George Peabody School of Forestry—Dean Don J. Weddell
College of Education—Dean O.C. Aderhold
College of Business Administration—Dean Alvin B. Biscoe
Henry W. Grady School of Journalism—Dean John E. Drewry
School of Home Economics—Dean Pauline P. Wilson

The efficiency of management under the code of laws prepared by President Caldwell has been amply demonstrated.

While the state, through the Board of Regents, has been fairly liberal in its appropriations, still there is much to be desired in that direction. Not the least of Dr. Caldwell's burdens has been the equitable division of limited means for the carrying out of numerous projects to which the word "must" was applied. Like all his predecessors in the office of chief executive he has had to wrestle with the problem of inadequate financial support, but he has made a successful and satisfactory job of it.

World War II lay entirely within his administration. The University of Georgia had its duty to perform and met the requirements of the hour at every turn. Its chief contribution, aside from the students and alumni it sent to the battle lines all over the world, several hundred of whom never came back, was the work of the Naval Pre-Flight School located on the University campus.

Here were trained thousands of young men for their part in aerial combat after receiving further training at other camps. To accommodate the large number attending the Pre-Flight School called for the practical abandoning of the greater part of the Physical equipment of the University. The furnishing of office rooms, to say nothing of dormitories, dining halls and living quarters presented a problem of mammoth proportions, but it was met and solved.

The United States government did its part in erecting a number of new buildings, improving grounds necessary for outdoor exercises, and
sending in a full corps of teachers to conduct the training of the aspiring young aviators. It was hard enough to provide a regular faculty with so many members leaving at the call of the draft boards or from personal choice or from being sent to various places to fill positions of importance, but to add to the troubles of meeting the demands of the situation an also insurmountable obstacle presented itself in regard to providing adequate rooming facilities. Practically all the dormitories for women and all the dormitories for men were called into use for the naval students. The sororities had to help out by taking in a number of non-members and several of the fraternity houses had to be rented for the use of women students. The boys had to struggle around and get accommodation here, there and yonder out in the city. It was a hectic time, but the University furnished the service to the nation in its hour of need.

At one period of time during the war, a large contingent of the Army Student Training Program was taken in charge out at the Co-ordinate College for a nine-months program taught by the members of the faculty of the University. About eight hundred students took advantage of the program earning college credit for the work done. The Naval Pre-Flight School had one of the best football teams in the country. The government had prepared for the naval students elev football fields on that part of the campus south of Lumpkin Street, and all the boys had ample space in which to play.

During the war several million dollars were spent on new buildings on the University campus and on the repair and re-arrangement of old buildings. Some of those buildings came in very well for use after the war and some of them are practically useless for University purposes.

Just here the present writer wishes to get something off his chest which may be eliminated in the future from these pages as being purely sentimental and of no historical value, but the writer may know nothing about the elimination as by that time he will either be shoveling coal
or walking the streets of the New Jerusalem.

Down on old Sanford Field, where the boys for years and years had been playing baseball, they erected a building to be used for indoor drill, physical exercise, equipped with a lovely bathing pool and so arranged acoustically that no one could hear and understand much of anything. It cost in the neighborhood of half a million dollars. On the outside it looked like a factory building, having a tall, unsightly smokestack to add to its general ugliness. It is beyond all doubt the ugliest building on the campus, whatever other advantages it may possess. It does provide ample space for registering students at the opening of each quarter session, but even then it possesses the disadvantage of being a quarter of a mile from the office of the registrar where all the records are kept.

The other building that I want to get rid of is in respect to Old College. That was the first college building erected on the University campus. It was begun in 1802 and finished in 1805. It was in a sense the birthplace of the University. When I was in college it was used as a boarding house and for three years I slept in Room No. 9, second story, corner room towards the library building.

There is nothing old about the building today. Some fifty years ago the walls had to be torn down and replaced in order to make the building safe for occupancy. But when the Navy came along and took charge of the old building as a dormitory, nothing in the way of room arrangement suited those in charge, and they had everything torn out on the inside and remodeled the whole building. When the old boys go back to see their old roosting places they will be bewildered. I went up to see my old room recently and found that it had been cut up into several rooms. I did manage to approximately locate the spot where my old bed stood. Of course the interior of Old College is new and better looking,
but in the heart there are some things that count for more than looks or present convenience.

Now it has been turned into an administration building for the use of the president and the deans. I do not begrudge them their elegant offices, for they deserve all they have and more, but there is just enough sentiment in me to regret that the old building has in any way been changed. It seems like an institution might have preserved its birthplace even if it should wear out with age.

There was something holy and sublime about Old College. It was known in my college days as the Summey House and as such it is wrapped up in my memory.

So much for the fitful musings of an old man foolish perhaps but an ineradicable part of him.

During the latter part of 1944, President Caldwell, having made a thorough study of the needs of the institution in order to bring it up to what he considered to be a reasonable status of efficiency from the standpoint of administration, instruction and equipment, set forth a program for some plans for the development of the University of Georgia. This was done after thorough consultation with the members of the faculties of all the colleges and schools comprising the University at Athens.

This was done in order to acquaint the legislature of the state with the actual needs of the institution. The sum total of money actually needed was considerable in size. It amounted to more than five million dollars. The greater part of this sum was to be used in the construction or needed buildings but a generous part for the enlargement and improvement of the instructional forces. There was no padding of the requests. The statement was thoroughly conservative. Every dollar asked for was needed.

The state has not made the necessary appropriations up to the present time, but there is every reason to believe that they will be made
at no distant day... In fact, during the session of the legislature in Jan
January and February 1947, there was every indication that the major
portion of the requests would be granted, but the unfortunate political
agitation over the governorship of Georgia got everything in a tangle and
cased the legislature to adjourn without passing even a general
appropriation act. There is every reason to believe that success will crown
the efforts to carry out the recommendations made in this thorough and
well-prepared statement of President Caldwell. Looking to the future
development of the University.

Indicative of the scope of the proposed improvements are the
following suggested amounts required for the proposed improvements, though
account of the increased costs of building material and labor, the amounts needed now would have to increased by at least twenty-five
per cent.

<table>
<thead>
<tr>
<th>Building</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Building</td>
<td>$800,000</td>
</tr>
<tr>
<td>Chemistry Building</td>
<td>400,000</td>
</tr>
<tr>
<td>Class room building</td>
<td>250,000</td>
</tr>
<tr>
<td>Administrative Building</td>
<td>250,000</td>
</tr>
<tr>
<td>Dining Hall and Student Union</td>
<td>800,000</td>
</tr>
<tr>
<td>Demonstration School and Shops for Vocational Training</td>
<td>225,000</td>
</tr>
<tr>
<td>Class room buildings and laboratories for College of Agriculture</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Dormitories</td>
<td>800,000</td>
</tr>
<tr>
<td>Central Heating Plant</td>
<td>300,000</td>
</tr>
<tr>
<td>Repairs and equipment of present buildings</td>
<td>300,000</td>
</tr>
<tr>
<td>Laboratory equipment</td>
<td>135,000</td>
</tr>
</tbody>
</table>

In addition to this proposed outlay on the physical plant
there will be needed from the state an annual appropriation in round numbers
of one million dollars. To some this may appear as a dream. That it may be, judged by the past, but it will be dream come true for the people
of Georgia are waking up to the needs of the situation and they will
provide the money.

If there is one thing that challenges the attention of
President Caldwell, it is the subject of research. Prior to the administration of President Caldwell comparatively little had been attempted on this line of work, not that its value was not realized or that the faculty lacked the scholarly men to undertake it, but that there was a lack of money to carry it on effectively. But in recent years in several of the scientific departments there has been a notable increase in research, both on the part of the regular members of the faculty and by those special research experts appointed to membership in the faculty. Much effective work of this kind is now being done in all the scientific departments and in the College of Agriculture. There is nothing in the University that gives more promise.

Prominent among the achievements of this administration has been the development of the Division of Fine Arts. The Department of Music was organized under the administration of Chancellor Snelling and that of Art under President Caldwell's administration. One of Chancellor Sanford's best pieces of work was done in securing the co-operation of the federal government in the building of the beautiful and commodious Fine Arts building at a cost of approximately half a million dollars. In this work he had the hearty and effective assistance of President Caldwell. The development of the Music and Art departments has been one of the most effective movements of Dr. Caldwell's administration. The work done in these departments is known far and wide and students come from every section of the country to take advantage of the opportunities there afforded them.

The University Press is another part of the scheme of development that challenges attention. Thoroughly equipped and in expert hands it has printed a number of books by various authors and furnishes a ready medium through which the literary products of the faculty members can be readily given to the public in attractive form.
One of the gravest problems that have faced Dr. Caldwell's administration has been that arising from the vastly increased attendance of student and the consequent shortage of housing accommodations and difficulty in securing the needed members of the faculty. While the task has been a difficult one it has been worked out satisfactorily. The United States government has been of great help. Something like one hundred trailers were secured and a regular trailer city sprang into existence on the campus of the College of Agriculture for the accommodation of the married veterans and their families. When the war came to a close a number of army barracks were set up on that campus that can be used until either the registration of students recedes or better quarters can be provided.

The veterans have an average attendance of around four thousand. It was necessary to set up a regular Veterans Department through which all the details could be managed. This work was placed in charge of Dr. J. Thomas Askew, a member of the department of political science who has done and who is still doing an admirable job. He will eventually return to his regular work when the attendance of veterans in the future will necessarily decrease.

It is thoroughly realized that the enrollment at the University will never go back to the forty-thousand mark. It is expected that it will level back from its present figures to between five and six thousand and the projected plans for the near future are based on such an enrollment.
And now for the closing words of this all too-extended story of the University of Georgia. It has been written perhaps in too much detail, but to the writer at least all of it has seemed worthy of record and preservation. Not everyone will agree with him no doubt, but to him the University of Georgia, with all its struggles, its trials and its tribulations, is an institution that in many ways takes rank alongside those that have sailed through smoother seas and have basked in the sunlight of financial plenty and prosperity.

Great scholars and great spirits have guided it across the one hundred and forty-six years since it opened its doors to the service of the youth of Georgia. Meigs, Brown, Finley, Waddel, Church, Lapscomb, Tucker, Bell, Boggs, Hill, Barrow, Snelling, Sanford, Caldwell, all men of character, ability and lofty ideals, have guided its course up to this good hour. Under their leadership and that of the faculty members who served under them, the University has made a record that will endure and of which its thousands of loyal sons are justly proud.

Acknowledging the debt it owes to Abraham Baldwin, who drafted the first charter ever awarded by legislative enactment to a state university in America, who secured its passage by the legislature of Georgia and on which on January 27, 1785, was affixed the approving signature of Governor Lyman, it has surmounted every obstacle in its pathway and by ability, perseverance and unflinching devotion to high ideals has reached its present honored position among the educational institutions of the world.

From the solitary member of the faculty, President Josiah Meigs, at the opening of the University in 1801, the number of faculty members has risen to three hundred and twelve; from the first log hut, twenty by twenty feet in size in 1802, and costing less than two hundred dollars, in which the first students were taught, the increase in buildings has
carried the total number to more than four hundred with a value that runs into the millions of dollars; from the initial endowment of forty thousand acres of land that actually yielded about $140,000 the endowment funds have increased to a present value of $1,080,537; from an original campus of 633 acres, all of which was sold except thirty-seven acres, the campus has been enlarged to more than three thousand five hundred acres; from the start with forty thousand acres of land and no equipment, the value of land, buildings and equipment has reached the sum of $7,800,000 for the furnishing of financial aid to worthy young men and women seeking a college education, the loan funds of the University have increased from nothing to the present value of $1,379,375; from direct state appropriations of a total of one hundred thousand dollars during the first century of the University's existence, the figures have mounted to an annual appropriation of approximately $7000,000; from the words of Baldwin in the University charter linking religion and education indissolubly as the guiding agencies of college education, faithfully across the years to the present time in which the University has kept faith with its founder; from a library of some fifty volumes to one of large size, even if too small for present uses and soon to be found in a million dollar home with appropriate additions from among the best books of the world, from one liberal arts college to nine well-established colleges on the University campus that cover every useful and uplifting department of education; from a dream of what should finally constitute a real University education provided by the state, up to the realization of the high ideals of all who have labored in its behalf and who have given gladly and unselfishly much of mind and spirit to its development—the life story of which in a mode
modest and humble way has been told in the preceding pages.

Sixty-two years ago, the writer, a fifteen year old graduate of the Boys High School of Atlanta, first set his feet upon the hallowed soil of the old campus and at the close of his college days bore from the old chapel stage the degrees of M.A. Master of Arts and Bachelor of Laws.

Across those sixty-two years there has never been a beat of his heart, a thought of his mind, a yearning of his spirit that has not carried with it his love for the University of Georgia.

Today, as he faces the western hills, in the quietude of the old campus, with holy and happy memories floating down from the hills of boyhood, with loving memories of those rare spirits that meant so much to him in life and deep appreciation of those with whom he is still highly privileged to associate, and under the gracious benediction of the years, in love and affection for his Alma Mater he subscribes his name.

Thomas Walter Reed,
M.A., Class of 1883
LL.B. Class of 1889
CHAPTER XV

THE BOARD OF REGENTS

THE ADMINISTRATION OF THE UNIVERSITY FROM

1932 to 1947

(Manuscript pages from 2647 through 2812)

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All the state-supported institutions for higher learning in Georgia are now governed by one board, the Board of Regents of the University System of Georgia. But prior to the organizing of that board January 1, 1932, each institution had its own board of trustees and there was not much co-ordinative effort between the several institutions. There was certainly no system as to financial support by the state, no satisfactory method for arriving at the real needs of the institutions, no effective safeguard against over-spending an appropriation, no prevention of duplication of effort in the educational services rendered. These faults were all known to exist, but no effective movement had been made to cure them. The institutions were doing good work but there was a lack of co-ordination.

When the state legislature met and made the appropriations to the several institutions for their maintenance, each had its representatives on the ground endeavoring to get as large an appropriation as possible. The claims of each college were presented before the committees on appropriations and then personal contacts were made with different legislators and a regular political scramble was the ensuing result. The institution that had the biggest political pull got the choicest hand-out. There never was enough state money to meet all the just demands, and consequently some of the institutions really suffered.

The educator who had the strongest influence for years was the late Dr. Marvin M. Parks, who for many years was President of the Georgia State College for Women at Milledgeville, and while the appropriations he secured may not have been in any way excessive, considering the demands on his institution, they were nevertheless relatively more generous than those secured by other institutions. Dr. Parks was a good organizer and when he put behind his requests the enthusiastic and tireless work of the good women who had attended his institution, he was a hard leader to beat. That haphazard way of securing state support resulted in an unbalanced program among the several institutions.
There was no strict budgetary control of expenditures by the colleges themselves. True it was that the colleges would make out their budgets, but some would live within them, often with great difficulty, and some would go far beyond them and turn up at the end of the college year with sizeable deficits, trusting to luck in securing a deficit appropriation from the legislature. As a matter of fact the deficiency appropriation bill was generally passed.

One year three of the institutions, and the University of Georgia was not one of them, came up with deficits totalling considerably more than one hundred thousand dollars. All the institutions were cut ten per cent in their appropriations in order to meet these deficits and with the money thus saved the deficiency appropriation bills were provided for. The institutions that had stinted themselves and lived within their budgets were penalized, while those that had spent beyond their income got their debts wiped out. I told my former roommate, Governor Hardwick, that such action could not be successfully defended, but that was the way the legislature had acted and he signed the bill accordingly. The three institutions had spent the money for a good purpose and I was glad to see them get their debts paid, but the legislature should have provided the money without taking it out of the appropriations to colleges that had lived within their income.

Practically no effort had been made up to that time towards standardization of courses offered, and students attending one institution would have a decided advantage over students attending another.

Local pride and ambition, backed by the political powers in the localities, had succeeded in multiplying the number of institutions until there were twenty-six in Georgia, a larger number of state supported institutions for higher learning than in any other state except Texas.

For a number of years here and there could be heard expressions of disagreement as to the organization of the colleges for higher learning in the state. Too many colleges, too much duplication of effort, too much politics in securing state appropriations, too much lack of co-ordinated effort, too much ineffective spending
of money. There was a general opinion among the alumni and friends of the University of Georgia that it was the chief sufferer.

The alumni had come to realize their strength when they threw it behind any movement in an organized manner. They had backed Chancellor Snelling in his efforts to secure increased financial support from the state legislature and had enjoyed the fruits of their labors. They had realized what could be done when a committee had successfully fought for the re-organization of the Law School and had secured the contributions that made possible the erection of Harold Hirsch Hall, the home of the Lumpkin Law School.

Then they stepped out into a wider field of endeavor and on December 7, 1929, appointed a committee to survey higher education in Georgia and report to the Society. That committee consisted of Philip R. Weltner, Class of 1907, as chairman, Gordon C. Carson, Class of 1904 and Pope F. Brock, Class of 1911. The work done by those three men, as evidenced by the report they made later on, marked the turning point and led the way to a veritable revolution in the state-supported institutions for higher learning in Georgia.

These three gentlemen spent six months before they completed their work, reporting to the Alumni Society June 17, 1930. That report started the ball rolling, and one year from that time the re-organization bill was passed by the General Assembly of Georgia and received the approval of Governor Richard B. Russell, the bill under which the University System of Georgia has been operated since January 1, 1932. That Act contained almost every suggestion and recommendation made by this committee in its report to the Alumni Society. To a large degree, therefore, this committee is due the credit for the good results that have come from the changes in the law governing the state-supported institutions for higher learning in Georgia.

The government of the University of Georgia and its development subsequent to the passing of the re-organization bill has so many points of difference from the old regime that liberal excerpts from that committee report made to the Alumni
Society are here given:

"Immediately upon giving consideration to the task presented by this survey, it was seen that the problems relating to higher education in Georgia, and especially as it affects the institutions supported by the state, are of two distinct kinds. First and foremost come some few but vitally important questions of a political nature, involving the fundamental structure of the existing University system, its control and maintenance; second, some questions relating to the strictly technical side of higher education. Your committee is firmly of the opinion that it is useless to attempt to solve problems of the latter type, however serious they may be, or even to make a comprehensive survey of them, until the plan of organization of the existing system is radically altered. Whatever improvements may be possible in methods of instruction and whatever additions and extensions of physical equipment and facilities are imperatively needed, must be preceded by a revolutionary change in the executive management of the state's institutions of higher education.

"It is therefore deemed essential, in the beginning, frankly to recognize the factors in the situation which are impeding the growth of higher education generally in the state. The conditions referred to are anomalous. Through the exigencies of politics and other fortuitous circumstances, the several institutions of higher learning, supported by the State of Georgia, have reached a point where sharp rivalry exists in the matter of procuring legislative appropriations. Instead of the University of Georgia and its branches comprising a system of unified schools, working together under common leadership and direction for the promotion of higher education, we find several colleges, nominally branches of the State University, constituting a disjointed collection of independent schools, each working almost without reference to the others and having its own special interests more largely in view than that of the University System as a whole.

"Your committee is not aware of the entire extent to which this illogical situation has resulted in duplication of effort and facilities, in waste of resources
and in generally halting the progress of higher education in the state, but it may be safely asserted that if the state wishes to prepare itself adequately for the future, if it wishes to strengthen these institutions to meet the vastly greater demands which will undoubtedly be made upon them by the increasing numbers of ambitious young men and young women seeking a college education, extreme care must be taken to abolish what may be termed 'lost motion' in the educational machinery. With limited resources available, those reservoirs must be used intelligently. Funds must not be disbursed according to the political sagacity of rival college heads, but according to the real needs of higher education. Curricula must be devised not in the interest of any individual branch of the system, but rather as a part of a comprehensive plan involving the best interests of the whole.

"At the outset we are faced by the fact that Georgia is supporting more institutions of higher education than any other state in the Union except Texas. The communities in which these colleges are located are progressive and will naturally oppose any proposal that appears to lessen their importance. But we wish to keep pace with our sister states in the field of advanced education, and if we do this we are faced with the alternative of abolishing a large portion of the existing state institutions, in spite of local influence in their favor and in continuing our efforts upon two or three only; or of devising a scheme by which, although located upon campuses in different cities and towns, these several schools shall form a coherent organism composed of parts which, having different functions, yet are completely co-ordinated and working in unison toward a common object.

"In order to eliminate the two most glaring defects of the existing arrangement - financial competition and lack of unified effort - the sine qui non is centralized control. This must be the basic principle of any scheme of reorganization of the state system of higher education. A governing body must be created which will direct the affairs of the numerous institutions with a single purpose in view - the most efficient utilization of the resources available for the promotion
of higher education. This committee, while insisting that some method of centralized control is essential, is not wedded to any one plan.

"With the administration difficulties of the University System cleared away, the road will then be paved for the making of a survey of the technical problems of higher education."

The report of the committee then lists the colleges of higher education and their respective student enrollments, and submits evidence of much duplication of effort, contending that a survey should be made by experts in the field of higher education, in order to arrive at what should be done to reduce duplication and bring about co-ordinated effort. It called for better financial support by the state, but in order to get that support pointed out that the proposed reorganized University system "must give assurance that the several institutions will jointly avail themselves to the best advantage of whatever added facilities are given them and show that whatever faults, if any exist, of a technical nature, that can be remedied have been remedied."

The committee strongly recommended that a percentage of the state's income be allotted to the cause of higher education. In the final enactment of the bill by the legislature reorganizing the University system, this recommendation of the committee was not followed, but the state has given as generous support as possible and has been thoroughly sympathetic in its treatment of the institutions of higher education.

The committee urged that all believers in higher education all over the state be organized into "a militant body with the avowed purpose of securing friends in the next legislature who will favor the passage of laws essential for the unification of the University System" and the carrying out of the proposed changes suggested in the report.

The report of the committee was unanimously adopted and the fight was over. Not only the committee but also the leading alumni got busy. The ensuing year was one of faithful and persevering work. The result was victory all along the line.
At the meeting of the Alumni Society in June 1931 the new president, Dr. Phinizy Calhoun, stressed the importance of all that was contained in the above report. The proposed reorganization was almost at hand. It came that year with the passing of the bill creating the Board of Regents of the University System of Georgia, which contained practically all the alumni were contending for and which was the concrete result of their labors. In less than three months from the Alumni Society meeting the legislature had enacted into law the chief recommendations made by the alumni.
The Board of Regents

The spirit of reform was abroad, not only in higher educational circles but also in all of the departments of state government. The governor of the state and the members of the state legislature were in the forefront of the battle to make more effective every department of state government, to abolish every unnecessary office, to eliminate duplication of efforts, to bring about economy, and, while properly caring for all interests of the state, to do away with all extravagance and wastefulness in the expenditure of public funds.

Thus it was that House Bill No. 298 was presented for the consideration of the General Assembly. That bill was the result of much thought as to all of its provisions. A number of the brightest minds in Georgia took part in its preparation. That portion relative to the institutions of higher learning in Georgia embodied the ideas and many of the recommendations previously made to the Alumni Society by the committee, of which Philip Weltner was chairman. In fact, that part of the Re-Organization Bill relating to the Board of Regents and the higher educational institutions came from the pen of Mr. Weltner.

The Re-Organization Bill did not go to its passage without much discussion and debate, but as a whole it was generally approved and its margin of victory was a comfortable one, showing that the lawmakers were forward-looking and willing to take advanced steps towards the achievement of greatly needed improvements.

The new Act bore the name of the "State Government Re-Organization Executive Branches Bill" and was approved by Governor Richard B. Russell, Jr., on August 38, 1931. Governor Russell, himself a graduate of the University of Georgia, Class of 1918, was especially interested in that portion of the bill dealing with the University and its branches and lent the power of his influence to its passage.

The story of the establishment and the successful
accomplishments of the Board of Regents will be told more or less in
general terms concerning institutions other than the University of
Georgia and somewhat in detail as to such work of the Board that more
strictly touched the University of Georgia. For such information not furnished
herein reference is made to the minutes of the Board of Regents at the
state capitol.

Article 6, Sections 45—77 of the Re-Organization Bill dealt
with Board of Regents and its powers. The name of the cooperation was
changed from "Trustees of the University of Georgia" to "Regents of the
University System of Georgia."

At the time, the state-supported institutions for higher learning
in Georgia were twenty-six in number, viz., the University of Georgia
and the following twenty-five institutions, named as branches of the
University of Georgia:

School of Technology, Atlanta
College of Agriculture, Athens
South Georgia Teachers College, Statesboro
Georgia State College for Men, Tifton
State Agricultural and Normal College, Americus
Georgia Medical College, Augusta
Fourth District A. & M. School, Carrollton
Georgia Vocational and Trade School, Monroe
Georgia Industrial College, Barnesville
Seventh District A. & M. School, Powder Springs
Eighth District A. & M. School, Madison
Ninth District A. & M. School, Clarkesville
Tenth District A. & M. School, Granite Hill
South Georgia State College, Douglas
Middle Georgia College, Cochran
Bowdon State Normal and Industrial College, Bowdon
Georgia State Womans College, Valdosta
State Teachers College, Athens
North Georgia College, Dahlonega
School of Agriculture and Mechanic Arts, Forsyth
Georgia Industrial and Normal College, Albany
Georgia Industrial and Normal College, Savannah
Georgia Experiment Station, Griffin
Coastal Plains Experiment Station, Tifton
Georgia State College for Women, Milledgeville

The government of the University of Georgia and all of its branches was vested in a Board of Regents. All trust funds or property, real, personal or mixed, that may have come to the institutions through gifts or donation or devise were transferred to the Board of Regents, the terms of the trust to be observed by the new governing body.

The Board of Regents was to consist of eleven members appointed by the Governor and confirmed by the Senate, one from the state at large and one from each of the Congressional districts. The Governor was to be an ex-officio member of the Board. No person holding any official position with the University of Georgia or any of its branches could be a member of the Board, nor could any person be eligible who should be an employee of any school book publishing company, nor could there be more than five members of the Board alumni of any one of the institutions or schools named in the bill.

The term of office of one member was made concurrent with that of the Governor, holding office at the pleasure of the Governor and subject to removal by him, two were to hold office two years, four for four years and four for six years, and their successors for six years. In case of death or resignation of a member the Governor was to fill the place by appointment for the unexpired term,
subject to confirmation by the Senate. The Board was to elect one of its members as chairman. A secretary was authorized at a salary not exceeding five thousand dollars.

The Board was authorized to establish its own rules and regulations and was vested with all the powers of former Boards of Trustees of the University of Georgia and its branches. Failure to attend two consecutive Board meetings called for rendering an excuse in writing and failure to attend three successive meetings rendered the seat of such member vacant.

The board, through committees, was directed to make at least one visit per year to each of the institutions in the University System of Georgia and make report thereon. Members were to be paid seven dollars per day and actual transportation expenses to and from the meetings of the Board.

The Board of Trustees of the University of Georgia and the several boards of the branches of the University were abolished and the management of all the institutions was placed in the hands of the Board of Regents. All acts of the legislature hitherto passed that were in conflict with this act were repealed and those not in conflict remained in force and effect.

The writer, having served for twenty-two years as Secretary of the Board of Trustees of the University of Georgia, was naturally very deeply attached to that Board. He could not feel otherwise than sad in saying goodbye officially to all the splendid gentlemen who made up that Board and with whom he had been so closely and pleasantly affiliated. But he knew that there were many things in the new law that meant progress for the University and more effective work in the future.

There was one section in the reorganization bill as first prepared that contained, in his judgment, an element of danger. That was the section in which the tenure of office of Board members was fixed at four years. He saw that with the tenure of office fixed at four years and the number of members fixed at eleven, any governor holding office four years would have the naming of enough
members to control the Board. Hence the danger of politics playing a part in the membership of the Board. He went to Atlanta and brought that point to the attention of State Senator John W. Bennett, his old college classmate, who at that time was chairman of the Senate committee that had the reorganization bill in charge, and urged him to get that section changed so as to fix the tenure of office at eight years, as contained in the law then governing the Board of Trustees of the University. He suggested that ten years would be better. He also talked the matter over with Governor Russell. Both officials agreed that the term of office of Board members should be lengthened. They succeeded in getting it changed to six years. The writer takes no credit for this final decision. He was simply giving his ideas on a subject that was clear to him. He still believes that it would have been better to have made the term of office at least eight years. Subsequent events proved the soundness of this opinion. In fact, six months later in a report made to the Regents by the committee on survey, of which Dr. George A. Works was chairman, occurs the following statement:

"Under the present provisions regarding the length of periods of service appointed, normal changes may make it possible for a governor to appoint as many as nine members of the Board of Regents. The Board, while appointed by the Governor, should not be subject to as rapid changes in personnel as may occur under the present legislation. The Survey committee recommends a change to a membership of either ten or twelve regents appointed by the Governor with terms of either ten or twelve years, one term to expire each year."
Governor Russell was not slow in appointing the members of the first Board of Regents, and it was only a few days after the enactment of the law when he sent the names of the appointees to the Senate, where they were promptly confirmed.

The first Board of Regents was made up of the following members:

William D. Anderson, Chairman
Cason J. Callaway, Vice-Chairman
Erle Cocke, Secretary and Treasurer

Richard B. Russell, Governor of Georgia
Philip Weltner, Atlanta, Term concurrent with that of Governor

A. Pratt Adams, Savannah, 1st Congressional District
Term Expiring July 1, 1933

W. J. Vereen, Macon, 2nd Congressional District
Term Expiring July 1, 1933

George C Woodruff, Columbus, 3rd Congressional District
Term expiring July 1, 1937

Cason J. Callaway, Lagrange, 4th Congressional District
Term expiring July 1, 1935

Hughes Spalding, Atlanta, 5th Congressional District
Term expiring July 1, 1937

Wm. D. Anderson, Macon, 6th Congressional District
Term expiring July 1, 1935

Miss Martha Berry, Rome, 7th Congressional District
Term expiring July 1, 1935

M. D. Dickerson, Douglas, 8th Congressional District
Term expiring July 1, 1937

Richard B. Russell, Sr., Winder, 9th Congressional District
Term expiring July 1, 1933

Thomas F. Green, Athens
Term expiring July 1, 1937

The members of the first Board of Regents were selected with great care by Governor Russell. They were all Georgians of recognized ability and were thoroughly devoted to the work upon which they entered. Upon them fell the task of establishing in many ways a new order of procedure for higher education in Georgia. In later years their successors have carried on the work with conspicuous ability and great
success, but without making any invidious comparisons, to the members of the original board belong merited praise for having settled many vexatious problems and for having laid sure and enduring foundations.

Although it may somewhat break the continuity of the story, a brief biography at this point of the members of the first Board of Regents will be given, from which the reader can reach an easy conclusion as to their ability and the certainty of success that awaited them in their work.
Regents' First Meeting

Governor Russell really merited the congratulations that poured in on him when he announced his appointments to membership on that first Board of Regents. He had endeavored to select the very best possible Board and had succeeded admirably. Men of ability in several lines of work were named, able business men, able lawyers, able educators, able administrators. The success of the Board from the beginning was assured by virtue of its personnel.

Philip Weltner, who was named for the term concurrent with that of the governor, had been the chairman of the Alumni Society committee that had reported its findings to the Society in 1930, which report has been referred to in the preceding pages. In fact, the greater part of the Board of Regents Bill as it passed the state legislature came from his pen. He was the spearhead of the re-organization movement.

Other lawyers on the Board were A. Pratt Adams, a leading Savannah attorney, Hughes Spalding, one of the leaders of the Atlanta bar, M. D. Dickerson, a Superior court judge of distinction, Thomas F. Green, a prominent Athens attorney and former
member of the faculty of the Lumpkin Law School of the University of Georgia, and Richard B. Russell, Sr., Chief Justice of the Supreme Court of Georgia, who had for years served as Chairman of the Board of Trustees of the University of Georgia. From the standpoint of the law, the new Board was strongly fortified.

Two very able members came from the world of industry, outstanding Georgia manufacturers, William D. Anderson, president of the Bibb Manufacturing Company, and Cason J. Callaway, head of the large Callaway Mills at LaGrange. These two men ranked well at the top as financial managers.

From the business world came two able, progressive and energetic young men, W. J. Vereen and George C. Woodruff, who, in addition to a fine grasp of business fundamentals, were full of enthusiasm in their new positions.

From the strictly educational field came Miss Martha Berry, head of the well-known Berry Schools in Floyd County, who had demonstrated her ability by developing from a one-room log cabin a nationally known college whose history is a splendid part of the educational development of Georgia.

And as one of the chief requisites, all members of the Board had had college training and were familiar to a greater or less extent with the problems that faced the institutions for higher learning in Georgia that had been placed under their supervision.

All who were familiar with the situation knew that the hour of change had struck. The institutions were not going to be the same institutions any longer. It was the job of the Regents to make the necessary changes, to co-ordinate the work, to eliminate duplication of effort, to avoid the useless expenditure of money, to iron out differences and jealousies and bring about effective service by supervision from one central and controlling office.

It is doubtful whether the Board itself knew exactly where it was heading. Its members had a general idea of what they desired to do, but the solution of many problems in detail had to be worked out. But the Board went right down to work on the preliminaries preceding the first regular meeting.
William D. Anderson was named by the Board as its first chairman, and Cason J. Callaway as vice-chairman, two men of middle age and wide experience. Erle Cocke, University graduate of the Class of 1915, who since that time has risen to high position in the banking world, was selected as Secretary.

The first regular meeting of the Board was held on January 1, 1932, at the State Capitol in the office of Governor Russell. The Board was determined not to be interrupted during its proceedings. The doors were closed and no one was admitted from the outside except on invitation. It was like a grand jury session. The porter would call the name of the gentleman the Board wished to interview, the selected person would go in, he would remain there a short time and come out. He would know what he had said and what the members of the Board had said to him, but beyond that he would have no information to convey.

The session of the Board lasted all day and into the night and all day the next day. The waiting room was jammed with people. Practically every administrative officer of twenty-six colleges were there. None of them knew what the Board was going to do with him or with his college. As a general proposition it was regarded as certain that some of the colleges would pass out of the picture, some of the officials would step down out of office, some of the curricula would be changed, some of the financial arrangements for the future would be different.

It is doubtful whether any body of men ever put in a day of more strenuous work. They didn't by any means settle all their problems, but they did gather much information that could be used effectively in arriving at correct conclusions later.

Concerning the University of Georgia there was a shifting of administrative officers. Chancellor Charles M. Snelling ceased to be Chancellor of the University and became Chancellor of the University System of Georgia, with headquarters at the Capitol. He became the adviser of the Board in all educational matters, and thus the co-ordination of all the institutions began. Dr. S. V. Sanford, who had filled the offices of President of Franklin College and Dean of the University became President of the University of Georgia. That institution's chief executive
was no longer Chancellor, and the Board had gone back to the old designation of President, which had been followed from the founding of the institution up to 1859, when the first Chancellor of the University had been named. The special board of trustees of the Georgia State College of Agriculture having been abolished. That institution was to continue to function as an integral part of the University at Athens with a Dean at its head. So Dr. A.M. Soule remained as Dean of the College of Agriculture.

All the officials who were at the capital that day were in a good humor, and, while they didn't get much definite information concerning their individual problems, they did go back home with the conviction that the re-organization would work out well.

Outside the meeting room the representatives of the press were clamoring for news. They desired to inform the people of the state just what the new organization was going to do. So the first action of the new board was the drafting of a statement for the press, in which a general line of procedure was decided upon and the purposes of the Board were indicated. But as to specific news items, there were none. They would naturally come later. Here is what the Regents had to say through the press:

"It is the conviction of the Board of Regents that the people of Georgia intended to ordain by the Act creating this Board, that the twenty-six institutions comprising the University System should no longer function as separate, independent, and unrelated entities competing with each other for patronage and financial support.

"The manifest purpose of the Act creating the Board of Regents was to unify and co-ordinate the work of these institutions so that the educational program of each shall be integrated with that of every other institution and with the system as a whole. The result aimed at
is a correlated, harmonious and symmetrical structure, free from wasteful duplication, but providing the maximum of educational opportunity to the students of the state. In short, the emphasis has been shifted from the interests of particular institutions to the interests of the state.

"While the traditions, the welfare and the prestige of the several institutions of the System will be an object of care on the part of the Board, all of their problems are to be finally resolved by the answer to the question: What will best serve the educational interests of the State as a whole?"

"With this as the paramount condition, the constant aim of this body will be to establish and maintain a system of higher education that will command the sympathy and support of our educational leaders, and at the same time successfully meet our own needs by offering the young men and young women of Georgia the maximum of education.

"To accomplish this result, the Regents will, after a careful study, take such steps that to them seem best to co-ordinate and unify these institutions so that they will be related in purpose and regulated in scope. The only competition in which these schools will hereafter engage will be for pre-eminence in service and scholarship.

"The Regents will carry out the plain and manifest purpose and intention of the founders of the University, and the continuing purpose of our successive legislatures since 1785, and, by authority vested in them, will have one administrative head of the entire system in the person of a Chancellor of the University System of Georgia, who will be the official head of the entire University System and report to and be responsible to the Board of Regents."

The following four standing committees were named:

Organization and Law—Spalding, Adams, Dickerson
Finance—Callaway, Woodruff, Vereen
Education—Weltner, Berry, Green
Visitation—R. B. Russell, Sr., Weltner, Dickerson

T. W. Reed was re-elected as treasurer of the University of Georgia and all the heads of the several branch institutions were re-elected as follows:

M. L. Brittain, president School of Technology
J. L. Beeson, President Georgia State College for Women
Guy H. Wells, president South Georgia Teachers College
F. G. Branch, president Georgia State College for Men
J. M. Prance, president State Agricultural and Normal College
I. S. Ingram, principal 4th District A. & M. School
J. H. Walker, president Vocational and Trades School
T. O. Gallaway, president Georgia Industrial College
Claude Gray, principal 7th District A. & M. School
R. F. Gay, principal 8th District A. & M. School
W. A. Hatfield, Principal 9th District A. & M. School
W. H. Maxwell, principal 10th District A. & M. School
J. M. Thrash, president South Georgia State College
Lee H. Browning, president Middle Georgia College
George W. Camp, president Bowden State Normal and Industrial College
R. H. Powell, president Georgia State Women's College
Jere M. Pound, president Georgia State Teachers College
W. L. Moss, Dean State Medical College
John W. West, president North Georgia College
H. P. Stuckey, director Georgia Experiment Station
S. H. Starr, director Coastal Plains Experiment Station
Benjamin F. Hubert, President Georgia Industrial and Normal College
W. M. Hubbard, president School of Agriculture and Mech. Arts
J. W. Holley, President Georgia Industrial and Normal College, Alabama

As to borrowed money, all payments of past-due state appropriations were to be applied to pay the maturing notes given by those institutions and the notes could be renewed if payment could not be made. Then the Board passed the following resolution: "The Board does hereby pledge its full cooperation and support in securing the full payment of all legal obligations of each institution in the University System which existed prior to January 1, 1932, without the Board in any way assuming any legal liability therefor."
was no longer Chancellor, and the Board had gone back to the old designation of
President, which had been followed from the founding of the institution up to 1859
when the first Chancellor of the University had been named. The special board
of trustees of the Georgia State College of Agriculture having been abolished,
that institution was to continue to function as an integral part of the University
at Athens, with a Dean at its head. So Dr. A. M. Soule remained as Dean of the
College of Agriculture.

All the officials who were at the capitol that day were in a good humor,
and, while they didn't get much definite information concerning their individual
problems, they did go back home with the conviction that the reorganization would
work out well.

The question of finances occupied a large part of the time at that first
meeting of the Regents. In fact, that was the one question that was most pressing
for solution just then, for the finances of nearly all of the institutions were
in bad shape, owing to the fact that the state had fallen far behind in paying its
appropriations for the maintenance of the several colleges.

The cause of the state's delinquency in payment of its appropriations dated
back to the last two years of the administration of Governor Hardman. In passing
the state appropriation bill for two years, the Senate had loaded it with increased
appropriations amounting to nearly a million dollars. It was charged that the
Senate, being anti-Hardman, had deliberately loaded the general appropriation act
beyond what the income of the state would bear. That was what was charged. It is
not here asserted as a fact, but the appropriations became a debt of the state.
That was before the law was enacted directing the governor to scale appropriations
down to the actual income of the state.

Governor Hardman was a sound business man, and he balked when it came to sign­
ing the appropriation act. He said the appropriations were far beyond what the
state could pay and that he didn't see how he could sign the bill. The writer
remembers how he and Dr. Soule went to see the governor in his office and urged him to sign the bill if he could possibly see his way clear to do so. The bill provided increased appropriations for the University of Georgia and the College of Agriculture and the two institutions surely needed the money.

The Governor was not averse to signing the bill if he could be shown where the money was to come from. So he sent for State Auditor Sam J. Slate and instructed him to give him a carefully prepared statement of expected income and expected expenses for the two years covered by the appropriation act. State Auditor Slate performed his duty and the next day laid the statement on the governor's desk. It showed an approximate deficit of two hundred thousand dollars. That was much less than the million dollars Governor Hardman had fixed in his mind as the probable deficit.

Governor Hardman, accepting the estimate of the state auditor, decided that he would risk the two hundred thousand dollar prophesied deficit, and, believing that he might be able to pick up that much extra income during the two years, signed the bill and we were all happy.

But the State Auditor was badly mistaken in his estimate and Governor Hardman had been right in his first view of the situation. The actual income of the state failed to come up to the figures of the appropriation act, and the institutions did not get all their money.

The institutions had planned their budgets on the higher figure and there was no way at the late date to cut them down and continue to run. Therefore the institutions, exercising their authority to borrow money, went to their local banks and arranged loans for varying amounts in order to meet their obligations. January 1, 1932, found practically all of them in debt. The University of Georgia and the College of Agriculture had bank notes of more than one hundred thousand dollars each. The accounts were solvent if the state ever paid its appropriations.

The Board of Regents took what seemed at the time to the writer to be a rather
queer position. They took over all the assets of the Institutions, but would not take over the liabilities, that were chiefly notes owed to the banks that had advanced money when the state failed to pay its appropriations. The Board said it was going to start with an even balance and see to it that the accounts were kept in black and not red ink. The Board authorized the separate institutions to renew the notes, but they were not renewed in the name of the Regents. Directions were sent to all the local treasurers to pay out all income received after January 1, 1932 on nothing save debts incurred after that date and that payment on the bank notes could only be made out of any back appropriations that the state owed. The banks were a little uneasy, but what could they do but wait and see what the state would do? John White Morton, president of the National Bank of Athens, laughingly told the writer that he would feel bad as a University alumnus to have to levy on the University Chapel and put it up for sale. Of course, there never was any doubt about the banks getting their money. It was a mere matter of bookkeeping. The Regents owed the money and eventually would have to provide for its payment.

When the Board of Regents took charge in 1932, the total debt of the institutions was $1,159,918.95. In the end the institutions contributed $146,892.19 out of their current income in completing the payments on these old debts. The state paid the balance of the debts through meeting its past-due obligations. In the main the Regents followed their first determination, but in the end the institutions did pay some of the old debts out of their current funds.

Here is a statement from the treasurer of the Board of Regents showing how this indebtedness was finally canceled:
<table>
<thead>
<tr>
<th>Debit</th>
<th>Credit</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,074,415.45</strong></td>
<td></td>
</tr>
<tr>
<td><strong>By W &amp; A Discounts paid</strong></td>
<td>113,378.93</td>
<td></td>
</tr>
<tr>
<td><strong>By W &amp; A Discounts paid</strong></td>
<td>111,641.93</td>
<td></td>
</tr>
<tr>
<td><strong>By contributions from units of our system from their current funds</strong></td>
<td>146,892.19</td>
<td></td>
</tr>
<tr>
<td><strong>By W &amp; A Discounts paid</strong></td>
<td>78,535.45</td>
<td></td>
</tr>
<tr>
<td><strong>Plus contracted obligations of 1931 carried over to the year 1892 as per audit closed June 1933</strong></td>
<td>54,695.43</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,109,110.88</td>
<td>450,508.58</td>
</tr>
<tr>
<td></td>
<td>658,602.33</td>
<td></td>
</tr>
<tr>
<td><strong>Plus amounts for architects</strong></td>
<td>40,006.79</td>
<td></td>
</tr>
<tr>
<td><strong>By reduction of Tech, Cochran and Valdosta accounts</strong></td>
<td>67,422.83</td>
<td></td>
</tr>
<tr>
<td><strong>By reduction account various other differences</strong></td>
<td>19,079.28</td>
<td></td>
</tr>
<tr>
<td><strong>Plus accounts for Statesboro, Milledgeville, etc.</strong></td>
<td>10,801.26</td>
<td></td>
</tr>
<tr>
<td><strong>By State Appropriation, prior years paid</strong></td>
<td>622,908.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,159,918.93</td>
<td>1,159,918.93</td>
</tr>
</tbody>
</table>

Under the management of the Board of Regents, the different institutions are not allowed to go in debt. They are assigned a given amount in the annual budget and are required to keep within that amount.
They took over all the assets of the institutions, but would not take over the bank notes. The Board said it was going to start with an even balance and see to it that the accounts were kept in black and not red ink.

The banks were a little uneasy, but what could they do but wait and see what the state would do? Well, the state never did anything. The institutions kept up the interest on the loans and a year or two later the Regents assessed certain charges against the appropriations to the institutions which were paid out of those appropriations and the bank debts thus wiped out. The Board of Regents has seen to it that the use of red ink in the balance sheets has never been necessary.

Under the new law all the fees and miscellaneous income of the institutions were to be turned into the State Treasury, also all trust fund money had to be handled that way. It was pointed out that this would occasion a great deal of inconvenience to the institutions, would involve extra expense in the handling of funds, and would be especially troublesome in the making of purchases and the payment of bills. That was all smoothed out later on by the Regents.

But it was necessary to select a Treasurer at the very beginning, and in the selection of a treasurer, the writer had an experience here related.

The writer had for twenty-two years been treasurer of the University of Georgia and the College of Agriculture. It was natural that Erle Cocke, the new Secretary of the Board of Regents, should consult with him on a number of points. One day Erle came to him and asked that he go with him to LaGrange to talk over several questions with Vice-Chairman Callaway, since Chairman Andersen was in New York and these matters had to be attended to.

We went over to LaGrange and called at Mr. Callaway's office. Erle was called into the office and the writer was left in the waiting room. Right there he sat for about two hours. At the expiration of that time, Mr. Callaway and Erle came out of the office. I had never seen Mr. Callaway but once, on the occasion of the first Board meeting. He had a welcoming smile on his face, and after shaking hands he bade Erle and myself go to dinner with him. Returning to his office, he had his secretary hand him two or three type-written sheets and he began to read
them to me. Then it was that I discovered what he and Erle had been talking about all that time in the morning.

I was to be treasurer of the Board of Regents with offices in Atlanta at the capitol, in charge of all the money and accounts and trust funds of all the institutions. All of the duties of the new office were set forth.

Mr. Callaway asked me what I thought about it. I thanked him for the confidence reposed in me and the offer of this honorable position, but told him that I could not accept it, that my whole life, since graduation, had been spent in Athens, that most of my closest friends lived there, and that it would be like pulling a tree up by the roots. I told him I would appreciate being left in my position in Athens, but that if that could not be done, I would return to my profession of journalism.

Mr. Callaway smiled with that gracious smile so characteristic of him, and said: "I think you have made the right decision, Mr. Reed. I think that is the advice I would give, if I had a son in your position. You can go back to Athens and keep your position as local treasurer."

Mr. W. Wilson Noyes was elected as treasurer of the Board of Regents and has filled that position efficiently up to the present time.

The Board was not long in settling the question of handling the different funds. Each institution has its own local treasurer, collects its fees and miscellaneous charges, receives its state money from the Regents, makes its own contracts under approval of the Board, pays its own bills, handles its own trust funds and other funds. The Board has its own system under which all budgets are approved and all receipts and expenditures of money are reported periodically by the several institutions. The arrangement worked out by the Regents is comprehensive, covering every detail and safeguarding all funds and their expenditure, yet the details are all attended to by the local treasurers and net results cleared through the Regents' office at the Capitol. It is in every way a complete and satisfactory arrangement, meeting every requirement of the law.
Having disposed of the most pressing questions, the regents turned their attention to a number of questions of interest to the different institutions and held another meeting on Feb. 12, 1932.

At that meeting Nat B. Stewart, a graduate of the University of Georgia in the Class of 1893, brought to the attention of the Regents a very important matter. Mr. Stewart had served in consular work for the United States in many foreign countries and was regarded as an authority in his line of work. He asked the Regents to establish in the University of Georgia a chair for the preparation of young men for careers in the diplomatic service. The Regents took that suggestion under advisement, but the proposed chair has not yet been established. It is true that the University arranged a number of courses and prescribed a regular curriculum for those wishing to enter foreign diplomatic service and a number of students have taken those courses, but no specific chair or department has been provided. The main work has been done in the department of political science. It is probable that Mr. Stewart's suggestion may yet bear fruit and that such a chair may be established in the University, for one of the convictions that has come to the American mind is that this country needs more skilled and better prepared diplomats in order to sit in diplomatic councils on anything like even terms with foreign diplomats.

It was at this meeting that Harmon W. Caldwell, then teaching in the Law School, was given leave of absence for the session 1932—1933 to pursue his studies at Harvard and win the degree of Doctor of Law.

The Georgia State College for Women at Milledgeville was authorized to erect a library building, having on hand $47,256.20 it had saved for that purpose.

The Board then turned its attention to what it considered one of its chief duties, that of making a thorough investigation of all the
institutions with the end in view of thoroughly correlating their work and eliminating useless expenditures and duplication of work. The Chancellor was directed to recommend the steps to be taken to eliminate all such duplication of courses and a resolution was passed that "the action of the Chancellor and of the Chairman of the Committee on Education in applying to the General Education Board for funds with which to make a survey of the University System of Georgia is hereby ratified and approved."

The Regents, while recognizing the value of Summer Schools, declared that they assumed no financial responsibility for their operation in any institution under their control. They were feeling their way very carefully as to the expenditure of the funds at their disposal.

The Board soon discerned that the business coming before it mounted in volume from week to week and at the meeting on April 29, 1932 the desk of the secretary was piled high with requests for the solution of many problems.

The question of awarding honorary degrees came up. There was not much favorable sentiment among Board members on this subject. The Board declared that no honorary degree could be conferred unless it had the affirmative vote of at least nine of the eleven members of the Board, that no more than five degrees could be conferred in one year, and no more than two degrees of the same nature. These could only be conferred through recommendation of the faculty of the University of Georgia or the faculty of the Georgia School of Technology, and all nominations must lie over for one year after being presented to the Board. Under these strict regulations the Board has thus far conferred only one honorary degree, that of Doctor of Laws on President Franklin D. Roosevelt in 1939.

The movement to carry collegiate education to the people
of Georgia who could not attend college on the several college campuses through the medium of extension and correspondence courses inaugurated several years before, claimed the attention of the Board and it was decided that such instruction should be given only by the University of Georgia, the Georgia School of Technology, the Georgia State College for Women, the Georgia State Teachers College, the Georgia State Women's College, the South Georgia Teachers College and the College of Agriculture. At the same time extension workers were declared to not be members of the college faculties, and that only those faculty members ranking as associate professors and full professors shall be allowed the privilege of voting in the faculties.

The radio appropriation of $3000 was eliminated from the budget of the College of Agriculture and the radio establishment at the institution was abolished.

The Civil and Electrical Engineering Department in the University was transferred to the Georgia School of Technology and the School of Commerce at Georgia Tech was transferred to the University. The Evening school at Georgia Tech was made a part of the General Extension Department in Atlanta. All of this was done to avoid duplication of teaching.

At this meeting of the Board there appeared for the first time evidence of some dissatisfaction with President Soule, and within a year the connection of that educator with the College of Agriculture ceased.

Quoting from the minutes of the Board: "Chairman [Name], of the Committee on Education, discussed the 1932–1933 budget of the Georgia State College of Agriculture, taking up several items therein and suggesting that, in view of the difficulties presented thereby, he could not recommend the re-election of A.M. Soule as president of
that institution." It was decided that the Board should meet on May 10th to give further consideration and that Dr. Soule be requested to be present. When that meeting was held Dr. Soule was re-elected for a term expiring on July 1, 1933. It was simply putting off the final break for one year, for at the end of that year he was not re-elected.

It was decided at the meeting in May 1932 to establish the Division of General Extension in Atlanta with Dr. J. C. Wardlaw as Director. Dr. Wardlaw had been directing this work for the University. On his removal to Atlanta the office on the University campus was closed and that work passed under the control of the Board of Regents. The University had built up a good library in this department, inventoried at $14,378.46, and this was donated to the University System and was removed to Atlanta.

Survey by Dr. Works and Committee

The Regents fully realized the need for fuller information on a number of questions regarding to the successful management of the institutions that had been placed under their direction and they sought the very best and the most reliable advice from the very beginning of their work. They did not wish to make important decisions without thoroughly understanding the ground upon which they stood.

Chancellor Snelling had for a long time been a strong advocate of educational surveys. He very correctly maintained that information should be sought from those educators of great ability and wide experience in the handling of collegiate problems, not that their recommendations could all be adopted but that the governing body would be enabled to see the situation more clearly and be in better shape to make wise decisions. He was in touch with the General Education
Beard and at a former time, while serving as Chancellor of the University, had received valuable information through a survey made by Dr. Henry Suzalla. Now in order to get a full survey of the entire University System, he and Chairman Weltner, of the Committee on Education, had succeeded in securing an appropriation of $20,000 from the General Education Board and the naming of a committee to make the survey under the chairmanship of Dr. George A. Works, Professor of Higher Education, University of Chicago. This committee began its work in March 1932.

The Survey Committee, as originally constituted, in addition to Dr. Works had the following membership:

Edward C. Elliott, president of Purdue University
Henry Suzalla, president of the Carnegie Foundation for the Advancement of Teaching
George F. Zeoks, president of the University of Akron
L.D. Caffman, president of the University of Minnesota
Charles H. Judd, Dean of the School of Education, University of Minnesota.

Developments made it impossible for Dr. Suzalla to serve.

In the discharge of its duties the Survey Committee had the services of the following specialists:

Agriculture, Agricultural Extension and Experiment Stations: T. Thomas P. Cooper, Dean of the College of Agriculture, University of Kentucky.

Buildings: Ray L. Hamen, Department of Education, George Peabody College for Teachers

Commerce: William H. Spencer, Dean of the School of Commerce and Administration, University of Chicago

Engineering: H.P. Hammond, Director Society for the Promotion
of Engineering Education

Extension: Chester D. Snell, Dean of the University Extension Division, University of Wisconsin

Forestry: Henry Solen Graves, Dean of the School of Forestry, Yale University.

High Schools: W.F. Lusk, Carriere, Mississippi

Home Economics: Miss Jessie Eriss, Head, School of Home Economics, University of Tennessee

Junior College: Doak S. Campbell, Division of Surveys and Field Studies, Georgia Peabody College for Teachers

Liberal Arts Curriculum and the Senior College: Fred J. Kelly, Chief, Division of Colleges and Professional Schools, United States Office of Education

Medicine: Dr. William H. Howell, Chairman, National Research Council

Preparation of Teachers: Charles H. Judd, Dean of the School of Education, University of Chicago, and Doak S. Campbell, Georgia Peabody College for Teachers

Registrars' Offices: Ezra Gillis, Registrar, University of Kentucky

Student Personnel: A.J. Brumbaugh, Dean of Students in the College, University of Chicago

Veterinary Science: C.H Stange, Dean of the Division of Veterinary Medicine, Iowa State College of Agriculture and the Mechanic Arts

The work of this committee began in May 1932 and was continued except for an interruption during the summer until the middle of February, 1933.

The committee, in making its report, said: "Special mention should be made of the assistance given by Chancellor Snelling. He has been much interested in the work of the committee and has given freely
of his time and energy to the work."

The main principles that guided the committee in its work are set forth in the introduction to the report of the committee, in which among other things, it is stated that "no state University should hold itself aloof from the life of the people who make possible its existence."; that "a hand to mouth policy will not give the people of the state the largest return on their investment in higher education;" that "the state of Georgia's program of higher education bears earmarks indicating that at times the ambitions of communities have superseded the broader interests of the state;" that the re-organization of Georgia's system of higher education cannot be adequately effected without bringing hardship into the lives of many individuals" IT was maintained that "these hardships should be reduced to the minimum but they should not be allowed to prevent the necessary changes from being effected" The committee indicated the goals toward which the University should move and stated that "years will be required for the complete realization of the suggested program."

The work of the Survey Committee was done with great care. Ample time was given to all necessary investigations. The report to the Board of Regents of the decisions and recommendations covered more than one hundred pages of print and the Regents were put in position to take effective steps towards the re-organization of the entire system of higher education in the state-supported colleges.

Roughly speaking, fifty-five recommendations were made by the committee. Of that number forty-one have been adopted and put into operation. There was no special objection to the remaining fourteen, but circumstances had not been such as to warrant their adoption.

This report in pamphlet form is in the files of the Board of Regents and no detailed review is here given. One very interesting
fact is noticeable, the fact that a majority of the most important recommendations had already been made in the report of the committee of the Alumni Society, through Chairman Philip Weltner and his two colleagues, Pop Brock and Gordon Carson. The report of the Survey Committee simply backed up the judgment of the Weltner committee and showed conclusively that that committee had in reality blazed the way over which the forces favorable to re-organization had fought for recognition and had finally won their fight before the state legislature. The Alumni committee had pointed out the need for abandoning the policy of making separate appropriations for the maintenance of each college and for the substitution of a lump sum to be allocated by the Regents according to the needs of the several institutions; had recommended the reduction in the number of junior colleges and the abandonment of high school instruction in the colleges; had insisted on such re-arrangements as might be necessary to eliminate duplication in teaching; had urged the removal of the government of the colleges as far as possible from politics; and had pointed the way to a more thoroughly co-ordinated effort on the part of all the state-supported colleges.

The report of the Survey Committee was such as to demonstrate the correctness of the views of the Alumni committee and to justify the legislature in taking steps to carry out those suggested changes. And without minimizing the good results of a survey by outside parties, it may also be stated that there were several leaders right on the ground in Georgia who were fully apprised of most of the needs before the survey was made.

At the meeting on October 14, 1932, Miss Martha Berry presented her resignation as a member of the Board. The Board regretted the loss of its only woman member, who for ten months had manifested much interest in the work of the Board and, through her long experience in the
At the meeting of the Board on June, 2, 1932, Chairman W.D. Anderson presented his resignation as a member of the Board. He had given five months to the work of organization and had seen the Board develop into an effective body. His heart was in the work but he felt that he could no longer neglect his personal business affairs. He was at the head of the Bibb Manufacturing Company, one of the largest cotton mills in the South and it was easily understood that his five months service as a member of the Board and its chairman had been rendered at a considerable sacrifice.

A few days later, at a meeting of the Board, June 17, 1932, Mr. W. Elliott Dunwoody, of Macon, under the appointment of Governor Russell, took his seat as Mr. Anderson's successor. To succeed Mr. Anderson as Chairman, Philip Weltner was promptly named, but he just as promptly declined that post, stating that his term of office would end at an early date, and that he had a man to propose for the position of chairman. He placed in nomination Hughes Spalding and referred to him as "my friend, your friend and that friend of the boys and girls of the state." Mr. Spalding was elected unanimously.

Associate Professor of Engineering U.H. Davenport was promoted to a full professorship.

At the meeting on October 14, 1932, Miss Martha Berry presented her resignation as a member of the Board. The Board regretted the loss of its only woman member, who for ten months had manifested much interest in the work of the Board and, through her long experience in the
educational field, had been able to give much valuable advice on
numbers of important questions.

Mr. E.S. Ault, of Cedartown, Ga., was named by Governor Russell
to take the place thus vacated by Miss Berry.

Arrangements were made for the dedication of Harold Hirsch Hall,
the new Law School building on the University campus, on October
22, 1932, and the dedication of the Joseph E. Brown dormitory on that
campus in January 1933.

Chancellor Snelling submitted plans for the standardizing of
courses of study in all the institutions under the control of the
Regents. This work continued for several years, and was completed as to
its many details by Chancellor Sanford.

Plans for the cooperation between the U.S. Department of
Agriculture and the University System as to a program of Rural Education
were submitted and approved.

A new Governor had been elected in Georgia, Hon. Eugene
Talmadge, succeeding Governor Richard B. Russell, who was transferring
to a seat in the United States Senate, a position he has held for
the past fourteen years. Governor-elect Talmadge was presented to the
Board and invited to attend its meetings. Th Board meetings on
Dec. 17, 1932 and January 13, 1933 were taken up with more or less
routine business, but the meeting on April 14, 1933 was full of action
on important questions.

Two new members took their seats. The law allowed the
Governor to name one member to hold office concurrent with the term of
the Governor. For that position Governor Talmadge named Hon. Marian
Smith, of Atlanta, and Mr. Weltner, who had held a similar position
under Governor Russell's appointment, retired from the Board.

Judge T.F. Green, member from the Tenth District having retired,
Mr. Paul Burson, of Walton county had been named in his place.
The School of Veterinary Medicine in the College of Agriculture was discontinued. The Survey Committee had recommended this step, stating that the expenditure of money necessary to make that School all that it should be would be larger than warranted by the comparatively small attendance of students, that "there is no apparent need for more than one veterinary college in the area represented by the Southeastern State;" that "Alabama has a program for the training of veterinarians and there is no need for one in Georgia."

The office of President of the Georgia State College of Agriculture and the Mechanic Arts was abolished and the College of Agriculture was made a definite part of the University, presided over by a Dean.

The office of Registrar and Treasurer of the University of Georgia was divided so as to have two officers instead of one. T.W. Reed remained as Registrar and John D. Belton was named as treasurer.

In the interest of economy, traveling expenses of officers and members of the several faculties were restricted.

All high school work in the colleges was abolished, except in the institutions for negroes and in the colleges for whites, allowed only where used for practice teaching.

A uniform teaching load for members of the faculties presented an important problem, and it was decided that such be adopted, covering instruction, laboratory work and research for comparable types of colleges and as far as possible a uniform salary scale was to be adopted, "taking into consideration living conditions in the different localities, as well as preparation, experience and demonstrated ability."

All summer school fees were ordered to be put in the general treasury.

All colleges in the University System were placed under the intensive system of instruction, except the Georgia School of Technology.
The University Law School and the Georgia Medical College.

It was ordered that the University of Georgia should have four quarters to the year including the Summer School and each quarter to be not less than eleven weeks.

The South Georgia Teachers College at Statesboro was made exclusively a teacher-training institution with both two-year and four-year curricula.

All courses at the Georgia State Women's College at Valdosta were discontinued except the Liberal Arts courses and practice school courses.

The North Georgia College at Dahlonega was discontinued as a four-year college and was made a regular two-year college, with F.G. Branch as president. That didn't sit very well with the alumni of that college, but they kept up the standards especially in the line of military science. Under the presidency of Dr. J.C. Rogers the North Georgia College made great progress and came to rank within the first ten of the military science colleges in the United States. Then came World War II and the emphasis laid on Military Science proved its worth. Then came the pay-off and in February 1946 the North Georgia College was restored to its former rank as a regular four-year or Senior College.

It was decided that all Freshman and Sophomore women students at the University of Georgia should attend the Co-ordinate College, the name given to the old State Teachers College after it had been merged with the University.

It was decided that all courses in the Junior colleges should be standardized.

The name of the Georgia Medical College was changed to the University of Georgia School of Medicine and the State Agricultural and Normal College in Americus became the Georgia Southwestern College.
Carrollton was selected as the location of a new Teachers College over Bowdon and Powder Springs. The new college was named West Georgia College and Professor I.S. Ingram was chosen as its president.

There was evident dissatisfaction concerning the management of the College of Agriculture, for a resolution was passed against that college training men only for agricultural leaders and directing that "it should be conducted so as to train men to become practical and efficient farmers." A committee consisting of Governor Talmadge, and Regents Ault and Burson was named to select a Dean of the College of Agriculture.

R.B. Troutman, Harold Hirsch, M.E. Kilpatrick, Sanders McDaniel and W.H. Barrett asked the Board to establish a Chair of Ethics and Morals at the University. The Board decided that it was not wise to take any action on that subject at that time, as such a course was already being offered without establishing a chair with a full professorship.

In the judgment of Chancellor Snelling the time had come for him to lay down his work. He had come to the University in 1888 as an instructor in mathematics. He had, in succeeding years, been promoted on up to a full professorship, had served for years as head of the department, as Dean of the University, as President of Franklin College, then as Chancellor of the University and then as Chancellor of the University System of Georgia. All this represented the loyal service of a great educator for forty-five years.

Chancellor Snelling wrote a letter to the Board showing his work in securing $20,000 from the General Education Board for the Survey of the institutions in the University System, of his securing Dr. George A. Works and others to make the survey which had been done and the
report of the committee had been made to the Board. Continuing his letter Chancellor Snellings said: "The work proposed by the Survey Committee will not be a matter of one year or of two years. I feel that I am not equal to the task, indeed I could not hope to see it through. I am therefore asking that you let me give way to a younger, more active and more vigorous man, who can live with the program and bring it to a full realization. I should like, therefore, to have you name me as Chancellor Emeritus and assign me duties that would continue to identify me with the work."

The resignation of Chancellor Snelling was accepted and a resolution was passed expressing "the sincere gratitude and full appreciation of the Board for the long and meritorious services given by the Chancellor for education in the State institutions of Georgia."

Following the resignation of Chancellor Snelling, the Board, on May 12, 1933, created the office of Director of Education and to that office elected Philip Weltner.

Regent R.B. Russell, Sr., dissented as to the name of the office, pointing out that the law required the election of a Chancellor, and that his vote was not in opposition to Mr. Weltner, but that he felt that Mr. Weltner should be Chancellor and not Director of Education. The views of Judge Russell were controlling and the name of Chancellor is still used in designating the chief executive officer of the Board of Regents.

At this time Director H.P. Stuckey, of the Experiment Station was named as Dean of the College of Agriculture, and Dr. Andrew M. Soule, who had been the executive head of that institution for twenty-six years passed out of the picture.

Harman White Caldwell was made Dean of the Lumpkin Law School. In just two more years he would step up to the presidency of the University of Georgia.
The Board recognized Dr. Snelling as to a large extent the originator of the work of general extension through the University System colleges, and accordingly made him Director of General Extension in the University System.

Dr. Richard H. Powell was transferred from the presidency of the Georgia State Women's College at Valdosta to the University of Georgia faculty and made Dean of the Co-ordinate College, while Dr. Jere M. Poun president of the Georgia State Teachers College was transferred to the presidency of the Women's College at Valdosta.

At the June 1933 meeting of the Board of Regents, Mr. S.H. Morgan, of Effingham county, took his seat as a member of the Board, having been named by Governor Talmadge to succeed A. Pratt Adams, whose term of office had just expired, and the term of office of Judge Russell expiring at the same time, Sandy Beaver, president and owner of Riverside Academy near Gainesville, had been appointed in his stead.

The degree of Doctor of Philosophy was authorized for one or more units of the University System.

A contribution by Dr. Willis H. Bocock was accepted for the establishment of a fund "In Memory of the Alumni of the University of Georgia who served in the Great War."
When the Board of Regents took charge, the state appropriation act had already been passed for the fiscal years 1932 and 1933. Under that act a certain appropriation had been made to each of the institutions. The Regents had made up their minds to have that custom changed if possible, so that no institution would be exerting political pressure to secure appropriations for itself. The Board very correctly wished to have the legislature appropriate a lump sum for the maintenance of the entire system of colleges, and leave to the Board the allocation of funds to the several institutions as might be called for after the approval by the Board of the budgets submitted by the institutions. In that way there would be no more passing of the hat during legislative sessions. The Board itself would make out its budget for the whole system and would ask the legislature for the appropriation of a lump sum to cover the requirements.

No better system could have been devised, but it was not until the legislative session of 1933 that the sanction of the state governing body could be secured. Thereafter the appropriations have been made in lump sums and the Board of Regents has done the allocating to the several institutions.

The Board of Regents at its earliest opportunity took steps to cut out useless expenditures and that involved the abolishment of a number of the institutions, which very clearly were not necessary in the building up of a compact, unified, effective University System.

In 1933 the state legislature passed an act, which was signed by Governor Talmadge, under the provisions of which the Board of Regents was authorized to consolidate, suspend or discontinue institutions, merge departments, inaugurate or discontinue courses and abolish or add degrees.

With these sweeping powers in its hands the Board of Regents came down to real effective work and the following institutions went down under the swinging scythe of re-organization and consolidation:
College of Agriculture (merged with University of Georgia)
Georgia State College for Men, Tifton
Georgia Vocational and Trades School, Monroe
Georgia Industrial College, Barnesville
Seventh District A. and M. School, Powder Springs
Eighth District A. and M. School, Madison
Ninth District A. and M. School, Clarkesville
Tenth District A. and M. School, Granite Hill
Bowdon State Normal & Industrial College, Bowdon
State Teachers College, Athens (Merged with University of Georgia)

The attendance at the A. and M. Schools at Powder Springs, Madison, Clarkesville, and Granite Hill had dropped to extremely low figures and were evidently not serving effectively the purposes for which they had been established. Bowdon was in close proximity to the school at Carrollton and one of them could be dispensed with; the school at Monroe was within twenty-four miles of the University in Athens; the Georgia Industrial College at Barnesville could be closed as Gordon Institute in that place wished to consolidate with it. The State Teachers College and the College of Agriculture in Athens could be very easily merged with the University of Georgia. This action of the Board, while not very pleasing to several localities, was just the thing to be done to secure more efficient service, prevent the waste of money and bring about a stronger educational system. It worked well from the beginning.

One new college made its bow at this time, Abraham Baldwin College, at Tifton, Georgia. In the early part of 1933, Chancellor Snelling had resigned his position to become Chancellor Emeritus of the University System of Georgia, and Philip Weltner had succeeded him as Chancellor. Chancellor Weltner had in mind the establishment of a college for the benefit of farmer boys and girls, a college that would provide a curriculum specifically covering problems of the rural home, and not particularly preparing its students for higher collegiate work. His idea was to attract those boys and girls who had no idea of going on to a college degree, but
who could bring with them their special home problems, learn how to solve them
and go back home and put into immediate use the knowledge they had gained during
their short stay in college.

He chose to call the proposed college a "terminal" college. It was not sup-
posed to prepare its students for the higher classes in the University or degree
granting colleges.

There was much in the proposition that appealed to the Regents and the
"terminal" college was established and named in honor of the founder of the Univer-
sity, - the Abraham Baldwin Agricultural College. It had a good attendance from
the beginning, it met many of the problems envisioned by Chancellor Weltner, it
helped solve many agricultural and home problems, and its influence was for im-
provement and better home conditions on the farm. But it developed into anything
but a "terminal" college. Its curriculum from year to year moved nearer to the
Freshman and Sophomore requirements for Agricultural and Home Economics students
at the University, and presently a number of its graduates came on for the more
advanced work. More and more of its graduates continued to come to the University
until it finally sent more boys and girls to the University than any of the Junior
Colleges in the University System. Under the exigencies of World War II this
number of transfers to the University decreased sharply, but it will rise again
after the war is over.

In 1935 the General Assembly of Georgia passed an act regulating the interest
on state bonds held by the University of Georgia. This act authorized the state
to issue to the Board of Regents its obligations in the form of non-negotiable
bonds to become due fifty years from the date of issue and to bear interest at the
rate of 4½ per cent per annum, interest payable January first and July first. This
law is still in force and is similar to the Act of 1881 which was abolished in the
nineties, the only difference being that the rate is 4½ per cent instead of 7 per
cent as in the old law. This law provides for the redemption of any valid matured
bond of the state presented as the property of the Regents of the University
At a later date all of the property of the institutions that had been abolished was transferred to the political subdivision of the respective locations of the discontinued institutions.

Spirituality

In his annual report to Governor Talmadge, under date of January 22, 1934, Chairman Hughes Spalding, of the Board of Regents, after reviewing the progress made by the different institutions in the University System, concluded with a few well-timed remarks on "Spirituality" as applied to Regents, faculties and student bodies. His remarks were in keeping with the words of Abraham Baldwin's charter, in which the founder of the University stressed the fact that religion and education were the two great agencies in the upbuilding of high civilization.

Said Chairman Spalding:

"We are training our young people physically and mentally. A State Institution cannot, and should not, attempt to supply religious education of any particular creed or sect. However, it is our belief that the various Institution heads should not only say that they encourage the attendance of students upon religious worship, but they should actually do something to encourage it. Without attempting to prescribe ways and means, we would suggest that it might be a good plan for the registrars of the various institutions to furnish to the ministers in each city where our institutions are located, a list of those students who profess to be members of their creed or sect. The Presidents of our institutions could easily co-operate with the different ministers in securing the attendance of students in the churches of their choice.

"We suggest further that students who regularly attend their respective churches be given some appropriate credit at the Institution where they are registered.

"Everyone will bow the head at these observations, but it is doubtful if anyone will do anything about them.
"It would be refreshing at least to hear the name of God used reverently on our campuses and to learn that some old-fashioned praying was being done. Many of us have calloused hands and feet and "seats." How about the knees?"

At a meeting of the University's Council in Dahlonega, Chairman Spalding made remarks pretty much along this line and with a smile remarked that but for the presence of a number of ladies he would ask all present to exhibit their knees to show whether they had any corns on them. Incidentally, it may be remarked that practically all the members of the University faculty are members of some church, that many of them are deacons, stewards or hold other offices, that quite a number teach regularly in the several Sunday schools in the city, and that a large proportion of the student body can be found each Sunday in attendance upon services in the church of their choice. All this in addition to the work done by the Voluntary Religious Association, the regular religious organization of the University student body.

**The Survey Courses.**

During the services of Chancellor Philip Weltner, a radical change was made in the curriculum of the University and the other colleges in the System by the introduction of those studies known as the Survey Courses. Pointing out that the largest percentage of the college enrollment remained only through the Sophomore year, Chancellor Weltner maintained that our colleges "should undertake to make a permanent contribution to their undergraduates of such immediate value and validity that they would receive, however short their stay maybe, the maximum of benefit."

Accordingly the Board directed that certain survey courses, devised by the several faculties, and standardized for all the institutions, be made a part of the curriculum in the Freshman and Sophomore years.
These courses were as follows:

Two courses in the physical sciences to help the student to an understanding of the contributions made by the great scientists and how those contributions have influenced the civilization of which the student is a part.

Two courses in the biological sciences, to bring to the student an understanding of our physical life and the light thrown by present knowledge on the problems of physical well-being. No laboratory work in any of the survey courses is required, though numbers of laboratory science courses are provided as further requirements for degrees and for those desiring to specialize therein.

One course in functional mathematics to demonstrate the utility of that science in the complex relations of everyday life.

Three courses in the Social Sciences, to awaken a grasp of our social adventure, to give insight into how the social order of the present was born of the past, so that trends may be appraised and a better civilization may be built.

One course in the economic history of Georgia, especially its contemporary history.

The inauguration of survey courses was in the nature of an experiment, but the results have been highly satisfactory and the courses have remained as a definite part of the curriculum for the past twelve years and there is no desire now to abandon them. They are revised from year to year and are kept thoroughly up to date. In the beginning the syllabi were prepared by different members of the faculties after due consultation, and all revisions are made with great care. The survey course in Contemporary Georgia has become the source of much valuable information and in effect is a continuing story of the resources and development of the state.
Agricultural Extension.

For quite a number of years prior to the coming of the Board of Regents, the work of Agricultural Extension had been successfully carried on through the College of Agriculture. The Regents, however, decided that better results could be attained by providing for that work through a separate division, and it was separated from the College of Agriculture and made a separate and distinct division. It would require volumes to record the achievements of this division and no attempt will be made at this time to do so. Its contributions to the agricultural development of the State have been monumental.

Paul W. Chapman elected Dean

Dean H.P. Stuckey, of the College of Agriculture, filled that position just six months, when he decided that he wanted to go back to his former position as Director of the State Experiment Station. So he resigned and the Board of Regents cast around for his successor. A number of names were suggested for that position. On January 22, 1934 Paul W. Chapman was elected and has served effectively up to the present time. A more detailed account of his services will appear in the history of the College of Agriculture.

Erie Cocke resigned his position as secretary of the Board of Regents to enter the banking business in which he has risen rapidly to the top, now the chief official of the Fulton National Bank in Atlanta. Izzie Bashinsky was named as his successor. Harry L. Brown was named as Director of Extension.

The annual budget showed that during the year 1934 a large reduction in expenses of the different colleges had been effected.

Clark Howell, editor of the Atlanta Constitution, took his seat as a member of the Board, succeeding Hughes Spalding, who had resigned.
Cason J. Callaway was elected as Chairman of the Board to succeed Mr. Spalding and accepted the position as a temporary appointment.

Henry A. Shinn was elected as Professor of Law, succeeding J.A. McClain.

The Board took leave of Chairman Spalding reluctantly. He had made a great record and in testimony thereof the Board paid him the following tribute.

Tribute to Chairman Spalding

"When Hughes Spalding was elected to the chairmanship of this Board, it was because of his deep interest in the youth of the State of Georgia. His untiring efforts were conclusive proof of that interest. He gave himself unselfishly to the cause of enlightenment and truth. His zeal was only equalled by his wisdom; his judgment, only by his courage. He has left the service with the merited affection of his associates and their profound gratitude for his labors."

Mr. Izzie Bashinski, secretary of the Board having died, Andrew J. Kingery was elected to that office.

Cason J. Callaway gave up the chairmanship of the Board, his acceptance having been temporary, and to that position Marion Smith was elected, with Sandy Beaver as vice-chairman.

At the meeting on Oct. 9, 1934, the Board discussed the question of paying the old debts that came over from past administrations prior to the organization of the Board of Regents in 1932 and decided to ask the state legislature to provide for their payment. The story of the payment of those old debts has been told in previous pages.

A.J. Kingery resigned as secretary and L.E. Siebert was named as his successor. W. Wilson Noyes was elected as treasurer of
the Board, Messrs. Siebert and Noyes have served in these positions up to the present time.

One of the new customs inaugurated by the Board shortly after its organization was the provision for a University Council, made up of the heads of the different colleges and certain other officers. This Council has held a number of meetings at several institutions, discussed vital problems, made recommendations to the Board and has been of invaluable aid to the administration of the affairs of the University System.

Great Building Program

The Board of Regents had been in operation a full eighteen months before it launched its great building program. Very sensibly it had directed its chief efforts to securing a better support by the State, to eliminating duplicate teaching, to abolishing smaller institutions, to distributing appropriations where they were most needed, to revising curricula and making many needed improvements in the field of instruction. Toward the end of the year 1933 the Board turned its attention to the improvement and the enlargement of the physical plants of the several colleges in the University System, especially to the providing of larger and better dormitory buildings on the several campuses.

Just then the federal government was making attractive offers of loans for such building schedules as could be proved to be self-liquidating. The Board of Regents made a study of the needs of the several colleges and applied to the Public Works Administration for loans totalling $3,570,000, of which amount $3,281,685 was to be used for new construction and $288,315 for repairs.

The share of the University of Georgia in this loan was to be $938,500. The amount to be used for gymnasium and
auditoriums, since they were not self-liquidating, was to be guaranteed by the Athletic Association. These loans were approved and President Roosevelt added his approval. The federal government set forth certain conditions to be complied with, under which it became necessary to settle in the courts the question as to whether the Board of Regents had the legal authority to carry out its promises, and all this also involved remedial legislation by the state legislature. The necessary steps were taken to give the Board the power insisted on by the federal government.

Time was rolling on and at the meeting of the Board on May 19, 1934, Governor Talmadge voted against continuing any efforts to secure this loan from the federal government, but he was in the minority and the efforts were continued.

Finally at the Board meeting on Dec. 21, 1934, the Governor came forward with another proposition concerning the ceasing of all efforts to put the loan through.

Quoting from the minutes of the Board:

"Governor Talmadge requested the Regents to give up the idea of securing money from the United States government in the present form of a loan, because it was a very expensive loan. That the State of Georgia was in good shape financially and that he would appear before the appropriations committee and ask for an appropriation of $1,000,000 payable in three years, to be used for the construction of dormitories and buildings at the different units of the System, if the Regents would abandon the loan and grant from the United States government."

The Board, accepting this offer by the governor, then said:

"The Board of Regents desires to go on record as preferring this method of building on the University System's property to the loan and grant from the P.W.A., although the Board wishes it clearly understood that it..."
considers a reasonable building program essential for the proper progress of the University System of Georgia."

Governor Talmadge carried the matter before the legislature and that body made the million dollar appropriation.

Under the building plans then adopted, the Chancellor of the University System was directed to apply to the Public Works Administration at Washington for money to match the money payable by the state. The money thus obtained from the government was a grant and not a loan. The plan announced by P.W.A. was on the ratio of 45 per cent federal aid and 55 per cent state aid. On July 1, 1935, President Sanford, of the University of Georgia, became Chancellor of the University System of Georgia and served in that position until his death in September 1945. During that ten years he accomplished many wonderful undertakings.

At the Board meeting on April 10, 1935, Philip Weltner tendered his resignation as Chancellor and as his successor Steadman V. Sanford was named, to begin his work on July 1, 1935.

The Board, in taking leave of Chancellor Weltner, paid him this tribute:

"Philip Weltner drafted the bill creating this Board, sponsored it before the General Assembly and materially aided its passage. He was the first appointee to the Board and was the chief factor in its organization, and in the re-organization on said educational lines of the whole University System. He was the only and unanimous choice of this Board for Chancellor of the University System. With clear mind and a pure heart he has given unsparingly of his energy and talents to educating the minds of the young people of Georgia to think straight and has implanted in their hearts that love of justice and righteousness which is the chief aim of true education. He leaves the
service with the gratitude of the Board of Regents and he is entitled to the
grateful of all the people of Georgia. *

Chancellor Sanford's Work.

It is impossible to gain a thorough knowledge of the work of
Chancellor Sanford and the results flowing therefrom save by the reading
of his annual reports to the Board of Regents, filed in the office of the
Board at the state capitol. He kept in intimate touch with all the institu-
tions in the System, visited them at least once each year and sometimes made
several visits, gave advice to their officers and faculties, aided them in
developing their physical plants, their curricula and everything looking to
their advancement, advised the Board of Regents as to what, in his judgment
should be done towards the solution of many vexatious problems, and left
his impress upon the entire educational system of Georgia.

He was given to much detail in his annual reports. He was
unwilling to leave out anything that would be of assistance to any of the
institutions. His report for the year 1935 covered sixty-one pages of print, in
which among other things he traced the history and development of the Univer-
sity of Georgia from its foundation in 1735 to date, as well as the history
and development of the other institutions in the System. He was a finished
and enthusiastic speaker, and on his visits to the different institutions and
before many public gatherings gave this information to the public. It is
certain that he carried to the people of the State more information as to the
University and the other institutions than any other official. His annual
report for 1936 covered 83 pages, that of 1937 covered 88 pages, that of 1938
covered 99 pages, that for 1939 covered 119 pages. These figures are given to
show the full scope of his work, for none of those pages were filled with
tautology. Every paragraph set forth some item of progress that had been made
through the efforts of the Board of Regents and himself as executive officer
of the Board. He was a tireless worker, especially in regard to his constant trips to Washington in ironing out all differences that arose as to steps necessary to be taken under the regulations of the national government in regard to the program of the building development. In regard to the one item of the development of the physical plants of the institutions, it may be stated that buildings of a value of several million dollars were erected on the several campuses during his ten years service as Chancellor.

On May 10, 1935, Harmon W. Caldwell was elected president of the University of Georgia, succeeding President Sanford, who had been chosen as Chancellor of the University System. The office of Dean of the Lumpkin Law School becoming vacant by the election of Dr. Caldwell to the presidency, Judge Lucien P. Goodrich, of Griffin, Ga., was elected Dean, but declined the office. At a later meeting on July 15, 1935, Alton Hoach, of Gainesville, Ga., was elected Dean and has filled that office up to the present time.

The name of the Department of Forestry in the University of Georgia was changed to the George Foster Peabody School of Forestry.

At this meeting three new members took their seats with the Board. Under the appointment of Governor Talmadge, John Monaghan, of Pelham, succeeded W. J. Vereen from the 3rd District, Miller S. Bell, of Milledgeville, succeeded W. Elliott Dunwoody from the 6th District, and C. S. Milam, of Cartersville, succeeded E. S. Ault from the 7th District.

On August 23, 1935, the name of the Evening School in Atlanta was changed to the Atlanta Extension Center of the University System of Georgia and the Atlanta Junior College was given the right to confer the degree of Bachelor of Commercial Science on the completion of one year of College work beyond Junior college level.

On March 10, 1936, Chairman Marion Smith left the Board and in his place as a member David Irenus Barron, of Monroe, Ga., was named by
Governor Talmadge. Sandy Beaver was elected Chairman of the Board to succeed Mr. Smith and Miller S. Bell was named as Vice-Chairman.

In tribute to Mr. Smith, the retiring chairman, the Board directed that the following be spread upon its minutes:

Tribute to Chairman Marion Smith:

"The Hon Marion Smith was appointed a member of the Board of Regents of the University System of Georgia from the State at Large for a term concurrent with that of the Governor, on Jan. 1, 1933. He served as Chairman maximum of the Board until Feb. 29, 1936. He was a sympathetic and considerate presiding officer, giving of himself unstintingly to the many and varied duties that devolve on that office. He secured the best results in routine Board matters and his experience as a distinguished lawyer enabled him to give efficient direction to the intricate details necessary to obtaining from the federal government with which the University System is now being greatly expanded. His unswerving loyalty and devotion to the University, dating from his undergraduate days will always be an inspiration to those who have at heart the best interests of higher education in Georgia. The Board of Regents herewith expresses its appreciation of his valued services."

Co-operating With Common Schools.

One of the most notable achievements of the Board of Regents has been that of bringing about a closer relation between the institutions of higher learning and the common schools. The movement towards this end began in Dec. 1933 and has continued with success since that time. The initial work was a revision of the public school curricula, sponsored by the State Department of Education and the University System with the co-operation of the Georgia Education Association, Chancellor Weltner and State
Superintendent of Schools M. D. Collins.

L. M. Lester, Director of teacher training and certification in the State Department of Education, was named as director of the curricula program, and Professor Paul R. Morrow, Professor of Secondary Education, University of Georgia, was named as curricula adviser. Superintendents, principals and teachers were consulted and splendid results flowed from this movement to co-ordinate all efforts of education from the primary grades through the University.

In 1936 Chancellor Sanford was chosen as president of the Georgia Education Association. Prior to that meeting in April, Chancellor Sanford had submitted a ten-point program. Before that program was submitted to the ten or twelve thousand teachers, parents, and citizens gathered at these meetings, it was submitted to the State School Superintendent, Hon. M. D. Collins, who endorsed it and who further endorsed it at each of the ten district meetings. It was finally adopted by the annual convention of the Georgia Education Association in Macon, April 1936 by unanimous vote, and later on was embodied as to its essentials in the platform of the State Democratic Party.

Here are the recommendations made which constitute the minimum essentials:

1—Adequate financial aid for the support of educational institutions.

2—Adequate equalization funds to provide equal educational opportunities for boys and girls in all parts of the State.

3—Free school books, properly safeguarded, to pupils in the elementary grades.

4—Salaries for teachers to be fair, reasonable and promptly paid.

5—Reasonable security of positions for teachers rendering efficient and effective service.
6-- Adequate funds for a larger expert staff administration in the State Department of Education.

7-- The enactment of House Bill 511, so amended as to provide the necessary financial support for its complete operation in September 1937.

8-- Adequate support for the University System of Georgia.

9-- Liberal laws by which Georgia can participate in all funds appropriated by the federal government for educational and other purposes.

10-- The enactment of a modern tax act, based upon the principle of ability to pay.

In recent years the State has essentially provided for the carrying out of this program and the educational forces of Georgia present a unified front in all their endeavors.

The building program of the University System now called for general supervision by an experienced engineer and the Board named R.W. Driftmier, head of the Agricultural Engineering Department of the University of Georgia as Supervising and Inspection Engineer for the University System. Across the intervening years Professor Driftmier has been an untiring worker in supervising all the building developments of the several colleges.

At the Board meeting on July 10, 1936, E Ormonde Hunter, of Savannah, took his seat as a member of the Board, succeeding S.H. Morgan, deceased.

In 1938 three new members came on the Board, J.D. Gardner, of Camilla, succeeding John Monaghan, of Delham, Jere M. Moore, of Macon, succeeding William S. Bell and Marvin S. Trigg, of Dalton, succeeding Charles S. Niles, of Cartersville.

In 1939 William S. Bell succeeded Jere M. Moore from the Sixth District.

And G.M. Milam of Cartersville succeeded Marvin S. Trigg from the Seventh District.

In 1940 R.D. Harvey, of Mindale, succeeded G.M. Milam, deceased on the Seventh district, and Albert S. Hardy, of Gainesville, took the place o.
In January 1937 Furth D. Rivers became Governor of Georgia and served four years. The Governor had the appointing power and it was customary for the chief executive of the state to fill the positions with his own friends as a rule. Early in 1937 the legislature had passed an act increasing the number of members of the Board by four, to be named from the state-at-large.

At the meeting on April 3, 1937 the four new members from the state-at-large took their seats as members of the Board. They were: J. Knox Gholston, of Comer, George Haines, of Augusta, T. Jack Lance, of Young Harris, and L. W. Robert, of Atlanta. For the term concurrent with that of the governor Marion Smith, of Atlanta, came back on the Board. John G. Kennedy, of Savannah, succeeded E. Ormonde Hunter from the first district, John W. Bennett, of Waycross succeeded M. D. Dickerson from the eighth district, and Abit Mix succeeded R. M. Burson from the tenth district.

In 1938 three new members came on the Board, J. D. Gardner, of Camilla, succeeding John Monaghan, of Pelham; Jere W. Moore, of Milledgeville, succeeding Miller S. Bell from Milledgeville and Marvin S. Twiggs, of Dalton, succeeding Charles M. Milam.

In 1939 Miller S. Bell succeeded Jere W. Moore from the sixth district and C. M. Milam, of Cartersville, succeeded Marvin S. Twiggs from the seventh district.

In 1940 R. D. Harvey, of Lindale, succeeded C. M. Milam, deceased, from the seventh district and Albert S. Hardy, of Gainesville, took the place of Sandy Beaver of the ninth district. Horace Caldwell, in Oct. 1940 succeeded John W. Bennett, deceased, and Earl Braggwell, of Athens, succeeded Abit Mix from the tenth district.

Governor Rivers, during his four years in the executive chair, proved himself to be a staunch friend of education in Georgia and was especially helpful to the University of Georgia, not only in providing liberally for the furtherance of the building plans, but in many other lines of essential
improvements.

It was during the year 1937 that the Regents took definite steps towards the offering of the degree of Doctor of Philosophy at the University of Georgia. This had been discussed for quite a long time, but the Board had held back its approval under the belief that the University was not in position to offer the required courses of study.

On July 16, 1937, the Board authorized the University of Georgia to award the degree of Doctor of Philosophy beginning with the session of 1937–1938, through the department of Zoology and the degree could also be awarded for work centering around "the life of Georgia and the Southeast", to be directed by Dr. E. M. Coulter and Dr. John D. Wade.

Beginning with the session of 1938–1939 the degree was allowed for Doctor of Philosophy in Chemistry and for Doctor of Philosophy in Education.

In order to provide more room for the University Library, the sum of $36,000 was appropriated for an addition to the library building.

At this time there was more or less agitation for the establishment of a dental college by the Regents. There was some opposition to this on the part of dentists in Atlanta and Augusta, and as it would have cost more than three hundred thousand dollars, the Regents decided not to undertake that work.

The custom of awarding a year's fees to the high school students winning first honor was revived.

Emphasis was laid upon all colleges in the University System using supplies that had been produced in Georgia.
The Regents, desiring to use trust funds in the erection of buildings, secured in March 1937 the passing of the following Act of the legislature:

"It shall be lawful for the Board of Regents of the University System of Georgia to invest any trust funds held by said Board in real estate or in any improvements on buildings which the said Board in its discretion may see fit to make or erect thereon; Provided, however, that no money belonging to any trust fund shall be used for such purpose or purposes, if such use or uses would be contrary to the specific provisions of the instrument setting up the trust, and provided all investments made of trust funds under this act shall in the judgment of the Board of Regents of the University System of Georgia be revenue producing investments wherever the trust funds so invested are of a trust fund which requires investment to produce revenue."

The legislature in 1939 passed an Act under which the Regents are authorized to condemn private property by tendering to the owner or owners just compensation.

The legislature has also passed an act directing the State Librarian to deliver to the Law School of the University as they are issued 50 copies of the Acts of General Assembly, 50 copies of House and Senate Journals, 50 copies of Constitutional Convention Proceedings, 25 copies Reports of Court of Appeals and 5 copies of official reports of departments, with the privilege accorded the Law School of exchanging them for other publications more useful to Law students.
Achievements During First Six Years.

In his report to the Board of Regents in January 1933, Chancellor Sanford took occasion to review the record of the Board, point out some of its signal achievements and comment thereon.

The Board had been plowing in new ground. It was necessary to cut down trees, dig up stumps, clear the ground of rocks, blow the soil deep, plant the crops and cultivate them as they grew to size and strength sufficient to yield good results.

Without detailed comment thereon here are ten achievements to which Chancellor Sanford called attention:

1—Securing funds from the General Education Board for an educational survey of the State-supported institutions of learning.

2—The paying of the indebtedness inherited by the Regents on January 1, 1932, a debt amounting to more than a million dollars.

3—Adopting a system of modern rules and regulations, putting the responsibility in the heads of the different institutions and backing them up in all their worthy endeavors.

4—Securing from the state legislature lump sum appropriations instead of an appropriation to each institution, thus removing animosity and rivalry and enabling the Board to use the money where it was most needed.

5—Creating a Superior Council, consisting of the Chancellor and the heads of departments, the Deans, the Registrars, the Treasurers, the chairmen of standard faculty committees and chairmen of special committees authorized by the Council, for the purpose of bringing the common problems of all the units of the System into discussion so that their solution might grow out of the uncovering of common interests and purposes.

6—The organization of each Senior unit into two divisions, the
Junior division, consisting of the Freshman and Sophomore classes and the Senior division, the Junior and Senior classes.

7—An early application to the Public Works Administration in Washington for funds to assist in carrying out a building program.

8—The establishing of a stable, uniform salary schedule.

9—The operation of the System on a cash basis during the period of organization and depression.

10—Requesting funds for a complete survey of Negro Education in Georgia.

All these achievements have been mentioned hitherto in these pages, but it is well to group them together, as in the aggregate they form an impressive picture.

Under the administration of Governor Talmadge one million dollars was appropriated for new buildings. Under the administration of Governor Rivers $1,413,333.34 was appropriated for that purpose. The federal government paid 45 per cent of the cost of the new buildings. Thus buildings to the value of four million dollars were erected on the several campuses of the System colleges.

On March 13, 1933 the Regents authorized the purchase of the famous DeRenne Library, of which more will be written in the history of the University Library. The original copy of the Confederate Constitution was purchased at a later date. The Regents had asked Mrs. Walter D. Lamar to raise the money necessary for the purchase of that document through the United Daughters of the Confederacy, but before that movement could be started, it was found that the money could be provided by using a portion of the fund left by Mrs. I. W. Dunlap Little, and that course was pursued.

The subject of education of the negro came in for much attention and study. It was recognized that little had been done in an
effective way for the higher education of the negro in Georgia, especially as to preparation of negro teachers for the negro schools. The Julius Rosenwald Fund made a donation of $9,628.30 for the session of 1936—1937 and $18,500 for the session of 1937—1938. Dean Cocking of the College of Education, headed a survey as to what was needed in the way of improvement, the expenses of the survey being met by the Rosenwald Fund. The report on this survey was made to the Regents and it contained information on which were based a number of improvements made at a later date.

From the first organization of the Board careful attention had been paid to the improvement of Georgia agriculture and good results had come from the various movements inaugurated by the Board.

On Oct. 28, 1938 an important step was taken. A committee was named, consisting of Regents Callaway, Gholston and Howell, to arrange a program under which those engaged in agriculture and related fields may be assisted in every way in the solution of their problems, either by short instructional courses, field demonstrations or otherwise.

Good work has been done by that committee and its successors. This has been and continues to be one of the chief lines of work to which the Board of Regents directs its attention.

Chairman Marion Smith, in his report in 1939 told of the bequest of Mrs. Ilah Dunlap Little of her entire estate to the University of Georgia, after the death of her two sisters, for the construction of a library building. This bequest amounted to four hundred thousand dollars. The Board of Regents expect to add to this fund at least eight hundred thousand dollars, so that the new library building will cost well over a million dollars. It will be erected at as early a date as possible, when labor conditions are more stable and cost of materials becomes more normal.
reports, told the legislature some plain truth as to state support of
the University System, pointing out what the state had been paying
only about fifty per cent of its appropriations, thus causing a
continual reduction of budgets and a most unsatisfactory
condition of affairs. Although the attendance of students was practi-
cally double that of previous years, the state appropriation as
paid was less.

In a few years, however, this was remedied and, while
the annual appropriation is still much less than it should be, the
Regents actually get the money promised by the state and consequently
know how to cut their cloth.

About this time the University System began to receive grants
from the great educational foundations, some of which had hitherto
extended their help. The Rosenwald Fund, especially interested in
the negro and the improvement of his education, purchased and gave
to the University System the splendid plant at Fort Valley, Ga., to
which the negro college formerly located at Forsyth, Ga., was moved.
This Fund also provided the money for improving the teacher training
of white teachers at West Georgia College, also helped in a similar
work at the State Teachers' College, Collegeboro, Ga., and the College
of Education at the University of Georgia. The General Education Board
also made generous gifts.

It was reported that the original building plan had been
completed, more than four million dollars having been expended, but
that the largely increased attendance had brought about the need for
many more buildings and that plans would have to be made for
meeting these new demands. It was revealed that the press and radio
stations of the State were rendering invaluable service in keeping the
people of the State fully informed as to the work being done by the
educational institutions and the pressing needs of those institutions.

Chancellor Snelling died Sept. 19, 1939. The Board of Regents took notice of that event by passing the following resolution:

"Dr. Charles Mercer Snelling died on Sept. 19, 1939, at his home in Athens. For fifty-one years he served the University of Georgia as teacher, administrative officer and president, and was named in January 1932 as Chancellor of the newly-organized University System of Georgia. He maintained for half a century a permanent place in the educational world and was held in high esteem in the hearts of his students. He retired in June 1933, to become Chancellor Emeritus in charge of the Department of Adult Education. His career was successful in solving many perplexing problems with vision, justice, diplomacy and courage.

"The public and private life of Charles Mercer Snelling was admirable, clean and inspiring. He was a staunch Christian, brilliant teacher, efficient executive, progressive citizen, charming companion and a devoted friend. He brought to the University fine scholarship, versatile talent, strong character, and untiring devotion. At all times he commanded the respect of all and the admiration of a host of friends in all walks of life.

"A devoted and distinguished educator and a dearly beloved friend has fallen, and the world has been made darker by his passing. In the words of the poet:

"None knew him but to love him,
None named him but to praise."

Resolved, That the Board of Regents of the University System of Georgia shall and it does hereby dedicate an expression of thoughtfulness and appreciation in memory of
As an evidence of the effective work of the Regents, the following excerpt is taken from the report of the Committee on Economics to the State legislature:

"The committee realizes that this building program was absolutely essential to the maintenance of a state system of higher education in Georgia. The Chancellor, S.V. Sanford, and the Board are to be commended for seizing the opportunity furnished by the federal government’s public works program to secure this essential building program on a basis of the federal government bearing forty-five per cent of the cost. The committee believes they are to be commended for the care with which the program has been selected and for the fact that they have undoubtedly obtained the utmost possible value for every dollar spent."

At this time the Regents began discussing the question of providing a plan for the retirement of officers and members of the faculties of advanced age. It required several years to perfect the plan, but it was put into effect and operation on January 1, 1945, under the provisions of an act of the State legislature and a resolution of the Board of Regents.

The federal government came into the picture in 1938 by appropriating money to help worthy students in securing a college education. The National Youth Authority expanded in Georgia in 1938—1939 the sum of $131, 479.95 in this work and in 1939—1940 the sum of $145, 320. A total of 2148 young men and young women were thus aided, of whom 485 were at the University of Georgia. This assistance was in the shape of work and was not a gift or a loan. In this way the institutions were in a large way furnished clerical help and other assistance in the form of labor. In January 1941 former Governor Eugene Talma succeeded Governor Rivers as Georgia’s chief executive and according to custom there were quite a number of changes in the membership of the Board.
In 1941 John J. Gumming, of Donalsonville, succeeded Marion Smith for the term concurrent with that of the Governor. W. S. Morris, of Augusta, and K. S. Varn, of Waresboro, from the state-at-large took the places of J. Kox Gholston and George Hains. E. Ormonde Hunter, of Savannah, succeeded John G. Kennedy from the First district; Mrs. Susie T. Moore, of Tifton, succeeded J. D. Gardner, from the Second district; Lucien F. Goodrich, of Griffin, succeeded Cason J. Callaway from the Fourth District; Miller R. Bell, of Milledgeville, succeeded his father, Miller S. Bell from the Sixth district; Julian Strickland, of Valdosta, succeeded Horace Caldwell, of the Eighth district; Sandy Beaver, of Gainesville, succeeded Albert S. Hardy, from the Ninth district, and also became Chairman of the Board, following Marion Smith in that office. John I. Jenkins, of Hartwell, succeeded Abit Mix, from the Tenth district.

In the early part of 1941 Judge Stirling Price Gilbert gave to the University of Georgia through the Board of Regents a sum of money with which the handsome Gilbert Memorial Infirmary was built on the University campus, a more detailed account of which appears elsewhere.
Most Sensational Chapter in University's History.

On May 30, 1941, at the meeting of the Board of Regents in Athens during Commencement week, action was taken that stirred up trouble that for the fourteen succeeding weeks kept everybody on tenterhooks. The Board of Regents was divided into two camps: charges of political coercion were hurled by one side and denied by the other; accredited relations between the University System Colleges and the Southern Association of Colleges and the Southern Association of Colleges and Secondary Schools were suspended, the Governor, the State being charged with political interference; the whole question was pitched into the political arena; a determined fight waged against Governor Talmadge under the leadership of Hon. Ellis G. Arnall was waged, the conclusion of the battle being reached when by a decided majority of the vote of the people of Georgia Mr. Arnall was nominated for Governor and at the regular election in Nov. 1942 was elected to that office. Subsequently the legislature abolished the Board of Regents and then passed a law re-creating the Board, eliminating the Governor as an ex-officio member and prescribing the number of members for the new board and their terms of office. The accredited relations between the University System and the accrediting organizations were restored after the defeat of Governor Talmadge.

It all started from a statement made by Governor Talmadge at the meeting of the Board of Regents on May 30, 1941.

In telling the story of the sensational developments of the succeeding months, in which much political bitterness was engendered, no attempt will be made to record in detail the many interesting and exciting occurrences. Much of this was purely political in its nature expressive of the views of this or that political faction and can be well omitted from this story. The different steps taken during that
period of time will be described in terms of what the official minutes show. A complete official record of the ensuing transaction will be given without the trimmings, which might be more interesting but which are not necessary to a statement of the essential facts. In dealing with the story all portions included in quotations have been taken from the official minutes of the Board of Regents with just enough from the pen of the writer added to give the quotations proper connection.

"Governor Eugene Talmadge stated that Chancellor S. V. Sanford had recommended for re-election the present heads of the units of the University System. Governor Talmadge, chairman of the Education-Finance committee, stated that after careful consideration this committee had approved the recommendations of Chancellor Sanford except in the case of President Marvin S. Pittman of the Georgia Teachers College at Statesboro, and that the committee recommends to the Board of Regents the re-election of all the heads of the units except President Marvin S. Pittman. Governor Talmadge said that he had been informed that President Pittman had engaged in local partisan politics and that it would be for the best interests of the University System not to re-elect him as president of this institution."

Following the statement of Governor Talmadge the heads of all the institutions were re-elected except President Pittman.

Governor Talmadge stated that he had been informed that Dean Walter D. Cocking, of the College of Education at the University of Georgia had made a statement to his faculty recognizing the teaching of negroes and whites in the same school.
All this was enough to start a small fire, but what turned it into a conflagration was the charge made by Governor Talmadge against Dean Cocking. That brought the race issue to the front and on that subject it was not difficult to stir up much controversy.

It appears that Dean Cocking had carefully prepared a plan for the development of the College over which he presided and had set forth his views as to how it could be best developed across a long period of years in the future. He was an educator of ability and the plan as suggested contained many suggestions for improvement. This plan was committed to paper and mimeographed copies provided for the use of the members of the faculty of the College of Education.

At the meeting of that faculty Dean Cocking was explaining to the members the details of his plan. One section thereof dealt with the subject of practice school teaching and supervision, and in that section was an expression that seemed to indicate the propriety of white and negro teachers being taught in the same school. This was objected to by Mrs. Sylla W. Hamilton, who deemed it was an advocacy of the mixture of the races in the school.

As this section was the basis upon which Governor Talmadge raised an objection to the retention of Dean Cocking in the University faculty it is well at this point in the story to reproduce it in full, the italicized words being so written that the reader may readily see the real point of objection. They were not so emphasized in the mimeographed copies. Mrs. Hamilton furnished Governor Talmadge with her mimeographed copy.

The section referred to was as follows:
"Specific Needs of the Total Program of the College of Education."

"It is believed that it is necessary to develop new activities and strengthen present ones in order to develop the Program of teacher education at the University of Georgia and to achieve satisfactorily the objectives which have been accepted. In the following account an attempt has been made to describe briefly the more important activities which it is felt should be developed as significant phases of the total program."

After stating in general terms the purposes of a proposed school teacher training, came the following more detailed statement:

"Effort is being made to select a rural county within a half hour driving distance from the University. The school authorities are being asked to give every possible assurance of the stability of the educational program; of professional procedures with respect to schools; of the absence of selfish considerations in the administration of the schools; of the desire of the people for good schools; of financial willingness and effort; together with at least average financial ability. It is proposed to furnish the county for a period of years a well-prepared and successful school leader who will serve under the County School Superintendent as an educational director with approximately full-time duties. This individual will be selected jointly by the County Superintendent and the Dean of the College of Education. The Director will undoubtedly become a chief key to the success of the demonstration."

The entire faculty of the College of Education will serve also as active consultants and participants in the program. Arrangements are being made with regard to their 'on campus' obligations so that they may be freed for considerable time in the demonstration county and its schools. It is also the plan to invite the co-operation of specialists in other fields such as public health doctors and nurses, social welfare
specialists, sociologists, etc. Graduate students at the University will arrange their programs so that they will spend a part of their time in the county. This county will also be the center in the 'off-campus' practice teaching activities of the College of Education. Each quarter, Seniors in the College will spend their entire time in the schools under the joint supervision of the College faculty and expert teachers in the county. Graduate students preparing to supervise will serve an internship of three months each as a definite part of their training.

"In the work in the county attention will be devoted to all matters which relate to the work of a school in a community. Special attention will be given to the following: organization and administration of schools, teaching of reading and health, arts (both the fine arts and practical arts), the development of the school's program of instruction upon the individual and group needs of the neighborhood, library service, adult education, public relations, etc.

"While the schools in the county will probably be in session for only nine months, the program would be in action throughout the year. It may be said "that the county would serve as a laboratory for the education of teachers in respect to the opportunities, responsibilities and methods of making the school the central motive force in community improvement.

"It should be definitely stated that the program described here would involve both white and Negro schools."

Governor Talmadge interpreted the above action of Dean Cocking's agenda to mean that a school was to be established in which pupils of both races would be taught and that young women in the College of Education would be required to take their teacher
training therein. He called the attention of the Board of Regents to this document, stating that Dean Cocking was in favor of establishing a school near Athens wherein both negroes and white boys and girls would be taught and would associate together and added that he would remove any person in the University System advocating social equality.

At that time, under the law, the Governor, as director of the state budget, could simply strike the name of an employee from the budget and thus effectively remove him as an employee of the state. The meeting of the Regents was seething with excitement. Some agreed with the governor as to his interpretation and others were equally positive that Dean Cocking meant no such thing as the admixture of the races in a school such as suggested in his agenda for the improvement of the College of Education. Then came the settlement of the question by vote of the Regents.

"On motion of Governor Talmadge, seconded by Regent Cummings, it was resolved that Dean Walter D. Cocking be not re-elected. Chairman Beaver counted the vote and declared the resolution to be adopted by a vote of 8 to 4.

Notice of the action of the Board reached President Caldwell, who had nominated Dean Cocking for re-election, his nomination being approved by Chancellor Sanford. President Caldwell told the Board that unless Dean Cocking were given an opportunity to defend himself against the charge, he would resign his position as chief executive of the University.

Later on in the day "Chairman Beaver stated that the Board had passed a resolution not to re-elect Dean Cocking after the expiration of his present contract, but that he would like to have the Board rescind its former action, since that action was taken without giving a hearing to Dr. Cocking."
The motion to reconsider was carried, Governor Talmadge and Regent Cumming voting "No."

"Governor Talmadge stated that since the Board had adopted a resolution to rescind its former action respecting the election of Dean Cocking, he thought a similar action of the Board should apply to President Pittman." Such action was taken.

Invitations were then extended to President Pittman and Dean Cocking to appear at the meeting of the Board on June 16, 1941 in the Governor's office in the State capitol.

Two weeks elapsed during which time there was plenty of discussion on the part of those who agreed with Governor Talmadge and those who thought he was making a mountain out of a molehill.

When the Board met in Atlanta on July 16th, thousands of people had become interested as to what would be the final outcome.

The Board passed the following resolution after hearing from all parties interested:

"Resolved, that Dean Walter D. Cocking shall be and he is hereby re-elected Dean of the College of Education at the University of Georgia."

But this re-election of Dean Cocking did not stop the effort to dislodge him. Governor Talmadge had made up his mind to get rid of him. If he could secure the resignations of three members of the Board who had voted to retain Cocking and replace them with three of his friends who would back him up in getting rid of the Dean, then all would be as he wished it to be.

Governor Talmadge asked Hon. Clarke Howell, editor of the Atlanta Constitution, whom he had previously appointed as a member of the Board of Regents, to resign his position, stating that at the time of the appointment Howell had told him he would get off the Board at any
time the Governor might wish to appoint someone else. That created
a vacancy on the Board and then came the following executive order:

Whereas a vacancy has become created on the Board of Regents
by the resignation of the Hon. Clark Howell, of the city of Atlanta,
county of Fulton, it is therefore

" Ordered that Hon. Scott Candler, of the city of Decatur,
county of DeKalb, be and he is hereby appointed to fill the unexpired
term of the said Hon. Clark Howell, said term expiring July 1, 1943.

Eugene Talmadge,
Governor.

Judge Lucien P. Goodrich, of Griffin, held membership on
the Board under the appointment of Governor Talmadge. He and the
Governor had been roommates at the University of Georgia and were
very close friends. But Judge Goodrich had voted in favor of retaining
Dean Cocking. Governor Talmadge asked for and obtained his
resignation. An executive order followed, citing the fact that Judge
Goodrich had resigned, and naming in his place Hon. James S. Peters,
of the county of Meriwether.

An executive order was issued appointing Miller R. Bell,
of Baldwin county, to fill the unexpired term of his father, Miller
S. Bell, who had died April 10, 1941. This term had expired July 1, 1941,
and in the place of Miller R. Bell, Joe Ben Jackson, of Jones county, was
named for a term expiring July 1, 1947.

With these new appointments, the Board then consisted of
Governor Talmadge, ex-officio, and Messrs. Cummings, Robert, Lance,
Morris, Warn, Hunter, Woodruff, Peters, Candler, Jackson, Hains, Strickland,
Beaver, Jenkins and Mrs. Susie T. Moore. That was the composition of
the Board that finally passed on the case of President Pittman and
Dean Cocking. Chancellor Sanford was directed to frame resolutions of
appreciation of former Regents Howell, Goodrich and Bell.

In the hectic days that followed, marked as they were by a bitter fight over the governorship and the loss of accredited relations with the Southern Association of Colleges and Secondary Schools by the colleges of the University System, the chief criticism leveled against Governor Talmadge was not so much concerning the officials who were dismissed as it was concerning the way in which the Governor had reconstituted the Board of Regents.

The Board of Regents was now a different Board from what it had been when Dean Cocking had been re-elected on June 16th and the question of retaining that educator as the head of the College of Education was again brought up for discussion.

"Upon motion of Regent Morris, seconded and adopted,

Resolved, that the Board of Regents reconsider the action taken on June 16, 1941, regarding the re-election of Dr. Walter D. Cocking as Dean of the College of Education of the University of Georgia in order that additional evidence may be presented as to why he should not be re-elected as Dean of the College of Education."

This resolution was adopted, Regents Woodruff and Hunter requesting that their votes be recorded against the resolution.

On the recommendation of Chancellor Sanford and upon motion of Regent Woodruff, seconded by Regent Hunter, the following resolution was submitted:

"Resolved that Dr. Walter D. Cocking shall be re-elected as Dean of the College of Education at the University of Georgia."

That brought the issue squarely before the Board as then constituted.

"The following regents voted for the foregoing resolution:

Lance, Morris, Hunter, Woodruff and Harvey—5"
The following regents voted against the foregoing resolution: Talmadge, Cummings, Robert, Varn, Moore, Peters, Candler, Jackson, Strickland and Jenkins—10

On motion to re-elect President Pittman, the same vote of 5 to 10 was cast and he was not re-elected.

The office of Vice-Chancellor was abolished and Dr. J. Curtis Dixon was relieved of his duties in connection with the University System of Georgia.

The Board took out time enough to accept a gift of one thousand dollars from Dr. Craig Barrow, Mrs. Robert W. Woodruff, Walton Lovejoy and Hugh Hodgson with which to establish a Music scholarship at the University of Georgia, the interest therefrom to be awarded to worthy students upon the recommendation of the head of the Music Department.

Elijah Clarke Chapter, D.A.R., and John Habersham Chapter, D.A.R, tendered $1500 to establish the Richmond Walton McGraw D.A.R. Loan Fund at the University, which was accepted.

Then the Board went back to the chief topic of discussion and Regent Robert offered a resolution which was adopted by the same old vote of 10 to 5. The line of cleavage had been marked out and there was no deviation therefrom. Here is the Robert Resolution, in which the views of the majority were set forth:

"In view of the fact that there have been a great many exaggerated statements and misstatements made and appearing recently tending to infer that the Hon Eugene Talmadge, Governor of the State of Georgia, is trying to inject politics into the University System, the following resolution is herewith offered:

"The Board of Regents has looked into the facts in reference to the re-appointment of Dr. Walter D. Cocking, of the department of
Education of the University of Georgia and of Dr. Marvin S. Pittman, president of the Georgia Teachers College at Statesboro, Ga. The facts show that Dr. Cocking has been interested in the operations of the Rosenwald Foundation which has together with other ideas evidently influenced him to seek to have whites and negroes admitted on the same campus within the University System of Georgia.

"The State of Georgia to the very best of its ability, has amply provided for the education of the whites and negroes, both in public schools and in college training. The laws of the State of Georgia and the traditions and customs are to keep these schools entirely separate for the best interests of both races. We therefore believe that any interest by way of supplying funds or otherwise from within or without the State tending to disturb this situation is not for the best interest of the State or its citizenship.

The Board of Regents has looked into the charges against Dr. Marvin S. Pittman and evidence shows that he bought and operated a farm adjoining the college farm of the State at the State Teachers College at Statesboro, Georgia, that he worked this farm, owned by himself, with State employees and N.Y.A. students, that he has made or had made improvements on his farm with State funds; that he used seed and fertilizer on his farm from the state allotment. Dr. Pittman's justification for this was that he was turning over the proceeds from his farm to the College at Statesboro.

"However true this maybe, it is bad precedent and one that the Board of Regents should not and cannot condone. If Dr. Pittman had a right to do this, then any citizen of the state of Georgia had a right to mix his farm with the State's farms and to improve such farm at the expense of the state.

"We have also inquired into the efforts toward the intermingling
of the races that have been agitated at the Georgia Teachers college at Statesboro and regret that there seems to be some positive evidence of this aggression within the Statesboro College as indicated in certain books that were being used and as well as there having been negro students visiting on the campus of this college at Statesboro which is strictly an institution for white students.

"The Board of Regents, in view of the above circumstances, does not re-employ Dr. Walter D. Cocking nor Dr. Marvin S. Pittman.

"The Board of Regents wishes further to thank Regent Eugene Talmadge and the Hon. Eugene Talmadge, Governor of the State of Georgia, for the valuable assistance he has rendered to his Alma Mater and to the University System of Georgia and to the generations which to follow, in calling our attention to the vital matters which involve fundamental principles and traditions of the Southland and fighting for their being upheld for the welfare of both the white and negro races and their future successful progress.

"The Board of Regents also wishes to thank Mrs. Sylla W. Hamilton for her courage in properly calling the matter to the attention of Governor Talmadge to enable him to bring it before the Board of Regents of the University System of Georgia."

The above resolution having been passed by a vote of 10 to 5, Dr. Cocking and Dr. Pittman were no longer in the official positions they had occupied and ceased to be members of their respective faculties. But that was just the beginning. Other faculty removals were to come.

The next meeting of the Board of Regents was held on August 11, 1941. Meanwhile the arguments pro and con began to be more fervid. The race question was being made a center around which the fight raged and outside the state the accrediting agencies were sitting up and taking
notice, especially as to the action of Governor Talmadge in largely reconstructing the Board of Regents and putting his special and dependable supporters on that Board. At the August meeting T. J. Lance resigned his membership on the Board and J. Marvin Bell was named in his place. Dr. E. D. Pusey, a member of the faculty of the College of Education, was named as Acting Dean of that College and filled that position until his retirement on Jan. 1, 1945 under the provisions of the State Retirement law.

A further purge of faculty members was made at the August meeting when

"On recommendation of President A. M. Gates of the Georgia Teachers College (successor to President Pittman) Orphanfhei^or Sanford and the Education-Finance committee, it was resolved

"That the names of the following persons shall be and they are hereby eliminated from the budget of the Georgia Teachers' College:

"C. M. Destler, Professor of History and Social Sciences

"Jane Fraseseth, Assistant Professor Laboratory Science School.

"Mamie Veazy, Dean of Women."

Henry A. Shinn was named as Acting Dean of the Lumpkin Law School in the absence of Dean Hosch.

The old Lumpkin Law School building on Broad Street was sold to C. L. Pennington, of Macon, for $31,100.

The site on which the old Chancellor House stands was chosen as the site for the new Library Building to be erected with the fund left to the University by the will of Mrs. Ilah Dunlap Little.

Miller S. Bell had been for many years treasurer of the Georgia State College for Women at Milledgeville and his son, Miller R. Bell had succeeded to that position on the death of his father, but at this August meeting his official head went into the basket.
"On motion of Regent Talmadge, seconded by Regent Cummings, and adopted, it was

"Resolved, that the Board of Regents of the University System of Georgia shall and it does hereby repeal its vote of April 28, 1941 relative to the election of Mr. Miller R. Bell as treasurer of the Georgia State College for Women.

"That Mr. L. S. Fowler, xxxxxxxxxx, Bursar of the Georgia State College for women, is hereby elected treasurer of that college."

Meanwhile the accrediting agencies had taken up the fight. The Southern Association of Colleges and the Southern Association of Colleges and Secondary Schools were bent on an investigation. It was believed that adverse action would probably be taken and credits from the University of Georgia and other colleges in the University System would be disallowed. This, of course, was of the greatest interest to all students who contemplated the transfer of their credits from the University of Georgia to other colleges. It bore down most heavily upon pre-medical students and upon the Georgia Medical College in Augusta, which institution was a member of the University System.

The University alumni throughout the state became stirred up. The student body became stirred up. The University faculty members were not talkative about the subject, but most of them disagreed with the actions of the Regents. There were a few who thought the Regents had acted wisely. At the fall opening of the University in September 1941 there was a marked decline in the number of new students who hesitated about entering an institution whose work might not be accredited. All this caused the Regents to take cognizance of the disturbed situation.

The accrediting agencies met in Birmingham, Ala., on Sept. 29, 1941 and then called a meeting in Atlanta for Nov. 3rd and 4th for the purpose of full consideration of the question of withdrawing
acceptance of credits for work done in the colleges of the University System of Georgia.

On Oct. 11, 1941 the Regents held a meeting on the call of Chairman Beaver, and at that meeting Chairman Beaver read to the Board the following:

The Southern University Conference is a voluntary, non-accrediting educational organization, composed of some forty of the best Senior liberal arts colleges in the South. Practically every state university and every first-class private university like Duke, Vanderbilt, Emory, Marly Washington and eee, etc., is a member. Technological Schools, Junior colleges preparatory schools and high schools are not eligible for membership. The University of Georgia, one of the units of our University of Georgia System, accepted an invitation to become a member of the Southern University Conference in 1936, the Board of Regents seemingly not having been consulted in the matter.

"Since the Board of Regents declined this summer to re-employ Dr. Walter D. Cocking, a committee has been appointed by the Southern University Conference to inquire into the matter, and upon invitation from that committee, Chancellor Sanford, President Caldwell and I went over to Birmingham last Sunday to talk to this committee, composed of

"1--Dr. Alexander Guerry, President of the University of the South at Sewanee, Tenn.

"2--Dr. A.L Butts, Chancellor of the University of Mississippi at Oxford, Missa

"3--Dr. E.C. Diehl, President of Southwestern University, Memphis, Tenn.

"At that Conference Sunday I corrected the erroneous impression which they had to the effect that we were representing the Board of Regents. I made it very clear that Dr. Caldwell was representing the University of Georgia and that although I was chairman of the Board
and Dr. Sanford was our executive officer, we were appearing only in a personal capacity, and at the close of our conference, upon my request the committee agreed to hold another meeting from 8 to 11 a.m., Sunday, Oct. 12th before which time I would bring this matter before the Board of Regents for such official action as was deemed proper. The above committee is to report to the whole convention at the annual convention, Oct. 13th.

"I made this request on account of the deep love that I have for the University of Georgia and the respect that I have for any committee whose duty it is to deal with the welfare of colleges and universities.

"With this solely in view, I called this special meeting for today and I now wish to present the following resolution:

"That the Board of Regents does not recognize the authority of any organization or a committee to inquire into the actions of the Board of Regents on employing, or failing to employ, any member or members of the faculties, so long as such actions are in accordance with the laws of the State of Georgia and the regulations of this Board and that we cannot recognize any authority superior to such legal action of the Board of Regents inasmuch as the Board of Regents by law is the sovereign body to deal with the welfare of the different units of the University System of Georgia.

"That on the question of re-employing Dr. Walter D. Cocking, I was chairman and would not vote except in case of a tie, that five members of the Board did vote against the majority ten members; that I had openly expressed myself as agreeing with this minority vote of five; that, if I had voted, the vote would have been ten to six, and that the question was now 'water over the dam.'"
A majority of the members of the Board simply viewed the question differently from the minority.

"I therefore move, and would like to see the vote unanimous, that the Board of Regents send a committee, composed of Regents Talmadge, Peters, Candler and Morris, to appear, not as petitioners but in the capacity of amici curiae, before the above named committee of educators and inform them, and through them the Southern University Conference, that it is not proper to answer any charges as to why the majority of the members of the Board of Regents failed or refused to employ any members of the faculty as long as such action was in accordance with the laws of the State of Georgia and the regulations of the Board of Regents, that this Board welcomes enthusiastically, and will operate fully in furthering such efforts of the Southern Education Conference, or other similar organization, as will produce better teaching on the part of our faculties or as will increase the knowledge and skills of the students in the different units of the University System of Georgia, but that it reserves entirely to itself, as it willingly accords to its sister state universities, the right to re-employ and replace its personnel in such ways as are prescribed by the laws and regulations of the respective states and institutions.

"That any other procedure or attitude on the part of the Regents of the University System of Georgia, this committee from the Southern Conference or Southern University Conference itself would be inconsistent and indefensible.

"That in other words, in legal phraseology, we file a demurrer to the jurisdiction of any authority to question the laws of the state of Georgia, and that the only authority on the employment or re-employment of the members of the faculty of the University of Georgia is the Board of Regents and on such terms as the Board deems proper, so long as
those terms are in accordance with the laws of our state."

Chairman Beaver was included on the proposed committee and the report that he had made was declared to be the action of the Board.

"At the suggestion of Governor Talmadge, and with motion properly made, seconded and adopted, it was

"Resolved, that the Board of Regents shall and it does hereby ask Chancellor S. V. Sanford and President Harmon W. Caldwell of the University of Georgia to accompany the committee appointed by the Board to meet with the committee from the Southern University Conference in Birmingham, Ala, Oct. 12, 1941."

The committee discharged its duty but without effect. The accrediting agencies stood pat and would not recede from their position. By this time the political pot was not simply simmering, it was beginning to boil over. The opposition to Talmadge was steadily growing, especially among the students and the alumni. The members of the faculty, as usual, were not taking part in political politics, but while they were not active their sentiments were generally known. A few members of the faculty, resenting the action of the accrediting agencies in disallowing the credits earned by the University students on account of the action of the governor of the state instead of allowing credits for work actually done, did not follow the majority.

In 1942 there would be a race for governor in the Democratic primary. The opposition to the re-nomination of Eugene Talmadge made up its mind that it would not be Talmadge in the gubernatorial election. Those who opposed Talmadge came together under the banner of Ellis G. Arnall, of Coweta county, a graduate of the University, a young man of brilliant parts, high character and ample energy, who had served in the General Assembly of the State and who at that time was the attorney-general of the State. From then on until the finish it was a seething political turmoil.
The members of the Board of Regents began to see a light. The credits for work done in the University System would never be restored except on the terms laid down by the accrediting agencies. That became increasingly apparent, and while the regents went slowly and carefully up the road that led to final adjustment, they also learned that nothing would satisfy the accrediting agencies except the removal of Talmadge from the governorship.

It was a long stretch of time until Sept. 9, 1942, the day on which the primary would be held. Ten months of hectic political campaigning ensued. There were other issues involved in the campaign, but overshadowing everything else was the agitation of the race question, the restoration of college credits, the re-organization of the Board of Regents and placing the educational system of the state beyond the reach of politics.

Governor Talmadge realized to some extent the way the wind was blowing, and, while he was not a man to yield a position once taken, he did, nevertheless, become more or less conciliatory, but as it turned out conciliation was not what the other side was looking for; eradication was what they were aiming at.

Governor Talmadge decided to review the entire subject and give a full statement of his side of the controversy in a paper to be read before the Board of Regents. He desired this to be public and accordingly at the meeting of the Board on Nov. 1, 1941, with all members present, he submitted the following resolution which was unanimously adopted:

"That the meeting of the Board of Regents of the University System of Georgia shall be and it is hereby declared to be an open session and the members of the press, representatives of newsgathering agencies and any student organizations from units of the University System of Georgia shall be and they are hereby invited to attend this meeting."
Governor Talmadge's Position

Whereupon Governor Talmadge read the following statement:

"Members of the Board of Regents:

In my efforts to carry out my pledges to the people of Georgia in my last campaign, to give them an administration of strict economy and common sense, it seems that I have inadvertently run afoul of the great higher educational system of our State and in some way crossed with established rules and regulations covering the same. These rules and regulations, in which I most wholeheartedly agree, were primarily made to protect the System from purely political interference.

I here and now most heartedly concur in every proper and logical safeguard that has been or can be made to thoroughly surround our educational system and to protect it from any insidious political or other interferences which might emanate from any direction whatsoever.

Through my long experience as Governor of your State, and as a lifelong citizen having received his education in the halls of its institutions, I know this is good and sound doctrine.

Early in this year, as Governor of your State, I made certain suggestions which in my opinion would be for the good of the whole people of the State, and as its governor it was my duty to pursue some of them. Some of us on this Board disagreed in more or less degree, some violently, but always with respect for the other one's opinion. We carried out certain changes and others we did not; whether properly or improperly, we followed a course of action which has been the subject of much discussion and criticism throughout the State and some parts of the nation.

For weeks now I have stood back and kept as quiet as my nature would permit and watched my political enemies seize upon these few incidents to build up an indictment against me and my administration in an effort to discredit everything that has been done. To date in my efforts to
give you the fair and economical and common sense administration we have needed so long in this state and for what you have prayed for and for what I was elected to carry out, I have not been fooled in the slightest, and I doubt whether very many common sense people of this state have been fooled by the tactics of some of my enemies.

"But, be that as it may, I, Eugene Talmadge, your governor duly elected, do realize that this dangerous situation has developed, and that a red herring, developed into the size of a whale, has been dragged across our trails. I cannot and will not stand by and longer see it pursued to disconcert the people of our country and the state, who were expecting better of me and of you.

The few changes and suggestions I made in good faith to the Board of Regents and which I felt were important to the best interests of the people of our state now and in the future have practically dwindled into insignificance beside the verbal cyclone that has been blown upon the other side of the picture. I wonder myself sometimes just what has happened and how such a cyclone could have been developed. I really had not expected our next campaign to start so far ahead of time, but, believe it or not, that is what this is, as you gentlemen of experience fully realize.

"And so, with this in mind, I say to you, gentlemen of the Board of Regents, and without qualifications and reservations, that you, as the proper guardians of our educational system of this state, make whatever changes to my suggestions and actions in the past six months affecting the University System of Georgia that might properly dispose for all time that I, or well-be any other governor, would have this system thrown into a purely political quagmire. You, as the proper constituted body, carry this message to the Southern Association of Schools and Colleges...
and any other educational agencies who might have been made to believe that
my intentions were anything but fair and well-meaning, give them every
assurance from this Board and from me that you and your governor wish
our standards to be the very highest and that our students and graduates
now and always shall enjoy the same and equal privileges with others in
every other state and section of this country. In no uncertain terms
express to them our determination that we intend to keep our standards
such and that we solicit their co-operation and suggestions to that
end.

"Yes, carry this same message to the parents, old graduates and to
the students in every branch of the University System, that their governor
never has and never will intentionally let them down, no matter how much
unselfish political propaganda by my political enemies would have them think
while they are using every subterfuge to gain advantage and wreck our
intentions. I would be the very first to call a halt on such political
skullduggery and I defy my political enemies here and now to come out in
the open with clean hands.

"Lastly, gentlemen, and you are honorable gentlemen who have given
your time and interest unselfishly to the service of your State and with
scant recognition of the troubles you have to bear. I hereby commission you
to use your best judgment and offices to correct this whole unfortunate
situation, correct any wrong that might have been done in the course of
events and officially give assurance that in your opinion are to the
very best interests of our State and our people.

"While you are doing this, I will do my best in my humble
way to take care of my political foes who would stop at nothing short of
wrecking our state institutions and good name, if they could defeat and
humiliate me. But that is a battle ground I well know, and, if by chance
I have inadvertently left my guard down, I will assure you here and now
that this is no undeclared war. I have doubled my tank
production and Old Gene expects to ask and will give no quarter.

"These are my suggestions to you this morning, and I ask you
to proceed with your regular order of business to the best interest of
the people of the State of Georgia."

"Upon motion properly made, seconded and unanimously adopted,

"Resolved, that the foregoing statement of Governor Talmadge
shall be and it is hereby received with the thanks and appreciation of
the Board of Regents of the University System of Georgia.

"Resolved that Chancellor S.V. Sanford, of the University System
of Georgia, President M.L Brittain of the Georgia School of Technology
President Harmon W. Caldwell of the University of Georgia and any other
head or faculty member of the University System whom the Chancellor
feels will be of assistance shall be and they are hereby authorized and directed to request of the proper authorities of the
Southern Association of Colleges and Secondary Schools or designated committees, to restore fully the accredited standing of the various
units of the University System."

On Nov. 1, 1941, following the statement of Governor Talmadge,
Regent L.W. Robert, Jr., read the following resolution and requested its
adoption by the Board of Regents.

"Whereas the Statutes of the University of Georgia, adopted
by the Regents of the University System of Georgia on August 2, 1940,
provide among other things as follows:

"The President of the University of Georgia shall recommend
to the Board of Regents suitable persons for positions in the University——
——— but such appointments shall be subject to confirmation by the
Board of Regents( Article 7, Section 3 c )

"The Dean ( of each college ) shall be appointed by the
President of the University of Georgia with the approval of the Board of Regents and shall hold office at the pleasure of the President and the Board. (Article 6, Section 1)

"The Board of Regents reserves the power to discharge a member of the staff or to refuse to renew a contract of employment for any cause or causes which, in the judgment of the Board of Regents, may seem valid. (Article 9, Section 12 a)

"The Board of Regents retains the power to modify, amend and repeal these statutes in any respect. (Article 12, Section 3).

"Whereas it has been claimed that the Board of Regents has discharged and/or failed to re-elect a member or members of the staff of the University of Georgia or of some other institution in the University System of Georgia, solely for political reasons, which claim or charge this Board expressly denies, and

"Whereas it is for the best interests of the University System of Georgia and for the institutions under its control that the dispute and controversy be ended,

"Now, therefore, be it resolved that the Board of Regents, in order to clarify its position hereby declares its policy as being unalterably opposed to political interference or domination of any kind or character in the affairs of the University of Georgia or in the affairs of any other institution in the University System of Georgia,

"Be it further resolved that the statutes of the University of Georgia be amended by adding a new section to be known as Article XIII, Section 5, to read as follows:

"Article XIII, Section 5—The nomination, appointment, approval, disapproval or discharge of any member of the teaching or administrative staff of any institution in the University System of Georgia, including
the University of Georgia, is and shall remain free from political interference or domination."

"On motion of Regent Robert, seconded by Regent Jenkins, and unanimously adopted, it was

"Resolved that the foregoing resolution shall be and it is hereby received by the Board of Regents of the University System of Georgia,

"Resolved further, that this resolution shall be and it is hereby adopted and declared the action of this Board."

Several students appeared before the Board and urged that proper steps be taken to restore the credits for work done in the University System colleges. Those students were Bob Pottle, Marion Aikin and R. Sanders, of the University and Blanton Haskell of Ga. Tech.

The following resolution introduced by Regent Jackson, with amendments, was adopted and declared to be the action of the Board.

"We wish to commend the Alumni Association of the University of Georgia for their interest in the welfare of the University System and the State of Georgia in the present controversy.

"We wish to thank the president, Judge Lucien P. Goodrich, for appointing the following, Governor John M. Slaton, Hon. Hughes Spalding and Hon. Shelby Myrick to appear before the Southern Association of Colleges and Secondary Schools in the interest of the University System.

"I move that a committee of five be appointed from this Board of Regents, composed of the following, Chairman Sandy Beaver, Hon. James S. Peters, Hon. Scott Candler, Hon. L.W. Robert, Jr., Hon. W.S. Morris, to appear before the Southern Association of Colleges and Secondary Schools and to co-operate with the committee from the Alumni Society. We suggest that the committee from the Board of Regents request the co-operation and assistance of the president of the Alumni Society and some of the more professors of the University System and a private citizen of experience
and training in school affairs, and the Alumni association of any other unit of the University System, to assist them in any way to present the true facts before the Southern Association of Colleges and Secondary Treat Schools.

"The above named committee has the full authority to carry out the spirit of the resolution just offered by Regent Robert and approved whatever is by the Board and to do proper to carry out the spirit of the statement as made by the Governor and spread on the minutes of the Board."

After some discussion Regent Candler offered the following resolution which was passed.

"Resolved that the following interpretation of Vice-Chairman Hunter of the resolution offered by Regent Jackson, which resolution has been adopted and declared to be the action of the Board, shall be and it is hereby adopted and declared to be the interpretation and understanding of the members of the Board:

"All the members of the Board of Regents will feel honor bound to stand behind and adopt any action this special committee may take."

A special meeting of the Board of Regents was called by Chairman Beaver to be held at the capitol on Nov. 19, 1941. It was noticeable that Governor Talmadge and five of the members he had appointed on the Board were not in attendance at that meeting.

The meeting was called in order that the special committee might make its report concerning the meeting with the representatives of the accrediting agencies.

Report of the Committee.

At the meeting of the Board of Regents at the capitol on Nov. 19, 1941, the Board noted the absence of Governor Talmadge, and Regents Bell, Jackson, Jenkins, Moors, and Peters, and as they had
rendered no excuse for their absence it was recorded on the minutes that they were not excused.

Chairman Beaver stated that in accordance with the action of the Board of Regents the committee appointed on Nov. 1st appeared before the investigating committee of the Southern Association of Colleges and Secondary Schools at its meeting at the Analex Hotel in Atlanta on Monday and Tuesday, November 3-4, 1941. Chairman Beaver then read the following report which was submitted to the investigating committee by the Regents' committee:

Nov. 4, 1941

Dr. O. C. Carmichael, Chairman,
Dr. R. C. Foster
Dr. Alexander Guerry

Gentlemen:

"The fact that you had three long sessions yesterday means that you are not only inconveniencing yourselves tremendously but that you are assembling considerable information.

"We regret that we have not been of more assistance in lessening your work, but we felt that it would be better if you made independent investigations rather than for us to present prepared speeches or statements.

"We believe that you have found that the whole trouble here in Georgia—as stated yesterday—results from the fact that the Governor and a majority of the Board of Regents did not understand the operation and authority of the Southern Association of Colleges and Secondary Schools notwithstanding the fact that all of our units are members.

"As we pointed out yesterday, during the four years prior to January 1, 1941, our state accumulated an enormous deficit, Governor Talmadge..."
who had demonstrated outstanding financial ability in his former administration, was elected on a platform of economy, and, having been clothed then by the legislature with unprecedented authority to the above end, the Governor moved speedily to do the things he has promised. Unnecessary workers in the Highway Department and in the various State offices, as well as out over the State, were dismissed and all operating expenses reduced to a minimum; and, inasmuch as there was no one to question his authority in such matters, the Governor became impatient of restraint—occasionally perhaps moving without complete information.

"The Governor is also most appreciative of loyalty, with the result that he sometimes attaches more importance to the statements of his friends than the circumstances warrant and we believe that this weakness—ordinarily a virtue—will explain the most flagrant of the cases you are investigating.

"We purposely refrained yesterday from discussing individual cases except insofar as was necessary to answer the questions of your committee or the other educators who sat with you. We understood that you had complete files on each and every case and felt that statements by us would be somewhat superfluous.

"We feel sure that your investigations have disclosed that, notwithstanding the above, only three or four of our faculty members have suffered as a result of the Governor's intervention; and when you consider that there are 1,400 professors, instructors and employees in the University System, you will understand how very slight is the percentage. We also think that there is not an instructor in our system who was placed there by the Governor, and we give it to you as our opinion that there is at present no appreciable effort in Georgia to mingle the races educationally."
"The statement which Governor Talma made before the Board of Regents on November 1st—copies of which have been placed in your hands—will show that the Governor now understands that he and a majority of the Board of Regents have run afoul of the rules, regulations and best practices of the Southern Association. A further resolution by the Board of Regents states that we all understand the rules and will abide by them and authorizes this 'regents' committee to do whatever it considers proper to make satisfactory amends—the Board having agreed unanimously to support whatever our committee does.

You are therefore dealing with responsible and informed officials and individuals. Governor Talma will not only do exactly what his statement indicates but he is a man of such unimpeachable personal integrity that he will go even further to carry out the spirit and the letter of his statement. There is a slogan in Georgia that 'Talma keeps his promises;' and we give it to you as our considered opinion that his statement—together with the above mentioned actions of the Board of Regents—mean that so long as a single unit of the University System of Georgia is a member of the Southern Association of Colleges and Secondary Schools, each and every regulation, express or implied, of that association will be carried out both in spirit and in letter.

We feel sure that your association has never had a case similar to this one. Practically no political considerations—in the usual acceptation of those terms—have been present, but only the not-well-considered actions of an otherwise most competent and almost unanimously elected Governor have been the determining factors; and these will never occur again.

And no committee could have gone further in remedying this situation than we have gone when we requested you yesterday to assist us by indicating what in your opinion we should do completely to cure the
situation: and **and** we have such confidence in the competency and
fairness of you gentlemen that we say to you that we will agree in
advance to carry out such instructions as you three gentlemen decide
unanimously are correct and proper.

"Could a committee or a board go further? There is no
controversy of any kind between us. You have not had to prove irregular-
ities. We have freely admitted them and have corrected them or will
correct them.

"The Southern Association is not a punitive organization;
and, if it were, you would want to punish the people who are guilty and
not our faculties and students who are the only individuals who would
suffer. Thus by a quick decision and recommendation on your part, you
will have set at ease 15,000 worried students and will have restored to
normalcy the activities of more than 1,000 jittery teachers.

"You, gentlemen, therefore are in a peculiarly favorable
position. You have the rare opportunity not only of having investigated
but of having settled in two days a most annoying educational situation
which has shaken Georgia to its foundations--proven an unpleasant
subject wherever the best academic procedures obtain; and, by adjusting
the matter thus promptly, you will have added more prestige to the
Southern Association in a shorter period of time than the activities
of any similar committee in the history of our splendid association.

"Accept our apologies, therefore, and indicate officially—or
off the record if you prefer--what you consider necessary in order to
put our house in order and it will be done.

"Then meet such a fine attitude on our part in the way it
deserves. Don't suspend us or put us on probation, but warn us if you wish
and then watch us and let us show you how meticulously we observe every
association regulation. Could any procedure other than that be more
wholesome to the whole country, or productive of better results to all
concerned?

Respectfully submitted,

Sandy Beaver Chairman,
L W. Robert, Jr
Scott Candler
W. S. Morris

"Note—The Fifth member of the committee, Regent James S. Peters, was called
out of the city today.

Chancellor Sanford's letter

"Chairman Beaver then read the following report which was
submitted to the investigating committee by Chancellor Sanford:

The writer wishes at this point to interject his personal opinion
that this report by Chancellor Sanford was unanswerable, but as
things turned out the Southern Association of Colleges and Secondary
Schools saw fit to ignore his arguments, the whole matter having
centered around one thing, the elimination of Eugene Talmadge from the
governorship.

Nov 4, 1941

Dr. O. C. Carmichael, Chairman,
Dr. R. C. Foster
Dr Alexander Guerry

"Gentlemen:

"(a) When Bilbo interfered in Mississippi, so many teachers were
dismissed or resigned, scores and scores of them, that the usefulness
of the institution was destroyed.

"This condition is not true with us. Only a few people have
been dismissed, and all of the units of the University System are
functioning acceptably.

"(b) When Long interfered in Louisiana, instructors became
professors at the whim of the governor and corruption spread within the
university itself, the president himself now an inmate of a penitentiary.
"Nothing of this sort exists in the University System. No charges of dishonesty can be brought against the Chancellor, the heads of the institutions, or members of the faculties.

Almost the opening statement of the Constitution and Standards of the Southern Association refers to one of the major purposes—"to consider all subjects that tend to the promotion of their interests." It seems, therefore, that the fundamental spirit of the association is that of helpfulness, encouragement and support, and surely in the absence of direct punitive threats as a part of the standards the spirit of this investigation does not contemplate expulsion of the University System.

Especially in such trying times as these the 15,000 boys and girls enrolled need assurance as to the future and not added doubts and uncertainty in their lives because of expulsion of their Alma Mater.

While the Constitution and Standards do not refer to such situations as Georgia is now in, we immediately admit the Association has the legal right to withdraw fellowship if it so wishes. This, however, would result in the almost complete destruction of the remarkable programs the University System has made during the past nine years. The following decade would not repair the loss sustained. What has come to Georgia comes frequently and unexpectedly to private, denominational and state schools. I believe it is definitely the present spirit of the association—membership to help and uphold, and no longer to administer punishment for the sake of punishment—this in cases where the honor and integrity of the association are not involved. Upon this new spirit, the leadership and the voting membership are to be congratulated. If, however, some one college needs a warning or a reprimand, then well and good, but I confidently feel destruction of progressive work and of the hopes and plans of Georgia youth is not in your minds.

"Phenomenal progress has been made, university requirements have
been constantly raised, and the enrollment growth has all but overwhelmed the various unit heads, the chancellor and the Regents. The nation has turned its eyes to Georgia, but is all this to be forgotten because of the present incident which has come about because of human differences, ideals and interpretations?

"Disrepute has not been brought upon the Southern Association, and while all parties in Georgia regret the seeming necessity of the recent drastic, deliberative action on the Board of Regents, the University System remains strong, vigorous, and hopeful.

"The Georgia situation is in no sense comparable to that of Mississippi or Louisiana a few years ago. There have been no wholesale arbitrary dismissals. The three cases cannot be considered in the same class or of the same nature.

"The Association Quarterly, May 1940, page 307, refers to Louisiana in these words: The members of the association have been shocked by the unprecedented dishonesty and corruption on the part of certain former officers of Louisiana State University. We all agree that these words were conservatively spoken, yet the Association did not expel, dismiss, cast out, withdraw fellowship. Probation gave L.S.U. the opportunity to proceed on a sound educational basis and to protect the aspirations and investments of the University students and their parents. Even the shock from unprecedented dishonesty and corruption did not draw extreme penalty.

"Neither can we forget the case of Vanderbilt, the conflict between the Board of Trustees and the College of Bishops. All Southern Methodism was rocked to its foundations, and the course of Methodist education largely changed, yet I recall no expulsion, no extreme punitive measures from the Association,
"We also recall Wisconsin University when in 1936 the coach, the director of Physical Education, a professor and the president were tried and dismissed. The political aspects of this case are well known, yet I recall no drastic action by any association.

"Private and denominational schools are less subject to the searchlight of journalism, and so the somewhat frequent changes of presidents and faculty members go almost unheralded. Not so long ago in Georgia were there such instances. (Wesleyan) (Mercer).

"Relative freedom of the University System from entanglements since its organization is well known to all of you. The present alleged political activity cannot be compared with the behind-the-scene logrolling trading, swapping and maneuvering of the sixteen different \textit{unit} units with their separate boards of trustees prior to 1932. For a University System, the sixth largest in America, there is probably no other example of such well-nigh complete freedom from disturbing conflicts as Georgia has presented for the past nine years.

"Were there evidence of alleged irregularities running through session after session of the Regents, and from year to year, evidences, not of differences but of downright corruption and dishonesty, then there would be a case against us. The Georgia affair is a sporadic case, growing out of a conflict of ideals and strong convictions of strong personalities.

"Expulsion is surely out of all proportion to the irregularities. If extreme protection were necessary, then the recent rebuke of the Southern Conference has served every purpose. Similar action by this accrediting agency would work destruction and not protest in the interest of educational ideals.
educational idealism and approved procedures. The innocent would be
the sufferers. The cost would be altogether too great and unthinkable.

"Suspension is the work of the moment, rebuilding that of
years upon years. The ill effects upon the future plant-building program
of the University System cannot be measured. In this time of national
emergency its School of Medicine would fall into disrepute, even though
its instruction would be as excellent as ever. Complications would
undoubtedly arise as to the operation of the Smith-Hughes law which
would adversely affect the Home Economics training. The School of Engineering would suffer irreparable loss at a time when the nation cries for
trained hands and mechanical ability. The effect upon teacher training and
upon the public school system of Georgia would be immediate. Your own
Standards, Association Quarterly, May 1940, page 273, read: "Beginning
teachers of academic subjects, and of Agriculture and Home Economics are
required to have degrees from colleges approved by the Association." Furthermore, "Any person entering a position of administrative or super-
visory control of instruction in a secondary school accredited by this
Association shall hold a Master's or other graduate degree from a college
or university belonging to the Southern Association or some other regional
association. " Will you repeal these requirements or force all the high
schools of the state to violate the explicit standards of the Association?
Or will you sympathetically and understandingly permit the University
System of Georgia to go on with the training of teachers, working
in cordial co-operation with the other great educational agencies of our
Southland, in the effort to cure our many social, economic and financial
ills?

"If the committee of three from the Southern Association will tell
us specifically what must be done to save the situation, I am confident
the requirements will be met, however drastic they may be."
"In our opinion the Southern Association can render more effective service to the University System of Georgia by standing by us as a protection in this, our hour of peril.

Respectfully submitted,

S.V. Sanford,
Chancellor.

It became apparent that the Association would require two things to be done in order for the University System to retain back its accredited standing. These two things were the defeat of Eugene Talmadge in his race for governor, and the reversal of the action of the Board dismissing Dr. Cocking, Dr. Pittman and others. This was not put in writing or specifically pointed out to the Board of Regents, but that was the situation as accepted on all sides. Day by day the whole controversy was becoming more and more involved in politics.

Association Resolution

After the reading of Chairman Beaver's statement of what had occurred at the meeting of the Association committee in Atlanta on Nov. 3-4, and the reading of Chancellor Sanford's letter to the committee,

Chairman Beaver then stated that the 'agents' committee had met in Atlanta and formulated a report in the form of various resolutions. At the meeting of this committee, the committee felt that it was best to have the chairman of the Board of Regents issue a call for a meeting of the entire Board to give consideration to the committee's report and take whatever action the Board desired. The call was issued and since the Board is now in session, he stated that he would like to read the report and resolutions prepared by the Regents'
committee. He then read them following:

"Whereas this Board of Regents of the University System of Georgia passed unanimously on Nov. 1, 1941, a resolution—Hereeto attached—reaffirming its intention to follow accurately in the future the statutes of the University of Georgia as approved by the Board of Regents on August 2, 1940, regarding the election of personnel, and

"Whereas during the previous few months the above mentioned rules and other regulations of the Regents—largely as the result of ignorance of procedure on the part of a majority of the Board—have not been observed in all cases, now, therefore, be it

"Resolved, That the Board of Regents of the University System of Georgia hereby direct the Chancellor to correct immediately all such irregularities as have occurred; and, provided the president of the unit to which he or she will be attached and the Chancellor so recommend, the above named officer is specifically directed to offer re-employment to all such professors and assistants with a view to having them return immediately to the University System on the same salaries they were receiving when they left, and either restore them to their former positions or to assign them to such other duties as the Chancellor may deem proper and expedient for the best interests of the University System.

"Upon motion of Regent Woodruff, seconded by Regent Hunter, and unanimously adopted, it was

"Resolved, that the foregoing report of the committee which was authorized to be appointed at the meeting of the Board of Regents on Nov. 1, 1941, and which met with the committee from the Southern Association of Colleges and Secondary Schools in Atlanta on Monday and Tuesday, Nov. 3–4, 1941, shall be and it is hereby adopted and declared to
be the action of this Board.

"In order to further clarify the position of the Board of Regents of the University System of Georgia, it was, upon motion of Regent Harvey, seconded by Regent Strickland, and unanimously adopted

"Resolved, that the Board of Regents of the University System of Georgia shall and it does hereby authorize and direct the Chancellor of the University System of Georgia to correct immediately in the manner prescribed by the by-laws and the rules and regulations of the Board of Regents any irregularities which in his opinion have occurred and to do what is for the best interests of the University System of Georgia.

"Resolved, further, that the Board of Regents of the University System of Georgia shall and it does hereby reaffirm its pledge to the Committee on Investigation of the Southern Association of Colleges and Secondary Schools to follow the rules and regulations and statutes of the Board of Regents in the selection of personnel and tenure as authorized by the constituted authorities on August 2, 1940"

Regent L.W. Robert, Jr., had communicated with Chairman Beaver, stating that he could not attend this meeting on Nov. 19th, but that he could be present if the Board would recess the meeting to Sandlir Field, the next day, Nov. 20th, at which time he would meet with them during the stop of an airship on which he would be traveling to Mexico City. The meeting of the Board of Regents was then recessed and met the next day at Sandlir Field and, with Regent Robert present reaffirmed the passing of the resolutions the day previous. The Regents not present at the passing of these resolutions were Governor Talmadge and Regents Cummings, Jenkins, Moore, Peters, Jackson and Varn.
Report of the Association Committee

All the argument made in favor of the athe credits of the University System being allowed went for nothing. The investigating committee made its report to the Southern Association of Colleges and Secondary Schools at the meeting of that body on Dec. 3, 1941 and the University System colleges were dropped from the accredited list. While there will be more or less repetition of what has already been mentioned, it is well that that report be given in full and the reasons placed in the record on which the adverse decision against the University and the other colleges in the University System was rendered. This was the Committee report which was adopted by that body:

"The Committee of the Southern Association of Colleges and Secondary Schools appointed to investigate the situation in the University System of Georgia, had a preliminary meeting in Birmingham, Alabama, on September 29, 1941, for the purpose of considering the evidence then in hand, and to consider what steps should be taken to insure full and accurate information on the problem. At this meeting it was decided to hold a hearing in Atlanta on November 3 and 4 to which all members of the Board of Regents and all presidents of colleges belonging to the Association would be invited. The committee further agreed that other organizations wishing to investigate the matter would be welcome to sit in with the committee and participate in the hearing. The hearing began at the Ansley Hotel in Atlanta at 9 a.m., Nov. 3, 1941, with the following men, in addition to the Committee, present: President Ray Lyman Wilbur and Dr. William D. Cutter, representing the Council on Medical Education, Dean Arthur W. Martin, representing the American Association of Schools of Law, Dean R. C. Horack, representing the American Bar Association, President Theodore H.
Jack, representing the Phi Beta Kappa Society, President C. C. Sherrod, representing the American Association of Teachers Colleges, President S. H. Whitley, of the Southern Association, and Mr. W. C. Huntley, Executive Secretary of the Commission on Institutions of Higher Education.

The following groups were interviewed in the course of a two-days hearing: a committee from the Board of Regents of the University System of Georgia; a committee of the alumni of the University of Georgia; a committee of the alumni of the Georgia School of Technology, Chancellor Sanford, President Caldwell, President Brittain, President Pittman, President Gates; several other individuals who asked to be heard, and a committee of local educators not connected with the University System who were requested by the committee to appear before it; Supt. Willis A. Sutton, of the Atlanta Public Schools, President J. R. McCain, of Agnes Scott College, and Vice-President Goodrich C. White, of Emory University. The committee was in session for the hearing a total of more than fifteen hours. In addition to the reports heard on Nov 3 and 4 the committee had before it a fairly complete newspaper file covering the actions of the Board of Regents and the Governor from May 30 to Dec. 1, 1941 and an analysis made by Mr. Huntley based on a thorough study of the situation.

After considering all the data the committee respectfully submits the following findings:

1—That Governor Talmadge requested the Board of Regents to dismiss Dean Walter D. Cocking, head of the Department of Education at the University of Georgia, on May 30, 1941, though he was recommended for re-appointment by President Caldwell and Chancellor Sanford. Upon the refusal of the Board to do so, he gave notice that he would prefer charges, and the date of the trial was set for June 16. After a trial lasting five hours, Dean Cocking was exonerated of all charges by a vote of 8 to 7, and appointed for another year, effective Sept. 1, 1941.
2—The Governor immediately thereafter denounced the action of the Board of Regents, gave notice of a rehearing, and set about to change its personnel. Three of his own appointees who voted against his wishes were asked to resign on the ground of illegal appointment. Failing to secure the resignations of these men he turned to others who opposed his wishes, and finally obtained three resignations. He then appointed three new members. The Board of Regents was reconstituted for the specific purpose of serving the Governor's will.

3—He then notified Dean Cocking that he would be tried again despite the fact that he had been exonerated on June 16, and that the trial was set for July 14. President Marvin Pittman, of Statesboro, who was recommended for reappointment by Chancellor "Sanford", was also summoned to appear on this date for his trial, which had been postponed from June 16.

4—From the record it is clear that these trials were a mockery of democratic procedure. As if to crown this act of injustice, the motion to vote on the validity of the evidence submitted was lost by a vote of 10 to 5, and Dean Cocking and President Pittman were dismissed by the same vote.

After examining a great body of evidence the committee is convinced that the charges preferred against Dean Cocking and President Pittman were either spurious or entirely unsupported by the evidence.

In addition to Dean Cocking and President Pittman, who were dismissed after hearings, the following members of the staff of the University System of Georgia were dismissed without hearing, and in the judgment of the committee, without adequate reasons or due notice.

Dr. J. Curtis Dixon, Vice-Chancellor of the University System.

Dr. C. M. Bestler, Chairman Division of Social Science, Georgia Teachers College

Miss Mamie Veaey, Dean of Women, Georgia Teachers College
"Miss Jane Franseth, Assistant Professor, Laboratory School and Field Service, Georgia Teachers College

"Mr. F. D. Bach, Professor of Social Science, North Georgia College, Dahlonega

"Mr. R. E. Davila, Beef Cattle and Sheep Specialist, Department of Agricultural Extension, Athens

"Mr. J. A. Evans, Administrative Assistant, Department of Agricultural Extension, Athens.

"Mrs. Leila R. Mize, Department of Agricultural Extension, Athens

"There are possibly others whose names should appear on this list, but only these were considered in detail at the hearing.

"6—At the Georgia School of Technology, Mr. R. I. Barron was elected to the position of Dean of Men without the recommendation of either President Brittian or Chancellor Sanford. The fact that he did not accept the position does not in any way alter the conviction of the committee that the Board of Regents of the University System of Georgia has violated sound educational policy in this appointment as in the dismissals listed above.

"7—Another feature in the situation in the University System of Georgia which adds seriously to the difficulty of insuring proper educational administration is the fact that the Governor under the statutes of the state has the authority to modify in any way he sees fit the budget as adopted by the Board of Regents. He can delete or modify any item of expenditure or remove any individual from the payroll without the Board's approval. It is thus possible for one man to nullify the Board's action by refusing to approve any individual or item. Arbitrary power of this kind in the hands of any individual or agency is a threat to sound procedure in the operation of an educational system.

"8—The Committee was impressed with the earnestness
of the Chairman of the Board of Regents and, of other members that appeared before it, but it is clear from the facts stated above that if the Governor is opposed to the action of that body in the appointment of personnel, he can veto it by striking the name or names from the payroll and thus prevent any appointment which he may oppose. That the Governor is willing to exercise this power is clearly demonstrated by the fact that he stated through the newspapers that Dean Cocking would not return to his position in the University of Georgia at the time when the Chairman of the Board of Regents was in communication with Dr. Cocking regarding his re-instatement.

CONCLUSION—

"In the light of all the evidence the Committee is forced to conclude that the University System of Georgia has been the victim of unprecedented and unjustifiable political interference; that the Governor of the state has violated not only sound educational policy, but proper democratic procedure in insisting upon the resignation of members of the Board of Regents in order to appoint to that body men who would do his bidding; that the Board of Regents has flagrantly violated sound educational procedure in dismissals and appointment of staff members; that every institution in the System is profoundly affected by the precedents established and by the actions already taken whether any of its staff has been dismissed to date or not; that there can be no effective educational program where this condition exists; that in view of the actions of the Board of Regents of the University System of Georgia which brought about this condition, and in view of its dependence upon the concurrence of the Governor in matters vital to the operation of the System, the Board of Regents does not appear to be an independent and effective educational board of control."
"The Committee, therefore, recommends that the following institutions be dropped from membership in the Southern Association of Colleges and Secondary Schools:

- Georgia School of Technology, Atlanta, Ga.
- Georgia State College for Women, Milledgeville, Ga.
- Georgia State Woman's College, Valdosta, Ga.
- University of Georgia, Athens, Ga.
- Georgia Teachers College, Collegeboro, Ga.
- Georgia Southwestern College, Americus, Ga.
- Middle Georgia College, Cochran, Ga.
- North Georgia College, Dahlonega, Ga.
- South Georgia College, Douglas, Ga.
- West Georgia College, Carrollton, Ga.

"It recommends further that this suspension take effect Sept 1, 1942, and continue until removed by vote of this Association at its next or later annual meeting on recommendation of the Executive Committee and of the Commission on Institutions of Higher Education.

Respectfully submitted,

Dec. 3, 1941

Alexander Gwerry,
John J. Tigert
O. C. Carmichael, Chairman.

The report of this committee was adopted and the University System was off the accredited list. There is no doubt but that the colleges had received a body blow. Quite a large number of prospective students went to other colleges, those who were finishing up their work were alarmed as to their credits being accepted by other colleges.

It was a full year before the accredited relations were restored, and than only after a bitter political campaign had been fought and Eugene Talmadge had been defeated.
It became quite evident that the credits would not be restored unless Talmadge were defeated. While that demand was not put in writing, it was known to be a fact. There were a few of the members of the faculty, who resented being told whom they should support for Governor if the University was to be restored to the accredited list and maintained that such a question should be settled on the basis of the quality of work done by the University and not be made contingent upon the result of a political campaign. The writer was one of that number.

So through the winter, spring and summer of 1942 the gubernatorial conflict raged between Talmadge and Arnall. It was one of the bitterest gubernatorial fights in the history of Georgia.

In the educational world it spread from the colleges over into the region occupied by the common schools, largely on account of the refusal of Governor Talmadge to authorize a 25 per cent in the salaries of the teachers.

The annual meeting of the Georgia Education Association was held in Savannah in the Spring of 1942. Governor Talmadge made an address on that occasion, in which he pointed out that he had twice paid off deficits in teachers salaries coming over from other gubernatorial administration, but he could not grant the increase in salaries unless extra money came into the treasury. As it turned out, the extra money did come into the treasury in July and August, but he did not raise the salaries until Sept. 10th, the day after the primary election in which he was defeated.

If ever a speaker had an ice blanket thrown over him, Governor Talmadge was that speaker at that Savannah meeting. In the educational world feeling mounted higher and higher against him.

On the University of Georgia campus, among the students, the anti-Talmadge feeling was plainly recognized. Down in the hall of the
Phi Kappa literary society the members voted to take down his picture that hung on the wall of that historic building. Student speakers were sent to address the Board of Regents. A motorcade was arranged to storm the capitol and scores of automobiles filled with boys and young women from the University campus swept into Atlanta where a vociferous demonstration was made on the capitol grounds. Mr. Arnall delivered an impassioned address from a speaker's stand erected on Broad Street in front of the historic campus arch.

Both on the stump and in the press the arguments were flaming in their nature and bitter in the extreme. The race issue was emphasized by Talmadge, since that figured in the charges he had made against Dean Cocking. The Rosenwald Fund came into the discussions and a number of leading figures in the campaign were accused of being subsidized on the race issue.

In due time the primary was held and when the votes were counted Arnall had won the nomination by an impressive majority. Strange things happen in politics. Four years later Eugene Talmadge was nominated for the fourth time for governor and among things he advocated was a fifty per cent increase for teachers salaries in the common schools and six hundred thousand dollars increase in support of the University system of Georgia.

In a few months after the primary in 1942 Willis G. Arnall was inaugurated as Governor of Georgia. One of the first measures put through the legislature by the new governor was a bill abolishing the Board of Regents and providing for the appointing of a new Board, on which the governor would no longer be an ex-officio member. That was in keeping with Arnall's pledge to the people during his campaign.
Meanwhile some actions had been taken by the Board of Regents that may be noted here.

At the April 1st, 1942 meeting, Regent Hunter resigned in order to enter the service of his country, and Cary G. Arnett, of Halcyondale had been appointed in his place by Governor Talmadge.

Mrs. Susie T. Moore was made Vice-Chairman of the Board.

At the June 25, 1942 meeting, Chancellor S.V. Sanford was re-elected to his position, which he filled until his death in 1945.

Chancellor Sanford in referring to the financial help that had been extended by Governor Talmadge, made the following statement: "The heads of the units of the University System through the desire to express to you, Governor Talmadge, their deep appreciation for the financial support you have given the System and particularly the prompt payment of each quarterly budget. At no time has the budget been altered."

One of the most important features of the work of the Board of Regents from the beginning was the handling of the broadcasting station, WGST. That station was given to the Georgia School of Technology by the late Clark Howell Sr., editor of the Atlanta Constitution, when that paper ceased to operate it. For years it was operated by a private company. It was developed into quite a paying institution. Several years since trouble arose with the government as to renewal of license on account of its sub-lease. It required no little effort to straighten out the tangle, but everything was finally adjusted by the Regents.

When the General Assembly of Georgia met in January 1943, the first bill introduced, House Bill No. 1, was that which had been promised by Governor Arnall, the bill to abolish the Board of Regents and to recreate that body without the governor as an ex-officio member.

The new Board of Regents, under appointment of Governor Arnall and confirmation by the Senate, was as follows:
State at Large  Marion Smith  Jan. 1, 1943—Jan. 1, 1946  Atlanta  
State at Large  Frank M. Spratlin  Jan. 1, 1943—Jan. 1, 1946  Atlanta  
State at Large  Earl B. Braswell  Jan. 1, 1943—Jan. 1, 1949  Athens  
State at Large  Pope F. Brock  Jan. 1, 1943—Jan. 1, 1948  Atlanta  
First District  J.L. Renfroe  Jan. 1, 1943—Jan. 1, 1948  Statesboro  
Third District  George C. Woodruff  Jan. 1, 1943—Jan. 1, 1944  Columbus  
Fifth District  Rutherford L. Ellis  Jan. 1, 1943—Jan. 1, 1947  Atlanta  
Sixth District  Miller R. Bell  Jan. 1, 1943—Jan. 1, 1950  Milledgeville  
Seventh District  Roy N. Emmet, Sr.  Jan. 1, 1943—Jan. 1, 1945  Cedartown  
Ninth District  Sandy Beaver  Jan. 1, 1943—Jan. 1, 1945  Gainesville  
Tenth District  William S. Morris  Jan. 1, 1943—Jan. 1, 1944  Augusta  

The first meeting of the new Board was held January 26, 1943 at the State capitol.  

Marion Smith was unanimously elected chairman and has held that position since that time.  

Sandy Beaver was named as Vice-Chairman, and still holds that position.  

The oath of office to the newly-appointed Board after the confirmation by the Senate was administered by Governor Arnall, who, addressing the
Board, said:

"You have been chosen without regard to the college or university you attended and without regard to any clique or group of special interest. This will probably be the only talk I shall make to you, and I therefore urge the regents to exercise rigid economy in the University System and to eliminate as much deadwood as possible.

"I believe in education and I do not want the regents to sacrifice the effectiveness of the state's educational system, but I do desire that you examine diligently the personnel, not in regard to individual employee, but in regard to position.

"The job of the regents basically is to develop a generation better prepared than past generations to cope with the problems of life. The regents are assuming their responsibility at a particularly difficult time because of the changes brought about by the war! Chairman Smith, in his annual report made later on, said to the governor: "We wish to say that the governor has rigidly carried out this maxim policy of not interfering with the Board of Regents. We desire to make a record of that fact in this report for the benefit of the people of the state."

"As previously stated, we recognized task number one of the newly appointed board to be that we should place before the government for aid in the war effort all of the facilities of the University System. In spite of our urgent problems the war effort came first.

"Next to that, and to that only, was the problem of the accredited standing of our institutions. Here again we refrain from repeating the de-lorable story of the occurrences which caused that accredited standing to be lost. That is only too well known. The accredited standing had been lost by every unit in the System and the state had learned that no institution can survive as a satisfactory institution of higher education when it is discredited by recognized educational authorities.

"The Governor of course knows that the Board's problem with
regard to these accredited standards had been solved for it by the time the Board was appointed. We believe it to be well to make a public record through this report of what had actually occurred. In December 1942, the Southern Association of Colleges and Secondary Schools held its annual meeting in Memphis, Tennessee. Governor Arnall, Chancellor Sanford and the undersigned, now chairman of the Board but then without official standing, attended that meeting. We were heard fully by the Association. The Governor-elect, introduced the undersigned as one of the men he intended to appoint to the reconstructed Board of Regents. We pointed out to the Association the program for the restoration of the independence of the Board of Regents on which Governor-elect Arnall had been elected, and asked them to appoint a committee with authority to restore accredited ratings when the program had been carried into law and a truly independent University System was functioning in the state.

We found the Association entirely sympathetic. It had not deprived our institutions of our accredited standing because of any hostility toward the state or its institutions or from any political considerations. Their action had resulted solely from the fact that no self-respecting association could accredit institutions in the deplorable political turmoil to which the System had been reduced. When its independence was established, we were welcomed gladly by the Association. Immediately the passage of House Bill No. 1 and the creation of the new Board, we reported to the committee of the Association that the program was enacted into law and actually in operation. The committee made the necessary investigation to verify these facts and promptly and gladly welcomed us back. We take pleasure in reporting that the accredited standing of every institution has been restored.

We submit one further observation. From the time of the disgraceful events which caused the loss of this accredited standing to the time it was restored, this System went through a period of suffering and humiliation.
"Perhaps, however, out of it some good will ultimately result. The people of Georgia have made a record on the subject of which they can well be proud. We are assured from educators from one end of the United States to the other that the whole educational world is proud of the stand the people of Georgia took last summer. It may well be true that many other states will be saved similar experiences from the lesson that Georgia has taught, and it is certainly true that never again during the present generation will anyone again attempt such political interference with our Georgia educational system."

One of the first acts of the new Board was to restore Dr. Marvin S. Pittman to the presidency of the Georgia Teachers College from which he had been removed in 1941.

"At the request of Chancellor Sanford, President Harmon W. Caldwell, of the University of Georgia, appeared before the Board and stated that Dr. Walter D Cocking had informed him that he was permanently employed by the federal government in Washington, D.C., at a very remunerative salary and that because of these reasons he did not wish to return to the University of Georgia."

Having disposed of these two matters over which there had been so much political wrangling, nothing remained to close that unfortunate chapter except the restoration of accredited relations, and within a few days of the organization of the new Board of Regents in January 1941, notice was received that the University of Georgia and the other colleges in the University System had been restored to full membership in the Southern Association of Colleges and Secondary Schools, retroactive to September 1, 1942. This news was received with rejoicing by the alumni throughout Georgia and the entire country.

On March 25, 1943, the Board passed the following resolution:

"Resolved, that the Board of Regents of the University System of Georgia shall and it does hereby extend an invitation to the members of the press to attend the meetings of the Board with the understanding that when the
Board considers a matter in executive session, that members of the board will retire from the room for the duration of the executive session.

During the year quite a number of gifts were made to the several institutions by alumni and friends, demonstrating a growing interest in educational development not only among the alumni but also on the part of many other citizens and organizations. Among the larger gifts were the bequests under the will of Mrs. Joseph R. Lamar of $25,000 for the Joseph Rocker Lamar Scholarship Fund at the Georgian Medical College, $15,000 for the Philip R. Lamar Research Fund at the Georgia School of Technology, and $20,000 for the Department of History at the University of Georgia; the gift of $5000 to the University under the will of Mrs. Elizabeth M. Bullard, of Savannah; the gift of Cason J. Callaway of $5000 to assist in building a meat-curing plant at the University; the gift of $1000 by Leo I. Meinhard, the income from which is to be used to provide prizes for outstanding students in the University Law School, the fund being established in memory of the donor's father, Isaac Meinhard; the donation of $1500 by the Carnegie Foundation toward the salary of the artist in residence at the University of Georgia.

The name for the college for Negroes at Albany, Ga., was changed from the Georgia Normal and Agricultural College to the Albany State College.

On July 28, 1943 the federal government discontinued the work of the National Youth Administration. This step cut off the help that had been given during the early war years to quite a number of students in the several units of the University System.

An advance step was taken by the Regents on August 11, 1943, when a program was adopted for Nursing Education as a part of the work of the College of Education at the University of Georgia.

Immediately following the catastrophe at Pearl Harbor and the declaration of war by the United States, the Board of Regents placed unreservedly at
the service of the government all the institutions under its control.
From that moment until peace came the University System of Georgia made a most enviable record. Detailed reference is made here only to the part played by the University of Georgia.

In December 1941 negotiations were opened looking toward the location on the University campus of one of the four U.S. Navy Pre-Flight schools. That school was formally commissioned on June 4, 1942 and Captain C. F. Smith, U.S.N., Retired, was placed in charge of the school. Formal dedication exercises were held in Sanford Stadium on the afternoon of June 18th, 1942. A more detailed account of this school appears elsewhere.

During the first part of 1942, the Midland Radio School, under contract with the federal government, was conducted in Athens for the training of several thousand radio operators and mechanics.

A unit of the Army Students Training Program was held in Athens, the teaching being done by members of the University faculty.

In all three of these lines of work more than twenty-five thousand young men were trained at the University of Georgia for their work, chiefly that of the Naval Air Forces.

The improvement of the facilities for negro education constituted one of the forward movements of the Regents in 1943.

At the Board meeting on August 11, 1943 a plan was adopted to give the three colleges for Negroes courses on the Senior level in agriculture, home economics, industrial arts, courses for county agents, home demonstration agents and trades for adults and those who might be unprepared for college. The work at the Fort Valley College was to be chiefly in training teachers for the secondary schools in agriculture, home economics and business administration, while at the Albany College the chief work was to be the training of teachers for the elementary schools. Due attention was to be given at all three of the colleges for Negroes to research work.
Following the decision of the United States Supreme Court that Negroes had the right to be admitted to colleges for whites, a serious question confronted the Regents. They had no idea of mixing the races in any of the institutions under their control, and therefore some plan had to be evolved to meet this issue.

The Supreme Court had left a loophole by simply requiring admission or the furnishing of equal opportunities. So the problem of the Regents was that of providing equal opportunities. In the three negro colleges under the control of the Regents, the courses for undergraduate training had been provided, but there were no graduate courses or courses in law or medicine in those colleges.

At the meeting on Aug.11, 1943 the minutes of the Board contain the following statements:

"The Board declares its purpose as rapidly as it becomes possible to do so, to meet the constitutional requirements announced by the Supreme Court of the United States with regard to furnishing substantially equal opportunities for Negroes on the post-graduate level. It will continue the policy hereinafter set out until war conditions and other conditions create a situation where compliance in the postgraduate field in the University System is possible.

"The Board now agrees that it will, at the next session of the General Assembly present a recommendation that the General Assembly authorize it to use sufficient funds to provide scholarships in other institutions for post-graduate work for qualified Negroes, this to be regarded as a temporary expedient pending the development of the completion of the work in our own System and to continue only so long as such scholarships do meet the requirements of the situation."

In this way the Board has met the requirements of the law.

No great number of Negroes have applied for admission to the graduate or professional schools and they have been provided with scholarships in institutions that admit Negroes as students. In the Board's annual report for the year
1944 appears the statement that up to that time twelve scholarships for Negroes had been provided at different colleges at a cost of $2,396.26. It may take a number of years to develop the colleges for Negroes in Georgia up to the point where substantially equivalent courses in graduate and professional schools can be offered for Negroes outside the colleges for whites in the University System, but it is the ultimate aim of the Regents to provide in Georgia in the schools for Negroes all courses of instruction on an equal level with the courses given in the colleges for whites.
From this point on the story of the University development will not be carried on chronologically by years and by classes. Under the Re-organization Act of 1931 the government of the University of Georgia passed into the hands of the Board of Regents and instead of recording the transactions of that body from year to year, it is thought best to cover the whole field in one chapter.

Therefore, taking up the story of the fight for re-organization and the establishing of the Board of Regents, the story of that body will be covered in full up to date, including for the main part such portions as related to the development of the University of Georgia, and having done that, a return will be made to the administration of Presidents Sanford and Caldwell as the story is brought to its conclusion.

(To follow this the story of the Fight for re-organization and that of the Board of Regents)
A CHANGING SCENE

Since January 1st, 1932, the date on which the Board of Regents took charge of the affairs of all the colleges for higher learning in the State of Georgia, the University of Georgia has undergone a number of changes. In some respects it does not appear to the older alumni anything like the old institution they attended.

To start with, it no longer has a Chancellor. That title now belongs to the chief executive of the University System of Georgia with headquarters at the capitol in Atlanta. It is now a president who stands at the head of the administration of the University of Georgia at Athens. When the Regents organized they took over the name of Chancellor for the chief executive officer of the new system and went back to the oldtime designation of President for the University of Georgia.

The enrollment of students has gone far beyond that of former days. In the first sixteen years under the new system it has more than doubled, in fact almost trebled. It has now moved up into the ranks of real large institutions. The increase in the faculty has been practically in keeping with that of the enrollment. The alumni miss many of the oldtime professors and turn their attention to the making of new acquaintances in the faculty.

It is a different looking campus that they enter on their return trips to their Alma Mater. There are so many new buildings that they hardly recognize the old place to which they were accustomed.

While it is not supported financially now as it should be, it is nevertheless true that advanced projects are now considered in terms of six figures, or at times even seven figures, where it used to be difficult to finances problems that involved four figures. The poverty that held back the development of the University for more than a century has disappeared and better days have come, but it still
needs more than it has available to carry forward the work that is necessary to carry on all the work that should be done to make it in all respects the institution that it should be.

So when the old title of Chancellor disappeared in 1932 and the title of President was revived from the olden times, the first man to be called to the presidency under the new regime was one who set in motion a number of new movements and engineered a number of worthwhile projects.

A brief story of his life and achievements is here given, covering especially the three and a half years in which he filled the office of president up to the year 1935 when he was made Chancellor of the University System of Georgia.
The name of Steadman Vincent Sanford deservedly takes its place on the list of those able and far-seeing educators who throughout long lives of devoted service have left an indelible impress upon the University of Georgia.

He was a man of brilliant native ability, lofty vision, firm determination and untiring energy, an educational builder whose wise planning and constructive efforts brought success to whatever he sought to accomplish. The story of the educational development of Georgia would be incomplete without due mention of his many worthwhile contributions.

He was a native of Georgia, born at Covington, Ga., August 24, 1871, the son of Charles V. Sanford and Elizabeth Steadman Sanford. Surrounding by beautiful trees was the residence of his grandfather, Enoch Steadman, a beautiful two-story antebellum house at that time, one of the imposing residences in the state, and in that house the future Chancellor was born. Enoch Steadman was one of the pioneer textile manufacturers of Georgia and the cotton mill he had built near Covington was one of the first mills south of the Potomac River.

All of the pre-college education of young Sanford was at Guinn's Academy in nearby Conyers, and when the time came for him to enter college it was quite natural that he should go to Mercer University as his family were Baptists and his distinguished grandfather, Shelton P. Sanford was at that time Professor of Mathematics at Mercer, a position he filled for more than half a century.

Elsewhere in these pages will be found a full biography of that celebrated mathematician, much of whose ability as a teacher became the inheritance of his grandson. Shelton P. Sanford was the first-honor graduate from the University of Georgia in the famous class of 1838.
In the years of his mature life, this grandson, facing some problems of importance, found both information and inspiration in the character and judgment of his ancestor.

Prior to his graduation at Mercer in 1890 with the degree of Bachelor of Arts, Steadman V. Sanford had the privilege of attending one summer session in 1889 at the University of Chicago.

He had made a definite decision as to his lifework. He had no further ambition than to become a good teacher. In 1890, just after his graduation at Mercer he became principal of the Marietta (Ga.) Male Academy and two years later was principal of the Marietta High School. Then he went up to the superintendancy of the Marietta Public Schools and from that position came to the University of Georgia in 1903 as a member of the faculty in the department of English. While a member of the faculty in 1914 the University of Georgia conferred on him the honorary degree of Doctor of Letters.

In Marietta he had met the girl who was to become his wife, Miss Grace McClatchey, a graduate of Harvard Seminary. They were married on June 15, 1895 and fifty years later celebrated their golden wedding anniversary just three months prior to the passing of Dr. Sanford in September 1945. Four children blessed their union, one daughter, Grace, who died in infancy, and three sons now living, Dr. Shelton P. Sanford, U.S. Marine Hospital, Savannah, Ga., Charles S. Sanford, president of the Liberty National Bank of Savannah, and Homer Reynolds Sanford, prominent insurance man in Atlanta.

Dr. Sanford was a member of Kappa Alpha college fraternity, was a Kiwanian, an Odd Fellow, a Knight of Pythias, a Mason. By college organizations he was honored with membership in Sphinx, Gridiron and Blue Key. He wore the keys of Phi Beta Kappa and Phi Kappa Phi, honorary
scholastic societies. He was a member of the American Association of Teachers of Journalism. When the Phi Beta Kappa Associates was organized in recent years in New York, he was one of the selected list of charter members.

In politics he was a Democrat and while not taking part in personal political races was always ready to serve the general interests of his party.

Dr. Sanford was a man of powerful and retentive memory. While he was superintendent of schools in Marietta there was an incident that gave ample proof of this statement. The writer called the attention of Dr. Sanford to that incident once and asked permission to record it in these pages. "Not now," said Dr. Sanford, "but after I am dead and gone you may write it up in your history of the University."

One year they had a Lyceum organization in Marietta, of which Judge George F. Gober was president and S.V. Sanford was secretary. At the end of the Lyceum series the directors held a meeting to wind up business affairs. Now one of the directors was Thomas M. Brumby, and he and Judge Gober never got along well politically. In the midst of the meeting a question arose as to the provisions of a certain resolution, and Judge Gober and Tom Brumby had exactly opposite views as to the content of that resolution.

"Well, Tom," said the Judge, "we can settle the matter finally and effectively by referring to the minutes, Mr. Sanford, get your minute book and read that resolution just as it was passed."

Sanford and Joe Black were sitting on the rear bench with the members in front of them.

"Joe, what in the world can I do. I have no minute book and have never written up those minutes."

"Just come along with me, Stead, and we will work it out."
And then they excused themselves for a few minutes to go an and get the minute book. They went to the town bookstore, bought a blank book that had been in stock a long time and that showed the signs of age and usage. Then they went back to the meeting and sat down on the rear bench, taking care that no one was behind them.

"Well, Mr. Sanford, just read the resolution," said Judge Gober.

"All right, Judge, as soon as I can find the proper page," whereupon he thumbed the pages back and forth.

"All right, Judge, here it is and I'll read it. After reading the resolution from the blank page of the minute, its meaning was quite clear and Tom Brumby, smiling and in good humor, said: "You see, Judge, I was right." Judge Gober looked a little glum and disappointed, but took his medicine.

About ten minutes later, Judge Gober said: "I am still of the opinion that I was right about that resolution. Mr. Sanford, read the resolution again."

Now Mr. Sanford had that resolution in only one place, in his brain and his memory, but that did not worry him in the least. He picked up that blank book, thumbed its pages and after some difficulty found the correct page, even though it was blank and proceeded to read the resolution. He didn't miss a word of the resolution as he had committed it out of his own brain ten minutes before. Not a man in the crowd detected any changed word in the resolution as it had been read. Judge Gober had to accept it and that was the end of the discussion.

"Now, Mr. Reed, the reason why I don't want this story repeated now is that if it should ever get to the ears of George Gober, he would never speak to me again, and I wish no such tragic end to our long and
close friendship
Judge Gober never heard of this incident, and it makes no difference now, for over in the spirit world, if it is ever referred to there will be simply a hearty laugh at the end of its recital.

The life of Dr. Sanford was spent in four principal fields of labor, as teacher, as builder, as athletic director, as educational administrator.

Dr. Sanford's career in the field of instruction covered a period of twenty-nine years, aside from his teaching in the high schools. He came into the University faculty in 1903 as an instructor in English, four years later he was promoted to the rank of adjunct professor, and was also on account of his interest in athletics, made physical director. In 1913 he was promoted to a full professorship in English which he held until his elevation to the presidency of the University in 1932. Meanwhile he had planned for the organization of a school of Journalism and having gained the assent of the Board of Trustees for the establishment of such a school, he was given the additional title of Professor of Journalism. This work was in addition to his work in the English department and for several years he taught all the classes in journalism without extra compensation.

On the elevation of Dr. C.M. Shelling to the chancellorship in 1926, Dr. Sanford succeeded him as President of Franklin College and Dean of the University. On Jan. 1, 1932 he was removed from these offices to become President of the University, and in 1935 was made Chancellor of the University System of Georgia, comprising all the state-supported institutions of higher learning.

In many respects he was an able teacher of English, in English Composition, in Rhetoric and in Journalism, but it was especially in the field of English Literature that he excelled. "The Development of the
English Novel was a course he taught the students in the upper classes, generally Seniors. It was an optional course, but his classes were never small in the number of students enrolled. The course was of such excellence that it attracted the very best students in the University. One year there were twenty-eight members in that class, with every one of them maintaining an average of "A" in all their different courses of study.

It is not going beyond the strict limits of the truth to say that that course in the English Novel was as thorough a course and as thoroughly taught as any course in English Literature in America. In 1913 Dr. Sanford had obtained leave of absence to attend the University of Oxford, England, in order to thoroughly prepare himself for the teaching of that special course and while there was fortunate in being able to gain a place in the class of the eminent English professor, Sir Walter Raleigh.

Dr. Sanford was really the founder of the Henry W. Grady School of Journalism in the University. In addition to teaching all the courses in Journalism for several years and planning for the development of the School, he never lost interest in it during the years that followed, and lived to see it become, under the direction of Dean Drewry, one of the leading schools of journalism in the United States.

In addition to being a teacher of great ability, he was also a successful author. During the mature years of his life he had no time to continue this work. He was the author of three textbooks that were for years in general use in the schools of Georgia; "Language and Literature", "Language and Composition" and "English Grammar". He was one of those who deplored the tendency to reduce the time assigned for the teaching of Grammar, holding that subject to be essential to the proper
understanding and use of the English language.

Back in the days of the elementary schooling of the writer, we studied arithmetic out of the textbook that had been written by Shelton P. Sanford, Chancellor Sanford's grandfather. In spite of all efforts at improvement by modern educators, there never has been any improvement on the Sanford method of teaching arithmetic and though that old textbook has long since disappeared from the classrooms of the Georgia schools, the fact remains in the judgment of this writer at least that it was the best ever handed to the young student for the mastery of that important subject. One day I suggested to Chancellor Sanford that he should revise that textbook written by his grandfather and make such additions to it as he might deem proper. He said that years before he had prepared all the manuscript looking to such a revision and then had lost it all through a fire, and that he had never had the time to re-write it.

Dr. Sanford was essentially a builder, not only a builder of educational plans and systems and curricula, but also a builder of physical plants and physical equipment to make those plants useful and satisfactory. His genius in planning, organizing and stirring up interest among the alumni and friends of the institution came into play not only in providing dormitories, classrooms and equipment, but was also especially effective in the development of college athletics.

In his management of athletics his reputation was not bounded by the limits of the University campus. He was not only faculty director of athletics several years but also was the real founder of the Southern Association that governed the football affairs of all Southern colleges for a number of years, of which organization he was president for several succeeding terms. He was also a leader in the organization of the Southeastern Conference, of which the University of Georgia is now a member.
Many years ago, when baseball was the dominant feature in University athletics and from its gate receipts the major portion of football expenses was cared for, along with Hugh Gordon he engineered the movement that resulted in the building of the old grandstand and the fencing in of the athletic grounds that had been named Sanford Field in his honor. That task seems small in comparison with others that he undertook in later years and carried to successful consummation.

A quarter of a century ago basketball was beginning to strike its stride. There was no place on the campus in which these games could be completely accommodated. The difficulty in securing a suitable building for this purpose did not worry Dr. Sanford. He launched a movement in the Athletic Association and directed it successfully. Chiefly through his planning and his efforts the large building accommodating nearly two thousand spectators was completed at a cost of more than fifty thousand dollars and was ready for use in 1924. He suggested the name for the new building, Woodruff Hall, so named in honor of two of his closest friends, Harry Woodruff, great football player and enthusiastic alumnus, and George C. Woodruff, likewise a great football star and then head football coach at the University and later on to become a leading member of the Board of Regents of the University System of Georgia for a period of thirteen years.

Then came the building of the stadium that was named Sanford Stadium in his honor. That was probably his greatest achievement in the building line, a full account of which, including the story of the dedicating game with Yale in 1929, is given elsewhere.

In recent years a bronze bust of Chancellor Sanford was placed at the western entrance to the stadium and was unveiled and dedicated with appropriate ceremonies between the halves of one of the homecoming football games.
The greater part of his work in securing buildings for the University campus was done after he became Chancellor of the University System and also at the time of the establishing of the Naval Pre-Flight School on the University campus. In this work he had the active assistance and co-operation of President Caldwell.

As adviser to the Board of Regents he mapped out a plan covering all the fifteen colleges in the System after he had made a close survey of all their needs. Federal aid was secured in nearly all the projects and the fifty-five per cent that had to be put up by the institutions was raked up from various sources. It is probable that he never expended on anything else in his life as much brain work and physical energy as he put into that work. Trip after trip was made to Washington for consultation with the high officials from President Roosevelt down. He established the reputation of getting whatever he went after.

All the buildings erected on the campuses of the fifteen colleges in the University System through this co-operative work with the federal government amounted in value to several million dollars. On the University of Georgia campus alone the value of these buildings was in excess of two million dollars.

Dr. Sanford was much interested in the building of dormitories, such as the Milledge Annex for the use of athletes and one of the large dormitories for girls on the campus of the State College of Agriculture. He was on the very verge of building a seven hundred thousand dollar dormitory for boys on the block bounded by Jackson, Baldwin and Cemetery streets when the federal government stopped its aid in the erection of such buildings. He had succeeded in getting the project approved except as to the signature of one man. Had he had another month of time he would no doubt have secured the approval of that official. That building was to be devoted to the housing of the male members of the Freshman Class.
His great ability as an educational executive was demonstrated chiefly during the three years of his presidency of the University of Georgia and his ten years as Chancellor of the University System of Georgia.

The first task assigned him after he assumed the presidency of the University of Georgia on January 1, 1932, was that of thoroughly co-ordinating the work of the University, the State College of Agriculture and the Georgia State Teachers College. It is true that the merging of the latter college with the University did not take place until the following year, but the greater part of the preliminary work was done in 1932. This work involved considerable adjustment as to curriculum as well as a revision of the faculty list. The chief problem was that of eliminating duplicated work, and of course that involved a reduction in the number of teachers composing the faculties of the three institutions. The larger number of those removed from the faculty rolls was from the State Teachers College faculty. President Sanford deeply regretted the necessity for removing any member of the faculty and this work gave him great concern, but it had to be done and he worked out a solution of the problem so as to cause the least possible changes.

One of the first jobs undertaken by President Sanford was the complete revision of the University catalog, the setting up of new courses and the elimination of old courses. Ordinarily much of this work would have been through dictation and the use of typists. But President Sanford had one peculiarity that he carried with him through life. He never learned how to effectively use a secretary. He never dictated letters. He would carry his work home and write his own letters. Almost every night his typewriter could be heard clicking away into the wee small hours.
In the revision of the University catalog of 1932, which covered more than two hundred pages of print, he wrote with a steel pen practically every line of copy and then read all the proofs when they came back from the printer.

Out of this merging of the State Teachers College with the University came something of a new arrangement, a kind of new type of college to which he gave the name "Co-ordinate College." Everything was arranged so that all Freshman and Sophomore women students would live on that campus and recite on that campus. This new arrangement for the first two years work of a woman student was thus a step away from co-education, as the girls fresh from the high schools would not be put in classes alongside the boys. This arrangement greatly pleased the parents and was favorably commented on by several large colleges. The plan has worked with very good success up to the present time.

Another work accomplished by Chancellor Sanford was the co-ordinating of the work of all the Junior colleges of the University System and the arranging of the schedules and curricula so as to eliminate all duplicate effort, so that a graduate of any of the Junior colleges who took the regular prescribed courses of study could transfer at once into the Junior class at the University of Georgia.

The Board of Regents has conducted with marked success the affairs of all the the institutions for higher learning under their care and much of that success has been due to the wise and careful guidance of the late Chancellor Sanford.

Dr. Sanford was a speaker of ability and in great demand for public addresses. His flow of language was perfect, his ideas were well-presented and in a forceful and convincing manner. He knew more anecdotes probably than any man in Georgia and knew how to tell them in an
interesting way. He was a charming conversationalist, well-versed in practically all subjects.

One day the writer told Dr. Sanford a story that he could add to his repertoire, a story originally told by the late Captain Wiley B. Burnett, of Athens, concerning a very dear and close friend of his, a brilliant lawyer but an extremely ugly man. His friends had teased him about being the ugliest man in Georgia. He took it all good-naturedly, but one night in the Kimball house in Atlanta during a session of the legislature at the capitol, he pulled out a long-bladed knife and flourished it over his head, declaring that he had suffered enough and if they continued their remarks about his ugliness he was going to cut somebody's throat. They backed away from him, and then he laughed and said: "I wouldn't hurt any of you boys but I have taken an oath and expect to keep it, that if I ever meet a man whom I think is uglier than I am, I am going to cut his throat with this knife and put him out of his misery."

One day the ugly man, whose name will remain in the list of the unknown, was attending the State Fair in Macon and was walking along in the middle of the race track, when at some distance down the track, he saw a little man coming towards him. He reached into his pocket, pulled out his knife, opened it and whetted the long blade across his trousers' leg and said: "That's the man at last that I have been looking for and he must die."

When they met, the ugly man seized the little fellow by the collar, brandished his knife and told him to say his prayers in two minutes, as he was going to cut his throat.

The little fellow didn't crack a smile, didn't twitch a muscle.
but asked: "What are you going to kill me for?" and, folding his arms across his breast quietly awaited an answer to his question.

"I have taken an oath that if I ever met a man who was as ugly as myself, I would cut his throat and you are that man."

"Then in the name of God kill me at once. I do not desire to live another second."

The ugly man didn't know it then, but he had run across the noted wit of that section of the state and he had neatly called his joke.

The ugly man released his hold, locked arms with the little fellow and they walked off to celebrate the acquaintance by taking a drink together.

"A corking good joke?" said Dr. Sanford. "I will tell it the first opportunity I have."

Two days later I met Dr. Sanford and he said: "You got me into a terrible mess by telling me that joke about the ugly man. I went home and after dinner I was requested to tell a few jokes for the amusement of three distinguished women who were the guests of my wife. So I told that joke to them, and just as I finished I suddenly realized that right in front of me was sitting the daughter of that ugly man. I felt like dropping through the floor, but the good lady was a fine sport and laughed as heartily as any of the others. After all, her father, then dead, was a man of great intellect and I had elaborated on that fact as I was telling the story. Perhaps that was what had saved the day.".

If there ever was a soldierly looking fellow in uniform it was S.V. Sanford. I remember one cold, rainy night around at the armory of the Clarke Rifles when he had been called upon by the Governor to carry the soldiers to a point near Athens to protect a negro charged with rape. Dr. Sanford at that time was on the Governor's staff and the captain
of the military company was out of the city, thus accounting for the call of the Governor for Dr. Sanford's services. He looked every inch a soldier as he told them if any man had decided not to shoot to kill if so ordered, he desired him to step out of the rank. No one stepped out. They went to their destination, got the negro and saved him from the mob.

In the Spanish-American War, young Sanford, then just twenty-seven years old, was Captain of Company F, 3rd Georgia Regiment of Infantry. In World War I he conducted courses in the University in the training of quartermasters for service in the army. In World War II he was past seventy years of age, but still vitally interested in the work of army, navy and air force. In peace times he served as lieutenant-colonel on the military staff of Governors Brown, Slaton and Harris.

In religion he was a staunch Baptist and had served as deacon in his church. He frequently made addresses before religious gatherings. Two of those addresses the writer considers to have been among the ablest he ever heard from any speaker, and regrets that they were never put in print or the manuscripts preserved. They were on the subjects "Is Death The End?" and "Was Jesus More Than Man?"

The last thirteen years of the life of Chancellor Sanford were spent in purely administrative work. Even before that, while teaching English in the University of Georgia, he had served as Dean of the University six years. While President of the University, 1932 to 1935, he had laid the foundations for his future work and had accomplished much in the elimination of duplicated work and the closer co-ordination of the work of all the state-supported institutions of higher learning.

He served as Chancellor of the University System of Georgia ten years. In all matters touching the educational development of the
sixteen institutions making up the University System, he was the adviser to the Board of Regents. He kept in closest touch with each institution, visited all of them often, consulted with their presidents and faculties, determined their needs, both as to instructional and physical facilities, and passed on to the Board of Regents his well-considered recommendations. As a result, the work of all the institutions was thoroughly co-ordinated. He kept in close touch with all the national organizations that could render service to these institutions. Touching physical improvements, new buildings and equipment, he collaborated effectively with the federal government, spending a large portion of his time in Washington in conferences with the President and leading governmental agencies. And, as rule, he got what he went after. On every one of the sixteen campuses stand buildings that recall his energetic efforts and wise planning. In the management of the affairs of all the Georgia institutions of high learning the Board of Regents has achieved a wonderful record and for that achievement a great, big share of the credit must go to Steadman V. Sanford.

On September———1945, while attending a session of the Board of Regents at the capitol in Atlanta, Chancellor Sanford suffered a cerebral hemorrhage, was quickly removed to a hospital and died shortly thereafter.
In 1935 the University of Georgia reached its sequicentennial year. A century and a half prior to that time, the State of Georgia, sacred two years old as a commonwealth under the treaty with Great Britain and with a history of only a half century behind it as a colony, had through legislative enactment provided for the establishment of the first chartered state university in America? That Act antedated the formation of the American republic and represented the judgment of a sovereign state yet to become a member of the federated union to be known as the United States of America.

In an humble and unpretentious way the story of the University of Georgia across those one hundred and fifty years has been told in these pages. The institution has never measured up to the dreams of those who held it closest to their hearts. It has never lacked ability or aspirations on the part of the leaders, but has always faced the problem of inadequate financial support. And yet, with all its trials and tribulations, its record has been one of which its alumni and friends have been proud.

On May 10, 1935, it became necessary to elect a new president of the University of Georgia, as President Steadman V. Sanford had been made Chancellor of the entire University System of Georgia. The Board of Regents had a wide field from which to choose the successor to President Sanford, for the presidency of the University of Georgia was a position upon which any educator of high character, recognized culture and ability and lofty ideals and vision might well look with favor.

But the Regents did not have to travel off the University campus to find the man best-fitted for the position. He was an alumnus upon whom the institution had conferred the degree of Bachelor of Arts in 1919, and who for several years had been a member of the University faculty, serving as Dean of the Lumpkin Law School.
That man was Harmon White Caldwell. When he came to the presidency of the University, he was only thirty-six years old and was one of the youngest, if not the youngest, of all the presidents of American universities of comparable rank with the institution over which he was called to preside.

Harmon White Caldwell was born January 29, 1899, in Meriwether county, Georgia, the son of L.A. Caldwell, a leading farmer then and now in that county, and his talented wife, Lillie D. Caldwell. President Caldwell is still deeply attached to the old home surroundings of his boyhood, and in addition to having his legal residence in Meriwether county he has a splendid home and farm in that county in which he has a lively interest and to which he makes frequent visits.

He attended the schools in Meriwether county until he was fourteen years of age, when, in 1913, he entered the Boys' High School in Atlanta, from which he was graduated in 1917. His career in that school was one of unusual brilliance, achieving as he did an average that ranked among the very highest ever achieved there.

He entered the University of Georgia well-prepared, in fact so well-prepared that he was allowed to take a load of studies well beyond that of the average student, enabling him to complete the entire University requirements in the comparatively short time of two years, and to win in 1919 the degree of Bachelor of Arts. The records do not show any other student going from graduation at a high school through the University of Georgia to the degree of Bachelor of Arts in two years.

His initial work after graduation was in the field of teaching. He taught school two years at Sasser, Ga., and Taylorsville, Ga., with success and the patrons of the school gave him up with regret, but he had by that time firmly decided to prepare himself for the practice of law. Accordingly he entered the law school of Harvard University in 1921 and graduated
therefrom with the degree of Bachelor of Laws in 1924. His work there was
of continued successful achievements. Because of his high record as a
student, he was selected as a member of the Board of Editors of the
Harvard Law Review to which he gave distinguished service.

After graduation at Harvard, he returned to Atlanta and began the
practice of law with the firm of King, Caldwell and Partridge, and in
addition to his active practice he was a member of the faculty of Law
part-time service in Emory University.

In 1929 the Lumpkin Law School of the University of Georgia
had been thoroughly reorganized, especially as to the curriculum and
methods of teaching. They induced Mr. Caldwell to give up his law practice
in Atlanta and his part-time professorship at Emory and come into the
University of Georgia faculty as a full professor of law. He remained in
that position three years, during which time his influence was felt not
only by those who came under his tutelage but also outside the domain
of the University itself. Within two years the American Bar Association
had approved the quality of the work done in the Lumpkin Law School and
it became a member of the Association of American Law Schools. The Board
of Regents of the State of New York, taking notice of the great
improvement, passed a resolution making graduates of the Lumpkin Law
School eligible to take the bar examination in the State of New York.

Mr. Caldwell then decided that he would return to the practice
of law and went back to Atlanta, also going part-time teaching at Emory
University. But his stay on that trip was of short duration and the next
year, 1933, under the administration of President Sanford, he came back to
the University as Dean of the Law School. Two years passed, and then in
1935 came his election to the presidency of the University, in which position he has served up to the present time (1947).

On December 19, 1944, Dr. Caldwell was married to Miss Mary Gwendolyn Burton, of Monetta, South Carolina, a cultured and refined daughter of the Palmetto State, a Bachelor of Arts graduate of Lander (S.C.) College and a Master of Arts graduate of the University of North Carolina. She had been as a student much interested in scientific research and at the of her marriage was a member of the University faculty as Research Associate in Plant Pathology.

The story of Dr. Caldwell's great success as chief executive of the University for the past twelve years will be told in succeeding pages. It constitutes one of the most successful and most gratifying chapters in the history of the University.

Dr. Caldwell has those qualities and experiences that render him peculiarly well-fitted for the important post he holds. He is a brilliant scholar, a perfect gentleman and an ideal citizen. He is a member of Phi Beta Kappa, Phi Kappa Phi, Phi Delta Phi, the Chi Phi fraternity, and many other University organizations. He is also a member of the American Bar Association, the Georgia Bar Association and the Lawyers Club of Atlanta. Emory University, Mercer University and Tulane University have conferred on him the honorary degree of Doctor of Laws in recognition of his great ability and service.

Under his administration the growth of the University has been phenomenal. When he took charge the registration of students was 2584. Within four years the enrollment leaped to 3735, an increase of 1151 or 48 per cent. The attendance had reached the 4000 mark when the returning veterans came swarming in. During the session of 1946-1947 the registration reached a total of around seven thousand, not counting about seven hundred returned soldiers enrolled in a branch of the
University at Savannah, Ga., set up as a part of the institution in order to take care of an overflow of veterans at the University in Athens. This institution is as much a part of the University as those divisions on the Athens campus, being under the direction and control of the parent institution, though served by a different faculty and in a different location. It curriculum carries only Freshman and Sophomore classes. Thus it appears that the attendance upon University classes has fully trebled in the last twelve years.

President Caldwell is not a man of many words, but when he speaks they are words well worth listening to. He is the soul of courtesy and accommodation, a little too accommodating if any criticism is to be offered. He has a hesitancy in putting work off on anybody. He listens well but makes up his mind without much argumentation or debate.

The first regular faculty meeting presided over by President Caldwell was held on September 19, 1935.

Dr. Willis H. Bocock, Milledge professor of Ancient Languages, who at that time had served forty-four years in that position, was asked by the faculty to express to the new president the attitude of the entire faculty.

Dr. Bocock knew how to say exactly what was true and appropriate. Not a long talk, but its words were well chosen and fully expressive of what was then and still is the attitude of the faculty to the president of the institution.

Said Dr. Bocock: "No one has ever seen Dr. Caldwell push himself forward, and it is perhaps due to this admirable characteristic that he has been said to have a retiring disposition, a characteristic that is really due to natural dignity and instinctive modesty and good taste.

"As you come in contact with him, he will command your
respect as a gentleman and a scholar, a man of ability, firmness and
determination; as you learn to know him better he will command
your admiration; as you learn to know him best, he will have your
unalloyed affection.

"Mr. President, " No one could have from the Faculty a warmer
welcome or more loyal support."

And across the twelve years that have passed the words of Dr.
Bocock still hold good as to affectionate regard, warm friendship,
co-operative spirit and loyal support.

When World War I opened Harmon Caldwell was too young to enter the
service. He was a member of the Student Army Training Corps at the
University of Georgia in 1918 and also went to the Plattsburg camp in New
York. As such he was a private soldier in rank, though he never saw
active service in the field on account of the close of the war before
the finishing of his training course. When World War II came along he was
forty-three years of age, but several times he had an urge to get into the
service in some capacity, but his friends persuaded him that he could best
serve his country by remaining at the head of the University directing the
education of thousands of the youth of Georgia. And his friends were
right in their opinion and advice, as evidenced by the many ways in
which he did render service during the world struggle.

The best part of any man's life is that in which he comes closest
to the practice of those rules of life laid down by Jesus of Nazareth.
Abraham Baldwin realized this when he declared religion and education to be
the foundation stones upon which the University of Georgia that he was
then founding should rest.

The University regard to religion and religious examples has been
fortunate in all of its chief executives. Religion and education have never
been separated in the management of this institution, whatever denomina-
tional critics in the past may have had to say about it.

President Oandwell is a consistent member of the Baptist Church and has served the church as a deacon. At times he has spoken to congregations in his own church as well as in other churches. There is no ostentation about him. In fact, he rather shrinks from public addresses. But he has his high ideals and lives up to them. No boy or girl will ever receive from him anything short of the highest example of correct living or advice short of the safest and the best. Those University organizations looking after in a specific way the religious welfare of the students receive from the president the heartiest and the most careful consideration.

President Caldwell, while averse in no way to the utilitarian, has within his spirit a distinct and abiding regard for the beautiful. It goes against the grain with him to look at ugly or unlightfly things. There is a call from him for clean and attractive surroundings. He does not insist on elegance, but does lay emphasis on the beautiful and the uplifting even in the simplest forms. Therefore he relies heavily upon the Department of Landscape Architecture to see to it that all the campus areas are kept in as beautiful and attractive condition as possible. Not always do the modern changes brought about under the direction of that department meet the approval of some of us old-timers. Sometimes we think there are too many concrete walkways laid to avoid the paths that will be trodden across the lawns by hurrying students, sometimes a tree comes down that we think should have been left standing, sometimes an old relic is moved to give way to modern ideas, but by and large even the old-timers have to admit that the campus grounds are being improved and made more beautiful.

The same care and attention has been given to the buildings. A number of them are old and hard to improve, but inside the walls the
rooms have been well-arranged so that they can be easily kept well-painted and more attractive to the students. As far as financially possible, the furniture and equipment, though not extravagant, has been made modern and convenient.

President Caldwell did not go at his faculty in "hammer and Tong" fashion when he first took charge. He took three years in which to study his faculty and to make himself familiar with the needs of the University. Then in Sept. 1938, at the opening of the session of the University for the college year, he made a notable address to the faculty. He had back of him a close study of everything connected with the institution and in the address he gave to the faculty a clear statement of what he thought should be done in the future.

It was an address comprehensive in its nature. It had a profound effect and the achievements following the address, as came during the past nine years, have attested the soundness of the advice then given.

He has always been intensely interested in the quality of the work done rather than in the quantity, with that interest directed to the members of the faculty as well as to the students. He declared that "there is a direct relationship between the quality of the work which is done in an educational institution and the intellectual caliber of the members of the student body. The quality of our work here also depends on the training which the students have received before they come to the University."

He sensed the great need of better high schools, better teachers in the high schools, better high school curricula and the necessity for the University to take more interest in high school development and said: "I believe that much can be accomplished by working with the high school people of the state and by integrating more completely the high school and college curricula in order that there
may be a sound, continuous and harmonious educational program designed to accomplish those general objectives upon which we all can agree."

President Caldwell did not leave this question a mere matter of words. He set in motion directive efforts that have achieved results. Much has been done in the nine years that have passed since these words were uttered to both improve the high schools and their curricula and to bring them into closer and more intimate and effective cooperation with the University.

President Caldwell didn't fail to remind the faculty that they had some work to do in bringing their students to a better realization of the value of real scholarship.

While convinced that "a considerable number of the faculty members are teachers of the first rank, men and women who have a genuine interest in the subject matter which they teach and an enthusiasm for their work", he nevertheless expressed the belief "that many of the members of the faculty feel that we could perhaps do more towards building in the minds of our students a real respect for scholarship and an appreciation of the joy of intellectual adventure:"

President Caldwell declared himself a firm believer in providing a way for the able students to do advanced work instead of paddling along with the poorly-prepared students. Said he:

"We need an educational program that will develop the powers of superior students to the utmost and that will tend to destroy their inclination to travel the path of mediocrity." In a way, there has been some progress along this line, but not to the extent that the suggestion would indicate. It is one of the important developments to come in the future.

President Caldwell is not a man who would be classified according to the prevailing ideas of a century ago as an advocate of a
purely classical curriculum, and yet he has a leaning to the liberal arts education. To be sure, the University has a number of professional schools and vocational departments and not one of them has been neglected by President Caldwell. He has thrown the weight of his influence behind every movement made in their behalf, has urged more and more support, better and better equipment, and stronger and stronger and stronger faculties. But he has not lost sight of the fact that all of them need the general admixture of liberal arts offerings in the well-arranged professional curricula.

President Caldwell, emphasizing his opinion that however valuable and necessary vocational education may be, there must be a fundamental ground work of liberal education to gain the best results in vocational work, quoted from a letter he had received from an alumnus and a leading lawyer of the state as follows:

"I think you will agree with me that at present vocational training has superseded education. The fierce competition of life and the materialism of this age have made money and what money can buy the goal of all human existence. This may be a little strong, but in part you will certainly have to agree with me. I think that a student graduating from a University should have a certain humaneness about him, a certain touch of idealism and a definite regard for the higher things of life. To teach a man how to make a living is well and good, but an education is to teach a man how to live, and this should come first and be the foundation. In my opinion a strong civilization cannot be built on anything but a solid foundation."

While not agreeing with his correspondent in such a drastic indictment and without in any way minimizing the value of vocational training, President Caldwell proceeded to give in brief his ideas of a broadening of the courses of instruction along liberal education.
lines, as much for the improvement of vocational training as for the increase of emphasis on the liberal arts studies. Among other things he said:

"I believe we are coming around to the view that even in the Liberal Arts colleges we and our students have been too much concerned with material things, with mechanics and methods, and that there has been too little opportunity for our students to see, know and be moved by the visions and aspirations of the great thinkers, poets and sages whose labors have given direction to the course of civilization. We have sought to offer training that would make our students intellectually smart and we have been prone to neglect those studies that tend to make of our students men and women of broad sympathies and deep understanding. We have sought to prepare our students for getting along in the world but we have not put forth any great effort to throw around them those influences which would raise them to a higher spiritual level.

When on his deathbed, Woodrow Wilson said "We shall not survive economically if we do not survive spiritually."

"It is my hope that in studying the liberal Arts curriculum the committee of the Liberal Arts College will see fit to emphasize those studies which will give students an understanding and appreciation of the spirit which tends to push men and their civilization ever onward and upward. These studies embrace many fields but they include particularly History, Literature and Philosophy. The influence of such studies, if they have the proper content and direction is bound to make itself in the schools where our students teach and in the professional, business and political spheres where our students go to take their places.

"In fashioning a curriculum for the Liberal Arts College, I trust the committee will give thought to the matter of electives. For a small college, it seems to me that we have
an astounding variety of courses. The chief objection which has been raised against our cafeterias is that many students do not know how to select foods that will provide a well-balanced meal. I must confess that I have somewhat the same fear of educational cafeterias. Even men and women who are Sophomores, Juniors or Seniors are rarely fitted to assume any considerable degree of responsibility for their further intellectual development. I am rather inclined to think that it is our duty as intellectual advisers of our students to give them what they need rather than what they may want.

Of course, I do not favor withdrawing from students entirely the privilege of choosing their courses, but I would say to a student who has embarked upon a particular program of studies that he must make certain basic and fundamental courses and certain courses in fields with which every educated man should be familiar. The result would be that his freedom of selection would be greatly restricted. Another result would be that there would be a selected group of studies which many students would pursue in common and this is the very heart of a liberal curriculum.

Our professional schools and technical schools are coming to a realization of the fact that they can be too technical and too professional. Within very recent years Schools of Law, Schools of Medicine and even Schools of Engineering have come to insist that their students have or receive an adequate background of liberal training. I believe that every student on whom the University of Georgia confers any degree whatsoever, should have the rudiments of a liberal education.

In line with the foregoing remarks of President Caldwell, there has been a marked increase in interest among the students in the attention paid to liberal arts studies.

Credit for 186 quarter hours is required for graduation, exclusive of basic physical education or basic military science.
In keeping with the more than doubled enrollment of students during the twelve years of his administration, President Caldwell has looked not only to a necessarily increased faculty as to numbers, but also to the educational attainments and preparation of those teachers whom he has invited into the faculty.

The degree of Doctor of Philosophy, though not always a perfect guide in the selection of faculty members, is nevertheless one of the best yardsticks to be used, since it at least gives evidence of ambition to excel and a high grade of scholarship in the obtaining of the degree. The strength of a University faculty is generally rated according to the percentage of Ph.D. graduates on the faculty roll.

In 1935, when Dr. Caldwell assumed the presidency of the University there were 192 members of the faculty. In 1946, the number had risen to 312, an increase of one hundred and twenty, or 62.5 per cent.

The following table shows the number of quarter hours of credit in the curricula of the several degrees at the University as between foundation courses and vocational or professional courses.

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<th>Foundation courses</th>
<th>Vocational or Professional courses</th>
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<td>Bus. Admin.</td>
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<td>Journalism</td>
<td>124</td>
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<td>Agriculture</td>
<td>73</td>
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<td>Agr. Engineering</td>
<td>82</td>
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<td>Pharmacy</td>
<td>88</td>
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<td>Law</td>
<td>93 (for entrance)</td>
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<td>Forestry</td>
<td>69</td>
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<td>Education</td>
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<td>Home Economics</td>
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During that period the number of Doctors of Philosophy in the faculty increased from 28 to 76, an increase of one hundred and seventy-one per cent. While in 1935 there were 95 members of the faculty whose highest degree was that of Master, in 1946 there were 139 in that category, an increase of 44, or forty-six per cent or about one-fourth of the percentage of increase in those holding the Doctor of Philosophy degree. There are a number of the members of the faculty whose highest degree is that of Bachelor, but year by year the percentage in that category decreases, as it is the policy of the University to employ only those with at least a Master’s degree, unless the exigencies of a given situation demands to the contrary.

Taken altogether there is no doubt but that the faculty has been greatly strengthened both as to scholarship and the training necessary to effective work.

Under the provisions of the State Teachers Retirement Law that went into effect on January 1, 1945, the University of Georgia lost at that time a number of its oldest professors, who became professors emeritus.

Years ago, under the administration of Chancellor Snelling, Dr. Henry Suzallo, sent here by the General Education Board at the request of the Chancellor, made a thorough survey of the institution and among other things pointed out to Chancellor Snelling one situation that he thought should be remedied. His judgment was that there were too many old men on the faculty, that when the time came that they must retire, it would largely disrupt the faculty for nearly all of them would be going out at the same time. He suggested that the University prepare itself for that time by having younger men in the several departments ready to step into the shoes of those members being retired.
The years rolled by and the showdown came in 1945, when eight members of the faculty went on the retired list. But there was no disrupting of the faculty, for the younger men in the several departments were at hand to take over the work. Those who had served more than forty years were honored at a big celebration by the Savannah alumni a few years before their retirement.

Those who retired on January 1, 1945, together with their term of service in the faculty were:

- Charles M. Strahan, Civil Engineering and Mathematics: 61 years
- Willis H. Bocock, Ancient Languages: 55 years
- William D. Hooper, Latin: 54 years
- John H. T. McPherson, History and Political Science: 52 years
- John Morris, German: 51 years
- Thomas W. Reed, Registrar: 35 years
- Edwin D. Pusey, Education: 33 years
- Walter P. Warren, Asst. Registrar: 23 years

Dr. Bocock and Dr. McPherson continued for a while to teach courses in International Relations and Political Science respectively, to which they were especially attached. This service was given purely as a labor of love.

Dr. Hooper, who at the time of his retirement was well able to teach, in spite of his advanced age, would doubt have continued to do some teaching in order to take up his time in a work he loved; but just a few weeks after his retirement he died suddenly from an attack of coronary thrombosis.

Mr. Reed has been spending his time writing this story of the University.
Perhaps the most far-reaching piece of work done by President Caldwell was that of re-organizing the administrative system of the University. It had been years since there had been a revision of the laws governing the University in its different lines of work, not even an assembling of these laws as passed from year to year by the Board of Trustees or the Regents. In the earlier years of President Caldwell's administration he addressed himself to the thorough study of this subject and in 1940 presented to the Board of Regents a new code of laws governing the University. This code was adopted by the Regents and with a few minor amendments made from time to time as the necessity arose is in effect today.

President Caldwell's idea was to draw closer to the plan originally prepared by Abraham Baldwin, under which the University was to consist of several component parts and governed and directed by one central authority. Accordingly he provided for separate schools and colleges on the campus here in Athens, each with a separate Dean and a faculty responsible primarily to him and finally to the general faculty of the University and the president.

It is true that in a way these separate schools were already in existence. President Caldwell didn't create or establish them. He simply gave them a different status and a more definite assignment of administrative work, and imposed upon the separate deans more obligations to supervise and direct their operations.

Under this arrangement the University of Georgia now consists of the following schools and colleges each with a Dean of its own:

- College of Arts and Sciences—Dean Leon P. Smith
- Lumpkin Law School—Dean Alton Hoseah
- School of Pharmacy—Dean R.O. Wilson
- College of Agriculture—Dean Paul W. Chapman