

ORAL HISTORY INTERVIEW
WITH
EDGAR BEATY

3 AUGUST 1995

MURFREESBORO, TENNESSEE

INTERVIEWED BY REGINA FORSYTHE
FOR THE Q. M. SMITH ORAL HISTORY PROJECT
INTERVIEW #QMS.115

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

ALBERT GORE RESEARCH CENTER

MIDDLE TENNESSEE STATE UNIVERSITY

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ABSTRACT

Mr. Edgar Beaty discusses his life as a student at Middle Tennessee State Teachers' College and life in Murfreesboro during the late 1930s and early 1940s. He also discusses the Department of Education, which he joined as Director of Student Teaching in 1957. He specifically talks about other department members, changes at the university, Dr. Philip Mankin, and Presidents Q. M. Smith, Dr. Quill Cope, Dr. Melvin Scarlett and Dr. Sam Ingram.



**ORAL HISTORY INTERVIEW WITH
EDGAR BEATY**

Q. M. SMITH ORAL HISTORY PROJECT

INTERVIEW #QMS.115

FORSYTHE: This tape is part of the Q. M. Smith Collection, designated as QMS. 1995.115. This is Regina Forsythe, I am interviewing Mr. Edgar Beaty. Today is Tuesday, August 3, 1995. The interview is being conducted in the home of Mr. Beaty, located at 1301 Maymont in Murfreesboro, Tennessee. The tape of this interview, along with the 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. Is that all right with you, Mr. Beaty?

BEATY: It's acceptable.

FORSYTHE: Okay. We'll start with your full name.

BEATY: Edgar Beaty. It's spelled "B-E-A-T-Y." I was born January the 17th, 1922, and about ten miles north of McMinnville in Warren County, Tennessee. My father's name is A. E. Beaty. My father's occupation was a farmer, my mother was a housewife. I have a brother, much younger brother, named Joe, and an older sister named Wilma. My wife's name is Charlotte Elizabeth. Her maiden name was Adams, she was also a teacher. My children are Helen Elizabeth, Charles Edgar, and Katherine Ann. Did anyone else in your family go to MTSU? Yes. My youngest daughter, Katherine, graduated from MTSU. My older sister graduated from MTSU, and my younger brother also attended MTSU.

FORSYTHE: What years were you a student?

BEATY: What years was I a student? 1938-1942

FORSYTHE: And why did you choose to go to MTSU?

BEATY: Well, it was a state school and we could barely afford it, but we did, and it was close at hand.

FORSYTHE: OK, and what was your major?

BEATY: The major was mathematics. The minor was social studies.

FORSYTHE: What memories do you have of MTSU as a student?

BEATY: Oh, many memories. Most people today would say that we were limited in background and we were very parochial—none of us had traveled very much. Until I graduated I had never been away from home more than 80 miles. When I came to MTSU, the enrollment was rather small. I don't know what it was, but the year I was a sophomore—that is fall of 1939—we had a tremendous increase in enrollment and had every bit of 800 students. We thought that was the most wonderful thing in the world to have a tremendous enrollment of 800 students. Now, many people will tell you about the problem with cars. There wasn't any. The students did not have cars. If we went downtown, most all the time we walked. If we could afford it, and it was raining, or we had big bags, we hired a taxi to take us from campus downtown. Taxi fare was ten cents. Those were some of the interesting things. As I go along, I may want to answer some things otherwise, you come back to them.

FORSYTHE: Okay.

BEATY: No, I did not live on campus. There were a number of reasons. One, it was more economical to "batch" and live in a private home and bring farm produce to cook. The other thing, when I entered I was sixteen years of age. It was generally considered that the little boy of sixteen was not mature enough to live with the roughneck fellows in Jones Hall. What did you do for fun?

FORSYTHE: Mhmm.

BEATY: Well, there were some things on campus, a dramatic production now and then. There was some entertainment provided for us, and it was usually, well, faculty selection, like classical and so on. We had clubs. We went to the movies downtown at the Princess Theater. We could get special reduced-price tickets. For the weekend, well, we didn't go home. We didn't have cars. It was just an occasional trip home by bus or by hitchhiking. And sometimes there were ball games on campus and that sort of thing. Well, we did go to the movies. And I did not have a job. I'm not sure I can tell you the correct story about chapel. I know that when I was a freshman in the fall of '38 that there was mandatory attendance at chapel. Now, maybe it was only for freshman, I'm not sure. But I know it was mandatory for freshman. We were assigned a seat in the auditorium, and attendance was checked.

FORSYTHE: Did you student teach?

BEATY: Yes, I student taught.

FORSYTHE: Where?

BEATY: Well, the only place at that time that any of us taught was at the Training School. It was later called Campus School, and we were there two hours a day.

FORSYTHE: Which class did you teach?

BEATY: Mathematics. Math was my major.

FORSYTHE: Who did you teach under?

BEATY: Miss Frances Snell. She isn't living anymore.

FORSYTHE: What do you remember about her?

BEATY: Well, let's see. "Miss Fannie" she was called. I don't know if I can describe her. She had a lot of personal stability. Her personal stability was a very important factor in her classroom control. She manifested a nice interest in children.

FORSYTHE: Let's start asking about these other people. Neal Frazier.

BEATY: Yes. Mr. Frazier was a very much admired faculty member. I was going to make a statement about Mr. Frazier in relationship to...[Tape stopped]. This I remember about Mr. Frazier, he was, as I just said, so much admired by the students. He was an ordained Methodist minister, and at the time that Mr. Philip Mankin was fired, he was...evidently or reputedly fired for his atheistic beliefs. My roommate overheard a conversation between President Smith and Mr. Frazier. Mr. Frazier, being an ordained Methodist minister, was not disturbed by any of his atheistic beliefs at all and he was very much disturbed with the firing of Mr. Mankin. I will go on and say that with Mr. Mankin, he was considered a weirdo if there was ever a weirdo on campus. But he was very much of a scholarly man, and after he was fired, he went to study at Vanderbilt, and he knew so much, according to the stories I've heard, so much about the particular areas of literature, more than his instructors, that they decided to hire him on the faculty.

FORSYTHE: [LAUGHS]

BEATY: And Mr. [O. L.] Freeman. I had classes with Mr. Freeman in, both in drawing and a class or two with industrial arts. Mr. Freeman was the freshman coach. Now I'll go on to Dr. T. J. Golightly. Dr. Golightly was one of about six or eight faculty members back in my student days who had a doctorate. He taught courses in education, and his specialty also was psychology. Dr. Golightly was also an ordained minister and he taught for years and years. He is the one that I would mention, along with others, that when he got past 70, and back at this time there were a number of faculty members who just had to teach to live, and they were frail, and they were teaching after I graduated. I have the idea that they were borderline senile.

FORSYTHE: [LAUGHS]

BEATY: But that doesn't mean that in his earlier days Dr. Golightly wasn't brilliant and he was an effective teacher. Miss Mary Hall, I did not have classes with Miss Mary Hall, but when I joined the staff, Miss Mary, as everybody called her, Miss Mary was on the faculty. She was known throughout Middle Tennessee when she was with the State Department of Education as an Elementary Education Supervisor. People would say Miss Mary took progressive education to the elementary schools in Tennessee. Clayton James taught courses in education, and he taught courses in sociology. He was considered...Mr. James was an admired person, very much so, and he had such a tremendous interest in students that went far beyond the typical faculty member. After I graduated, Mr. James was Dean of Students for a while, but I don't know how long. He went back to the classroom in the Department of Sociology. Mr. Horace Jones was "it" in mathematics. Mr. Jones and Miss Tommie Reynolds also taught a class or two in mathematics. He was a brilliant man, no question about it. He was, I guess, about the first athletic director that the college had. It was easy to get Mr. Jones to talk about his farm in Arkansas and to talk about Ford Motor Company, Ford cars. Mr. Jones had a dealership for the Ford agency in Murfreesboro. [LAUGHS] I remember this little story about Mr. Jones. He came in on February the 14th, on Valentine's Day, and we studied cardioids. Now, a cardioid is a mathematical figure in the shape of a heart. He said, "Now, my associates say that I don't plan my work, and if this is not great planning to study cardioids on February 14, I don't know what is." [LAUGHS] I remember Mr. [Nance] Jordon as physical education teacher. He knew how to treat a physically immature scrub like myself in physical ed. class and I appreciated it. Mr. [W. B.] Judd later, after I graduated, became registrar. That was when enrollment got great enough that Mr. N.C. Beasley couldn't be dean and couldn't be registrar at the same time. Mr. Judd was professor of economics. He was a very effective instructor. He was, well, I guess some people thought him a little high, hard, and demanding, but the course that he taught was very exacting. I admired him very much. Mr. Charles Lewis was Dr. Charles Lewis, and Dr. Lewis is known primarily as being the grandfather of grandson Billy. I'm told that Dr. Lewis would go over to the Training School and stand outside and look at grandson Billy, because he admired him so much and he wanted to make sure that those teachers were treating him right. But Charles Lewis was one of the more, among the more distinguished members of the faculty. He had written a textbook in rural education which was used, I suppose, in many colleges throughout the country. One thing I do remember about him, as he would sit at his desk, he would put his feet up on the desk. We had a picture of him in the *Midlander* looking at Dr. Lewis with his, sitting behind his desk with his feet propped up on the desk. Now, about Miss Katherine Monahan. I had one short course with Miss Monahan. Miss Monahan was probably the most loved of all the female faculty members ever. She was of the Catholic faith, and she was such a good person for us to learn that Catholics could be fine people. I had Miss Anne Ordway as a freshman English teacher. She was quite outstanding in terms of her ability to teach. You would characterize Miss Ordway as a "southern lady"—she was a fine example of what a stereotyped opinion of a southern lady would be. Now Sims...Dr. C. C. Sims was probably the most distinguished

faculty member that the institution has had in any years of its existence. Dr. Sims was so outstanding that Stanford University offered him the chairmanship of its Political Science department. [Tape Stopped] Now I'll go back and repeat again that I think that Dr. Sims must be the most outstanding faculty member, including myself, that the school has ever had and probably will have. Now, Mr. Edward Tarpley, I had a course in first aid with him. I don't know why he joined the faculty, but he had an M.D. degree at the time. A course in first aid during World War II, of course he was outstanding. Dr. [J. C.] Waller's expertness in the field of professional education was testing and measurement. Dr. Waller had been Director of the Campus School, then called the Training School. Tests and measurements is a rather difficult course and requires a good bit of student work. Dr. Waller was not such a very admired man, even though he was a very capable instructor. Miss Betty Murphy was the librarian, and I think maybe at most we ever had was two librarians. Miss Murphy was a short lady, and she was like most librarians, she was a very helpful lady. Miss Bonnie McHenry was secretary to the president. She was a very gracious lady, and sometimes students would just go in and talk with her, particularly the ladies on campus, to get her opinion and reaction. So she just wasn't a secretary; she was really an admired person.

FORSYTHE: Tell me about your job interview when you were hired as a professor?

BEATY: When I was hired? Well, I came over in the summer of '56, and I don't know anything too much about the job interview. Mr. [Q. M.] Smith and Dr. Howard Kirksey conducted the interview, and I was interviewed for the job of Supervisor or Director of Secondary Student Teaching. And in addition to being Director of Secondary Student Teaching, I also taught a class or two. All of the work with the secondary student teachers, I supervised all of them, in addition to teaching one or two classes at the very beginning. That was an impossible job, and it took us a number of years to figure out what a supervisory load in student teaching should be. All student teaching, secondary student teaching, was done either at Central High School in Murfreesboro, a school with about 500 students, or on the 7th and 8th grades at the Training School. Students did student teaching two hours a day, and I, saying again, I came in the fall of '56, that was a period of time when colleges were going from part-time student teaching to full day student teaching. That spring of that year, spring of '57, we started with three student teachers doing full day student teaching in Davidson County. At this time, the national accrediting association was recommending, but not mandating, full day student teaching. The NCATE, the National Council for Accreditation [of Teacher] Education, subsequently required it. It was a matter there of evolving, so that after I had been with the student teaching direction for eight years, all of our students were doing full day student teaching. They were at various stations, probably about twenty different schools, primarily in areas about as close to campus as we could get. Nobody wanted to make adjustments, or any official announcements to make adjustments in the college program for full day student teaching, but with personal conferences with many department heads, I was able to work out usually good arrangements. In so doing, in bringing about full day

student teaching, my associates considered that I was a "busybody," trying to go around and change things that didn't really need changing. Of course, after a period of time, with the students' acceptance of full day student teaching, this was forgotten. The years I worked at the university was '56 through '64 with the student teaching, and then '64 through '84 as a professor in the Department of Education. My office was in Old Main, and it was, I think, 117. The numbers have been changed in Old Main, the office numbers and the room numbers. I was next to the, I believe it was the Business Office or some administrative office there. And how has this Department of Education changed? Well to start with, we did not have a Department of Psychology. The Department of Education included all courses of a psychological nature which teachers took. After a few years, a Psychology Department was created. Then, we had the Department of Education and a Department of Psychology, two separate departments. As the number of students increased and as our faculty increased...At one time, the Department of Education had 48 faculty members, so the department was split into the Department of Elementary Education and Special Education, and the other into a long, ungodly name, YESPS—Youth Education and School Specialized Services. Alright, now that name fortunately has been changed to the Educational Leadership Department. Well, I'll talk about the staff. When I was hired, Dr. Will Bowdoin, was chairman of the department. Dr. Bowdoin was a very likable man. He became Dean of the School of Education shortly, well, after he served as departmental chairman a few years. Dr. Charles Bridges came as a staff member the year I came. He had been Dean of Students at Western Carolina College. Dr. Bridges stayed only year or two. I mentioned Mary Hall already. For a while, she was the only female member of the department. Mr. Hilary Parker was Director of the Training School, later called the Campus School, for a number of years. Then, Mr. Parker came over and worked in the department. Mr. Finis Poole was in the Department of Education, and his specialty was psychology. When the Psychology Department was created, Finis went over and was a member of the Psychology Department. Dr. Bealer Smotherman had been on the staff a few years before I came. He had been superintendent of the Rutherford County Schools, and the reports I have had was that Dr. Smotherman was probably the most effective county superintendent Rutherford County ever had. Clarence Greever, everybody knows him as Pete, was a very likeable man and he came in the year that I did. Now Pete's having all kinds of health problems. Jim Martin later became head of the Counseling Service at MTSU, and he, I think maybe he was in the Department of Psychology for a short period of time. He was known for his humorous stories, James Martin was, and you were absolutely entertained if you had his class.

FORSYTHE: This is a continuation of the interview by Regina Forsythe of Mr. Beaty on Tuesday, October 3, 1995. Mr. Homer Pittard?

BEATY: Well Homer came the year I did, and that was fall of '56. Homer made a distinct contribution and probably he's known better for his job as Director of Alumni Affairs. Also, Dr. Pittard was Chairman of the Rutherford County Board of

Education and probably one of the most effective school board members the state ever had or the county ever had. The campus school became named in his honor. Now Joe Nunley, later, or subsequently....[Interview interrupted] Joe Nunley I faintly remember as a student who was about two years behind me in college. He joined the staff, and Joe followed me as Director of Student Teaching in 1964 and served in that capacity a number of years. He subsequently took over as Director of Alumni Affairs from Homer Pittard. Joe was very much an admired fellow. He was, I guess, by personality and temperament, an ideal director of Alumni Affairs. Bob Womack came one year after I did, in the fall of '57. Bob was probably the most interesting member that the department had. Dr. Robert Moore didn't stay at the college or the university more than a year or two, and I don't remember too much about him. But Elmer Raper, Dr. Raper, came in the fall of '57. He was very much an admired person. He taught courses in School Administration, and his specialty was school plans. Robert Aden came, I don't remember the year, but Robert Aden was undoubtedly a brilliant man. He became Assistant Dean of the Graduate School and later on, Dean of the Graduate School. I considered him an unusually capable dean and there were no others in the administration building quite like Bob Aden. Jack Arters was very much admired faculty member as far as the students were concerned, and he received the honor of Distinguished Faculty Member either once or twice. Dr. Mary Tom Berry took over the teaching of classes from Miss Mary Hall. People considered that Mary Tom exerted considerable leadership with various organizations related to elementary education. Dean Freedle was a student when I came. I remember him in musical productions, he had a beautiful voice. And he was on the faculty a few years, and then he became Dean of Education at, I believe, Mississippi State College for Women. Linnel Gentry was a very capable fellow, very scholarly and Dr. Gentry went over to the Graduate Office or maybe it was the Office of Research, or some similar title. Dr. George Keem, after Joe Nunley had been with the Office of Student Teaching, Dr. Keem replaced Dr. Nunley as Director of Student Teaching. Frank Lee was in the department, but the when a Department of Psychology was created, Frank went over with Psychology. Dr. Howard Kirksey taught an occasional course in the department. He was Academic Dean. Aubrey Moseley was a very capable fellow and worked with the Association for Supervision and Curriculum Development, and did considerable work on a consultant basis with the public school systems. Layman Moyers—he was known as Jack. [Tape stopped.] Jack was admired very much by the students. He taught, almost all the courses he taught were in tests and measurements. He isn't living today. [Tape stopped.]

Mr. Q. M. Smith was a freshman the year I was, [LAUGHS] the year I was a freshman. Mr. Smith came from TPI it was called then, now Tennessee Tech, and Tennessee Tech was our big rival and any association with Tennessee Tech put a black mark on a person. So Mr. Smith had to overcome that. He had to overcome one other thing. Before he came, the student body was in the process of organizing student government. No college administrator or college president cares to have student government carry on because, in a sense, they would be a

limitation on their right to be the lord and master of the manor. So Mr. Smith had to deal with the problems of organization of student government. I don't know how long it was—probably after a year or two that Mr. Smith was President—that student government was recognized. As far as the students relating to Mr. Smith, I don't think they related very well for a number of reasons. I don't know how Mr. Smith related to the faculty or the staff—I was a student, not a staff member. Some of the things that took place during this period of time was the firing of Mr. Philip Mankin, and I referred to that previously. This was an instant that haunted out academic freedom. That it was reputed that Mr. Mankin was fired because he was an atheist. An atheist was unpopular, and if a college president was going to have to go out and bargain for college appropriations, somebody would say, "You got some atheist on your staff," or "You got this undesirable," and so on. We can understand that, but in a sense, it said that there are certain ideas that are acceptable and certain that are unacceptable. Now, I can't recall that the students were disturbed by any of the ideas of Mr. Mankin, but the American Association of University Professors was. After I graduated in '42, I think it was, the Association blacklisted...STC, that's what we were then. We were not Middle Tennessee State College, but I think sometime right after World War II, in the late '40s, we became a multipurpose institution. Then certain staff members, I think, under the leadership of Dr. Norman Parks and others, convinced the AAUP to reinstate MTSC which they did. I was not a faculty member and I can't say what affect his firing had on the faculty, but I would suppose it said to the faculty members be careful what your ideas are and what you say. The important thing is the students' right to learn, and if a teacher can't talk about certain things in the basis of what is generally believed in their field, the students lose. Now, one of the things that happened back at this time I think is appropriate today. There was a push to increase student registration from \$18 a quarter to \$19 a quarter, an increase of one dollar. We had a student referendum—we did, it was submitted to the students. The students approved that increase. It might seem like such a trivial amount for a dollar, but this was toward the tail end of the depression, and a dollar was hard to come by. It would need to be interpreted in the percentage increase going from 18 to 19. I think this is appropriate when we come to the present day, an increase of \$130 a year in student fees to build or increase the size of the stadium, and with the possible problem of decreased funds for scholarships today, this increase seems to be preposterous and outlandish. The students from State Teacher's days up until the university days have always been from home with limited money. Digging up \$130 might become a problem, so I relate these two things. There were certain changes that took place during the war, and I won't talk about them except to say that by the spring of '42 when I graduated, there weren't so many fellows around and the enrollment had decreased. One thing that I remember that would seem to be most unusual today; Mr. Smith had all of the students and all of the faculty assemble out on the football field for calisthenics. I can't recall whether Mr. Smith personally directed the calisthenics or had some of the student P. E. majors do that, but that seems to be a little unusual. [Tape stopped.]

FORSYTHE: President Lyon?

BEATY: I remember that President Lyon when I entered was on the Emeritus faculty. Mr. Lyon's, or Dr. Lyon's, presidency was terminated by a state law which required that a college president must have an earned degree equal to the degree that the institution conferred. Now, Mr. Lyon did not have an earned degree of any kind. He had an honorary degree and conceivably was a capable president, but that was before my time. The people pushing for that legislation was a former member of the college faculty, and that was the way that he got back at Dr. Lyon. So that is the way that Dr. Lyon's presidency was terminated. I have no particular knowledge about the effectiveness of his presidency at all.

FORSYTHE: OK, Dr. Cope?

BEATY: Well, Dr. Cope, I think he came in '59, I'm not sure. He came from the Commission of Education of the State of Tennessee. I'm sure that he was one of the most effective Commissioners of Education that the state had had. It was assumed back in these days that if a college presidency became open during a person's days as commissioner, that commissioner would automatically get the presidency. It was never questioned. The way that was brought about was a creation of a vacancy at Middle Tennessee State College when the State Board of Education lowered the retirement age for presidents, a mandatory retirement age. Mr. Q. M. Smith had reached that mandatory age, so there was a vacancy in the presidency of Middle Tennessee State College as a consequence, so the Commissioner came over. Now, as I have said, Dr. Cope was regarded as a very effective Commissioner of Education, and he's regarded as a very capable president. It was a time of considerable increase in enrollment. With this increase in enrollment, many buildings were built. We are loathe to judge the president, the effectiveness of a president, by how much the enrollment increased and how many buildings were built. Well, Dr. Cope then, I would say, is considered to be one of the more effective presidents the school has had. Now I'd like to, if I can, revert back this little thing about Mr. Q. M. Smith, about his contribution to education in Tennessee. People have told me, and this is hearsay, but Mr. Q.M. did more to bring about a retirement system in Tennessee than any other person. It was very much needed. In fact, it was very much needed at the college he headed. The faculty members, many a number of them I think I've said already, were getting to be quite aged, into their 70's. They did not have money to live on, and they just had to continue teaching. Well, this was quite a contribution that Mr. Smith made. Now, one little interesting sidelight that I'd like to relate some other things about Mr. Smith. A library was built, and this library on its entrance when it was built, faced onto the quadrangle, and there was a mural on the front of the library building. The old grads came by looked at that mural and all that modern mess, and they thought, "Where are the columns?" Mr. Smith is reported to have said, "There will never be another building built around here on this campus while I'm President unless it has columns on it." And so he had the choice, according to the stories that I hear repeated, of either air-conditioning the

music building that was built or putting columns on it. Mr. Smith would not be caught without putting columns on the building, so they sweltered in the music building. On this, also another little interesting story. Our buildings were not air-conditioned, and occasionally in the summertime, a student had to leave class or would faint. Of course, as funds were available, we air conditioned some buildings, and then subsequently new buildings were air conditioned. But the first air conditioning that took place on campus was at the bull barns. The bulls just could not carry on their function effectively without air conditioning. Now the students, I guess, could; but the bulls couldn't. That was the first air conditioning on campus. Now, with his matter of the columns that so concerned Mr. Smith, we had buildings that were built, this building and that building, but we have had no consistent architectural style. I know that beauty is in the eye of a beholder, but I do believe that we have the biggest mismatch of architectural styles of any college that you could find. We do need desperately for somebody to have a master plan for architectural styles, and I suppose also for the location of buildings in the future.

FORSYTHE: Dr. Scarlett.

BEATY: Dr. Scarlett, yeah. Now, when Dr. Cope had resigned...Dr. Cope said, "I think I have lost touch with the students." This was at a period of time of student disruptions in the '60s, and I think maybe that Dr. Cope had. At that time it appeared that the Commissioner of Education of the State of Tennessee would come over and automatically become president without question. That gentlemen was Mr. Howard Warf. Mr. Warf was not considered to be anything other than an educational midget. He was a politician, and an old-line politician. At this time, he wanted to institute a Speakers' Bureau for the campuses, so that nobody would come on campus and speak unless they had pretty ideas. And also, he conveyed the idea that he would straighten out those little whippersnappers on the college campus, and make them straighten up and fly right. Alright, well then, we just knew that Mr. Warf was coming over, but then we were just shocked, the faculty and students were. Dr. M. G. Scarlett came from Maine. Dr. Scarlett is considered by many to have been the most ineffective university president that the college has had, and that is most unfortunate. At this period of student disruptions, Dr. Scarlett had an admirable relationship with the students. [Tape stopped.] It's doubtful if any other college president could have been brought to campus who could have handled the matter as effectively. But Dr. Scarlett could not get along with his governing board and he had to go. When he applied for the presidency at Eastern Kentucky, he was the student's choice at Eastern Kentucky. We need some building named in his honor today. [Tape stopped.]

FORSYTHE: Dr. Ingram.

BEATY: Dr. Ingram came to the university from the Commissionship of Education, but his movement was different from other commissioners to a college presidency. He came as Chairman of the Education Department at MTSU. He served as Dean

of Education, as President of Motlow Community College, then as Commissioner of Education, and to MTSU. During his presidency was not a period of any great increase in enrollment or the construction of many buildings. I would say that Dr. Ingram was generally considered to be a rather effective president. He was the chairman of my department. I knew him rather well. During this time, when he came, the particular year I can't recall, we had the first black student enter the university. We had a student enrolled, the first black student, in a National Science Foundation Workshop conducted by some of the faculty members. But the first student was a Mr. Smith, and for some reason he was placed in two of my classes that summer. Dr. Ingram called me in and said, "Well, maybe you found out that I put a black student in your class." I said, "The joke is on you, Sam, you put him in two of my classes." He started getting apologetic, and I wanted to relieve him and I said, "Sam, doesn't he need an education like all of our other students?" He said, "I certainly think he does." Mr. Smith was the ideal first student, black student. Between classes in the hallway, everybody wanted to talk with him. They enjoyed him so much personally. This prediction that blood would flow like wine didn't happen. The first black students that we had were on the graduate level. These first few black students, they were just better academically than most of our graduate students. But the plan that we had for desegregation in higher education in Tennessee was that it would begin on the graduate level and then go down to undergraduate level, and as I recall, maybe down eventually to the lower grades. Now, desegregation in Tennessee was different from that of a deep Southern state. When a disturbance happened at Clinton, Tennessee—I think there was a bombing of a school building—Governor Frank Clement said that he did not like or approve of desegregation, but that in the state, we would obey the law. Now, this was quite a contrast to a George Wallace, who stood in the schoolhouse door [unintelligible] over in Little Rock. We had fewer problems with desegregation in Tennessee because of this leadership from the Governor Clement. Then other black students came, but there were never any serious clashes. There have been...

[End tape.]