

ORAL HISTORY INTERVIEW  
WITH  
EDWIN VOORHIES

27 JUNE 1995

MURFREESBORO, TENNESSEE

INTERVIEWED BY REGINA FORSYTHE  
FOR THE Q. M. SMITH ORAL HISTORY PROJECT  
INTERVIEW #QMS.014

A handwritten signature in black ink that reads "Albert Gore". The signature is written in a cursive, flowing style.

ALBERT GORE RESEARCH CENTER

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MIDDLE TENNESSEE STATE UNIVERSITY

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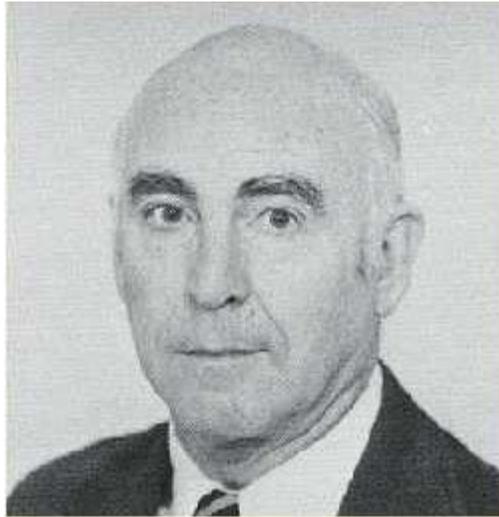
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## ABSTRACT



**ORAL HISTORY INTERVIEW WITH  
EDWIN VOORHIES**

**Q. M. SMITH ORAL HISTORY PROJECT**

**INTERVIEW #QMS.014**

**FORSYTHE:** This tape is part of the Q.M. Smith Collection designated as QMS.1995.14. This is Regina Forsythe, I am interviewing Dr. Edwin Voorhies. Today is Tuesday, June 27, 1995. The interview is being conducted in the Gore Research Center, Room 111 of the Ned McWherter Learning Resource Center. The tape of this interview along with a transcription of the interview will become part of the Quintin Miller Smith Collection and will be available to the public. Future researchers may include portions of this interview in their publications. Can we continue with the farm please?

**VOORHIES:** President Smith negotiated and purchased about 200 acres, east of the existing campus at that time. I took some student help and we surveyed the boundary lines, that's the reason I remember the time and date. That made roughly 550 acres of campus site. That's where they cut across Rutherford Boulevard and claimed that for a city street. In that same time frame, about 1957, the VA [Veteran's Administration] Hospital out on Edmund Road declared quite a few acres for us. That's about 200 acres also, as I recall. That is still being used for MTSU's cattle and swine operations. There's a house, where one of the people that works on the farm lives, and there's a few facilities, but mostly just pasture where they keep swine and beef cattle, mostly swine. It's right on the river, past the VA Hospital. There's still a farmhouse on the right, and the land lies around there and loops around the VA Hospital golf course, which the city now operates. Dr. Clifford Stark, who was in the original graduating class of MTSU with President Smith, got a doctorate degree in agriculture. He was the chairman of one of the agriculture departments at Cornell University, and then he retired and came back. He bought about a 330 acre farm, which now straddles I-24 off Manson Pike. He operated that farm, and he bought about a 1200 acre farm in Hickman County. Dr. Starks' home was Hickman County. President Smith's home was Waverly, Tennessee which is in the next county, adjoining Hickman County, so he and Dr. Stark had the same kind of roots, and had been students together. President Smith hired Dr. Stark, after he retired from Cornell. When Dr. Stark got older and had to retire again from here, he worked out an agreement with state government, then finalized that agreement later on with Dr. Cope [who was president then]. He gave the farm out at Manson Pike to MTSU. They moved the dairy operation out there, and renovated the dairy farm that was on that property. Now it's a computer operated dairy with about a 100 milk cows, and they measure how much they're feeding each cow and how much milk it produced, and cull out the ones that are not productive. They still sell the milk to

the campus cafeterias. That's only if they have any surplus. They sell it to places like Kroger dairy. When I-24 went through, it cut right through the property. Part of it was on one side of the highway, and part of it on the other. Still, they can get a truck through the underpass, but with that much land non-productive now, it did take a number of acres and it did take some fields for pasture and hay and corn for the cattle that they don't have available anymore. It's probably down to 200 acres. Also, there's about 200 acres out at the VA Hospital, and maybe 100-150 acres here on campus. So, they still have maybe 400-500 acres left for teaching agriculture. They work some of the students and pay them a little bit for the extra work, but they use them for classroom demonstrations primarily.

FORSYTHE: By the interstate, where exactly is that?

VOORHIES: It's off of Manson Pike, and now where I-840 crosses it, it took some more of that farm. So I guess they're down to a 100 acres out there now. But if you're going toward Nashville, and look off to the left before you go under the new overpasses for 840, you'll see twin silos and a dairy barn over there. Those are the only twin silos you'll see anywhere near there. That's all the farmland we have.

FORSYTHE: I'll bring you back to campus. Those bridges between Cope and the parking lot and the Historic Preservation Center, what can you tell me about those?

VOORHIES: Well, the one toward the east, on the other side of Baird Lane from Cope Administration Building, goes across to the Wesley Foundation. The Wesley Foundation acquired property there, which belonged originally to Mr. Midgett, who was chairman of the Business Education department, which was in the business building, in the back part of Old Main, where the gymnasium used to be. It is now the Midgett Business Building. The Methodist Church bought it [his property on Baird] from him and developed the Wesley Foundation there. There are two bridges at the Wesley Foundation. A bridge across for vehicles is easternmost, and a little bit toward the west in front of that building is a walking bridge. Those were both built for the Wesley Foundation at their expense, I think, but which allowed crossing for a lot of students. Then, on the west side of Baird Lane, there is one bridge now, which is almost across from Cope. St. Marks Church has a parking lot for roughly 100 cars [back there]. During the week, they allow students to park in the back of the lot. Then on Sundays, they use MTSU parking lots for their use. It's a deal that was made many years ago, and has worked very well for both. In order for students to get across from that parking lot, MTSU built a walking bridge.

FORSYTHE: Do you know when those bridges were made?

VOORHIES: The one by St. Marks Church is about ten to fifteen years old, I guess. The other two are twenty to thirty years old.

FORSYTHE: That Faulkinberry Street, who was that named for?

VOORHIES: There was a football coach back in the 1930s, named Frank Faulkinberry. He was here before Coach Murphy came in 1947. Dwayne Midgett, who is the man we were talking about, was head coach during the war until about 1946, and then after the war he went into teaching, and Coach Murphy was hired. Frank Faulkinberry was probably the football coach in the 1930s.

FORSYTHE: You talked about the NYA in the first interview. Can you tell me what that is?

VOORHIES: National Youth Administration under President Roosevelt. When President Roosevelt came in, everything was at a standstill. Banks were closed, it was full depression, early 1930s, and his effort to try to stimulate recovery from that depression was to set up a lot of government agencies. They all had initials. NYA [National Youth Administration] was an effort to put students to work, and pay them for working while they continued their education. There are all kinds of alphabet agencies to stimulate recovery from the depression, that being one of them. The CCC was Civilian Conservation Corps, which allowed young people to volunteer if they didn't want to go to college. Instead, they could go to work developing something like a state park. You still see some results of that, like the state park up at Crossville, Tennessee. There are bridges built of stone that the CCC built. There were young men coming out of school that couldn't find jobs, so the government put them to work, improving the facilities for the benefit of all of us. TVA was one of those agencies. They built all the dams and flood control, and furnished electric power for the state. NYA was the one that benefited college students, and President Smith understood that. He foresaw the need for improved technical education on this campus, because of his background coming from Tennessee Tech. He set up building projects that he could get financed – as I think I've said before – and state funds were not available for buildings. So, he took advantage of every opportunity he could get, and that was one of them. He used NYA funds, that would allow the purchase of materials and student labor, and built two wings of the present Industrial Arts building with those funds. The center section, which is two stories, was built later on in 1946, with the first state funds he could get.

FORSYTHE: Let's talk about architects.

VOORHIES: C.K. Collie was the original architect on those buildings that were built in 1910 and 1911, and then it looks like in 1921, J. H. Shankle, whom I have heard of but I didn't know her or know anything about. Lyon Hall and Campus School don't show the name of the architect, and after we investigated, we couldn't find out. Hart, Freeland and Roberts were the architects for the Alumni Memorial Gym, Smith Hall, the James Union Building, the swimming pool, Forrest Hall and Monohan. They were the architects that President Smith worked with.

FORSYTHE: Do you know why they were hired?

VOORHIES: I don't know, except they were here when I got here. They gave good service, and state government liked them and President Smith liked them, but we began to see a need for more buildings. Some of the people at [Hart, Freeland] and Roberts that President Smith had worked with had probably died. In any case, Charlie Wheeler, who was an architect for a number of buildings afterwards, was a student here, and he ended up being the supervisor of the NYA projects. He went to Georgia Tech, and got his architecture degree. President Smith knew him and liked him, and so he hired him then. The Todd Library was the first project that Charlie Wheeler was hired for, and in fact, as I related the other day, it was the first building built without columns. He became an architect for a number of [MTSU] buildings in the 1960s. That was quite a large number of buildings. Then the pressure came down on state government from other architects, and Dr. Cope got the message that he needed to hire more than one architect. I guess we needed to anyway, because there were such a large number of buildings being built at that time. Anyway, Burkhalter-Hickerson were hired. One of the first times I remember working with them was on the University Center, the chilling plant, Cummings Hall, and Corlew Hall - high-rise dormitories and the maintenance complex. So, they got a number of buildings. Mr. Burkhalter was the architect, and Mr. Hickerson was the civil engineer. They did the plans, and supervised construction of all those buildings with their names on them. Outside of Burkhalter and Hickerson, the first other departure from Mr. Wheeler was Yearwood and Johnson, who planned the Stark Agricultural Center. I'd say that was a very satisfactory job, so Yearwood and Johnson got some more jobs later. I see their names here. This Learning Resources Center was their project. I remember, we spent a lot of time with them. We traveled all over the country, and went to several different places just looking at other projects similar to this in the process of planning. So, those three were the ones we worked with during the 1960's. That's when most of our construction took place. Then, with Murphy Center, things began to change a little bit. We finished Murphy Center when Dr. Scarlett was here. We started it in 1968 when Dr. Cope retired, [during the time] when Dr. Kirksey was interim president. Dr. Scarlett was not immediately available – he came in later. When he came in, Murphy Center was already being talked about a lot. The idea had already been originated. Dr. Cope had done a lot of ground work for it. At that time, state government took a lot more interest in selecting architects for us, instead of our telling them which architect we wanted. Dr. Cope wasn't able to decide for himself, and we got Taylor and Crabtree. Mr. Bruce Crabtree is the man who conceived the Murphy Center Building. It was quite an interesting looking project. We traveled to Auburn University and looked at their basketball arena/gymnasium. We went to Notre Dame and the Air Force Academy. We didn't like exactly what they had at Auburn, but we got some ideas about what not to do. It didn't fit our terrain. We went to Murray and looked at theirs, and got the idea that we wanted to go in at ground level, go down to the platform, and have the seating between the entrances – with the track at the

upper level. We got that idea at Notre Dame, where we could pull bleachers back on track to expand the seating and have an indoor track. We went to the Air Force Academy, and they had a large building supported on four columns, designed by a computer like Murphy Center is. We put all those together and came up with the Murphy Center. As I said last time, we had a fire over there and a lot of trouble with [replacing] the trusses, but it turned out to be a very well planned, very attractive building, and certainly one of the most used buildings in the state. It served all its purposes very well. Graduation, concerts, basketball, track, classrooms, all of it works very well. It's well located, I think. That was the only project Taylor and Crabtree have done. Now, this building, the Learning Resources Center, is by Yearwood and Johnson, who were also the architects for the Stark Agricultural Building. We traveled all over the country – we went to a state university in Boca Raton, Florida to look at the facility. We went to Tulsa, Oklahoma to look at Oral Roberts University, where they had a unique learning resources center. We got a lot of ideas together, but we had a major problem with that building. We had real good architects and good concept, but the problem was that the technology changed so fast, that every time we'd get one notion in mind, something else would come along better and we had one more hard time putting it together. The technology has kept changing as the years go by. It was hard to set up for one type of technology – it was like radar in WWII. By the time you did the research and the design of radar systems, and got it out in the field and operated it, it was already obsolete. That's about the way this building was. Now you're located in this round part here, which was designed for 360 degree projection, change of humidity and added smell and temperature control. It was designed to create an environment that didn't exist in the mind of the students. The idea was that they could learn more than by just reading about it. There was a large room upstairs, where you could give a test, and students could answer from their chairs by pushing a button, and grade papers immediately. But all of the facilities that were not in the library to be used as training aids, we tried to consider whether or not to include those that we thought students would benefit [from]. We had projectors available to issue to students, and later on computer screens and viewing [materials] of all kinds. And we were able to put everything on tape, which students could take out and review at any time. All of the facilities for a television studio and radio station were included in the building. It's served a very useful purpose, but not exactly as it was designed in the first place, because of the many changes in technology since.

FORSYTHE: Was there going to be planetarium here?

VOORHIES: Well, at the time we were building this, there was a planetarium at the top of Old Main. The geography department, when Dr. Baldwin was chairman, succeeded in getting the planetarium placed on what's really the fourth floor of Old Main. There is a large classroom and offices up there now. But at one time, there was a planetarium up there, and you could project and view the stars. It was perceived that this building might replace that. This round part was designed so it could do that, but it never was really set up as the old one was. Instead, we went to an

observatory over by the new recreation facility, close to Rutherford Boulevard. It's a round building, so we concentrated on that instead of a planetarium. There are a few other architects on here that came after my time.

FORSYTHE: Okay, I'm going to stop this tape. This is a continuation of the interview with Dr. Edwin Voorhies by Regina Forsythe on Tuesday, June 27, 1995.

VOORHIES: I missed an interesting story talking about the chilling plant. We talked about having to dig ditches all over campus to get chilled water out, and return water back to the chilling plant. One of the contractors came in, as I recall, and said "this campus is [rock] just beneath the surface, with layers of limestone rock just a few feet [under] the [dirt]." Anything we do when digging ditches costs a lot more than it would in some places, because they had to blast to get that rock out of there. And one contractor came by, who was bidding on running the ditch out to the street that goes in front of the [Boutwell] Dramatic Arts Building, between the chilling plant and the baseball field. Under there was one of the main runs of pipe for chill water. All the contractors that bid on this campus know that there's limestone rock under the surface. He sent a team out here, that he hired from a laboratory that does such things, what they call core drilling. They drill into the ground, and measure down to where the limestone rock is, and get the word back to the contractor, so he can estimate how much limestone rock he has to remove when he makes his bid. The man came out here and drilled a hole every several feet down the street, 100 feet down, and didn't find much limestone rock. He reported back to the contractor, and the contractor didn't bid much limestone rock. When he came back and started digging that ditch, limestone rock peaked out at 100 foot intervals starting 50 feet off. When he dug that ditch, he had many times more limestone rock than he had anticipated, and he lost money on the project. That's one of those things that happens when you start digging around the campus.

FORSYTHE: The recycling program, what do you know about that?

VOORHIES: The recycling program, or the bins that are over on the Greenland Drive parking lot, was begun by the Biology department twenty years ago, maybe more. Some of [the people who started it] are still here, and I reckon they're still keeping it going. They take newspapers and aluminum cans. You can see the setup right next to Greenland Drive. What they do, is have those collecting points there in trailers, and haul it out of there and turn it over to people who buy recycling materials, and it gets used for biology students scholarships. I have read how much money they've raised. It's a large amount of money over a period of years, and they keep several biology student scholarships going at any given time. I see the faculty member responsible for that working over there on Saturday mornings, just straightening up the place, getting it ready for the newspapers and stacking them so they won't blow all over the parking lot. The Biology faculty have worked hard to keep that going. From time to time, they get publicity about it in newspapers and whatnot. It's been a worthwhile project.

FORSYTHE: Private funds for the foundation?

VOORHIES: The Foundation has done so much good over the years. President Smith had been working toward doing something like that, and Dr. Cope brought it to fruition when he came in a short time afterwards. Dean Beasley was dean of faculty for a number of years, and was moved over to the registrars office. Before he retired completely, he was instrumental in helping start the Foundation, too. So, those three fellows deserve a lot of credit for getting it started. Over the years, it has done so much good by raising funds from alumni and other interested people. And spending those funds for projects that would not have been able to be financed, were it not for that kind of private funding help. One of the more significant projects in that regard, is renovation of the old cafeteria. The State Board of Regents decided it should be torn down. [The Foundation] took it over as a project, and raised funds until it was completely renovated. Now it is the Alumni Center, [completely done with Foundation money]. That's an example of just one of the things they've done. They've also financed, I think, six Chairs of Excellence on the campus through private funds, MTSU funds, and government funds. But the seed money is private funds. I think they're supposed to raise \$650,000 from private funds, and MTSU and the state matches with \$650,000. That money then goes in the bank, and the interest pays teachers' salaries, and they have the Chairs of Excellence on that. Dr. Huhta is a Chair of Excellence, and Historical Preservation was one of the first. There's a Chair of Excellence for manufacturing, the industrial studies department. Now there are two new Chairs of Excellence in agriculture, out of money received by the death of one of the people interested in the horse program recently. There's a Chair of Excellence in Popular Music, and a number of others. [The Foundation has sponsored the Alumni Center], those Chairs of Excellence, and a number of scholarships. The scholarship program was financed by the Foundation, and they offer all the valedictorians from all the high schools in middle Tennessee a scholarship here. They get some [students] to come here because of that. A student with above 28 on the ACT, and above a 3.5 high school [grade point]average, they automatically offer them an academic scholarship out of Foundation funds. So many good uses are financed by the Foundation. It's a wonderful thing.

FORSYTHE: What about the telephone system?

VOORHIES: When I came here in 1949, there were no telephones outside of the Old Main building. The President's office was in the Old Main building, and all the telephones on campus were in that building. At that time, I was hired as superintendent of buildings and grounds. As I've said before, President Smith saw that he was going to get some funding, and he hired me to help him spend it. I had an engineering degree, and that's one reason he hired me, I think. At that time, I was a full-time instructor in machine shop, and scheduled to be in class thirty hours a week. That was a fifteen-hour load with double period classes, because of the laboratory part of it. I was in the industrial arts building, and it had

offices down in the corner next to the heating plant. He had a little trouble getting hold of me when he needed me, because I'd be in there, so I had the first telephone outside of the Old Main building. When he wanted me, he called me to tell me what to do. He and I had an agreement, he gave me the funds to hire student help part-time. We paid them fifty cents an hour, and they'd work on the campus. But I had at least one student helper who was good at machine shop working in there, so I could leave a responsible person in charge. When he called me and needed me, I had to go. That was a long time ago, of course. When we built [the Cope Administration Building], we had a central operator. Anybody that called campus, had to go through that operator. That was in the 1960s, when we had three or four thousand students here. There was a large number of faculty and what-not. We got to be too large for that kind of operation, and we put in an automatic control system up by the maintenance buildings, and did away with the central operator switchboard control that was over in Cope. If you go in the north campus entrance to Cope Administration, over on the right, there's a glassed-in window right across from the President's office. That's where the operator was, that's where the switchboard was. But then they put in an automatic system, where each faculty member has his own number and own phone. It works a lot better. When we first put it in, it took us a while to learn how to call from one number to the other. At first, we could take the last four digits and dial another office without going back to the 898 - we gradually improved on it. Technology changed, and we put in new switching operations and changed with it. The most recent now is fiberglass. All these ditches you see being dug around campus are part of the fiberglass phone system and computer system. Many controls are integrated, and hauled on fiberglass, which is a lot quicker and sends a clear message, and so forth. Over the years, we've tried to update the technology whenever we can get the funds to do it. We're getting there, because with this fiberglass system, we'll be state-of-the-art as far as the technology goes, for communications and computers and whatnot. You don't have to add new wire every time you expand the system, with a fiberglass system. Over the years, there have been many, many changes. ....[but] communications has improved on campus.

FORSYTHE: What about the computer system?

VOORHIES: Well, there again, we've attempted to keep up with the technology. I know that everything's going to computers. In 1971, Dr. Scarlett was president. I became dean of the school of Basic and Applied Sciences, and moved over into Peck Hall. I moved my office from the Industrial Arts building into Peck Hall. At that time, we were in the middle of a new phone system, and when President Ingram came in 1978, computers were becoming more prominent and more in use, and we needed to incorporate them more in instruction. We had some computer centers for student learning scattered over the campus. We undertook a program in computer technology in the industrial arts department, where students could learn how to construct computers, not just how to operate them. Then the math department and business department had computer centers for students. They

purchased state-of-the-art computers, and had a number of them in a room with instructions so they could get laboratory experience in the use of computers. Dr. Ingram began to expand the computer offerings. At that time, each of the deans got a computer in his office, and they learned to communicate with one another and to get the results of students' grades from the central computer system on campus. We had a central computer center in the basement of Cope Administration building, where we put all the student records on computer. I could see on the screen each student's academic records, and read the average, and so forth. So that began in the late 1970s, and we went from there to more and more and more. We've passed the point several years ago, of having each individual faculty member have his own computer, and there are more computer centers around campus for students, including in the dormitories. We've gone a long way over the years, and have succeeded in keeping up fairly well, especially considering that during part of the time, funds were hard to come by. I think I need to go back to another story as an illustration. On a college campus, you can make mistakes on both ends of the spectrum in technology. You can move too fast, as we tried to do probably when we designed this Learning Resources Center. Or you can move too slow, and get too far behind. Somewhere in between is the best way to go for colleges, in order to make the best expenditure of funds available, and so that students will be kept up to date about current things. You can spend a lot of time purchasing equipment and giving instruction on something that will be out of date by the time students get to where they use it. That's a hard way to go, but there is middle ground there that's sound. I think you need to make an effort to stay on that. An illustration of that, and I forgot to mention this a while ago, when we designed the chilling plant and the network of piping throughout the campus, we put in two 3 or 4 inch pipes to handle the cables for the control systems for that chilling plant. We knew all this was coming, and this is probably more my fault than anyone else's, as it turned out the way it did. But, we could foresee the fact that everything was coming under computer control, and we foresaw the problem. There's no way, for instance, that the admissions and records office can keep up with hand posting student grades anymore. [Along those same lines], we could foresee the time coming that there was no way we could hire enough personnel to go around and turn valves on and off all over the campus. We saw technology coming, that we could control valves [with], turn hot water on and off, and control temperatures all over the campus in one central location, the chilling plant. We ran wire through all those lines underground, we put in the conduits when we put in the pipe, and we ran a wire through it later. We had the control panels in each building, where we could control the temperature in the building or the water flow automatically, from one central place. It was a good idea, and the only reason it didn't work was that technology changed so fast, and improvements came about so fast, that it just wasn't practical. We were a little out front too far, so we should have waited until we settled down, and then decided what to do. The same thing happened in the old days. There is really a need for clocks all over campus to be [set at] the same time. On a smaller campus, we had an IBM clock system, where wire ran from one building to the other. There was a central, master clock. At that time, all the

clocks in all the buildings had the same time, and rang bells for the classes to change. Ten minutes till nine on Monday, Wednesday, and Friday, class was dismissed. At nine o'clock, it was time to be seated and go again. Bells rang all at the same time in all the buildings. We got so large that we were digging ditches all over the campus. We would dig and cut that wire in two and mess up the clocks. It got to be a hassle. We knew that IBM could furnish a clock system that did not operate by wire, it operated by radio signal. That signal could be through the existing high voltage line, and down through the electrical system into the buildings, without having to dig ditches all over the campus. We went to IBM, and they helped design such a system. They spent a lot of time doing it. Then we put it out for bids. It turned out that some competitor of IBM had the best salesman. IBM had the best equipment, but that salesman talked his company into bidding too low, and they got the bid. They didn't know how to do it. The electronic generator that was over in the Heating Plant, it generated a signal that was superimposed on the wires that were already on campus. You could plug a clock into a building outlet, and it would be automatically corrected from a master clock. They put in an electronic generator in the Heating Plant that sent the signal around. The first thing that happened [was that] they corrected all the clocks at Central High [School] downtown. We got complaints from them. It never did work. The only control we had, was that we didn't pay them until it was installed correctly. We never did pay them anything. They never did get it to work. That [poor] salesman, that went to all the trouble of talking to the state government and setting up the system. Dr. Cope and I went down to the state purchasing office, and told them what was happening ahead of time. I said "we know IBM has a system that will work. We know that this company has the best salesman, but the cheap bid is not what we need." That salesman left and went to another company after he got his cut out of that sale, and the company never did get it to work. We never did pay anybody for it.

FORSYTHE: Can you think about anything else as far as buildings we haven't covered, maintenance?

VOORHIES: Maintenance is another story within itself. When I came here in 1949, we had an older fellow who had been around here a long time, that knew everything about the campus. Mr. Hastings was a fine person. He was very conscientious and worked hard, primarily on the heating plant, the steam system, and the electricity. He wasn't much interested in the plumbing, the roofs, carpentry, the grounds and that sort of thing. That's another reason President Smith hired me. He wanted somebody to take an interest in the whole thing, and improve his maintenance program. There were, literally, windows out on the campus in the winter, that didn't get fixed because they didn't have a carpenter. They had one old pickup truck for the crew they did have. They had janitors scattered around all over campus. The highest paid janitor at that time made seventy-five dollars a month for a forty-hour work week. The people that were working weren't paid much, but we had some good people that were hard working, willing to do anything, were interested in the campus and were loyal to President Smith. He was pretty

much director of maintenance himself, until he hired me. He was the kind of fellow who had his finger on everything that went on, because the campus was small enough, and he could do that at that time. He taught me a lot of things about how to get the job done, and how to work with people to get it done. One thing he taught me, was that it takes that kind of dedication to make a place like this go. He taught me to have an interest in the whole campus, not just one department, and he taught me to be a little bit leery of those people that were a lot more interested in their own department than they were in the whole campus. In any case, I learned a lot from him. It was hard in those days, because we didn't have any money to buy anything. One reason we didn't have glass in the windows, was because we didn't have enough money to go downtown and buy the glass. We didn't have the transportation to get there and back, and we didn't have the carpenter [to install them]. They had one carpenter, in one of the buildings in the agriculture department. One of those buildings was the maintenance building. The first winter I came here, I went over there and didn't have much time to scout around, because I was supposed to be in the machine shop. But I went walking over one day, and the only carpenter on the campus had an old coal fire stove out in the middle of the floor. He had his feet propped up, staying warm. I asked him why he wasn't out on the job, and he said "I gotta go over there and do so and so, [but] I don't have the material it takes to fix the building, and I don't have a truck to haul it over there." He had a good excuse, but there he sat, [despite] all the stuff that needed to be done. Roofs were leaking, and [other things needed done] all over the campus. President Smith's hopes far exceeded his capacity to keep up. He was almost completely frustrated by the whole thing. But gradually, after the 1947 sales taxes, we began to accumulate enough money, and we began to recover. After awhile, we got some good people and good carpenters, got them a pickup truck for themselves, and got some of that good student GI labor I talked about before. Things began to pick up after a few years, but it was a hard go in the early days because of lack of everything. Lack of personnel, lack of tools, lack of transportation, or any kinds of facilities and funds with which to make improvements. We made a lot of progress, but it was very difficult. We went from there to a maintenance operation over in the old hangars. We took over that hangar, and built wings on it, and put a carpenter shop in one of the wings. Plumbing and others operated out of the other wing. We began to get people we could depend on. For instance, at that time, we were expanding the stadium. We were building the east side of the stadium, and two of the carpenters that were working there were talked into coming to work for us. President Smith was able to pay them a living wage. One was a cabinetmaker and worked inside, and the other one worked outside. Those two carpenters made a lot of difference. When we had a roof leak, we were able to contract from outside. We had the funds with which to pay an outside contractor, to come in and repair it like it ought to be repaired. Instead of what was being done before we came. They'd have a roof leak, and the people here then, about all they could do was heat a bucket of tar and pour it over that area. Then it may be fixed, or it may not. The funds were not available for our roofing contractor to do it right. We were able to make considerable improvements in the wages we paid, and the transportation, tools,

and materials we bought. We're able to raise the level of maintenance on this campus by a considerable amount.