at the faculty meeting by the Assistant Dean, Dr. Betty

Youngblood. I don't know whether it is functioning, but it functioned before I left and adequately.

TS: Do you think that the college had a good record on affirmative action in general?

HS: Yes, I do. I have no negative feelings on that. It is something that grew out of just nothing from the beginning. Of course, you have to stop and think that the times changed over these years. When we opened the college, we set our sights on having no one with less than a master's degree in the teaching position in the subject they taught. There was a scarcity of women at that time that were meeting these qualifications. We had, of course, the director of nursing; that came naturally, I guess. We had women in the library. I don't even know what percentage it was along the way of the teaching faculty. There may be a larger number of women than men now. Do you know?

TS: In 1986-87 it is 107 full-time males and 93 females. It is pretty even.

HS: I would say so. But I remember where it was hard to find even men with master's degrees in some subjects, like mathematics, for example. I never had thought of it as being a major problem in the very beginning, but I think that probably it grew as time changed. I don't know that I can add anything to that.

TS: In 1975, you were the recipient of the Cobb County Citizen of the Year Award, which is really probably the highest honor that somebody in Cobb County can receive. I was wondering if you would say a few words about who awarded it to you, how you found out about it, and how you reacted to it, at that time?

HS: The award is made by the *Marietta Daily Journal*. I don't know with whom they conferred, but I'm sure that they probably have a committee; maybe they bring in some people from the Chamber and they discuss it. But the award is one made by the *Marietta Daily Journal*. I had no knowledge of any likelihood of even receiving such an award because I had respected those people that had received it in the past. I did not anticipate that I would be qualified for it; but it turned out that I was; and it was a complete surprise to me. At a Chamber of Commerce annual dinner meeting, I was asked to come forward and accept the award. Of course, I was greatly honored. You could always think of others who deserved it as much or more, but I was very grateful for it. I

guess that's about all I can say.

TS: You also the following year received the Liberty Bell Award. Could you say a word or two about that?

HS: That was interesting. The person who called me up one day, who is an attorney here in the community, said he wanted to talk with me a little bit. "I will just come right out and tell you," he said. "You have been selected to receive the Liberty Bell Award, and we would like for you and your wife to come to the dinner on such and such an evening." Of course, I was very surprised. I don't think I had ever heard of the Liberty Bell Award, but we went and it was a very nice function. They have invited us back each year.

TS: What was the organization?

HS: The Cobb County Bar Association. I began to learn something about the Bar Association. That year there were supposedly about 300 attorneys in Cobb County -- I couldn't have imagined it. It is a big organization! It is an award that they make every year.

TS: In September, I believe it was, of 1980 you announced your retirement. It was a surprise to most everybody at the time, I think. What factors added to your decision to retire during the 1980-81 school year?

HS: Well, with that year I had completed 46 years in education. They had been joyful years, and I believe successful years. I couldn't have asked for any more success or enjoyment of anything I might have done. I did not want to be a "lame duck" president. We know what a "lame duck" president would be. It would be everybody knows who is going to take his place and so on. So I just felt like January 1 was a good time to leave. I had all the success or more than I could ever have dreamed of in the beginning. There were no problems; I had no problems. I only shared it with Audrey Wrigley, my secretary, who typed my letter of resignation, and Sue, my wife. Then I carried it down on Friday to Chancellor Vernon D. Crawford, and presented it to him and asked him not to mention anything until after Monday. Monday was a good time because that was the kickoff dinner or breakfast for the Foundation Fund Drive. I couldn't go around telling different people... "he told you and he didn't me, and that sort of thing." So the Foundation Board was there. I invited all the Administrative Council to come to that meeting, although I think we had done that before, and invited the student government people and the editor of the student newspaper to come.

During the preceding year, on occasion somebody would say something. I think there was even a rumor out maybe a year or two before that that I was considering retiring, but I don't believe anyone knew about it until that morning. At the beginning of the new year, and it seemed to me that whoever was going to be acting president ought to have that opportunity to work on the budget for the year in which that person was going to be serving as president. Obviously they would need to have an acting president during the time of recruitment. It seemed to me that if, as it turned out, Dr. Eugene R. Huck was the acting president, he should have the opportunity of preparing the budget for that year and also to prepare the annual report. It was a very good timing in that we had just finished Southern Association visitation and accreditation. So that was a good point. I thought that I had done about all that I could do.

TS: We had our first graduating class of the four-year school at that time.

HS: That's right. That was another thing. I thank you for mentioning that because it was a thrill and period of satisfaction to be presiding over a first class of graduates of four-year students. It was just timely.

TS: So I guess in terms of summing up the state of the college at that time, you felt that you had really accomplished your objectives here and had no other particular goals in mind?

HS: Actually, the Library building was very nearly completed. The Southern Association had just completed an accreditation visitation. I wanted not to drag it out for a long period of time and to give whomever would follow me, even in a temporary position, time to plan for the following year. I thought it was most appropriate at that time.

TS: Let me ask you a general question that just came into my mind. In decision-making, was it typical that you made you decisions yourself or were there people that you particularly counseled with? I know with a lot of decisions, the whole faculty is involved and so on, but on important decisions in your career, did you have a mentor or anybody that you turned to, or did you basically make your own decisions?

HS: Of course, I had a staff meeting every Monday morning. The staff included the Academic Dean of the college, the Student Affairs Dean, the Controller, and the Director of Public Relations and Continuing Education. With that

group every Monday morning we would meet in my office for about an hour to discuss anything that seemed to be coming on the horizon or that we had not completely discussed previously. So I had student affairs represented, fiscal affairs represented, academic affairs represented, and the college relations represented. I made a wrong name for that committee originally -- I called it an Advisory Committee. I didn't like that because it appeared that maybe just this little circle was advising me on affairs of the institution when, in reality, the Statutes say that the Administrative Council is the advisory body.

TS: The Administrative Council, according to the Statutes is the advisory body?

HS: It is written in the Statutes. I like that because it had all the divisional chairpeople, the librarian and the student affairs. It was quite a large body of students represented; we had three, I think, student representatives. We met once a month. It was an open meeting. We didn't publish any agenda. We met in the Seminar Room in the Library in those latter years, and we sat in a circle. We'd go around, and everyone was asked to say whatever they would like to say. If there was some particular issue coming up that we might ought to discuss, in anticipation of the decision or something of that sort, it gave everybody a chance to say whatever they wanted to say. It was strictly an advisory body to the president. It was not a body responsible to the faculty. Now the other bodies that were responsible to the faculty included the Curriculum Committee. The Executive Committee to the faculty was merely there to only act for the faculty on situations that had to be handled between quarters or something. Most of the time it involved a student appealing a graduation requirement or something of that sort. It didn't act very often, because the faculty met every month. The Board of Regents policy calls for the faculty to meet once a quarter and to be presided over by the president. That is what the policies of the Board said when I was there. Then the faculty had various committees -- the Curriculum Committee, Statutes Committee, Student Activities Committee, Academic Council, Student Affairs Council.

TS: The Student Activities Committee and the Student Affairs Council.

HS: There was a whole list of them. They were always listed in the catalog so everyone knew who was on that committee. Some of them were elected by the faculty. Some of them were appointed by virtue of their office.

But, I always felt that it was a rather open committee. Now, each of these bodies would be expected to write and keep minutes. And these minutes were subject to the approval of the faculty. Anything that the Academic Council did, or Student Affairs, must be written up in minutes and distributed to all the members of the faculty to be either approved, amended, or disapproved at the faculty meeting. Most of the time they were approved. On the other hand there were times when somebody would question or disagree, and that was for the faculty to decide. The faculty in most of the activities on the campus was the body most responsible for the functioning of the college -- not the president, not the deans. Of course, there are certain things that are administrator decisions that have to be done by the dean or the president or someone, depending on their function. We had maybe too many committees. I don't know. Some people don't choose to have as many committees, I suppose; but I liked it because I felt that it was open. I liked to meet every month, if nothing else for the faculty to see each other. You know sometimes even as small as we were when I was here, you may not see somebody except at a faculty meeting. So we kept minutes of all the faculty meetings. You go to the Library, and you will find the minutes of all these committees and councils and the administrative council. I believe in faculty participation very, very much.

TS: So, basically, what you are saying is the advice on which you operated came almost exclusively from the faculty and staff at the college.

HS: Yes. I didn't have any outside advice. People would maybe express an opinion; but as far as the administration of the college, it was handled here in the college. Now, of course, I was responsible to the chancellor of the University System; and I would meet with him on occasions. Once a month, the University System presidents, the deans or vice presidents of academic affairs, and controllers met as a group. At that time the chancellor and his staff would present various matters that had to be taken under consideration. You are talking about budgeting, about policies, and regulations, and things of that sort. But most of all the operating decisions were handled right here on the campus.

TS: You worked through Christmas of 1980, I believe; and then you had several months vacation, I guess, coming to you. I think officially you were here through March, but in fact the acting president that came in the beginning of January was Dr. Eugene R. Huck. It's been a little over

six years now since you've left. Obviously retirement seemed to suit you just fine, because you are looking as good as you did six years ago, I think, if not better.

HS: You are kind. I look in the mirror every morning myself, you know, and I can see the differences; but I am happy. I've never regretted a bit of it.

TS: Could you say something about what you have been doing in retirement?

HS: Yes. I would say right now that this has been an interesting experience for me. I didn't anticipate being involved in oral history. It has been a real pleasant thing, and a very interesting thing. I appreciate the opportunity. I realize that whatever we have been discussing could very well be a good deal of the contents of the history of the college at some later time, which I hope will be written, as most colleges do. I think we have a real unusual opportunity to get first-hand a lot of the information that many colleges have not been able to do. I remember I was at Tech when the first history of Tech was written by Dr. Brittain, and there have been three since then. But we have the opportunity. I would hope that you interview many people.

TS: We will do as many as we can as funds hold up and energy holds up. I really would like to interview every one.

HS: You will find in the Library all my annual reports. Every year I made an annual report. I wouldn't say they are great documents by any means. They are full of statistics and other things, but I think it would be worth at least checking a little bit. Every year a president is expected to prepare an annual report. They are not particularly unique, but it could give you some ideas.

TS: I appreciate it very much that you devoted so much of your time to this project.

HS: If you want to meet again, I would be pleased to do it anytime.

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