

MEMORIES OF NEW BERN

WILL BISHOP PITTMAN

INTERVIEW 410

This is Marea Kafer Foster representing the Memories of New Bern Committee. My number is 400. I am interviewing Will Bishop Pittman, Sr., interview number 410. This interview is being conducted on the 14th of May, 1992. We are in Mr. Pittman's home, 1507 Lucerne Way in New Bern. Now, Will if you will give me the particulars; your birth date, where you were born, and parent's names and so forth.

Mr. Pittman: I was born in Scotland Neck, North Carolina which is located in Halifax County. My father's name was Joseph John Pittman, and my mother's name was Molly Knight Pittman. I have six brothers, really five brothers and a half brother. My mother died when I was real young, and my father remarried later in life.

Marea Foster: You grew up on a farm?

Mr. Pittman: Not to begin with. We lived in town right on Main Street right across the street from the school. When I started to school, all I had to do was walk across the street to go to school.

When the Depression came, the banks closed, we had to move to the farms to survive. He was a gentleman farmer. He had a mercantile.

He's was a merchant in Scotland Neck and a gentleman farmer. When the banks failed, we had to move to the farms to survive. We moved to the farms when I was in the first grade in school. That was the year my mother died. We moved in December 1929, and my mother died January 30, 1930. So, only a month after we moved to the country did my mother die. This was during the flu epidemic.

MF: I didn't know there was a flu epidemic then.

Mr. Pittman: There must of been, every member of my family except

my father and myself were bedridden at the time.

MF: How terrible. Did the doctor make house calls, which I'm sure he did.

Mr. Pittman: Yes. My mother died at home. There was no room at the hospital. As a matter of fact, there was so many deaths in the community at that particular time. My mother died in the morning, and it was that afternoon before they could get a hearse out to the house to pick her body up because they had funerals going all day.

MF: What a sad time. You move to a different place, and your mother dies. A complete change of lifestyle for you.

Mr. Pittman: Yes. After my mother died our family broke up for a while. The two youngest boys in my family were twins, and they were only two and a half years old at the time of my mother's death. They moved back to town and lived with my daddy's two sisters. The twins names were Carey and Allen. My daddy's sister's names were; one was Lizzie, and the other one was Sallie.

MF: That was nice that they would take the twins.

Mr. Pittman: Yeah. They stayed there maybe a year or longer. I just don't remember. Time didn't really mean a lot to me at that early age. My father was finally able to get a housekeeper who came in and was a live-in, and lived with us and look after all six of us boys.

MF: That's a house full, and a lot of cooking. Will, how did you get to school since you were out in the country?

Mr. Pittman: We had a school bus, and I rode the school bus.

I moved from the Scotland Neck schools, and I went to a little community school that had no electricity, and it was three rooms. We had coal fired stoves, and we had to haul the coal in. We did all of our janitor's work. I was in a room and we had one, two, and three grades in it with one teacher. Then, the next grade level was five and six, and then the seventh grade was by itself. There were grades one through seven in this particular school. On cloudy days, the first grade would move over to the windows in the room if it was light enough, so that we could see to read, and then we would change places in the school and the students would rotate. If it was really cloudy, dark and rainy, we just didn't have much school that day because you couldn't see.

The room was so dark and drab that you just couldn't see how to read or to do much studying.

MF: I can hardly imagine a school without electricity!

Mr. Pittman: We did not have electricity. We had no indoor plumbing, we had a pump for water in the yard, and we had a boys out house and a girl's out house.

MF: What did you do for lunch?

Mr. Pittman: We took our lunch in a lunch box. We went to school and after five years, they finally decided to close the school, and we still didn't have electricity even after five years of going to school there. Then, they bused all back into Scotland Neck. I went back in the fifth grade, in the middle of the year, and finished from the fifth grade on.

MF: You graduated from Scotland Neck?

Mr. Pittman: Yes. We only had eleven grades and eight months of school.

MF: Why only eight months of school?

Mr. Pittman: That was the standard number of months for you to go to school then. Now a school system like Roanoke Rapids or New Bern which was a city system, they had a tax base of their own. They were able to finance an extra month. Some of the students in our school would finish the eleventh grade and would go to Roanoke Rapids the next year because they had twelve grades and nine months. They already had the twelve grades.

MF: But you didn't do that?

Mr. Pittman: No. I graduated with eleven grades in school and only eight months of school. As a matter of fact, my high school diploma was dated May 2nd or 3rd, one of the two, I've forgotten which. I just had my fiftieth high school class reunion and it was on May 2nd, and that was suppose to have been the day of our graduation. So, I assumed we graduated on May 2nd.

MF: How nice, that's wonderful. You had a good time, didn't you?

Mr. Pittman: Had a ball! We really did. Got to see a lot people I hadn't seen in fifty years.

MF: That's the nice thing about reunions. They're a lot of work, but they sure are fun.

Mr. Pittman: The only thing that I remember about my graduation was that the Chairman of the Board of Education got all the diplomas

mixed up, and so when we got our diplomas we had to go back to our room and everybody had to find out who had whose diploma and exchange diplomas. That's the only thing I remember about my graduation. No one had the correct diploma.

MF: Did you take just liberal arts? Was school liberal arts or did they have business courses at that time, or could you take technical courses?

Mr. Pittman: They had some. There were two foreign languages offered; Latin and French in the high school that I was in. We had chemistry and physics on alternating years, and you were required to take biology. We had home economics and vocational agriculture. You could take the so-called college prep or just the general if you wanted to or you could take a mixture of both. They didn't really care because some of us did that. I took four years of agriculture but I also took chemistry.

MF: Did you all have a fully equipped lab?

Mr. Pittman: No. We had about four or five alcohol burners. That consisted mostly of our lab.

MF: That sounds like New Bern high school when I was there. Down in the basement.

Mr. Pittman: We had a nice facility. The physical structure was fine. The high school that I attended was built in 1924, so it was a relatively modern structure. It was three stories. We had a three story building and we used all three stories.

MF: How many were in your graduating class?

Mr. Pittman: Thirty-eight were in my class.

MF: I know you remember some of your classmates.

Mr. Pittman: Oh yes, quite a few of them as a matter of fact.

MF: You want to mention them?

Mr. Pittman: Two of my closes friends were Alvin James Wilson and Marvin Phillips. They were two of my closes friends at school.

James and myself were on the high school baseball team. He later went to North Carolina State and was an outstanding athlete at State, and he was a 4F. He injured his knee in football in high school and was rejected from military service. So, he was able to continue to go to State during the war, graduated and he played two years of professional baseball until he got beaned. This was the days before batting helmets, and he got hit with a pitch ball.

He was playing for Fayetteville at the time, and when he got beaned, that just ended his career. He decided he didn't want to play any more baseball. Otherwise, he had a very promising future in baseball.

He was batting over 500 at one time for Fayetteville. He played for Sanford one year in another professional league like the Coastal Plain League here and taught agriculture at the high school in Sanford at that particular time.

MF: I'm going to get off education just for a minute because I want to ask you about games you played as you were growing up. What kind of games did ya'll play then?

Mr. Pittman: We played the traditional standard baseball. Living out in the country it was not an uncommon thing for us to find a cow

pasture on Sunday afternoons, and all the kids in the area would get together. Sometimes we use a "cart round" there. A lot of people don't know what a "cart round" is. A cart round is a small sapling tree that's been cut down, and you take a drawing knife or an axe and shape it down, and make you a homemade baseball bat, and you'd fix it around the wagon, and it was called a "cart round" because you'd use it to nail boards to for sides on even a wagon. We'd play baseball with the "cart round." We made our own baseballs. We took just yards and yards of tobacco twine that was used to tie tobacco on sticks, and we'd get a little rubber center, and we'd wrapped that thread, then we'd stitch it after we'd gotten it to the normal size. We'd call it a "string ball." We would throw it at each other too. Rather than tag the runner we'd hit him with the ball if they got between the bases. That's why we'd used the string ball because a baseball would hurt you.

MF: The string ball didn't hurt?

Mr. Pittman: Not as much. That was one of the games that we played a lot. We also in March, being out in the country, it was not uncommon to see any where from eight to ten homemade kites in the air flying at one time. We made our own kites with newspaper and dog "fenners sticks."

MF: What are "dog fenners?"

Mr. Pittman: We called them "dog fenners." It's a ragweed type thing that has a hollow stick, and you'd cut it down to the size that you wanted and make you a kite out of it, and it would fly. It was

very light. We used flour dough paste and made our own kites. We called it dog "fenners" but whether that is correct, maybe not. It might of been a colloquialism for that area there, but that's what we called them.

MF: Getting back to your education. After you finished high school, did you go on to college?

Mr. Pittman: No, I did not. I decided it looked like it was inevitable, at the time I was seventeen, that I was going to have to register for the Draft. I graduated in May of 1942, and I registered for the Draft in December of 1942 as a eighteen year old because I was eighteen in August following the graduation in May. So, I chose not to go to school at the time. I worked at the Post Office, and I had a city route. I was a walking mailman in my own town for about eight or nine months. The Draft Board said that if my father needed me on the farms, that if I worked the farms, that I would be exempt or would not have to go into military service. Well, I agreed reluctantly to do it. My two older brothers were already in. As a matter of fact, one of them was already fighting at that time overseas.

I stayed out about a year, and then in 1944 I went on in to the military service. When I got out of the service, I came back to Scotland Neck in 1946 too late to enroll in school for that year. The old job I had at the Post Office was available, and they gave it back to me. So, I worked it a year, and I enrolled in college and used the GI Bill and went to East Carolina.

MF: You were in the Army?

Mr. Pittman: Yes. I was in the 36th Infantry Division. It was made up of two National Guard units from Texas and Oklahoma. I joined them, I guess it was in France. I joined this outfit in France. I went over as an Army infantry replacement. I was a gunner on a 81mm mortar. Heavy weapons company is what we were called. That meant that I was about 300 yards behind the front lines. I was very fortunate in the fact that when I got over there and joined my outfit, they came up through the Brenner Pass from Italy into Austria and then into Germany, and that's when I joined them. A lot of people probably won't remember, but the World War II people would; my outfit was the person that captured, or he surrendered to us, Herman Goering. He surrendered to my Division, his whole entourage. You just can't believe the amount of people that were involved with the General, General Goering. He was the Luftwaffe Commander for the German Air Force, and he surrendered to us in, I think, in Austria, I'm not sure. I just don't remember. I was not involved with my Division except at his surrender.

MF: Who was your Commanding General, do you remember?

Mr. Pittman: No. We changed Commanding Generals and Line Officers regularly, and I just don't remember who they were at that time. This Division had been started in North Africa and came all the way through Italy and all the way. As a matter of fact, there wasn't a whole lot of the original Division left.

MF: I'm sure not. They saw a lot of fighting.

Mr. Pittman: Yes. They stormed the beaches at Sicily and Salerno, so they had a lot of casualties. There weren't really many of the

original people around, but they were shipping them home on the bases of points. The points were arrived at as to how many battles stars you had, how long you'd been over there. My whole Division, they shipped the 36th Infantry Division back to the States, and they took out all the people that had just been in for just a short period of time and reassigned you to some other outfit in Germany at that particular time. I pulled eighteen months of occupation duty before I came home. I pulled occupation duty the first of 1945. Well, maybe when the War was over that's when I went on occupational duty, because my outfit the 36th Infantry Division shipped home about August of that year. Since I had a postal background, I moved into the Adjutant General department and they shipped me out to a postal regulating section which was an independent outfit and consisted of only eleven men. We were an outfit for ourselves with eleven men! I moved up in enlisted ranks fairly rapid because of my knowledge of the post office or postal work.

I was made Tech Sergeant. A second Lieutenant was our CO, and then there were ten other men besides me and my outfit. We were assigned to some artillery brigade for rations. We had to go there to eat because we were not large enough to have a kitchen for one thing, so we had to depend on someone else to feed us. We had forty German PW's that unloaded the cars. This is a railroad outfit, and the railroad cars came into the railroad station and we had forty German Prisoner's of War that unloaded the bags of mail off the box cars when they came in, and we distributed the mail to the Third and Seventh Armies and the Sixth Signal Core. So, there was thousands of people that we were

responsible for getting the mail out to them. I did that until I came home.

MF: Then you worked back with the Post Office until you went back to East Carolina. It was East Carolina Teachers College when you went there, wasn't it?

Mr. Pittman: Good 'ole ECTC. There were eleven hundred people in that school when I went and enrolled at that school. About eight hundred of them were girls, and the rest of us were all GI's returning from World War II! I had a car. There were so few cars at East Carolina when I was there that I drove mine on rainy days and changed classes on campus. You could move from one the old office building down to the other end of the campus and you could use your car if it was raining rather than walk.

MF: Tell me now, did you met Frances at East Carolina?

Mr. Pittman: No! Frances never went to East Carolina. Frances is from Tarboro. I met Frances at my brother's wedding. She was a bridesmaid, and I was a groomsman. The funny part about that is, it's really ironic that I introduced my brother to his wife, or the girl that he married, and I met my wife at his wedding.

MF: That's really interesting. I like that story. So, then ya'll like each other and you started dating?

Mr. Pittman: That's correct, and a year from the day, we married.

MF: Her maiden name was Harris, is that right?

Mr. Pittman: That's correct.

MF: I know ya'll have three, lovely, nice, grown children.

Mr. Pittman: And two grandchildren.

MF: And two precious grandchildren, I know! Benjamin and Laura. But your children's names?

Mr. Pittman: My son is named after me, he's a Junior. Then, we have Elizabeth who we call "Beth". Then, we have Lois Patricia, and we call her " Patti."

MF: And Beth's last name is?

Mr. Pittman: Her married name is Gregory.

MF: And Patti is Smith. A granddaughter, Laura Gregory and a precious grandson, Benjamin Smith. When were you and Frances married?

Mr. Pittman: We were married May 20, 1950.

MF: You have got another anniversary.

Mr. Pittman: Next week. It'll be forty-two years next week.

MF: That's wonderful! So, when you graduated from East Carolina, what was your first job?

Mr. Pittman: New Bern.

MF: You came right to New Bern?

Mr. Pittman: Mr. MacDonald interviewed me at East Carolina and offered me a job.

MF: What position did you fill?

Mr. Pittman: I came in at the middle of the year 1950 in December and replaced Patsy Finch in the eighth grade in the old Bell building. I taught your sister in the eighth grade.

MF: Mother always said if you could survive my sister, and the Clements, and several others in that class, you could survive anything!

She didn't mean that unkindly, but they did have a good time, didn't they, Will?

Mr. Pittman: Oh yes. Of course, age thirteen is a very trying age anyway.

MF: Yes it is. What subject did you teach, all of them?

Mr. Pittman: All of them. As of matter of fact, we did some trading off. I can't remember the lady's name now, and I always said I'd never forget her. She taught across the hall from me and we swapped.

I had a science background and she had a math background. So, she taught the math, and I taught her science. We just flip flopped. I'd leave my room and go over to her room and teach her class, and she'd come over to my room and teach my class. Ivy Chadwick was also a teacher up there, and I switched something with her but I can't remember what it was now. Maybe it was phys ed. I took her phys-ed classes or something, but we flip-flopped around I know that. As a matter of fact, I'd say we sort of invented the concept of team teaching.

There were four eight grades upstairs in the Bell building along with Mr. MacDonald's office.

MF: Mr. MacDonald was Superintendent of Schools at that time.

Mr. Pittman: That's correct.

MF: Yeah, he was superintendent when I was there. What was your degree in?

Mr. Pittman: Physical Education and History.

MF: So, you had a Bachelor of Science degree?

Mr. Pittman: That's correct.

MF: How long did you teach eighth grade?

Mr. Pittman: I finished out the year. That's all I agreed to do.

MF: To see if you liked it?

Mr. Pittman: Yeah. I didn't really particularly want to teach eighth grade, but in the middle of the year if you're married and no job, and teaching jobs were scarce to begin with, and he offered me this job, plus the fact that my wife, Frances, was a lab technician, and Kafer Hospital needed a lab technician at that time, so she got the job as lab technician, and I took the job as eighth grade teacher.

MF: That's when I first met ya'll, - met Frances at the hospital. She used to practice "sticking fingers" on me. When she wasn't busy, I'd go down there and let her practice on me, and we'd have a good time. So, after finishing that year?

Mr. Pittman: I finished that year. Then, the two coaches in the high school resigned. That was Leo Morgan and Jim Dickey. Leo Morgan was called back into the Korean conflict. He was a Naval Officer Reserve, and he was called back into active duty, so he had to resign.

Jim Dickey said that there was not enough money in school teaching for him. So, he went back to his hometown, Kings Mountain, North Carolina and became a supervisor in some big mill up there. That left two vacancies, and Leo Morgan was teaching the physical education and since my degree was in physical education, I moved into the high school the following 1951 as a Physical Education teacher. There was one other coach and myself and the only two coaches in the entire high

school other than a girl's basketball coach.

MF: Who was the other coach?

Mr. Pittman: Joe Caruso came in at that time in 1951.

MF: Did you have a Phys Ed building at that time, a gymnasium?

Mr. Pittman: No. We walked from the high school which was downtown on the school green, school common it was called, to the Armory where the Police Department is now located.

MF: That's where we played sports.

Mr. Pittman: We used Kafer Park for the outdoor activities, and we'd play our football and baseball for the high school at Kafer Park.

We taught physical education in the Armory, and we played basketball in the Armory. If it was raining, you'd still have to walk from the school. If it was my day to be at the Armory, the kids had to come down there regardless of the weather.

MF: Things have really changed now.

Mr. Pittman: Yes. You know, that was something that I noticed when I came to New Bern for the first time. Mr. MacDonald interviewed me for the job, and then he wrote me a letter and offered me the job and wanted to know if I would come down and sign my contracts. I did, and Frances came with me because she wanted to see the hospital. When I came down I was really surprised that the physical facilities, the school plants that New Bern had, particularly downtown, were antiques compared to where I had been. I thought the physical plants that I came up in were not the greatest things in the world because we didn't have a gymnasium until the WPA built one for us in the late Thirties,

but the high school building was modern, very modern. Our high school was very modern. I had just finished my student teaching at Farmville High School in Farmville which is in Pitt County, and they have a nice modern gym and all these facilities, and I came down here.

MF: You came to the sticks again, didn't you? (Laughter)

Mr. Pittman: After I got here I began to understand that being a city school system and the way money was allocated and this type of thing, that you had to struggle to get by. Plus the fact, that Mr. MacDonald discussed with me that they had just passed a bond referendum, and he showed me a map of the proposed new senior high school which was a very fine facility. It was supposed to be completed in about two or three years, and it was finally completed in four years.

I taught downtown in the old high school in the basement four years. I had a classroom in the basement four years. We used to laugh about it. Some of these boys would remember some of this stuff, but the windows in my room were ground level.

MF: I remember. I had classes in the basement.

Mr. Pittman: If we had a real torrential down pour for any period of time, we had a bucket brigade going down there because the water would run off of the school yard through those windows and down into the room that we were in. The only heat that we had was the steam pipes running overhead. I taught classes down there with my top coat on it was so cold down there.

MF: I can believe it, I was down there.

Mr. Pittman: It was kind of primitive really, but we survived

and some learning went on!

MF: The lab was right down there too.

Mr. Pittman: Right across the hall from me.

MF: Then you taught in the room that I was in. Lois Mayo was my teacher, my chemistry teacher, and she was wonderful. The lab left an awful lot to be desired!

Mr. Pittman: The lab was right across the hall from my room and the D. E. was behind right on the opposite of me. Then behind that was the boy's bathrooms and the girl's bathrooms and then the football or the dressing rooms. All that was in the basement of that building.

MF: Since you were coaching, did you have any problems financially getting uniforms or equipment for the boys teams?

Mr. Pittman: Yes, we had some difficulty. As a matter of fact, that first year in 1951-52 we formed a Booster's Club here in New Bern, and they did a lot of projects to help us raise money. We sold season tickets, booster club tickets, which was a special ticket, and that money went into the athletic department. The first thing we bought were new head gear because we really didn't have enough head gear to go around. When the JV's played we had to use the Varsity head gear on Thursday night, and then the Varsity would use it on Friday night.

A lot of the pants didn't fit the boys, and we had tape around their legs to keep them from sliding out and off of them. We'd put it around their thigh, bind tape around the football pants so it wouldn't slide down off of their body while they were playing. They were too large for them, but we just didn't have the right sizes. In three or four

years we had new uniforms. We got into some playoff games and this type of stuff. The enthusiasm in this town was unbelievable as to how they supported the athletic teams in this town.

MF: I think they always have.

Mr. Pittman: At Kafer Park we even had to buy new bleachers. We didn't have enough seats, and so we bought a whole new set of portable bleachers and put them on the opposite side of the field so that we would have enough seats for people to sit down.

MF: Isn't that wonderful!

Mr. Pittman: It was really amazing as to how they responded.

MF: I think that's a tribute to the boy's parents.

Did you have good parent cooperation?

Mr. Pittman: The people in this town, the parents, they were just outstanding. They'd do anything in the world that they could to support the teams that we had.

MF: What about discipline, Will?

Mr. Pittman: No problem with discipline. I never had any problem with discipline. Back in those days was like when I was growing up. If you had a problem at school and it was reported to your parents, you had another problem when you got home. Because your parents saw to it that you were disciplined twice. I can recall what my father used to tell me that, "You go to school to learn. Now, how much you learn depends on how smart you are, but you're smart enough to behave yourself and you better not come home with a D in deportment." On your report card at that time conduct was called deportment. So, if

I got anything below a B on that I knew I was in trouble when I went home with that report card.

MF: It was the same way when I was in school. Parents took a lot of interest.

Mr. Pittman: Back in those days they didn't believe in sparing the rod and spoiling the child!

MF: That's true. Now, all total how long were you in New Bern? I know you went to Sanford.

Mr. Pittman: We came in December 1950 and I stayed here to February 1964. and I went to Sanford as principal of the senior high school.

Frances and the children joined me about a month later as soon as were able to find a place to live up there. I stayed there until February 1967, and Mr. MacDonald called me and wanted to know if I would come back and be his assistant. Of course, my kids were born and raised here and they dearly loved this area and New Bern. Even though they were still small, well, my son was ready to go into high school, but they girls were just down in the lower grades, they were all ready to come back to New Bern. So, they finished out the school year, and they came and joined me in June 1967, and we've been back ever since.

MF: I got a little ahead of myself because I should of asked you what made you decide to further your career in education by being a principal and not sticking to teaching?

Mr. Pittman: Salaries are better in administration than they are in teaching. At the time that I took the job in Sanford, I also had a contract, a lot of people didn't know anything about this, I

didn't say anything about it, but I had just received in the mails from East Carolina University a contract to go to East Carolina that summer at the end of the school years and start with the fall term at East Carolina and be Director of student teaching in the Department of Physical Education. I weighed all the pros and cons and decided that probably I'd be better off to take the principal's job because the superintendent of the school system in Sanford offered me the job based on twelve months pay. You know, back in the days when I was a classroom teacher, you started to school when the student started school, and you quit the day the students got out of school. You had no work base. You had no paid vacation. You got two weeks at Christmas, and you didn't get a dime for it, you stayed home. In other words, there was six weeks between paychecks. If you got paid on the 9th of December, you didn't get another paycheck, you had to work twenty days before you got paid. If you didn't work, you didn't get paid.

We got a couple of days at Easter, couple days at Thanksgiving, and two weeks at Christmas. They were holidays, but they were holidays to the student's benefit not really the teachers because there was no pay involved. So, most of the time you had to have your report cards ready to go the day the students left school unless they left a stamped envelope, you could mail it home to them. Usually, I had to go back a couple of days and work for free to get all my grades and stuff posted on any of the records and so forth and my report cards straightened out before I could call it a year.

MF: So, you decided to further your career?

Mr. Pittman: You only worked nine months and then there's three other months you had to live too. When I was a classroom teacher, I worked about eleven summers for Mr. Howard Barnes, the school's maintenance supervisor. The first year I worked for him, I painted I think every bathroom there was in the New Bern schools. There was band director here named David Walters, and we called ourselves the "head painters." He paid us a dollar an hour.

MF: That was big pay then.

Mr. Pittman: A dollar an hour! We worked a fifty hour week and got paid every Saturday at noon. I had to live. You still had to buy groceries, and you still had to pay your water and light bill and rent or house payment, whatever you were doing. So, I did that for fourteen years. I did do some student (). A couple of summers I taught some summer school. Still, that was only half a day, and then I'd go to work for Mr. Barnes in the afternoon.

MF: Did you go back to East Carolina to get a degree in Administration?

Mr. Pittman: Yes. When you first graduated from college back in those days, after five years you had to renew your certificate. So, I went back one summer. I borrowed some money to go to summer school for six weeks to renew my certificate. At that time you could take anything you wanted to take for renewal. While I was over there, one of the professors who was a friend of mine says, "Why don't you take some graduate courses?" So, I took three, pretty tough graduate courses and made some decent grades on them, and that's how I got started

with my Master's Degree. Then, from there went on and got a MA or MED I think it was called, Master's in Education in Public School Administration. It took me six years to do it because I could only take a class when I had the time to go take one. I was coaching full time. There weren't but two coaches here at the time. One other coach and myself, and we coached all the sports that were here. Two men coached it!

MF: Were you paid extra to coach?

Mr. Pittman: Yes. I drew a coaching supplement, yes.

MF: After you left Sanford you came back here as Mr. MacDonald's assistant. What would your title have been?

Mr. Pittman: I was Assistant Superintendent.

MF: How long did you hold that position?

Mr. Pittman: Seven years.

MF: What were your duties?

Mr. Pittman: I worked in two areas primarily, personnel and curriculum.

MF: Personnel means you hired and fired?

Mr. Pittman: I did the hiring. I didn't do the firing, the Superintendent had to do that.

MF: Did teachers have tenure at that time?

Mr. Pittman: Not in the beginning, no. Tenure came in the Seventies, early Seventies. Teachers were very hard to find. There just weren't many teachers. One of the reasons why there weren't many teachers is just like it is today, the pay is not that enticing. It

doesn't attract people to go into Education. You got want to do it, Marea, to be a teacher. I think an awful lot of satisfaction, of course I know it doesn't buy the groceries and it doesn't pay the water and light bill, but a lot of satisfaction to me in teaching was to be explaining something in a classroom and some kid has asked you a question about something and you explain and then you see his eyes light up!

MF: He understands.

Mr. Pittman: He understands, and that is part of the reward for teaching.

MF: It's a big part of it. What would teacher's salaries have been, Will, if you don't mind telling me.

Mr. Pittman: I started teaching in New Bern in 1950, my salary was \$190 a month.

MF: Before or after?

Mr. Pittman: Before withholding. We wouldn't know what anything is. If my wife had not been working at Kafer Hospital, we could not have made it, not here. We would have starved to death. I remember when I came to New Bern there was no housing at Cherry Point. The Marines were living in basements. They'd live anywhere they could to find a place that they had a roof over their head. When we first came to New Bern, we lived across the street from Central School in Virginia Styron's house. There was one room and a bath and ate at the Dinner Bell on Broad Street across from the Fire Station. In that area anyway. We'd been here about a month, and Bill Munden lived down

on Change Street, had a third floor attic apartment that became available, and so we rented that. Frances would call that Mt. Everest because it had an outside stairs that went up, and then you went in on the inside. If you'd been working all day, that was three flights of long, steep stairs to climb to get up there. That was our first apartment and we were lucky, very fortunate to get that after only being here a month! I remember asking Mr. MacDonald how was the housing situation in New Bern when he was interviewing me. He said, "It's awful!. There's just no places to live in."

MF: That's true. Will, when you were the Assistant Superintendent, did Mr. MacDonald still have his office up in the Bell building?

Mr. Pittman: No. We were in the house on New Street on the corner of Metcalf and New Street.

MF: The house that's know as the Tisdale house?

Mr. Pittman: That's correct. One of the older homes in New Bern.

MF: So, your office was in there too?

Mr. Pittman: Yes. The house is really part of the complex of the old Central School Green. They just joined it. Yes, my office was in that building the same as his.

MF: How many were in the office? I mean secretaries and who else was in that office?

Mr. Pittman: There was Mr. MacDonald, and myself, and Sarah Mann.

MF: What was her position?

Mr. Pittman: Sarah was bookkeeper. We had Eva Bostick and she

looked after the state text books and did the payroll. She and Sarah both did the payroll. Then, we had Paul Harrison's wife, Dorothy. She's dead now. She was the receptionist. Then we had Mary Watson, and she was Mr. MacDonald's private secretary. We had Margaret Stancil who was the elementary supervisor. My office was office upstairs and Margaret's was upstairs. I had several secretaries, but I guess the one that stuck with me and is still out there still with the school system is Dorothy Dixon. Nat Dixon's sister-in-law.

MF: Who were your other secretaries?

Mr. Pittman: I had was the Steinbeck girl. I can't remember her first name. Her father ran his store downtown. I had her, and I had another little girl and her husband was the Christian Education Director for the First Baptist Church. I cannot remember her name. Then, I had a girl from Cherry Point, and her husband was the Union organizer at Cherry Point. Those were the secretaries that I had over the years.

MF: When you were assistant superintendent, you had students coming from Havelock, from Cherry Point?

Mr. Pittman: No. When I was coaching at New Bern high school the first five or six years, all the high school students from Havelock came to New Bern high school. There was no high school in Havelock.

MF: By the time you were assistant superintendent Havelock had a high school?

Mr. Pittman: They had a high school before I ever stopped coaching.

MF: What I'm leading up to is Federal Impact Funds.

Mr. Pittman: We had Public Law 874 money, yes.

MF: Will you explain that for the recorder?

Mr. Pittman: I will if I can. I have almost forgotten how it worked. We had B students. There were A students and there were B students, and A students were direct military. Their parents were military people, and you got more per student if they were military.

Most of the students that we got were the B student because those were the people that parents worked on the base, and that was why we were able to get stipend for those people. The county school system at that time got all the A students, and so their Public Law 874 money was more than triple than what we got.

MF: Would you say that at that time the county had a better school system than New Bern city schools?

Mr. Pittman: At that time, I would certainly say it was no better. As a matter of fact, I'm not so sure that our SAT scores weren't better than theirs.

MF: Mr. Bob Pugh was Superintendent of the county schools?

Mr. Pittman: Yes, that's correct.

MF: How many schools were in the city school system at this time?

Mr. Pittman: We had New Bern High, J. T. Barber, Duffyfield, West Street or F. R. Danyus, Riverside, Oaks Road, Eleanor Marshall, Trent Park. We built Bangert, and it opened in 1970 or 1971.

MF: You said Marshall, which was Ghent School when I went to it, right?

Mr. Pittman: Yes.

MF: You had told me before the interview something about Duffyfield, the school over in that area.

Mr. Pittman: This was really before my time, but I found out about it doing some research. Duffyfield School was a wooden structure, and the school system did not own the building. We were renting it or we were suppose to of been renting it. Now, whether we actually paid any rent on it or not I do not know. That particular facility started out as a home for wayward girls, and it was owned and operated by a Baptist Church, black Baptist Church here in New Bern. Eventually, they turned it over to the school system or the school system needed a school in that area, so it became the Duffyfield School. We had grades one through six there. Then, that building was torn down, and I don't know who owned the properties, but through a process of condemnation, we took down a lot of homes and we built the building that is presently standing there which is being used by Headstart at the present time. Duffyfield School is located over close to East Rose Street in that section of town, Biddle Street and that area. F. R. Danyus is on West Street.

MF: You had told me that story about that school, and I thought it was very interesting.

Mr. Pittman: I asked Mr. MacDonald about it, and he couldn't recall that we rented it, but I noticed in our annual report to the state department each year that it was shown as rented facility. It was not owned by the Board of Education.

MF: Did any of the students when you were still assistant superintendent have to go to any classes in trailers like some of them are having to do now?

Mr. Pittman: We had plenty of trailers. We had trailers everywhere.

MF: New Bern evidently was growing at this time.

Mr. Pittman: That's correct. Well, the number in school was not necessarily growing but different programs were being put in. The curriculums were being enriched or enlarged, and you had to have facilities to offer these courses or this particular phase of the curriculum.

MF: What were some of the programs put in when you were assistant superintendent?

Mr. Pittman: We really launched into a unit wide program of what is called today "exceptional children", but back in those days we called it "special education." We separated these children and a lot of their classes were taught in trailers because the state restricted the number that a teacher could have, fifteen. I'm using that as a number, I think it was fifteen. So, therefore the logical place rather than tie up a normal classroom with fifteen children, we'd place them in a trailer. Then, out at MacDonald's School, we opened a brand new school, and the first thing we'd do is we move three trailers in for vocational programs.

MF: That was something you had not planned on?

Mr. Pittman: We did not have any shops available in that school.

MF: Was that an oversight in planning the school or was this something that was added to the program?

Mr. Pittman: When the school was being built, the vocational program did not go down that far into the grades. Then it was added after the building was built.

MF: So you had to add trailers?

Mr. Pittman: That's right because we had no shop facilities.

MF: What was the average class size then?

Mr. Pittman: Thirty sometimes thirty-five. We tried to keep it to thirty if we possibly could.

MF: That's still a large classroom. If you got to thirty-five it was because of what, lack of room, lack of teachers?

Mr. Pittman: Most of the time it would be a lack of teachers.

MF: Anything else during your time as assistance superintendent? Any other programs that were started that was of importance to education?

Mr. Pittman: One of the things that we did when I was assistant superintendent was that we greatly expanded the vocational education department in the New Bern city schools. We offered a wide and varied program. As a matter of fact, one of the things that we did was we actually built a house on campus and built it so it could be sold and moved each year.

MF: They still do that now?

Mr. Pittman: Not in New Bern. They do or did do it in Havelock and maybe West Craven, but I'm not sure. We discontinued here, or

they did, I didn't discontinue it but they did.

MF: Well, that's good training.

Mr. Pittman: Yes it is. It was a carpentry class, construction class is what it was. Up until a point in time we only had what we called industrial arts. They built furniture and this kind of stuff, but there was no on the job training and so forth.

MF: Again, while you are still assistant superintendent, is this when integration took place?

Mr. Pittman: Yes, integration took place while I was assistant superintendent.

MF: Tell me about that. I know there were a lot of problems.

Mr. Pittman: We tried to foresee a lot of the problems. We took the student council from J. T. Barber School and the student council from New Bern high school, and then out of that and then from other organizations within the two schools, a committee was selected of faculty and students. They sat down in the library of the senior high school one week, and then they'd meet at the library at the J. T. Barber School the next week. I met with them on occasions, Mr. MacDonald met with them on occasions, and Mr. H. P. Hunnicutt and Mr. Fields, the two principals of the two schools met with them. They laid out all these different types and kinds of plans that they felt would bring about a smooth transition of integration of the two schools. Then there was a question from administrative standpoint from my office, of teacher assignments. Who was going to go to J. T. Barber and who was going to stay in New Bern high school. Of course, we put all the

ninth grade students at J. T. Barber School and then New Bern high school became New Bern Senior high school, grades ten, eleven, and twelve.

The first school year through Christmas and mid-term break was fairly smooth, no problems to speak of, just routine problems. But along came Martin Luther King's birthday, and that's when the problems started. At that time Martin Luther King's birthday was not a holiday and very little observance was being done about it, but the black students wanted to have a Martin Luther King day, and the Principal granted it. This was at New Bern Senior high school and H. P. Hunnicutt was the principal.

MF: Was he black or white?

Mr. Pittman: He was white, but he honored their request. I felt it was a legitimate request.

MF: Yes, it was.

Mr. Pittman: So, they did. Then, the white students, some of the boys, particularly boys, I don't know who they were, they sort of resented the fact that they were having this day and no recognition was being given to anyone else. So, they decided that they would have a recognition day. I can't remember who they were honoring, but they came to school on a Monday and they tried to meet in the auditorium, and they mixed it up, and that's when all bedlam broke loose. We had to close the schools. It was a riot. They were breaking out windows, total destruction going on at the school and parents were panicking all over town, which I had children, I had a child out there.

MF: What year was this, Will?

Mr. Pittman: Marea, I don't remember exactly what year it was. I think 1969 or 1970, but I'm not sure which. We had one meeting right after the other, Mr. MacDonald and myself. John Green was the Chairman of the Board of Education and my hat goes off to that gentleman! He did an outstanding job as Chairman of our Board because he presided over all the meetings and conducted all the hearings and everything. We had a general meeting at the high school auditorium of parents, both black and white, and students if they wanted to come. That place was jammed and John Green presided. We worked out proposals and presentations. They presented things at that meeting trying to get the schools to reopen, because we'd been out for about four or five days. All the ground work was laid, and we finally did reopen the schools I think the following Monday, but I'm not sure. It seems like we were closed down about four days. We had to replace windows and so forth in the school that had been broken out and some damages in the classrooms and this type of stuff, vandalism. We finally got the schools functioning again, and then they were having some other kind of problem and Mr. Hunnicutt resigned a few weeks later. I think he'd had enough, so he resigned. We moved Mr. Grover Fields from J. T. Barber over there. The school is now named after him. We had assembly in the auditorium and Mr. MacDonald and myself sat on the stage with Mr. Fields, and I think Mr. MacDonald introduced Mr. Fields to the entire student body. It seems like we had the tenth grade by itself. We just couldn't get them all in the auditorium at one time. It only

seats 1200. So, we brought in the juniors and seniors first, and then the tenth graders by themselves. Mr. Field had just been here before as ninth graders. Mr. Fields, the expression I like to use is that, "Mr. Fields laid the law down to them."

MF: What did he say to them, do you remember?

Mr. Pittman: Yes, I do. I remember exactly what he said. He told them and he says, "I want you sitting out here in the seats in front of me, I want you to look to your left, and then I want you to turn and look to your right, and see who's sitting on each side of you because they may not be here tomorrow." That's what he told them.

MF: He was not one to put up with any foolishness.

Mr. Pittman: That's correct.

MF: That's what was needed.

Mr. Pittman: You better believe that he got it straightened out. It took a while, but he got it straightened out. It wasn't easy.

MF: I'm sure it wasn't. It was a trying time for everybody. How did you go about assigning teachers to the different schools? Did you, I'm going to say, pull a name out of a hat? That must of been very difficult.

Mr. Pittman: It was. It was very, very difficult. Before I became assistant superintendent, Mr. Allen, who I replaced was assistant superintendent. They had run a survey in the school in the school system with a specified form and it said, "Would you transfer to what had previously been an all black school or what had previously been an all white school?" Then it says, "I would go, willingly go,

I would reluctantly go, or I would not go." You had to check mark one of those choices. I had those on file, and I went through and I looked at those, and of course this was a touchy thing. I had to visit each one of those teachers individually and sit down and have a conference one on one to convince them that I needed to move them to another school. Mrs. Eliza Dudley was a black teacher.

MF: I know her.

Mr. Pittman: She was teaching over at Central at the time and I was going to move somebody on, and her pet expression was, "Did the man come today?" They wondered whether I had been over. You see, if they saw me in the building they knew that somebody was going to move, they didn't know who.

MF: You were "the man!"

Mr. Pittman: I was "the man" and I was bringing the tidings. The glad of good tidings or bad tidings but they knew that when I came that I was going to see somebody about being transferred out of that school to another school. I can honestly say that I only had a few to rebel or didn't want to go, but most of them went. A lot of them were very fearful of the future, uncertain about what was going to take place, it was an entire new experience for them. But we were integrated. I mean there were black and white students mixing at times. Before we totally integrated we had white teachers teaching at J. T. Barber and just black teachers teaching at New Bern high school with all white students.

MF: Do you remember some of the first white teachers that went

to a black school?

Mr. Pittman: Yes, I do. Bill Hewitt was one of them. He was an Episcopal minister.

MF: Right, at St. Cyprian's.

Mr. Pittman: He taught Spanish and something else for me at J. T. Barber. Then, I had this lady who came here, and I cannot remember her name. She was an outstanding teacher, and she was a member of Christ Church while she was here, and she taught full time for me at J. T. Barber. I got Eliza Dudley to move. She moved into a white school, Trent Park, I believe is where she went. MF: It was just a touchy situation, and I can understand people wondering what the future holds. They are facing the unknown.

Mr. Pittman: Let me deviate here for one second, I remember a little humorous thing that happened on transferring or getting teachers to retire and this type of stuff. Sarah Mann picked up on it and she said, we have a black teacher that's still teaching and yet here is a follow-up notice from Social Security. At that time you were suppose to retire when you were sixty-five. So, I ran a check on this teacher, and I found out she was seventy-three and she was still teaching. That was an not edge that we had, Social Security had it. So, I went up to see her, and she was teaching at Riverside. The Principal at Riverside was a teaching principal. There was no one in the Principal's office, so I went in and found Mrs. McCoy who was the principal and told her that I needed to see this teacher. She says, "well, I'll send her to see you in just a few minutes." So, I waited and waited,

and finally she came in and she apologized for keeping me waiting, and she said the reason I am late coming is because I had my class outdoors in phys ed and we were playing dodge ball and I was "it."

She was seventy-three years old, yes! She was seventy-three, playing dodge ball, and she was "it!"

MF: Did you have to retire her?

Mr. Pittman: Yeah, I had to retire her because it was mandatory at that time.

MF: But yet that was a woman who probably loved teaching.

Mr. Pittman: She was a great teacher, and she still came back and served (substituted). She was almost a regular for us after that year because she served all the time. Now, they can continue to teach. There's no age limit now on retirement.

MF: That's good if the teacher is good and dedicated, it's not so good if they aren't. So, you know there are good and bad things about that. Do you remember the first black teachers besides Mrs. Dudley that you put into a white school?

Mr. Pittman: That particular one I just told you about is one of them. I transferred Rudolph McNeil who is the assistant principal out at H. J. MacDonald. I don't know whether he is still out there or not, but he was one of the first ones. He was a man that I transferred.

Another man I transferred was Bernard Pickens. I just don't remember who they were, but I transferred quite a few.

MF: Will, would you say that there were more black male teachers than there were white male teachers?

Mr. Pittman: No. There were very few black male teachers. I remember one of the things that I did that created a little bit of a stir was at Trent Park school after we had integrated. I employed a young, black, male teacher because civil rights wanted us to employ black teachers. He was a local boy, a good Episcopalian, St. Cyprian's member, and a very fine young man, and I employed him as a sixth grade teacher at Trent Park. A lot of parents did not like that.

MF: Well, if he was qualified.

Mr. Pittman: He was very qualified. Calvin Stokes was principal out there and he tickled me because he knew he was going to get repercussions. The first thing he did was he put his child in that room.

MF: Smart move.

Mr. Pittman: Anyway, he had a pretty good answer when someone wanted their child transferred out. He'd say, "well, mine is in there."

This particular boy, he stayed with us several years and everybody dearly loved him after they got adjusted to the fact that they were going to have a young, black man teaching sixth grade students. He finally left us after several years and the last time I heard anything about him he was either Dean of Men or something in the hierarchy in the Community College in Pearson County. I don't remember his name, but he was a fine young man.

MF: Those students were lucky to have him.

Mr. Pittman: Yes they were. But it created a little stir when I did that. Mr. MacDonald, I remembered him saying, "Well, now do

you think that this will work." I said, "I see no reason why it won't, I have no qualms about it. I've checked him out and I've checked with his father." I knew his father here in town and I knew that he was very active in the EYC at St. Cyprian's and so forth, and he was a very outstanding young man.

MF: Did you have, I'm going to say quotas, for teaching? Did you have to have so many white teachers and so many black teachers?

Mr. Pittman: HEW denied this, but we did. Yes, we had to have a ratio, sure we did. There were a lot of times when I interviewed a lot of promising, young, qualified teachers that made applications for jobs, and in some instances I actually had the vacancy, but I could not give them the job because I happened to either need a black or a white teacher whichever the case was to be in that particular slot, and I had to turn away a fine teacher.

MF: That's a shame. I can understand the need for it but it's a shame.

Mr. Pittman: We had to do that. We had to fill out reports every year, school by school on the number of blacks students that were in that school, and number of white students, and number of black teachers, and the number of white teachers we had in each school.

MF: Besides the Federal Impact Funds, did you get funds from the federal government for schools?

Mr. Pittman: Oh yes. We had a very extensive poverty program in the school system. I say poverty program, it was for the under-privileged children. Florence Litchfield was the director for this

program, and she still is. I can't remember the initials, they changed the initials on it fifteen-eleven times since then. That's the way the federal government does things, so I don't even know what the name of the program is now, but it was a very outstanding program. We used it for remedial reading because so many kids could not read. This is how we decided the project was written to spend the money for remedial reading programs, and we employed teachers just for remedial reading.

They would rotate out of that class and went to a trailer and there was another class. We actually bought the trailers with that money for these student's classrooms.

MF: If you can't read, you cannot learn, you cannot comprehend.

Mr. Pittman: That's correct, and that's why we decided to do our project or spend our federal funds in remedial reading. Florence did a outstanding job in this program and she had some good people.

Of course, I employed her teachers too. All the teachers that were employed, I employed them.

MF: All this took place while you were assistant superintendent?

Mr. Pittman: That's correct, and it continued even after I became superintendent.

MF: You really had the toughest job, integrating, because it's very hard.

Mr. Pittman: I was "the man."

MF: As Mrs. Dudley said, you were "the man!"

Mr. Pittman: I was "the man" that had to make those decisions on who was going to go where. With of course, subject to Mr. MacDonald's

approval. Nevertheless, I had to initiate it.

MF: Did the school Board have any say so in what teachers went to which school?

Mr. Pittman: No. There's a statute in the state law, school law, that gives the Superintendent that authority. They can recommend, and of course they do the hiring. You can extend a contract to a person, but when the Board meets, a month of meetings or however often they meet, ours met once a month, if I'd employed three teachers, a lot of times I'd put them to work, but still they were subject to the approval by the Board of Education. The law says that they must approve their contract. Of course, a lot of times I had no choice. I needed a teacher right then, and we weren't going to meet for three weeks.

MF: When you put a teacher in before the Board approved, what did you do?

Mr. Pittman: We told them ahead of time that they were subject to the approval of the Board of Education. They knew that.

MF: Did you notify anybody on the Board that you had to fill this spot?

Mr. Pittman: No. It was just accepted anywhere. New Bern wasn't different from anyone else.

MF: You became Superintendent in what year? Because Mr. McDonald retired.

Mr. Pittman: I became Superintendent July 1, 1974.

MF: He's a sweet, loveable man and I just love him dearly. He's so nice.

Mr. Pittman: Let me tell you how I got employed as superintendent of the schools. The night that Mr. MacDonald submitted his letter of resignation, as I said he resigned at the end of the year, he was retiring, really it was his retirement letter, it was discussed and so forth, and of course they went around the Board and everybody said different things. Somewhere during the meeting, I don't know how far into the meeting we were, I don't know whether it was Genevieve or Burke Taylor, but some body said, "Will, we want to discuss you for a few minutes and would you leave the room?" So, I left. Nothing had been said up until that time and just all of a sudden right out of the blue they said this. In about fifteen minutes somebody came and got me, I don't know who it was. I was over in another room, and they came and got me. I walked back in the room and they looked around and everybody laughed, and then they said, "Congratulation, Mr. Superintendent!" I'd been elected ,and nobody asked me if I wanted to be Superintendent or not, I was just elected.

MF: Wasn't that wonderful, and what a nice, nice complement!

Mr. Pittman: I felt quite honored that they offered me the position. They didn't really offer it to me. I think Mr. MacDonald was the instigator of the whole thing, that he just insisted that I be offered the job.

MF: Well, I think that's only fair, and in view of the fact that you had worked on integration and you had shown right then what you could do.

Mr. Pittman: Well, I knew the school system.

MF: Exactly, you know it, and you were capable and you were qualified. Tell me something, when you're hiring a superintendent, don't you have to advertise the position?

Mr. Pittman: You do now, yes. It didn't really matter at that particular time. It was strictly a Board decision, but now you advertise. When I replaced the high school principal, when Mr. Fields retired, there was a standing committee on the Board of Education, and I guess we interviewed ten or twelve people for that position.

We hired a guy from Wilmington, a fine young man, high recommendations.

State Department of Public Instruction called down here and gave him all kinds of recommendations and he had all kinds of qualification.

I declare, the fellow said he'd take the job, we announced it to the paper, and the next day he called and said he couldn't take it. Then, we had to start all over again. He came up here to see me about it and said he was going to do it again. I said no, now, we gave you a shot at it, and we announced at the Board, and the paper printed the story that you had been employed. Off the record, we were sitting in my office and he says "my problem is I can't get my wife to leave Wilmington." He says "that's my problem." His wife was a native of Wilmington, and she didn't want to leave. He got on the phone and called her right then and tried to persuade her to say that she'd come up here, and she wouldn't. I said, "well, I'm not offering you the job any more." So, we went and hired a person that was already on staff. We went and hired Tommy Phelps, and he became the Principal out here. He replaced Mr. Fields.

MF: That's right, he certainly did. And after Tommy, Billy Dill. When Martin Luther King was shot in 1967, what happened out at the school?

Mr. Pittman: Nothing. All the action took place downtown. Schools were very, very peaceful. We had no problems with the schools.

MF: Did you just to be on the safe side have police out there?

Mr. Pittman: I don't remember. We were not integrated at the time when Martin Luther King was shot.

MF: But with Mr. MacDonald being superintendent and you being assistant superintendent, you were over the black schools too.

Mr. Pittman: Yes, but we had no problems.

MF: That was nice. The problems were over here in Five Points is what you're saying, not in the schools?

Mr. Pittman: Yes.

MF: When you were superintendent, this is when the talk of merging county and city started, isn't it?

Mr. Pittman: Well, it started before Mr. MacDonald ever retired. We had several discussions but it just never got off the ground. I don't think it would of gotten off the ground when it did except that the school district tax was repealed. The people voted it out.

That was one of the road blocks with the county, the county had no school tax. We had conventional monies and we were paying our teachers a supplement out of that money. The county was not paying any supplements, and that was an additional teacher that they did not have.

So, the County Commissioners couldn't figure out how to get around

that, so some people here in town got it repealed and voted it out.

My understanding was that one group of people, the faction that was against the tax that spear headed the drive that got it voted out, didn't tell exactly the whole truth about the thing. They told the people that voted against the school tax that if you do this, that's going to eliminate so forth and so on as far as your tax bills are concern in addition to the school tax, and that never materialized.

We were voted out, it didn't last any time. We just lost all that money. It wasn't a whole lot of money but it was some, and it gave our teachers a supplement. We never were greedy. I think that the total tax was twenty cents, and I think the most we ever got was six cents of the twenty. So, I don't think we were greedy as far as taking the tax money was concern.

MF: What was, is, or has been the benefit of merging county and city schools? What did it accomplish? What was the purpose of merging?

Mr. Pittman: The county Commissioners had two things in mind. They were convinced, which they were wrong and I told them they were wrong, that they were going to save money by merging the two systems.

The main problem, and it was a problem, but it wasn't all that much of a problem, they had to deal with two separate budgets. Their main issue was they thought they were going to save money by consolidation and I told the Chairman of the Board of Commissioners on several private conversations that I could take him to every merge system that was currently operating in this state and show him that their budget had more than doubled.

MF: Well, ours certainly has.

Mr. Pittman: If you took the two budgets and put them together, the budget they were operating on today was more than doubled than what the other two budgets were combined together.

MF: Other than saving money, this is all the people thought about?

Mr. Pittman: The Commissioners are really not Educators. Chris Barker was pushing merger. The county school had all the PL 874 money, all we only had was just a widow's mite or a token compared to what they had. The county got way over a million dollars, and I'd say we got one hundred fifty thousand, maybe, I don't remember. Chris came to see me, and we talked about it, and according to him they had just oodles and oodles of instructional supplies in their classrooms. The county teachers had anything they needed. Chris' daughter was teaching in one of the county schools at the time. Chris said, but on the other hand the New Bern city schools were very limited in their instructional supplies because of the lack of funds, and he felt like that by combining the two units that the money would be more equally divided. That's really not true. I don't know whether he is able to take A funds away from Havelock because that's where most of the A students are or in the Havelock area and whether it's legal to move that money as per say. Of course ,if he puts it all in one hopper, one budget, of course you have line items, I don't know how they handle this. I don't know how they handle this. That's beyond my reasoning, I just don't know whether they are able to spread it all over the unit or whether they still have to restrict it to the students that are entitled to it.

MF: Which are the ones in Havelock.

Mr. Pittman: That's correct.

MF: I, personally never could see any sense or any gain from merging county and city schools.

Mr. Pittman: There was a historical factor there too, because New Bern city was one of the oldest public school systems in the state if not the oldest public school system in the state. Of course, historical fact doesn't create education, I realize that. I will say this having been a superintendent and having been a classroom teacher, I do know that you have to have money to provide the necessary things for a child to get a good education. You have to have it! I realize, having been a principal, a teacher, and a superintendent, that to operate schools you've got to have funds. It's awful difficult, to use an illustration, for an art teacher to teach art if the child doesn't have any drawing paper and that is part of the instructional supplies, and that's where you need money. The state furnishes the text books, but you have got to have money for lab supplies, you have got to have money to enrich the curriculum, the basis curriculum that the states says you much teach. Then you offer enrichment courses like advanced math, this type of stuff, and you have to have the money to buy the supplies and materials that go with it. Now we've gone into the era of computers, and you've got have funds to buy computers and so forth. If the money is not provided, the child's education is going to be lacking.

MF: That's true. So, from that aspect you would what say about

the merger?

Mr. Pittman: As far as financial needs are concerned, I would say it's got to be because it's budget is tremendous compared to what both of us are working on before. I would say that if you combined the county budget and the city school's budget together and compared it with the current day's budget, that you would find that it is probably time and a half size what it was. I don't know, I have no idea.

MF: When you were Superintendent, do you mind telling me what your yearly budget was?

Mr. Pittman: That would be difficult to say, Marea, because we had so many different phases of the budget. Like Mrs. Litchfield's program that was part of the budget but it was an entity within itself.

The County Commissioners gave us certain amounts of money for instructional supplies. They gave us certain amounts of money for electricity, heat. The state of North Carolina supplied the payroll for all of your teachers, all the state allotted teachers. State allotted teachers are based on the number of students that you have in the school system. But a lot of school systems in this state have combination grades in the lower grades; one and two, or two and three, and four and five, this type of thing. They did, I don't know whether they still do or not, but we never did in the city schools because we were always able to come up with enough money from the allocation plus our special school district tax. I never did tell you what we used our special school district tax for other supplement. We used it to employ additional teachers in our school system so that we've

never had a combination grade in the lower grades. We had art and music teachers. The county did not have art and music teachers. We even had guidance counsellors in the lower grades when I was Superintendent.

MF: That's unusual.

Mr. Pittman: Yes, it is, but we had them.

MF: I don't know if I understood you correctly. Did the county provide the city with money to run the schools?

Mr. Pittman: Yes, they had to. They were required by law to give us money. With two systems in the county and the city, two systems here, we had forty percent of the population and the county had sixty percent. So, out of every dollar that the county allotted to the school systems we got forty cents of the dollar, and the county got sixty.

MF: Because we all pay county taxes.

Mr. Pittman: That's correct. Let me clarify something else for you too. Any city schools, is city schools in name only. The city's governing body or the tax levying authority in the city of New Bern never did contribute any money to the operation of the school because by law they were restricted. They were not permitted to do this. Everybody in the county pays county taxes, so all the monies came from the county government not from the city government. At one time the city of New Bern gave the city schools \$10,000. I don't remember who was mayor. It was either Bob Stallings or Dale Millns, I don't know which one, that discovered this and they found out that it was illegal for them to do this, so they discontinued that! I think it was \$10,000

but I'm not sure.

MF: Do you know what the money was used for?

Mr. Pittman: Supplements. Primarily for coach's and teachers supplements and this type of thing. This was in the Fifties and maybe early Sixties, but the fund was discontinued. This is an unusual thing too, our Board of Education was not elected. It was appointed by the Board of Aldermen. However, the Board of Aldermen tried to select people from within given areas of our school district so that these people at Oaks Road would have somebody to go talk to if they needed to, if they had a problem. That wasn't necessarily always true but they tried to do that.

MF: When did we start voting for them?

Mr. Pittman: We never have in the city, always in the county. They've always run for office in the county but not in the city. They never ran for it in the city until after the two systems merged in July 1, 1981.

MF: You had retired?

Mr. Pittman: I retired July 1, 1981.

MF: Who then became Superintendent?

Mr. Pittman: Ben Quinn, who was a professor of education at East Carolina University. He had been a superintendent in Hyde County and in Roanoke, Virginia at one time.

MF: Was he a merged superintendent previously before here?

Mr. Pittman: No. Ben spent a lot of his educational career in the Division of School Planning at the State Department of Public

Instruction in Raleigh.

MF: While you were Superintendent until your retirement these plans for merging were going on?

Mr. Pittman: Yes. We were meeting and discussing them.

MF: Was it as much trouble to merge city and county schools as integration? I know there were problems merging school systems whether they're black or white, or green or yellow, it doesn't matter. Did you have a lot of problems merging county and city schools?

Mr. Pittman: I don't think so. I'm sure there were problems. I still think they have regional jealousies right now. One Board member thinks that some area is getting more for school in their area than the one in their area. I just read an article in the paper a letter to the editor in the Forum the other day. It was written by somebody in Havelock that was complaining to the superintendent here that he had taken all the bulk of the bond issue and devoted it to dear old New Bern and built them a New Bern High School because the superintendent was a graduate of dear old New Bern High School.

MF: Well, he sure is.

Mr. Pittman: So, he was pouring it on him, that they were neglecting Havelock and still building at New Bern. So, you have your regional jealousies.

MF: You're so right. I read that, and that concerned a refreshment stand?

Mr. Pittman: They were getting ready to build bathrooms which

is a necessity! They'll have a concession stand in the restroom area, yes.

MF: That's going to earn enough money to pay for itself eventually if you happen to do it that way. You've seen the school system grow from a relative small one to a very large system from the time you came as a teacher.

Mr. Pittman: Yes. I have seen not only the school system grow but I have seen New Bern grow from what I considered a little "hamlet" to a fairly large city.

MF: Yes, we're growing. Sometimes I think we're getting too large. I don't want us to loose our charm.

Mr. Pittman: When I came to New Bern, when you got down here to where Paul's garage was, you were in the country. Where the old New Bern High School is now, that what was a farm. The prison farm was just around the corner down around the curve up there where the hospital and all that is area is now. All the way down Neuse Boulevard, or Hwy 70 it was then, was farm. I was listening to a black lady talking that's out to preserve James City's history.

MF: Grace George.

Mr. Pittman: She was talking about it yesterday or the day before, I just saw the flip on TV. She was talking about the wooden bridge that curved and went across the Trent River. You know George Street went right down through the middle of the main Palace (Tryon Palace).

MF: They sure did, right over the foundation!

Mr. Pittman: I remember taking that route even before I came

to New Bern to live. Going to Atlantic beach, and Hamilton had a restaurant down there, and we used to stop there, right on the end of the bridge right at the water. We used to stop there and eat.

MF: Will, what were positive changes for schools that you've seen?

Mr. Pittman: Some of the positive changes that I have seen is that the curriculum is certainly way and above what it was twenty-five years ago. It has been enriched several fold. We've added, I say we, I'm not in it any longer, but they've added any number of new courses on the senior high level. I think that they need to take a look at what they call the general curriculum. I think they need to take a look at that because general math is not very much of a math course.

I think, that's to me is kind of tracking, and I'm not sure that tracking is a good method to use. But you have to start somewhere, and you evaluate students, and look at them and their achievements and what you think they're capable of doing. I guess you have to assign them to some of these courses. They have to take the core curriculum, but somebody has to decide if they think they are college prep or just general education. I'm not so sure that's going to continue to be.

I think somebody better be taking a look at that right now at the state level of trying to improve that. I think one of the greatest improvements based on when I came here in 1950, of course that brick and mortar doesn't necessarily make a person, education, but it is a contributing factor. Wholesome environment, a good environment to sit in each day and a surrounding that's conducive to learning; the

physical facilities. Particularly, in the New Bern area, there is not a single school standing in operation in the city of New Bern today that was in operation when I joined the school system.

MF: You're absolutely right.

Mr. Pittman: Everyone of them have either been closed up or torn down.

MF: With the exception of the New Bern Academy.

Mr. Pittman: Yes. Well, the Bell Building too, but as I said that's standing or being used as a school. That was a difficult task if I may elaborate for a moment. That was a very difficult task for me to close down schools. They had been neighborhood schools, and they had been the backbone of that given community in that section of town. Then after closing them, making decisions along with the Board of Education's support to tear them down or to dispose of them, because they were an albatross around our necks. We didn't need them.

I'll never forget the night we decided that we were going to close Riverside and Duffyfield Schools. The Board of Education agreed that they would meet with me and go with me up to the Riverside PTA, and I would explain to them why we were going to close that school. I went up there that night and when I got there, there wasn't but one Board member showed up. I'm not going to tell you who he was. Anyway, we went in, and we walked in and here were all these people in this auditorium. Now Riverside school was still standing and there was an auditorium upstairs. Old Marshall, we closed that and made classrooms out of it, but the auditorium was still there. I walked

up those stairs, and we walked into that room and here sit all these people. I spoke to Mrs. McCoy the Principal and she was acting like a little embarrassed. I said, "Have we got a problem?" She said, "No, but you're thirty minutes late." I said, "Thirty minutes late?" She said, "Yeah." I said, "I thought you all met at eight o'clock." She said, "Seven thirty." So, they'd been sitting there thirty minutes waiting for us! I then had to explain to them why we were closing the school. One of the main reasons that we had to close that school was that we were getting to the place where we could not justify a full first grade teacher, a full second grade teacher, we were going to have to go to combinations, and I didn't want that. Plus the fact that the school cafeteria, they didn't have enough students to support a cafeteria. They were five thousand dollars in the red! The cafeteria was, and I had to bail that out! I said, we just cannot continue to operate this school with the number of students because it is a dying neighborhood. There are no young children of child bearing parents living in this neighborhood. I said, we have checked this out thoroughly, so as of June 12, there will no longer be a Riverside Elementary School. They took it pretty good, but I hated to have to tell them.

MF: I know it, because it's as you say, it's part of the neighborhood, you grow up in it.

Mr. Pittman: I had to do the same thing at Eleanor Marshall.

MF: Oh yeah, and that's where I went.

Mr. Pittman: And at Duffyfield, had to close that one.

MF: But now look at our neighborhood out here now. We are getting a lot of children again.

Mr. Pittman: Yeah. It's recycling itself. We're starting over again. There are kids on the corner. They're kids up here.

MF: That's right. Lots of children that would be going over to Eleanor Marshall now if it was still there. But you can't have a building sit empty.

Mr. Pittman: Well, the main building at Eleanor Marshall was in bad shape. So is the one at Riverside really. They had a lot of wood in those buildings. Even though they had a masonry wall, they didn't have any steel in them. They were made out of wood, and wood deteriorates over a period of time. I can still hear those old floors squeaking at Marshall right now. There were no concrete floors, they were all cement. Well, the downstairs was, the top floor was wooden floors just like at Riverside. That was another thing that I noticed at New Bern High School when I first came to New Bern, was that we had wooden stairs.

MF: Oh yes, and no lockers, little pegs on the wall to hang your coat.

Mr. Pittman: You carried your books around with you.

MF: You certainly did, and you could leave your coat in the morning and when you went back in the afternoon it was there. But no lockers.

Mr. Pittman: No cafeteria.

MF: No cafeteria. When did cafeterias become part of the schools?

Mr. Pittman: The one started out at Central. Some lady here

in town, there was a fund set up, and she fed some under-privileged children. I can't remember the name of that now but Mr. MacDonald would be able to tell you about that. That wood building over there was the first cafeteria as per se in New Bern. It started out feeding under-privileged children. It then became a cafeteria for Central school. The first true cafeteria that we ever had in this school system that was actually built for a cafeteria was built at Eleanor Marshall.

MF: Then all the children had their lunch in the cafeteria.

Mr. Pittman: That's correct and they stopped going home for lunch at that school.

MF: Cafeterias must support themselves, right?

Mr. Pittman: They must be self-supporting, yes.

MF: When did we start giving students breakfast and what was the purpose behind that?

Mr. Pittman: For health reasons. They felt that a child was coming to school and his learning process was being inhibited because he had an empty stomach, no breakfast. You had to qualify for it, of course, based on a certain amount of income just like you do for your free lunch and partial free lunches. That all came in during my administration, in the early Seventies.

MF: You've seen so many, many changes.

Mr. Pittman: Yes I have and they are continuing to change every day. I wouldn't even recognize the situations they have now.

MF: Is there anything else you would like to tell us about your

time as a teacher?

Mr. Pittman: Well, not really. I do think that based on what I knew about other school systems in the state and talking to other superintendents, which a lot of them were personal friends of mine, and going into some of their systems and seeing and visiting their systems, I did several studies with the state department on the evaluation of the school systems, and looking at what they had and what they were offering and comparing it with what we did here, I thought that the New Bern City Schools was an outstanding school system. As one of my friends who was a super fellow, superintendent, said, "he thought that the New Bern city schools," and I think this is a very appropriate word, he thought "that the New Bern city schools was a 'prestigious' school system."

MF: That's interesting that he should feel that. Talking about the school and maybe I shouldn't say this, but I found, Will, I enjoyed all my subject in school, I enjoyed all of my teachers, and history was always my love, but when I got to college, a girl's school in Virginia, I found that I was not prepared for college level. I knew nothing of economics or sociology. We didn't have a gymnasium. Yet, at New Bern high school I felt that I'd gotten a very good education.

When I got to college, I found that I was woefully lacking in a lot of things, and I had to work my head off. Which did not hurt me at all to do.

Mr. Pittman: Well, let me say this to you though. If you looked around, you found that you weren't by yourself on that either.

MF: You're right, I wasn't. I graduated in 1951. The girls who did very well when I was in college were those who had been to private schools. But, the ones that had been to public schools like I had been to, were in the same boat I was in.

Mr. Pittman: Back in the days when you were in school and more so when I was in school, the emphasis was placed mostly on the three "R's", mostly. Right now, I'm not so sure that we hadn't gotten away from that too fast.

MF: I think so. Reading, writing, and arithmetic. As you said early, if you can't read, you cannot comprehend.

Mr. Pittman: But we concentrated mostly on the three "R's". That's where the emphasis was put. Of course, as I said early in this interview that even in the little old high school in the Thirties and Forties that I was in, and it was a small high school, we didn't have 250 students in the whole school, we had French, we had Latin, we had Physics and we had Chemistry, we had all those subjects.

MF: We did too.

Mr. Pittman: We had all those subjects, but it was kind of primitive compared to today's standards.

MF: Our chemistry in my time was very primitive.

Mr. Pittman: So was ours! We had alcohol burners and that was it! We only had two or three of those.

MF: Ours was so bad that Miss Mayo wouldn't let us make anything but soap and one other thing because it was so dangerous down there.

Mr. Pittman: I was going to say, I'm even surprised that they

let you light one down in that basement!

MF: She did! She was very brave. But it was so dark down there that you could hardly see what you were doing.

Mr. Pittman: When I started they had put fluorescent lights overhead.

MF: We didn't have those.

Mr. Pittman: They had improved it that much.

MF: Well, you were lucky.

Mr. Pittman: But we had no heat.

MF: You're right about that. It was cold down there.

Mr. Pittman: It sure was, and damp.

MF: Yes, very damp.

Mr. Pittman: And I stayed down there all day every day that I taught down there.

MF: It's a wonder you didn't have a constant cold.

Mr. Pittman: I had a good top coat! I never had to worry about my kids going to sleep in my class though, because it was so cold they couldn't go to sleep.

MF: You're right, Will, because you were constantly rubbing your hands together or doing something to stay warm. Well, anything else you would like to say about the school system?

Mr. Pittman: Just a personal statement. I wouldn't trade my years in the New Bern schools for any experiences in any other school system. I thoroughly enjoyed my experiences in the New Bern city schools, and I was exposed to another city school system. Sanford

was a city school system, and they were woefully inadequate. The high school was not comparable to our high school. It was a senior high school, but it was smaller. It was fairly modern but very limited in the amount of monies they had to spend, just like here. It was very small. It was like, our system is six thousand, that one was barely three. So, you can see the difference in the monies.

MF: I think that New Bern was very, very lucky to have you as a teacher, as a coach, as an assistant superintendent, and very fortunate to have had you as superintendent for six good years.

Mr. Pittman: Well, your kind to say that, but I feel the other way. I feel that I was very lucky and fortunate for Mr. MacDonald to have considered me for a position back in 1950 anyway. I remember telling Mr. MacDonald once when we were discussing this thing, I said, "Mr. MacDonald, if you hadn't given me that job"; and he kept telling me in the interview that they really needed somebody with experience, but in the middle of the year it was hard to find someone with experience and I wanted the job; if he hadn't give me the job I'd say I was going to tell him; we joked about it later on that I was going to tell him and I said, "Mr. MacDonald, how can anyone get experience unless they work in a position?" Experience is the greatest teacher in the world.

You can read all the books and look at all the different charts in the world but if you don't have some experience to relate to, you're not going to be much of a teacher.

MF: You're right about that, Will. You had a wonderful experience as assistant superintendent to help you when you were shouldering all

the responsibility as superintendent.

Mr. Pittman: Speaking of the word experience, I had a situation to arise that I think I may have caused to hastened the statement, I think they have this now as a law or a rule. I had a person to apply for a guidance job, I had an opening, and guidance counsellors were hard to find. This person had a degree in guidance, but I refused to give him the job. It was a man, and nothing personal, but the reason I refused was that he had never had a day of teaching experience in a classroom. My question then was, "how can you be a guidance counsellor when a kid comes into your office to see you about a problem that he is having in the classroom and you don't even know what he is talking about because you never had any experience as a classroom teacher. So, therefore, I'm not giving you the job." It highly insulted the person, but at that time the state had no requirements. Now, I think that they say that you must be a classroom teacher for three years before you can become a guidance counsellor.

MF: Well, you need that experience in the classroom.

Mr. Pittman: Sure you do, but at that time they didn't have that regulation. This guy was fresh out of college, and I said "no way, I'm not giving you the job." Of course, back in those days it didn't matter, but now they could sue me for discrimination I guess. It would be based on rules now, the state has a rule now, I think for the three years. Back then they didn't, and I refused to give him the job.

MF: He needed the experience.

Mr. Pittman: Sure. I told him why too.

MF: I think you owed him an explanation of why. I would want someone to tell me why.

Mr. Pittman: But he didn't agree with me on that, but I won.

MF: Will, I forgot to ask you about your assistant when you were superintendent and his duties. Please tell me about your assistant and who he was.

Mr. Pittman: I was very fortunate to be able to have a person in the school system that had been in the school system since the Thirties. He came in from Richmond, Virginia in the Thirties. He came in he told me by rail, came in by train. He didn't even own a car. It was his first teaching job, Mr. Wallace Booker. MF:

I've heard about Mr. Booker, all nice things.

Mr. Pittman: He started as a teacher and then he became Principal of J. T. Barber, but when he became Principal at J. T. Barber, J. T. Barber was not a high school. It was only a seventh and eighth grade school. Mr. Booker went over there and became Principal of that school because it only had room enough for just that many students. The school was built piece mill, some classrooms were built. He didn't even have an office the first year. He said his office was his classroom. They had a boiler room and then a few classrooms. Over a period of time they added the science wing, and then the other wing, and then the cafeteria, and the auditorium, and the gymnasium. When it became a completed school it became J. T. Barber High School. Then, Mr. Booker moved back to West Street as they moved the seventh and eighth grade back to West Street and moved the high school to J. T. Barber. They

just switched buildings. When I became Superintendent, I looked around to decide about an assistant. At first, I said "I'll just take a little time to think about it," and I worked the first two months without an assistant. I had an office upstairs and an office downstairs. The personnel was upstairs, and the administration was downstairs. So, I was back and forth all day long with two different offices. The school year was getting ready to get under way, and it was too late to really make a decision at that time as far as Mr. Booker was concerned. So, I asked Mr. Wilson who was the secondary supervisor who had retired July 1, if he would come back and be an interim, and he agreed to do this. He did not receive any of his retirement, he just canceled his retirement and came back and worked until December 31, and then he retired because his vision was failing him. I served the rest of year as Assistant and Superintendent, I wore both hats for the rest of the year. One of the fringe benefits that the superintendent has is that he has the right to select his own assistant, subject to the approval of the Board of Education. I decided that Mr. Booker and myself had always gotten along fine when I was assistant superintendent, and we worked on some very difficult problems together, so I went to see him and asked him would he like to be assistant superintendent. He said, "well, he'd think about it." In a few days later he said he would. To make a long story short, I brought his name before the Board and they elected him and he came aboard July 1, 1975 and served six years. He wanted to quit after five and retire, and I said "well, we're going to merge in one more year, you might

as well stay with me." So, he dropped his retirement just like Mr. Wilson did and stayed with me. He did a very fine job for me. He was a very good PR man, good public relations, he was easy going, he knew how to handle personnel, and he was able to get out and scramble to find some outstanding teachers while he was serving as personnel director. I remember the name of the program that early in the interview we couldn't think of that Mrs. Litchfield was in charge of. It was called ESEA or Title One. He worked closely with Mrs. Litchfield in that program, which I had worked with her also. He was well liked by everybody, and he handled some sticky personnel problems as we went along also. I had transferred a teacher from one school to another and this created some discomfort to the extent that they sued me. I had been retired a year before we ever settled it in the federal courts. The federal courts threw it out and said that there was no basis for a case. She sued us for \$25,000. but it never did materialize. Mr. Fields was in the case, and I was in the case, and of course Mr. Booker wasn't directly, but indirectly he was involved, because he was one that was helping with the transfer, or he reassigned her to another school. I thoroughly enjoyed my association with Mr. Booker and still do. I see him occasionally and we still get together once in a while and reminisce about some of the times we had. All in all, I couldn't have picked a better person, nor find a finer gentlemen than Mr. Booker for the job.

MF: That's a nice tribute to Mr. Booker and I know he'd appreciate that. Everyone says he is a fine, fine man.

Mr. Pittman: Great person.

MF: Will, this has been an absolutely wonderful interview and I have enjoyed it so very much. I knew some of the things that you told me but you sure have given me a wonderful education tonight. On behalf of Memories of New Bern, I thank you so very much for participating in our oral history program.

Mr. Pittman: It was my pleasure and I enjoyed it.

MF: Good. Thanks.

END OF INTERVIEW