ORAL HISTORY PROJECT

Chattanooga - Hamilton County Public Library

Chattanooga, Tennessee

An Interview With

JAMES W. HENRY

By

Norman Bradley

February 21, 1983

PREFACE

This manuscript is a transcript of an interview conducted for the Oral History Project of the Chattanooga-Hamilton County Public Library. The purpose of the project is to capture the first-hand accounts of the social history of the Chattanooga area in the twentieth century.

The reader is asked to bear in mind that the transcript reflects the patterns of the spoken, rather than the written, word. The information is presented as it was recalled by the interviewee at the occasion of the interview and has been edited only for clarity.

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Two indexes have been prepared for locating specific information from either the transcript or the tape. The page index to the transcript is located at the end of this volume. A meter count number has been given in the left margin of the text for locating a section on the tape. It should be noted that this number will vary depending on the equipment used.

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ORAL HISTORY PROJECT

PERSONAL DATA SHEET

Date February 21, 1983

1. Full name (include maiden name and married name, where applies):

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2. Current address and phone number:

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3. Date and Place of Birth:

   February 26, 1922 Shepherd, Tennessee (Chattanooga)

4. Mother's maiden name: Place of Birth:

   Margaret Daugherty East Lake (Chattanooga)

5. Father's name: Place of Birth:

   John William Henry Chickamauga, Georgia

6. Spouse's name:

   Nancy Maxine Henry

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(OHP FORM F)

INTRODUCTION

James W. Henry, a native of Chattanooga and a product of its schools, became the city's first superintendent of education to advance to that position through the ranks in its modern system. In all, he spent almost thirty years as a coach, teacher, principal, and chief administrator of the Chattanooga school system, serving as its head during its most tortuous years of adjustment to federal court orders on racial desegregation. He retired in 1978, but after a year of catching up on his golfing game, he brought his career to full circle by becoming a classroom teacher at Notre Dame High School, a high-standard parochial institution here.

The following interview with him was recorded in the Notre Dame library on February 21, 1983, by Norman Bradley for the Oral History Project of the Chattanooga - Hamilton County Public Library.

Bradley: Jim, let's start at the beginning, if you will. Reminisce a little bit about your childhood. You were born here in Chattanooga?

Henry: Just about as native as you can get. As Gene Roberts says, we grew up in Onion Bottom. (laughter)

Bradley: I understand you were born on a farm close to town.

Henry: Yes, on Standifer Gap Road. Part of it's in the city now, but at that time of course it was way out in the country -- no electricity, no lights, you know.

Bradley: Had that been in your family's possession for some time?

Henry: Yes, my mother's father [Joseph D. Daugherty] had -- what would you call a section? A hundred and twenty acres? -- he had a section out there, and he divided it up among all the children. Later on I was born there.

Bradley: And you were born there in 1922.

Henry: Twenty-two, right. My dad [John William Henry] was in the Sixth Cavalry; he was a soldier, a blacksmith, and my mother [Margaret Daugherty Henry] worked at the telephone company.

Bradley: 027 Your father was a blacksmith for the Sixth Cavalry. What years were those, Jim?

Henry: That was in the twenties, that was really just about that period of time. I don't know how long he was in -- three-year term or not -- but he went almost directly from there to the Humane [Educational] Society.

Bradley: Do you recall much about the fort?

Henry: No, I was too young. Most of the things that I can remember -- about four years of age -- we moved to the Humane Society and lived there in the doghouse. The National Guard was just across the street.

Bradley: Now this was on --

Henry: [The corner of] Central Avenue and 13th Street.

Bradley: That was before the Humane Society moved to their present location [212 N. Highland Park Avenue].

Henry: 035 Right. Actually in World War I, this had been the Troop B barracks [Fyffe Barracks] where the National Guard [was].

(Henry): Mrs. [Ethel Soper (Mrs. Richard)] Hardy, the mayor's wife, started the Humane Society, and she got that from the federal government. Actually, I think the property still belonged to the federal government at that time. The Humane Society leased it, and that was where the dog pound was for years and years. Actually, until I was fourteen years old, we lived there at the Humane Society -- right in the middle of the black community then at that time, all around us. In fact, most of my early childhood, my playmates were all the blacks in the neighborhood there.

Bradley: 042 What about that? Did you ever feel any tension about that, or did you just accept it as --

Henry: No, just accepted it, and there was no problem there at all of any kind, just part of the neighborhood. Of course, there was a different social status; there was no question about it. The [James W.] Wood's family down there [1307 Central] had a little store, and they would give me practically anything, and yet they did all of our washing down there. I used to go down and watch them wash clothes in those great big black pots. And white, oh they'd get so white, those clothes would come out so white!

Bradley: They not only were boiled but they were boiled in the sun.

Henry: That's right. They would boil those sticks they would use, poke in there, would just turn white, you know -- lye they would use, pure lye.

Bradley: Made from ashes.

Henry: Yes.

Bradley: Wood ashes. Do you recall how they did that?

Henry: No, I remember them cooking over at the side, but I don't know -- I remember them burning the wood.

Bradley: But they made their own soap, really, in essence that's what they did.

Henry: 053 That's right. But I remember those big black pots; I'd like to have one now.

Bradley: (laughter) Let's get back to your father. He was a blacksmith.

Henry: Blacksmith there in the army, right. In the Sixth Cavalry, he was a very young man there; he was nineteen years old when I was born. And my mother was sixteen. So, they were very young, of course, at that period of time.

Bradley: Were they Chattanoogans?

Henry: Oh, yes. Dad came from a farm around Chickamauga, Georgia. Actually, the Henrys -- they were twins, Ab Henry and Alfred; Alfred and Albert Henry -- we don't know where they came from. The story has been handed down that they came from the Vine
063 Street orphanage. They had a fire and destroyed the records. The Dyer family, D-Y-E-R, in Chickamauga picked these two boys up, the twins, and raised them.

Bradley: Generally, what period would this have been?

Henry: This was in the 1880s or '90s in there.

Bradley: This was your father's --

Henry: Father.

Bradley: Which one?

Henry: Albert was my grandfather's name. They were raised there around Chickamauga's general vicinity -- McLemore's Cove and Kensington and Cassandra -- and farmed in that area there. It was a fairly large family, and practically every one of them, when they got old enough, left home (laughter), just took off. When Dad got to be around sixteen or seventeen, he took off.

Bradley: He must have joined the cavalry very young.

Henry: Very early age. He came back. I think my grandmother died about this time when he came back. He couldn't have been over seventeen or eighteen when he joined the service in the Sixth Cavalry. He came back for his mother's death, and joined the cavalry and stayed in Chattanooga then.

Bradley: Came back from --

Henry: He had been out in Oklahoma, and been down in Mississippi. He
076 had been playing cowboy and lumberjack in Mississippi, and everything else, as a kid. Most of the children in the family left home; there was about twelve of them in the family. When they got old enough, they took off. Farming was hard, life was hard.

Bradley: Well, the family farm at which you were born -- at what age were you when the family moved away to the Humane Society? Do you remember anything of the farm life?

Henry: No, no, remember nothing now.

Bradley: You were just an infant?

Henry: 083 That was the old home place, though. Now, we used to return to that quite often. See, my mother's father lived there for years and years. So we went out there quite often, and I do recall the outhouse, and the thing of having to get up in the night and go out to the outhouse. I do recall the root cellar and the cellar where they kept the milk and butter, the springhouse and that sort of thing, and the "tater" house.

Bradley: So you returned there as a child but you didn't ever live there.

Henry: No, not as such, as well as I can remember. In fact, all I know is I was born there, and I might not have stayed many years there at all. I remember growing up at Central Avenue.

Bradley: Yeah, that was your growing-up place.

Henry: Right, going to Park Place School.

Bradley: Well now, let's see, you said it was Central and 13th?

Henry: Right, right below the viaduct where the T. T. Wilson Company is now.

Bradley: Oh, yes.

Henry: T. T. Wilson Company, it was on that side.

Bradley: That was not far from Onion Bottom.

Henry: That was in it.

Bradley: It was in it?

Henry: 094 Yes, that was part of it, that was the Onion Bottom there. Of course, that's where I used to play my football and everything was out in that big pasture there.

Bradley: Was a mixture of whites and blacks fairly common in that area? I mean were there a good many families of both?

Henry: Yes. Slayton Street, the next street over, right in Onion Bottom there, was basically black, and then right across the street, Central Avenue, I guess, next to the cemetery there, National Cemetery, and 13th and 14th and 15th, all in there, were whites, and there was a mixture.

The rug people -- not Syrian or Lebanese [Persian] -- Fred and Jimmy Munson and Mrs. [Gebe Z. (James A.)] Munson in the rug business -- they lived on this side with us over there [820½ E. Main]. But they were pretty well mixed in there, and then

(Henry): up on 11th Street where Gene Roberts came from, in that area there. And the Templetons, you know the [Department of] Streets and Sewer [Leslie H.] Templeton family, lived up there.

Bradley: Were there any city buildings out there, any city departments or works or anything of the sort in that area then?

Henry: No, just across the railroad tracks on the other side, we would take a shortcut; rather than go Central Avenue over the viaduct, I would take a shortcut right through there -- and you were over at what we called the city barn.

In fact my dad got his gasoline from the city barn over there, the pumps there, and he had a city car. He was -- well, I guess -- a quasi-employee of the city or something. He had a badge; he was actually a policeman as an officer of the Humane Society. We got the gas there from the city, even though I think it was paid for by the Humane Society. They were a separate incorporated board.

Bradley: What sort of games did you-all play at that point? I'm just eliciting recollections now about what was usual in the area and in the period.

Henry: Well, they all came to my house to play because I had the big field there. (laughter) Blacks and whites, we all played together there. I had the big field, and of course we played, in season, baseball, football, basketball, and everything -- had a big field and it was very nice. Of course, one of the nicest things was, though, right across the street was the Tennessee National Guard, and I knew everybody over there, grew up across the street. So, we got to ride the horses quite often, and that was fun.

Bradley: Did they keep horses there?

Henry: Yes, it was 109th Horse Cavalry.

Bradley: 109th Horse Cavalry, Tennessee National Guard.

Henry: The kids -- including Jim [James D.] Phifer too -- think I am shooting the bull all the time because I got into the National Guard at fourteen years of age. I was pretty big for my size. [C.] Turner Howland was the sergeant over there.

Howland -- you know the "Corky" [Howland] that had the trouble at Red Bank [High School], the problems there? *

* [Sgt. Robert "Corky" Howland, ROTC instructor at Red Bank High School, was dismissed for misuse of ROTC funds.]

(Henry): This was his father, and he was a veteran of World War I and II. But at that time he was the chief recruiter, and all of us wanted to get in. In fact, I got in at fourteen. I recall the election of 1936, [Alfred M.] Landon [ran for President]. I think
131 there were three people in our troop, that's a company, that were able to vote. (laughter)

Then when World War II came along and I got in the Air Force as a cadet, I had a discharge (laughter). I'd had four years in the service, and I got to draw longevity pay. I remember one officer in 1942 when the war started, he says, "We're either going to put you in jail or give you longevity pay." (laughter)

Bradley: Fortunately they chose the longevity pay.

Henry: I was the only cadet drawing longevity pay: "How could you have four years of service, you're only twenty-one?" I said, "Well --

Bradley: Did they ever raise any question about it?

Henry: Never did, they never did.

Bradley: Just sort of waived it.

Henry: But we got to ride the horses, and we had a big time; it was a maturing experience.

Bradley: You were a member of the troop there for four years?

Henry: Yes, I drew my pay.

Bradley: From fourteen to eighteen.

Henry: Right. It's fantastic. I see some of the people around here now that were in that National Guard. They're still here, and there's quite a spirit among those fellows that still remember that.

Bradley: I was not aware that the National Guard had a cavalry unit.

Henry: Oh yes, Troop B. The horses stayed; the people came back and forth, but the horses remained. I got to know all the horses by name, personally, over the years. I remember the tragedy
147 when the barns burned, and I was living there then and got to go over and help try to save some of the horses.

Bradley: What year was that? Do you remember?

Henry: It must have been around 1938, 1939, something in there

(Henry): [February 16, 1939]. I remember the big thing, the Centennial. Chattanooga was going to be a hundred years old in 1939, and we
152 got to put on the big things downtown, ride the horses and parade, and all that. You talk about a young boy putting on a show -- we'd get to ride those horses down Market Street, and you'd look like something.

Bradley: Did you get to or have to? It would have been a joy, I imagine. Did you get to parade very often?

Henry: Oh, yes, very often. They didn't call it Armed Forces Day parade, but we got to march down Market Street quite often. You know [how] boys will do, gig the horse and make him rare up and the girls would scream -- and it was oh, big deal. It was fun.

Bradley: Tell me about the fire. How did it start? It must have been a big event.

Henry: It was a big event. Later on, in the reconstruction of the
161 fire, they think it was set, it was arson. Someone had gotten upset with someone and slipped in there at night -- of course, there was hay everywhere -- and started the fire in the hay barns. It killed quite a few horses.

Bradley: How many were stabled there?

Henry: It was about a hundred and twenty horses.

Bradley: And were most of them lost?

Henry: Just about; I guess there was around seventy-five percent of them that were lost or had to be killed. Of course, the army wouldn't tolerate anything that was not perfect. So they took them over -- they used to have the incinerator right off of 11th Street, and this is where we burned the garbage back then. They would pull them up to the mouth of the incinerator there which was down in a pit, and they would shoot them with those big forty-fives and push them into the fire. It was a tragedy.

Bradley: A tragic thing. Was that the end of the troop?

Henry: No, they stayed; they got some replacements and stayed there
171 until 1940, I guess, 1940, and that's when I got out. I actually signed up for a second term; four years was the enlistment period. They came around to us and said they were going to change it to the 181st Field Artillery and go to Camp Forrest in Middle Tennessee [Tullahoma].

Those of us that were still in high school -- and I was in high school at City High -- we could leave and go or we

(Henry): could get out and go back to high school, stay in high school. So my daddy didn't leave me any alternative. He said, "You're going to school." But some of them stayed -- [Robert W.] Bob Burgner stayed and became a colonel; he's a retired colonel now; he went in from there and stayed. Hugh [W.] Nixon here in town, Hugh stayed in. There were quite a few of them that went on from there and became the 181st Field Artillery and then came back after World War II and are still here.

Bradley: Did the National Guard connection or service give you any particular connection with Fort Oglethorpe, which was then still a cavalry post?

Henry: Yes, we went out there every summer. We had a two-week encampment there at Fort Oglethorpe. In fact, that was a wonderful time, the two-week period there at Fort Oglethorpe; I really enjoyed it. We'd have our maneuvers out on the battlefields of Snodgrass Hill. I've charged up that, you know, firing those blanks. Really I was so young that I couldn't -- actually the first year we had sabers, and these kids say, "Well now," -- they called me "Doc" and they said, "Doc, you are just full of bull; you never had sabers in the cavalry." I said, "I did and they were so heavy I had to hold them with both hands." (laughter) They were big things.

Bradley: About three feet of blade?

Henry: Yeah, they really were. But I enjoyed that. We had blanks, those old 1903 Springfields, the rifle we used, and they had a clip cartridge that would fit in.

Bradley: From the top?

Henry: No, I think they'd go from the bottom. The M-1s came along later on, off the top; now these, I think, fit from the bottom. They had four to a slip, 1903 Springfields, very good weapon. And I remember going to Catoosa Rifle Range; we'd go down there and fire, it's still there.* It's still in use.

Bradley: It still is?

Henry: Yes.

Bradley: Who had it then? Was it the army?

* The Catoosa Rifle Range is now known as the Catoosa Area Training Center and is located on old Georgia Highway 2 near Ringgold. The center has been used for training of all branches of the military in the tri-state area for over sixty-five years.

Henry: 202 Yes, it was the army; it was used by Fort Oglethorpe. This was their rifle range, and it was in the federal -- not a national park but national forest, I guess, still is. But I can remember going down there and learning to qualify with the rifle and the pistol, and I can remember becoming an expert with the -- in progressive stages, became a "qualified," then a "sharpshooter," and then an "expert." All through World War II I got to carry that little medal on my uniform. They said, "Where did you become an expert with a rifle?"

Bradley: That's that [medal with a] long rifle on a background -- blue, I believe it is.

Henry: Yes, and I had several officers stop me and [say,] "Where did you pick that up, at a pawnshop?" I said, "No, I earned that." (laughter) The big thing was in 1938 when we went to Desoto National Park* in Mississippi, down in your end of the woods there. In the battle of Desoto National Park, we repelled the enemy -- the blue forces landing on the coast, we were part of the red forces that repelled them.

Bradley: That's below --

Henry: Hattiesburg, down in the Red River, the swamps and -- Bob Burgner won a soldier's award down there for saving a boy's life. [The boy] fell in the stream and [Bob] saved him.

Bradley: You mentioned pistol. Was it the familiar forty-five?

Henry: 220 Oh, yes. Heavy! We had to learn to shoot it by the side of the horse's head, and I was always fearful I was going to shoot the horse because they were so heavy, so big; and when you would shoot it, it would fly back -- ka-choooo! -- it would kick like a mule just straight up, pow! I couldn't hit anything with it; I don't think I ever qualified with it. It was just too big for me. I could not shoot -- a little short barrel, very short, about two or three inches in there, and it's just hard to hit.

Bradley: It's a close range, very much.

Henry: Oh, very much so, yes. But they talk about a .357 Magnum now; I think this was just as powerful.

Bradley: After you went to Park Place, then you went to Dickinson?

Henry: Dickinson Junior High, old City High. [Dickinson Junior High,

* Desoto National Park is actually designated a national forest and is near the Red Creek area.

(Henry): 413 E. 8th, was the home of City High from 1905-1921.]

Bradley: Who was the principal?

Henry: [Robert] Roy Austin, Uncle Roy Austin.

Bradley: He was [there] for many years. [Austin had been principal of Dickinson thirty-six years when it closed in 1959.]

Henry: 232 Oh yes, and believe it or not, I got to work with him. Later on when I became principal of City High [1964], Roy was principal of North Chattanooga [Junior High from 1959-1966]. We got to work together one summer; he got to come up the hill and work for me, and that was great.

Bradley: And then you went from there to City?

Henry: Right.

Bradley: You went straight through; war service didn't come along until after your college years, did it?

Henry: No, I was interrupted. I was a freshman at Georgia Tech in 1941.

Bradley: That's what I say, you were not interrupted in high school.

Henry: Not in high school, no, the war had started in Europe, but we were not into it in this country until I was a freshman at Georgia Tech.

Bradley: Was Colonel [Creed F.] Bates at City [High] at that point?

Henry: Oh, yes, he was -- not the colonel then, he was called Mr. Bates then, and he was the principal.

Bradley: And your location was over on 3rd.

Henry: On 3rd Street.

Bradley: The present Riverside [High School].

Henry: Right.

Bradley: Then you went to Georgia Tech?

Henry: Right.

Bradley: What did you have your eye on, Jim?

Henry: 247 Nothing, really, at that time. My greatest thoughts were to

(Henry): play football. Some interesting things happened. Stanley Farmer, that recently retired as principal [at Central High School], he was my assistant coach at City High. He was a graduate of City High, and my senior year -- I stayed an extra year at City, by the way, the eligibility rules were different, and I played an extra year -- and I got several scholarship offers. But Gordon Gambill already had me in the hand to go to Georgia Tech. (laughter) And I really didn't know about being an engineer; I just wanted to play football.

But Stanley Farmer and I visited all over the South, going to various schools, and a most interesting thing occurred
257 at Vanderbilt. We got to ride the train over there, and I don't think I had ever ridden the train before. We got to ride the train to Nashville and got to stay in Kissam Hall, or whatever it is, and there was a bathroom at the end of the hall -- that amazed me, to have something like that. It was spring training going on, and they took us out on the field to observe spring training. Guess who the line coach was? [Paul] "Bear" Bryant.

Bradley: Is that right?

Henry: Bear Bryant was Red Sanders' assistant coach.

Bradley: Let's pin the year down again; this was your senior year in high school?

Henry: That would be 1940. [Listed in senior class of 1941 City High annual.]

Bradley: Herc Alley was there too. Did you know Herc?

Henry: Yes, he was a player then.

Bradley: No, I think maybe he was recruiting then. I don't know.

Henry: Yes, I guess he was. Red Sanders was the coach; they had a good team.

Bradley: Later on he was an assistant coach, and later on was head coach for a brief period.

Henry: I can never forget Bear Bryant though. He said, in that droll
272 voice, "Well, we can't tell what kind of football player he's going to be -- put a uniform on him." And they dressed me out in the black and the gold, you know, and I pranced around out there and thought I looked pretty good. And Bear says, "Well, you really can't tell what he's going to do. Let's put him out here on this dummy scrimmage."

We stood there for a few minutes and he said, "Well, let's

(Henry): 278 just hit a few." And I got in a full-blown scrimmage there as a high school student. This is illegal as can be; it was then. But I had a good tryout. (laughter) Oh, it was frightening; all those big boys -- and Vanderbilt had some good teams in those days. But it was quite interesting.

We traveled over to Duke [University]; went up to see General [Robert] Neyland at UT, and I'll never forget that. It made quite an impression on me. I wasn't that good a football player, I mean, to really be sought after, but they were looking at everyone. I remember Neyland, though; he shook my hand, never looked me in the eye, he just grabbed muscle here [pinching his bicep]. I started to show him my teeth (laughter), like he was buying a horse or something.

Bradley: What size were you?

Henry: As a senior in high school, I was about six foot even and two hundred pounds; I guess I was two hundred ten.

Bradley: How did that compare with the people that [played]?

Henry: 293 I was one of the biggest people in town, really, playing. I was playing tackle in offense and tackle on defense, and I was one of the big boys. In fact, when I went to Georgia Tech I was one of the largest guards down there. Now, the halfbacks are bigger than that. (laughter)

Bradley: Well, I was getting ready to say, was that a good average for a lineman?

Henry: Oh, yes, especially for guards. Well, actually I fattened up my senior year. Mack Tharpe was our line coach at Georgia Tech at that time; he was killed during the war. But he says that Henry came down there weighing two thirty-five. I don't think I ever really was that big, but I was pretty fat when I got there. They got me back to two ten, [that] was my playing weight.

Bradley: At City you were captain of the team.

Henry: Yes.

Bradley: Your senior year?

Henry: Yes.

Bradley: And All-City for a couple of years, weren't you?

Henry: 304 Yes, I made All-City end on one paper and tackle on the other paper, the same year. [All-City for 1940 and 1941] (laughter)

Bradley: That's when you --

Henry: Yes, the students say, "Well, now, Doc, you're reminiscing again, how, you're remembering something." I said, "No, I've got the pictures to prove it."

Bradley: Just by comparison, what are you now, what weight?

Henry: About two hundred.

Bradley: Pretty well the same size.

Henry: Yes, I've stayed, that's right. I'm a yo-yo, I go up and down
310 at times, but in the last ten years I've stayed pretty well the same.

Bradley: You went to Tech and you were only there a year and a half, I believe, to begin with.

Henry: Before the war.

Bradley: Did you play in your freshman year?

Henry: Yes, I played against [Charles] Trippi and [Frank] Sinkwich and all the Georgia stars.

Bradley: At that time had they extended the rule so that freshmen --

Henry: No, we weren't eligible. All we could do was play in the -- I think we played four games. We played Florida --

Bradley: As a freshman team?

Henry: Right, as a freshman team we played Florida, Auburn, and Mississippi and Georgia, played the Scottish Rite game and Georgia, a big Thanksgiving Day game.

And then the sophomore year, we started the season and there were about sixteen of us in the army reserve and they
323 activated us. Coach [W. A. "Bill"] Alexander told us, "You get in the reserve and you can stay here for awhile; you won't be called." Well, that didn't work. (laughter) They activated us in a hurry. Of course, I came back after the war and finished.

Bradley: Yeah, came back to Tech.

Henry: Right.

Bradley: Did you play then?

Henry: 329 No, I'll never forget though, I came back in 1946. Immediately I got in, just as quick as I could after I got out. Bobby Dodd and Gordon Gambill came up in the classroom. They said, "How did you sneak back in school without saying anything to anybody?" And I said, "Well, Uncle Sam is paying my way now; I don't have to play football." Of course, I was older, and I was married. Bobby Dodd said, "I want to make [William R.] Healy and Henry my guards." About the same size -- and I said, "Well now, Healy may be your guard, but Henry is going to be a scholar; I'm going to be a student."

Bradley: This was in 1946? This was when you had come back.

Henry: Right, 1946, and I did; my grades were very good after that.

Bradley: Bill Healy was --

Henry: Went on and made All-American, yes.

Bradley: He was just entering school at that time, wasn't he?

Henry: He came in when I was a sophomore; he came in as a freshman. I had played against him when he was at Baylor and I was at City. I remember him walking out on the field. In fact, I remember several people walking out on the field. One of them was [Frank] "Red" Broyles; you know the athletic director at Arkansas and an announcer now on television. I can remember making remarks, "He'll never make a football player." (laughter) I said, "He was a good basketball player. I remember him playing at Decatur. He's tall, skinny," I said, "He'll never make a football player, too fragile."

Bradley: He made a pretty good player.

Henry: Yes, he did.

Bradley: 349 Looking back in your earlier years at your schooling, from early grades on up, can you evaluate the education you received with the education that's going on in these times? Is there a major difference?

Henry: Well, it's really hard to say. Things were a lot simpler then; the curriculum was simpler; you weren't trying to do everything for everyone. I mean English was English, the grammar, and that was it; you didn't have all these different courses -- driver training and many different things that are going on today. We just weren't trying to do everything for everyone.

Bradley: Fundamentals were stressed.

Henry: That's true, and drill and practice, and you did it and

(Henry): achievement was emphasized. In fact, you had to have achievement or you didn't move on, and you could flunk people. Of course, you can today, but who wants to? We use all kind of crutches today to blame the law and education people and everything else, but you can still flunk people today if you want to. They did then; they flunked a lot of people. And there was no stigma attached to it; you simply pick up and go on next year.

Bradley: Repeat the grade.

Henry: Right, repeat the grade and go on. Some people would hold their children back so that they would achieve at a certain level and move on. We had some outstanding teachers, too, that were dedicated, and they'd stay for years and years. In fact, that was the backbone of City High then, was their teaching cadre.

Bradley: What size classes? Were they larger than today's?

Henry: Yes, much larger. In fact, practically every class was between thirty-five and forty, very large classes. Gym classes would go up to seventy. Now you can't have over thirty-five anywhere.

Bradley: Anywhere?

Henry: That's right. Of course, at City High we all took ROTC; there wasn't too much of a gym class going on. Everybody was in the Army. And with my ROTC experience, I had a big time. (laughter) I knew all the drills and I knew everything. By the time I got there -- see, I was in Dickinson Junior High when I got in National Guard. So, when I got to City, I got to make top sergeant and then I got to be a captain; I just moved on through the ranks.

Bradley: Were you ever commandant of the corps?

Henry: No, we had some outstanding people there. In fact, the head man was Jimmy [James C.] Smith, [who] became general, major general, retired you know as commandant of Fort Rucker. He was there. I think Roy McArthur was the colonel my senior year. [City High annual for 1941 lists Herbert McArthur as colonel of ROTC.]

Bradley: These are the officers who were assigned there?

Henry: Right, and McArthur was killed in World War II, I think, in the Canadian Royal Air Force.

Bradley: I was thinking about the top student commander.

Henry: 397 [McArthur] was the top student commander, Roy McArthur. I'm not sure, I think that's right though. James Smith was one of the captains like I was, company commanders, and he became a major general. Then Ardie McClure became a -- he's a colonel now; I think he's just recently retired. Bob Burgner just recently retired colonel. All of them stayed in, made it a career.

Bradley: Was Bob in your class?

Henry: Bob was a year ahead of me. Colonel had me covering classes. The class that I should have been in would have graduated in 1940, and the football -- I get football seasons and classes mixed up -- the thirty-nine football season would have been the forty, the spring of 1940 when they graduated. That was really my class, but I stayed one extra year.

Bradley: One year, so your diploma is 1941.

Henry: Right.

Bradley: And then to Georgia Tech and your freshman year and through the beginning of your sophomore year.

Henry: Right.
414
Bradley: And then you went into the army air corps.

Henry: Right.

Bradley: Where was your service?

Henry: I went all over Texas in the air force, the cadet program, preflight at Ellington Field, navigation school at San Marcos, Texas, and then I spent most of the war as a navigation instructor in Muroc, it was called then, now it's Edwards Air [Force] Base.

Bradley: In California.

Henry: In California, in the Mojave Desert.

Bradley: That's where they landed [the space shuttles].

Henry: 423 The same place, that's where they landed on that dry lake bed. I used to drive my automobile out there. That's where I started married life; Nancy [Harris] and I were married and lived there in the little town of Lancaster, Manilope Valley, right off the air base.

Bradley: Nancy was your high school sweetheart?

Henry: 431 Yes, I met her as a sophomore at City High in Miss Bessie Flo Magill Lewis -- you know, [Paul Lewis] in the Kiwanis Club, his wife -- Bessie Flo Lewis was my biology teacher.

Bradley: She's the sister of the --

Henry: Ralph Magill, right, and I sat -- Harris and Henry, alphabetically -- I sat behind Nancy, and that's where I got to know her.

Bradley: You were married in 1944.

Henry: Forty-four, went with her I think seven years before we were married, and now we've been married what -- this August it will be thirty-nine years, fantastic, yes.

Bradley: After your service when you got out and went [back], how many years did it take you to finish Tech? Did you double up?

Henry: 442 Well, we went to summer, went year-round. Of course, Uncle Sam was giving us ninety dollars a month. And, by the way, I worked for the Atlanta Journal too, (laughter) the district supervisor of District Q.

Bradley: In circulation.

Henry: Right, downtown, I had a ride downtown and my -- you know that Underground Atlanta?

Bradley: Yes.

Henry: My office was down there, and the trains came through there then. Smoke would come in and soot and, oh, it was a mess. And they let me work at Tech as long as I got my work done, very good to me.

Bradley: What sort of living arrangement did you have? You were a married student.

Henry: 453 Yes, I lived in the Georgia Tech Lawson Apartments out in Chamblee. They were old army barracks that had been converted into apartments for the Georgia Tech students. Nancy and I lived -- in fact, our son, Bill, was born there.

Bradley: Is that right?

Henry: Yes, out at Crawford Long Hospital, but we were living there at Chamblee.

Bradley: How far is that from Tech? How far did you have --

Henry: I guess it's about ten or twelve, fifteen miles out; all the way out to the end of Peachtree, the very end of it.

Bradley: Did you have good accommodations?

Henry: Yes, very good, they were --

Bradley: Were they full?

Henry: Yes, always. In fact, they're still being used.
461

Bradley: For the same purpose?

Henry: Same purpose, yes, Georgia Tech people are still using them, and that amazes me.

Bradley: So you finished Tech in what? 1948?

Henry: Well, I finished in August of 1948; got my diploma at the Fox Theater in the spring of 1949, but I finished in 1948 and came to Chattanooga.

Bradley: You came back to Chattanooga.

Henry: Right, came back to Chattanooga.

Bradley: And went into the insurance business.

Henry: Right, Grady-Alexander [Insurance Agency] in the Hamilton National Bank Building.

Bradley: Is that a general agency?

Henry: It was casualty and property insurance.

Bradley: Not life.

Henry: No, no life insurance. My father-in-law, Keith Harris, who
474 was brother of Dawson Harris -- you remember the Hamilton National Bank and all the Harrises around town? He wanted to get me started in business, the business world.

My degree at Georgia Tech was in industrial management. In fact, there were no guidance counselors then, and most of the football players that went down there were in industrial management -- Pat McHugh and I and Red -- out at Combustion -- [Albert Martin] "Red" Muerth. Red Muerth, Pat McHugh, all of us, we were all industrial management students, which was good. We had accounting; we had all the business courses. My father-
486 in-law wanted me to get into this business. He knew Mr. [Claude

(Henry): L.] Alexander -- [Noah H.] Grady had died I think recently; there was an opening in the firm so it was a good place to start, good business.

I tried it for a couple of years, and so what did I do with all my spare time? I stayed over at City High watching
491 football practice. (laughter) Gene Roberts was over there playing then, and all the other fellows, and I stayed over there. So one day I got up my nerve and went to Nancy, and I says, "I'm not doing anything in insurance. Would you mind if I went back to school and got a teacher's certificate so I could coach football?" That's where my first love was. She said, "Well, you should have played ball down at Tech then." "Well, I really couldn't afford it," and didn't have the same feelings. Had I known I would have coached, I would have gone on and played, but I didn't. So she said, "Yes, if that's all that's going to make you happy."

So I started working at night at various places and dropped the insurance, and Mr. Alexander let me go then. So I started working at Container Corporation at night -- safety engineer -- various places, and go to school in the daytime.

Bradley: At UC. [University of Chattanooga]

Henry: UC and picked up my master's degree and got my teacher's certificate. And went over and talked to Colonel Bates, and he
508 said, "Oh, we'll hire you the minute you are eligible," have your certificate. So I started in 1951.

Bradley: Started in 1951? How long did it take you to get your --

Henry: I mean I started as a teacher in 1951; it took me less than a year to get my teacher's certificate.

Bradley: So you were only at UC about a year. Was that a master's?

Henry: Yes, normal for master's. I don't think I really got my master's until several years later, but I got most of my course work completed and picked it up in night school like the rest of us. Primarily, I was after my teacher's certificate, and I was still drawing government money -- my veteran money [was] still coming in, so I could go to school and it didn't cost me anything. I could still draw my ninety dollars a month, or I
525 think you got up to one hundred and twenty then. So we were able to make it all right. But the Colonel hired me, and I was very happy to get back to my old school.

Bradley: Old stomping ground. Had you wanted to teach or to coach?

Henry: Well, then, it was just coaching; teaching was just a necessary evil, and I, of course, run into coaches like that today.
533 Teaching was just something you had to do on the side, but coaching was number one. You lived till school was out and got out there with the boys.

Bradley: And this was really your feeling?

Henry: Yes, that's what I wanted to do.

Bradley: Have you seen any difference, Jim, in the coaching field over the years?

Henry: Oh yes, coaches have to be much better now; they have to know a lot more -- about the game and handling boys. You can't treat boys like you used to. At times now, even at City High, and later on at college we were treated roughly, to say the least. The way you were talked to and everything else, you were almost sublevel humans at times, and you can't do that now. Kids say, "Well, to heck with you. I don't need this, I can go home, drive my car and go play. I don't need all this treatment."

Back then, we could treat you almost any way. And that was just part of it; we thought that there's nothing wrong with it. We thought that was the way it was. I remember my coach at City High, [James M.] Jim Puckett; it was a vicarious thrill later on when I became his boss. Before he retired
556 I was superintendent of the schools (laughter), and I was his boss. Of course he's taught for a long time -- and, by the way, still living, lives on Old Mission Road.

Bradley: Did Colonel Bates make -- I call him Colonel -- but whatever his title was at that point -- when you were in high school, did he make an impression on you which lived over into the time when you got started on the staff?

Henry: To be truthful, at the high school age, the coaches were the closest to us. Stanley Farmer probably had more influence on me at that time, as assistant coach; he was a young coach right out of college himself, came from Emory and Henry [College]. I think he graduated or came there first at City in 1938. He was my hero; he was just a few years above me. Youth attracts youth, and it still does today. He was the one that I looked
576 to more than anything else at that time.

I really didn't get to know the Colonel that much until I was employed. I remember him being nice to me; I can remember him -- he caught me -- no, Miss Kate Garvin caught Nancy and I hugging one another in the top of the balcony at City High; she

(Henry): 584 brought me down to Colonel Bates. He just swelled up like a toad, you know, like he was going to do something terrible to me. When she left, he patted me on the back and said, "Now, Jim, there's a time and a place for everything; now don't do it here." (laughter)

I appreciated that very much, and I learned something from it. He wasn't being hypocritical, but he didn't alienate the teacher. He supported her, and yet he didn't really do anything horrible to me. He just told me that -- straightened me out, and I didn't. I became --

Bradley: More circumspect.

Henry: Right, that's it, that's it. I would never at that time dreamed of ever being a teacher or coach or anything else.

Bradley: Did you have your eye on anything except playing football then?

Henry: 602 That was about it, very narrow, not too deep, pretty shallow thinking really. It would have been either football or the army, because I had been around Fort Oglethorpe and the National Guard, and I really loved the army. I got into World War II and ran into the air force, and it was nothing like the army (laughter), and that started me off of that in a hurry. Because I can remember being out at Muroc Army Air Base, and they had to have a parade to pin a medal on someone. No one knew what to do, and I had to set up the whole thing; we had majors, generals, and everything else. They had never been in a parade. So I remember City High parade they used to have behind the school; so I told them how to line it up and everything. That was amazing.

Bradley: When you went into the service, it was the Army Air Corps.

Henry: Right.

Bradley: When did they change it to the Air Force?

Henry: I think it was after the, or during the, Korean War; I'm not sure.

Bradley: Was it that far? All during World War II, then --

Henry: It was part of the army.

Bradley: 623 About schools, before we get away from that and your attendance as a student, what about discipline? Was it strict then?

Henry: Well, it would depend on the teacher; good teachers have always been strict, or have always gotten the job done one way or the

(Henry): 630 other. I remember back in the thirties, Dickinson and then City -- there were always a few people in trouble; and it's the same way today, very few people in trouble. I'd often heard back then that you could send more of them home and run them off, but I don't ever remember anyone being expelled. I do know of cases now; of course, being superintendent I had to be in on cases where they expelled, but I can't remember anyone being expelled back in those days. I think more people then just walked out of school, left and went into employment, got jobs then and just walked away. We had plenty of people at City High; it was a very large school, but what percentage of the population, I don't know.

But discipline -- as well as I can remember, students seemed to have more respect for teachers, or just more respect for adults, for authority, more respect for authority. You could still say things behind their back, and that went on. We still made jokes about Colonel, Sergeant [R. M.] Proctor, and we still made our remarks just as they do today. I'm sure they make it behind my back, but I think now they're more overt with it. I think now they'd just as soon tell you face to face what they think of you. Back then you wouldn't dare! Not to any adult.

Bradley: Sure, that's right.

Henry: 663 That was just it. Our parents -- it probably came from home, maybe not the school.

End Tape 1, Side 1
Begin Tape 1, Side 2

Bradley: 003 Jim, you were saying the feeling for respect of authority probably came from our parents or from our homes.

Henry: Right.

Bradley: As you began your career as a coach, first, and that was all you had to do, wasn't it? You did not have any teaching duties at first?

Henry: Oh no, I taught right on. Yes, I taught biology, algebra, geometry; I had three preparations right in the very beginning.

Bradley: What level?

Henry: 011 They were all levels then; most of the sophomores, first-year students at City High then, in biology. I had even juniors and seniors in algebra and geometry. In fact, I had Gus Wood (laughter), people like that, and several judges now around town were in those classes.

Bradley: You would have had two successive state commissioners of safety then.

Henry: That's right.

Bradley: Gene Roberts and Gus Wood.* Well then, were your teaching duties limited so that you could do your coaching? Or was your coaching in addition to a full load?

Henry: 017 No, it was in addition to a full load. Colonel was very strict about that. He was very strict, I mean, you had to teach a full load, and then you'd coach outside. You were paid extra for it; you had a coaching supplement; I think it was fifty dollars a month, and that was it.

Bradley: Who was the head coach at that point?

Henry: Well, Jim Puckett was the head football coach, and Yarnell Barnes was the head basketball coach, and there was no athletic director. No one was the head coach.

Bradley: Did you coach both football and basketball?

Henry: I came in as a young assistant boach in football, primarily, and then I coached boxing. I knew very little about boxing, but I turned out to be boxing coach.

Bradley: I believe you have said that you learned boxing in the army.

Henry: Yes, I got to fight a little bit in the army.

Bradley: You had some Golden Gloves victories. Was that while you were in the army?

Henry: 028 No, that was at Dickinson; I used to go down to the Knights of Columbus on 8th Street, and at Dickinson Junior High School and --

Bradley: This was as a youth then.

Henry: As a youth, right, my Golden Gloves things were in youth there. Oh, and by the way, as a youth too, I sold papers for the Chattanooga News on the corner of 8th and Broad Street; that was after school.

* Gene Roberts served as Tennessee Commissioner of Safety from January 1979 to January 1983 when he resigned. Gus Wood III was appointed his successor in February 1983.

Bradley: 034 Afternoon, and what would you do? Would you sell it on the street corner?

Henry: On the street corner.

Bradley: Not deliver it.

Henry: No, I sold them out on the street -- made my money that way -- this was grammar school I guess, and early Dickinson, in junior high. I would sell on the corner until I sold out my papers. You'd have to buy your papers, take them over there, and sell them, get rid of them. Some people would give me a quarter for a paper, oh that was fantastic. Then I would go over to George's Hamburger, on the corner there, and eat those hamburgers.

Bradley: At 8th and Georgia.

Henry: Right, go to George's and get that big ten-cent hamburger with onions and tomatoes and everything on it, big ten-cent one, oh it was big. And then I would go over to the public library there, the old Carnegie Library, there on [8th and] Georgia Avenue, and study.

Bradley: At that time it had not moved to UC.

Henry: 041 No, it was right there. And I would study there for awhile, and then go home and walk right down 9th Street home, out through Onion Bottom. No one ever bothered me or anything about it, knew everybody and said "Hello" to them, and knew the community.

Bradley: You sold papers for a nickel.

Henry: Right.

Bradley: What did they charge you for them? Do you remember?

Henry: Gosh, I don't remember, two cents I think, but it was money, it was good money. I'd go down 9th Street and go by the pawnshops, and that's where I bought my first pair of shoulder pads to play football in the neighborhood. (laughter)

Bradley: Second-hand?

Henry: Second-hand, oh they were used, very much used. But you acquired a lot of street sense and knowledge of Chattanooga.

Bradley: 050 Through your City High career at this stage, did you continue more in coaching than in teaching, or did you shift primarily to teaching and administration?

Henry: 052 Well, administration primarily; I remember my first year was practically all coaching, and they changed coaches. The head coach left; [Robert] Matusek moved out to be the principal of the school.* They brought in a new coach. I was the only one remaining on the football staff that was old, so Colonel put me in charge of the money, just a second-year teacher.

Then up in the office, I hung around the office because I knew the people in the office, Mrs. [Amelia] Bazemore and Miss [Ruth] Scholze; they were there when I was a student. I had this one, I guess, talent; I knew people, I could remember names. Colonel would say, "Who is that out there smoking on the front of the street?" and I could tell him. He said, "That's amazing! You've been here one year and you know all these people." I said, "Why sure, that's old so-and-so." Gus or whoever it was, and he said, "Well, we need you in the office."

061 The second year he didn't make me an official position or anything, but he took me out of one class of algebra and put me in the office to help work with attendance. I ended up my second year writing every tardy admit and every absentee admit and calling the people that were absent. I was something of a semi-administrator or clerk in the office. Then several years later he made me dean of students, gave me an official title after the teachers accepted me. They probably wouldn't have that early. So I was just a "gopher" in the office; I ran all the errands and did everything.

Bradley: This was 1951.

Henry: Right, 1952, '53, right.

Bradley: What was the salary level like, the range, back then, Jim?

Henry: Law, I don't know, it was around three thousand a year I think.

Bradley: Were you paid the full amount in the ten months, more or less, which the school operated, or were you paid over the full year?

Henry: 072 No. Actually, the coaches were paid eleven months. This was the biggest part of our supplement. Even though we only got fifty dollars a month for coaching football, we were given an extra month of August. We started August 1st and so we were

* Robert Matusek was City High coach during 1950-51 and in 1951-52 is listed as the city schools' Supervisor of Athletics and Physical Education with his office at City High.

(Henry): paid a complete extra month. Most teachers at that time were paid on a ten-months' -- ten checks over the nine months, or ten school months really, four-week periods.

Bradley: Then your career shifted primarily away from coaching and teaching into administration, more or less.

Henry: 079 Yes, when I became superintendent [Eugene B.] "Red" Etter used to straighten me out. He said, "Jim Henry, had you been a successful coach, you'd still be coaching." (laughter)

Bradley: Do you think that's so?

Henry: I doubt it, I don't know really. But I really never had too much of a chance; I worked well with boys, I think, and I thought I was pretty successful as a football coach in the assistant category. But Colonel made me take care of the money, and that alienated coaches. I handled the detentions; that alienated students.

Bradley: So you didn't have much chance.

Henry: 086 Oh, I had to go and wake up Yarnell Barnes to come to chapel, you know. So, as a "gopher" and everything, I became an administrator. Then Colonel was always pushing me to make me go to school. I don't think in the first ten years there was a year went by that I wasn't taking a class at the university.

Bradley: At UC then?

Henry: Right. I became a scholar then and I liked it. I had never been before too much of a scholar.

Bradley: What are your principal memories of the Colonel during those years when you were that close to him, immediately with him?

Henry: Well, of course he was almost like a father to me, a father figure. But I learned so much from him how to handle people. He was a master at manipulating people. I hate to say that term, but he could do it. I've heard coaches stand out there and say, "Are you going to do this this year if the Colonel asks you?" "No, I'm not going to do it, he can't talk me into that." And they'd go in there and turn around and be back in ten minutes, "Well, I'll just -- one more year." (laughter)

He would talk you into doing anything. I've heard Jim Phifer say the same thing. He said, "Are you going to do that again? That's ridiculous." But Colonel -- he'd come there and put his arm around you and talk you into doing something. 100 He had more people working around that building. He was just a master at motivation, I guess, in talking people into doing

(Henry): things. I think he got the most out of people.

I don't think I was a good teacher in the beginning, but he would convince you that you were. He would say, "I've got the best teachers," and he'd talk about you and make you work. I was not a scholar of any kind, but he said, "You know that Jim Henry is smart. He's going to make something in this world some day, and just keep going to school, keep trying." I got to believing it.

You know he'd tell you this long enough that you'd get to believing it. He turned out some fine teachers over there just convincing them that -- it's a power of suggestion or whatever it is. Course, he'd always make you go to school too.

Bradley: City High as an institution reached a very high level of recognition in the fifties. This was when it sort of came into its own as a quality educational institution.

Henry: Right, this is true.

Bradley: Looking back again, what factors would you attribute that to?

Henry: Well, I don't want to appear to be negative, but the coaches -- we used to say that one thing was that we couldn't win football, so we had to become academic. (laughter) No, I don't think it was that.

I guess you could say that was part of it. Around town then none of the schools were zoned, and you could go to the school where you wanted to go. I remember when I left Dickinson Junior High, my ambition was to go to Central and play football, because that's where all the athletes went. [William P., Sr.] Billy O'Brien was my star, you know. By the way I've got his grandchild now in class.

But I wanted to go to Central and play for [S.] Dean Petersen, and my dad said, "No, you're going to City High to get an education." Now, no aspersion against Central because they had just as good scholars, but the reputation was there that the scholars went to City High and athletes went to Central. My daddy said, "That's where you're going." I said, "I don't want to be a 'river rat'." (laughter) Of course I liked it after I got there, but it was -- I think reputation had something to do with it in the very beginning.

Then the cadre of teachers, they had a fantastic group of teachers over there. Colonel Bates was the catalyst that pulled everything together and turned out the products. There were some good people too, but they were from all over town. I can

(Henry): remember in 1952, I think, we had a Southern Association evaluation, and Colonel -- that's one of my jobs -- I had a big map of the city of Chattanooga, a TVA map, and I put the pins in for every student. They were all over Hamilton County, down into Georgia, Lookout Mountain, a large number from Signal Mountain; they were all over.

It was a metropolitan school, and the big attraction was that our students would go to college. It was college preparatory, basically, and they would be doctors and professional people all over, and the reputation carried quite a bit -- Phi Beta Kappa's here and there in various schools and things.

Of course, Colonel bragged. He'd go down to the Kiwanis, go down to the Civitan Club, and talk about how great City High was and to everyone he'd tell only the positive points, and you'd think it was just Chattanooga University almost. He'd make you believe that it was a great school.

Bradley: In those years did you create the love of teaching which, at this stage in your career, has sort of re-emerged?

Henry: Yes, especially in math. I had a difficult time in math in my first year, freshman year at Dickinson; Mrs. [Eleanor] Craigmiles, she was very ancient at that time, and she told me, "Jim, you're just not mathematically inclined. Maybe you'd better get out of math," and I actually believed her. Really I was just immature and really I was looking at the girls and playing football and wasn't too interested in it.

I went on through until I got this scholarship to Georgia Tech. They looked at my schedule and said, "You've only got one year of algebra." And I laughed and said, "Well, there's no danger of me going to Georgia Tech then." Margaret O'Grady, the fighting Irish woman, she used to walk to school; I can see her now coming from Highland Park over to City. Margaret O'Grady said, "Jim Henry, you're not dumb, nothing wrong with you, you're just lazy. I'm going to get you into Georgia Tech," and I laughed. I said, "You can't do that."

So my postgraduate year, I'd already taken everything over at City just about, she started me taking second-year algebra, plane geometry, chemistry, and physics. I said, "This is ridiculous." But she got hold of me and personally just lifted me through. And, by the way, when she died, I think I was the only Protestant that was a pallbearer, a couple of years ago. If I didn't get my homework she would actually step on me; she'd step on me with that foot and pull my hair, she'd manhandle me. But I made the best grades I'd ever made at City.

Bradley: In that year.

Henry: That year. And then I went on to Tech and became practically a math major with no problem. But Miss O'Grady, I owe that to her, she was a fantastic lady and pulled me out. That personal
163 interest -- you talk about the true love of teaching, though, is personal interest in people.

There's nothing like seeing them go out and become something in the world, and you remember them in school. If you had some little thing in turning their life around, or making scholars out of them, or talking them into becoming something, or straighten them out, this sort of thing, that makes it all worthwhile.

And I'm still doing it here; I enjoy it. I see some of the characters, and some of the daddies will come over here and say, "Treat me like you treated me at City." Some old boy will get in trouble here, and I'll say, "Why, hey, he's no worse than you were when I had you." They remember that.

Bradley: A minor thing, but of some interest. How have you seen dress codes change?

Henry: Well, of course, at City in those years at the tailend of the
175 Depression, we had to wear ROTC uniforms three days a week. I was hardput to find something to wear on Mondays and Fridays, didn't have much in the way of clothes and so dress was not really too much of a problem before World War II. Later on we came back in the fifties and then the sixties, and the "hippie era," and things like that.

Bradley: Very informal.

Henry: Very informal. Then later on in the seventies, people started returning to something of a dress code, what to wear and what you couldn't wear. Of course, here at Notre Dame we have a uniform, and it's a constant struggle to keep them in uniform, always has been.

Bradley: Both boys and girls?

Henry: Right, both boys and girls. But I think we've gotten past that
184 stage. In the sixties it was a real problem. At City High when I was principal there, just keeping them clothed properly and not exposing themselves -- Gosh! some of the outfits that they would wear.

Bradley: This was what you referred to as "hippie" --

Henry: The hippie era was the long-hairs and the net shirts. Girls

(Henry): wearing a net shirt was a problem.

Bradley: I want to move on. You went to Brainerd [High] first, or Dalewood [Junior High] first, as an assistant principal.

Henry: Well, Colonel talked me into going to Knoxville, and, really,
193 he didn't tell me anything about the doctoral program too much. I really wasn't too interested; I was happy, had my master's degree, and I was assistant principal and making fairly good money.

But I used to travel around the country; I was Colonel's "gopher," and I would be his driver. I used to drive the McCallie Volkswagen bus for -- that was Dr. [Spencer, Jr.] McCallie, Dr. [Herbert B., Sr.] Barks out at Baylor [School], the elder Barks, and Colonel Bates. I would drive the bus for them; I was their chauffeur. And I learned more from those people, and learned more people. I went on several conventions with them just to take care of them, and I met professors in Knoxville, got to know Dr. [O. B.] Graff up there, got to know various people, and I'd run errands for them and do just about [anything].

So Colonel Bates said, "I want you to take Max Vann" -- he was a brilliant scholar we had there -- "I want you to take Max up to Knoxville and introduce him to Dr. Graff, and get him in this program." I said, "Oh yes, I'll be happy to." Max and we went to church together. So I drove Max up, and Dr. Graff got hold of me up there; he was another person that became almost a father figure to me. Dr. Graff got hold of me up in Knoxville and before I left that Saturday, he had me
208 enrolled in the program, the doctoral program, and I had no intentions [of that] when I went up there.

I came home. I couldn't face my wife. I said, "Do you know what I got into when I went up there? I've gotten in the doctoral program." She says, "You wouldn't dare!" I said, "Well I went up there to get Max in, and I'm in it with Max." And I ended up being his roommate. Colonel just laughed; that was in the back of his mind all along.

Bradley: What year was this, Jim?

Henry: That was in 1960. So I went up there and got in a program. [Benjamin E.] Bennie Carmichael had come to Chattanooga, and Bennie had told me, "If you ever want to return to City High as principal, you can't go back. You're going to have to go out and get some experience away from the Colonel." That broke the Colonel's heart; he wanted me to come back. That
217 was a hard thing to do, was to tell the Colonel that I could

(Henry): not come back. Oh, he just thought that was terrible, but he said, "Well, if that's what Bennie says, we'll --" He didn't like Bennie one bit (laughter), and Bennie knew it.

222 They were getting ready to have a North Brainerd Junior High, and the Education Department at Tennessee was working with the Chattanooga school system in getting the specifications for the building and everything. I came down with Dr. Graff, being a gopher again, working with Dr. Graff, carrying his satchel and his plans and things and working with them. I got interested in [Dr.] Nolan Estes, who went to be the superintendent out in Dallas.

Bradley: Out in Dallas or Houston?

Henry: Dallas, right. He went from here to St. Louis and then became national NEA and then on to Dallas. He talked me into -- "Why don't you look at the school -- we think that you'd make a good principal, get this thing off the ground, this new ungraded program --"

Before that, Colonel had actually sent me to some places to try to improve City High. He'd sent me up with Dr. Lloyd Trump, and I'd been up to Chicago. New Trier was a famous school at that time at Winnetka, [Illinois], and so Colonel had sent me up there, and actually sent me out to Stanford
235 [University] one summer, to go to school out there, Palo Alto -- and sent Jim Phifer one year too. Colonel would always do things like this, trying to improve City High and send people places.

But Nolan Estes found out about that; in the meantime Dr. -- I've forgotten which superintendent it was, anyway -- but I got interested in the program. Dr. Graff said, "Why don't you try it?" And so they said, "We'll make you principal of this new school, and we'll let you take the school at Brainerd High School, take the junior high people, seventh, eighth, and ninth graders." They were all in the building there at Brainerd High School. "Take them and train the staff for this new junior high." And so I did.

We met over at Brainerd Senior High in the library one day with a group of citizens from Eastdale and Woodmore. We got to sitting around and chewing the fat and talking about what we were going to name this new school, and said, "Well, we'll take the first part of Woodmore and the last part of Eastdale," or vice versa, and we came up with Dalewood. I said, "That's a silly name; that'll never last." (laughter) Now I look at all the stores, Dalewood Pharmacy, Dalewood Drug Store, Dale-
250 wood filling station, and everything, and I remember when that

(Henry): came about. I think one PTA mother suggested it from Eastdale.

We started the school; that school was so innovative at that time. It was hexagonal clusters, and it had everything
253 going for it. I was the prophet; I went around, all around the country, with my little slide presentation I would make all over the place.

I really developed a love for that program. That was in 1961 I was at Brainerd, and in 1962 I went to Dalewood. We started school one year, and that was my doctoral dissertation really, was Dalewood. I actually planned the thing with computers, and it was first computerized. I used the approach that the navy had used in the Polaris missiles, and actually it was DuPont too -- critical path method that we used. We planned everything on computers and then put it together and trained the staff through it, the building and everything else.

Bradley: It was opened in '62?

Henry: In 1962.

Bradley: Was the building completed at that time, Jim?

Henry: No.

Bradley: You moved into it.

Henry: No, we moved into it, I remember Labor Day, I had to do some
267 moving in on Labor Day -- got Alvin Brown's son out there to help me move books and things, and the building was not complete. In fact, I remember the first day we rang the bell I had to put two wires together (laughter), scared to death. We met our first classes in the gym. We had four corners of the gym, and they were still working on the other part, but we started on time.

Bradley: About how many students?

Henry: We had around five hundred students when we started out, it was a fairly large school. I went out like Colonel, went out recruiting scholars. Colonel would always look for the bright
275 students. I remember I found Marble Hensley's girls over at GPS [Girls' Preparatory School], and I said, "Oh, these are bright girls." I talked with Marble, "Now we can give them a good program here at Dalewood; just get them over here." They lived fairly close. Marble had been to Georgia Tech, I had been at Georgia Tech with him, in fact graduated together. In fact, we were in line together at the Fox Theater -- Henry,

(Henry): Hensley. So I talked him into sending his girls over there, and they both turned out to be outstanding scholars, National Merit winners. In fact, we had some fantastic students there.

Bradley: How well has that program been continued?

Henry: It lasted all -- Bennie got ahold of it, and he said, "It costs too much money." It was an individualized program; we had a secretary to every four teachers. We had four teachers in a cluster, in a group, teaching things -- large group instructions, small group instructions.

We kept up with each student; we had a personal profile of each student where they were weak in math or certain portions of math or that. A parent could walk in, pull out the file on the student and tell you exactly where he was. His test papers would be there, his work was done. In fact, Bennie's son went there, David. Bennie said, "This is the greatest school I have ever seen, but we can't afford it."

To four teachers we had one master teacher and three other teachers, and we would have two practice teachers from the University of Tennessee, and then we had a secretary for each one of those clusters. Really, it was just too costly, I guess. But I think the most important thing was we just individualized instruction.

But like everything else, the articulation there when they went to high school -- we had them all moving at their own pace -- when they went to high school, they [the school] said, "You are in second-year algebra," and that was it. They were not the same place. Really I guess that was a mistake. You can't move the string in the middle.

Bradley: No, I guess not.

Henry: And so I told them then at the time, I said -- of course, my first love was wanting to get back to City High anyway, and Colonel retired and so --

Bradley: This was 1964, right?

Henry: Right. Colonel retired and so --

Bradley: Just as a follow-up to Dalewood -- that was a specially designed building -- open spaces and everything --

Henry: For the program, right.

Bradley: Has the building been able -- have the successive usages of the building been --

Henry: I don't think the building hindered what is going on now at
311 all, the way it is now.

Bradley: Yes, that's what I mean, it was adaptable to --

Henry: Right, those folding partitions might have been somewhat of a problem over the years, they may have deteriorated more rapidly than a regular block division would have. But, other than that, they may have had to be replaced or repaired or something, but outside of that, I think those hexagonal clusters are all right.

Bradley: These years were the years that you were going to UT for your doctorate.

Henry: Right.

Bradley: How many years over a span of years did that take?

Henry: Well, of course I put my residency in in 1961 up there.

Bradley: You had to go --

Henry: One year there, and then came back to Brainerd for a year and then Dalewood a year, and then went back to City High. I finally got my degree in 1965.

Bradley: With your thesis on --

Henry: Right, on Dalewood. I had to live through the Dalewood experience to write it. I actually planned it, but then we had to go through the fruition of it and see how it worked before we could actually write the final chapter. It was a huge book. It's still up there gathering dust. (laughter)

Bradley: There'll come a day when you'll take that down and --

Henry: With the use of computers and everything, it was very adaptable to what we were doing. We had network diagrams; everything was planned, with the time and the critical path through there where you could add money or people to the program and get it done within a certain period of time. Of course, there were
333 engineering concepts and everything all through it.

Bradley: When you became principal of City in 1964, this was at the opening stages of the desegregation program for Chattanooga.

Henry: Yes, right.

Bradley: As I recall, 1964 was the year in which the desegregation program began.

Henry: Right. We did not have any blacks the first year or two, I think. There again, we wanted to be successful more than anything else. We went out looking for the right people. We were still not zoned.

Obvious to me, I was talking to Jim Phifer as an assistant then, and we said, "If we can get the best athletes in town we can find, people will accept that more readily than anything else." I remember Ken Starling -- his daddy [James O.] was a teacher at Riverside -- and we got Ken Starling over there, and he became a captain of the football team before he left; later on became captain of Indiana's football team, the Big Ten. It had been Commissioner [John P.] Franklin's old school, Indiana, so we took care of him. But he got there early in life and became a member of the Student Council and a member of Jimmy [James C.] Duke's Hi-Y club that practically ran the school politically. It just made integration very easy for everyone concerned.

Bradley: At City.

Henry: At City because he was a most successful individual, and that individual, he helped more than anything else.

Then Mrs. [Mary W.] Thompson, who had been at the central office, her son [Morris] came there and was an outstanding scholar, one of the smartest boys in school -- very quickly to point out that he was a National Merit winner, not on the basis of being black, that he earned it the hard way, I mean with all people. Then later on he went to Harvard.

Bradley: Didn't he go to Harvard Law School?

Henry: Yes, and he was in politics. He still may be working for someone in politics, I'm not sure.

Bradley: Where?

Henry: I'm not sure -- his mother could tell me and she's retired.

Bradley: Now she's Mrs. Thompson?

Henry: Thompson. She was head of the guidance directors at the central office for a long time.

Bradley: In the city system.

Henry: In the city system. But those two people, I guess, helped more than anything else to smooth over the transition at City High.

Bradley: What problems occurred? Did you have any real problems at that stage in those early years?

Henry: Not too much. I guess we had more of a problem with the hippie era there than we did with the integration. We were accepting practically everyone then. Schools were running them off at various places for various things, and we would take everyone with open arms.

The school board used to get upset with me. Raymond Witt [Jr.] used to get map, and I can hear Raymond now ask me when I was principal, "Have you got room for all those people?" See, the new City High was constructed for a thousand students. When I left in 1970 we had fourteen hundred. (laughter) He said, "What are you doing with all those people? Do you have room for all those people?" I said, "Oh, yes, we have a classroom behind the stage." The Colonel had just pushed that into me: "We want to be the biggest and best school in the South." And we'd cram them in; if people wanted to come, we wanted them.

But I would guess during the Kent State incident and things with drugs, this was more of a problem than integration. We looked upon integration as just a natural step. In the beginning it was not zoned; people came there who wanted to. So, therefore, again the reputation of City High was attracting the scholars. And so the blacks that came to us originally were good students in the beginning, and everyone thought well, that's fine. They helped us; they were an addition to the school.

Bradley: What was roughly the percentage as you recall it? How high did it get while you were there?

Henry: Probably not over ten percent, very small.

Bradley: That small?

Henry: Right, it was fairly small. Most of them still wanted to go to Riverside and to Howard, primarily because of the athletic programs and things like this. We were attracting professional children, sons and daughters of professional people and things like this. They were not yet going to Baylor and McCallie. It would be something of the same thing at Baylor and McCallie now, attracting that level of students. There was fierce pride in Howard, you know, and Riverside too. Even though it was just a young school, they'd been state champions two years in a row in basketball. It was hard to pull away the better students there. They had no desire to go to City High at all at that time.

But I was deeply involved, and I was extremely liberal at

(Henry): that time. Knoxville's [Charles N.] Charlie Berry, that became principal of Riverside, we were big buddies. We integrated all the restaurants in Knoxville. Charlie used to say, "You and Max Vann are going to get me killed up here." (laughter) I said, "Come on, Charlie, we'll go integrate another restaurant today. We're going to take you in the Farragut Hotel."

Bradley: Did you have any trouble with your faculty?

Henry: No.

Bradley: I don't mean with your faculty, I mean integrating your faculty.

Henry: No, that was accomplished without too much trouble. I remember one of the first ones we got was Ed Bates. Edward [N.] Bates became our first assistant principal as black -- practically no trouble at all. We didn't have too many in the beginning, but they were outstanding people. I guess they were taking care of us down at the central office; they were going along with it, and had some very good teachers. I can't remember any difficulties at all. In fact, they added to the staff again in what they were doing for us and everything. Dr. [Claude C.] Bond was always there helping me out, trying to get the best people.

Bradley: At that time he was still at Howard, wasn't he?

Henry: Yes. Well now, he had -- my last two years at City High he was down at the central office as assistant superintendent. Well, I guess, in the beginning he was a coordinator.

Bradley: Coordinator of [General Education] -- I forget now what title it was, but it was -- at first it was not assistant superintendent.

Henry: But I was one of his proteges, practically.

Bradley: What has been your relationship with him over the years?

Henry: Oh, it's been wonderful. He's helped me in more ways than anything else. Of course, I depended on him as superintendent wholeheartedly. In the very beginning I would just bend his ear, trying to get information and learn things. He taught me some fantastic things. Starting out, his indoctrination of a new principal is just fantastic, white or black, it doesn't make any difference.

He would say, "Now you know how you can get in trouble as a principal; there's only two ways, skirts and money." (laughter) He would say, "You've got to learn, you don't get your

(Henry): honey where you get your money." He had several things like
443 that that were real truisms, you know, they worked.

He is a fantastic man, fantastic. In fact, he probably should have been superintendent when I was. If the color had been reversed, he would have been the superintendent. We both agreed on that. It was just a matter of they needed a local fellow at that time, and I was available.

Bradley: Back when they were first planning to build a new City High School there was a great deal of controversy over the selection of the site and this sort of thing.

Henry: Right.

Bradley: Were you aware of that?

Henry: Yes, I was around the outskirts of it. In fact, I worked then with Dr. [Philip C.] Sottong a little bit in the planning. I don't know whether you remember that or not, but our idea was to rezone much of the downtown area around the university for a civic area, for university and the hospital. Right now it's
460 proven that it would have been the thing to do, and to keep City High there in the same building. [865 East 3rd Street]

We didn't think there was any need to build a new building. Frankly, we thought the building was in good shape and it would have lasted. I think the Colonel was in agreement. But it just got to the place where there were too many people in authority positions. This is all heresay, I'm not really sure -- but like John B. Steele, people of this category, who wanted the building moved. They wanted their City High moved, and to me even in my youth then and [with] limitations -- it was something like anti-integration, almost. You could say that.

Bradley: This was, of course, prior to the time when the integration process had begun here, but it certainly was in the offing.

Henry: It was in the offing, and this was moved -- Of course, this is as far away as you could get from downtown then. That was the outskirts; the "new City High" there was on the city limits like, it's right up against Red Bank. That was moving away from downtown.

Brainerd had just been completed around [fall] 1960, and
482 we were not that crowded or anything, but the black schools were crowded. Riverside was bulging at the seams; there were over three thousand students down there, and they really needed Riverside for that purpose, and that was a part of it. That's why I got in trouble right off the bat.

Bradley: You said Riverside had three thousand, you meant Howard, didn't you?

Henry: Howard had three thousand; excuse me, I'm sorry; Howard had three thousand.

Bradley: And they needed --

489

Henry: Space for those students. In fact --

Bradley: And a second black high school, if it were to be a separate school --

Henry: That's true, and I got in trouble right off the bat in the federal court. In our desegregation case on the stand, I had to admit several things. It made some of our school board members extremely unhappy, because I had to admit that at the time City High was built, we really weren't that crowded; and yet Orchard Knob Junior High was in double sessions, going to school twice a day.

I thought to myself then if we ever get in court, we're in trouble. Here I ended up in court, the one that knew it, and I had to tell exactly what happened, and old Avon Williams * just laughed.

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Bradley: In your opinion, as a principal and as a superintendent, has the site of the new City proved workable?

Henry: Yes, I think the people have made it work. Of course, there are a lot of disadvantages where it is over there on top of that hill; it's a beautiful site, but as far as for athletics and everything, they've never had a football field. I mean not a football field with a stadium -- not that that's absolutely necessary, I mean I think it's been proven that we can use the field at Kirkman [Technical High School] and other fields just as well. There are coaches that have argued over the years that the facility --

Bradley: They had a practice field.

Henry: They had a practice field at the bottom of "Cardiac Hill" as Colonel calls it. You walk down and you couldn't walk back.

516

But of course a beautiful site as far as scenery is concerned, a beautiful building, but facility-wise nothing like Brainerd.

* One of several attorneys for the plaintiffs in the desegregation case.

(Henry): Brainerd has a hundred and twenty-four acres out there, and it's flat. Even though it's in the flood plain it has facilities for everything, three practice football fields, practically a golf course, a driving range for cars, has everything.

Bradley: Well, after City when you were elected superintendent in 1970 --

Henry: October of 1970.

Bradley: You had just left City actually, hadn't you? You had been named coordinator --

Henry: 528 Curriculum coordinator. I left in the spring soon as school was out in 1970 at City; I went down to the central office to work in the instruction department as curriculum coordinator.

Bradley: Was the superintendency in the offing then?

Henry: No, Dr. [Jack D.] Lawrie left all of a sudden, just like that; I think he left in August. I think it was suddenly, no one expected him to leave. And all of a sudden the job became open.

Bradley: Was Claude Bond an assistant superintendent at that time?

Henry: At that time he was. I used to go up and pat him on the back everyday, and I said, "I know you're going to be the next one." He would pat me on the back and he always had one of his sayings -- his sayings amaze me. He said, "The next Pharoah may not know Joseph." (laughter) And he'd say, "Now you may be the superintendent, I want to stay on your side." I said, "Well, there's no hope of that."

Bradley: The next Pharoah may not know Joseph. (laughter)

Henry: 548 May not know Joseph, that's right. He was "Joseph," you know; he was a favorite child. We used to tease one another. He'd say, "I know I'm getting where I am because I am black, and people are looking for a black, a knowledgeable black person that gets along with people in a position, and they're willing to make me anything."

And I'd say, "Well, don't feel bad, I'm local. I'm local, non-communist, and a Baptist, and what else. I've got everything going for me, you know." And we'd tease one another about it.

Bradley: Throughout your years as superintendent, you worked very closely with him.

Henry: Oh, yes, I wouldn't make a move without talking to Claude first,

(Henry): 560 because he knew everyone; everyone respected him. Of course, we worked very closely with people like [W. E., Jr.] Bill Brock. When I'd go to see Bill Brock or Raymond Witt, I'd take Claude along, because lot of times they'd say, "Well, you're Jim Henry and you're white and you don't know what's going on. You have your bias and things." I'd say, "Yes, that's true, but I've got Claude here and he can tell you the other side of it if something comes up." They'd listen to him; a lot of people would listen; of course they still do. A lot of people listen to Claude. So we've stayed close over the years, work out at the same spa out in Brainerd together and exercise together. He still keeps me informed of what's going on down there.

Bradley: In the years that you were superintendent, as you came on, these were the years of the greatest difficulty in settling the integration --

Henry: 576 Yes, in one day we had been brought into federal court, and we were in compliance with the law; then the [Swann vs.] Charlotte - Mecklenburg [Board of Education] case hit, and we were out of compliance overnight. We were the first case to be decided after that, and we just went from one side of the fence to the other side overnight.

Bradley: I don't know whether you can reduce that to a few words. The basic point of the Charlotte - Mecklenburg case was that -- what was the basic issue?

Henry: Maybe this is not the right way to say it, but you were innocent until proven guilty, and after that you were guilty. If it existed, if there were prima facie evidence that segregation existed, then you were guilty; you had to take a positive action to remove it, and there it was. We were caught right in the middle. Even though we were in a good program, and I thought that the city of Chattanooga was doing a wonderful thing; we were making progress, we were going one grade at a time, one step at a time. And it was very successful, no problem at all.

Then when that hit we had to dump everything overnight and integrate every school, every staff, every faculty; everything was done almost overnight, and that's when we had problems. 603 That's when we lost thousands of students and teachers, we lost everything -- just the suddenness of it. It had to be done immediately. The planned program we had was working, working well.

Bradley: There was never any real violence within the city system, was there?

Henry: Not really. We had some at Brainerd; I think Brainerd was

(Henry): selected because of their nickname, the Rebels, and the Dixie theme and the Rebel flag and all this business -- they were selected for that, as a focal point. They had one or two semi-riots, but nothing really -- no one injured or anything like
620 that. I don't think at City High we had any problems at all, very limited sort of thing. Kirkman had one or two days of problems, but we learned to handle them and to work well with them.

What we did was we very early learned that you couldn't deal with a mob. We had a little task force at the central office, people that didn't go out to maintain law and order; we went out to the school, like Kirkman when they had their problem; we went in to take the place of the teacher. These people in the central office went in to teach the class, the ones that were in there. The teachers who knew the individual students went out into the street with the people they were having difficulty with, and said, "I know you; if you throw that book,
638 your daddy is going to get called tonight," and that put a stop to most things.

They were able to ascribe the individual responsibility for actions. We don't deal with a mob, we deal with individuals. And the principal would get on the phone that night and call these parents, and these black and white parents were cooperative, and they straightened out --

Bradley: Did they respond well?

Henry: Very well, very well, very cooperative in every school, they would do this. As long as we could find who was responsible and get it to the parents, the parents would back us up to the hilt. That's in the violence, or near violence, and that prevented a lot of problems.

Bradley: Could you characterize whether most of the trouble makers were black or white, or did it occur from both?

Henry: Well, you had the red-neck element, a certain amount of that, you know --
660

End Tape 1, Side 2
Begin Tape 2, Side 1

(Henry): -- and you had the liberal blacks, or militant blacks.* I don't think they wanted violence, but they just wanted to speed

* Omission at beginning of tape was clarified by phone conversation with Dr. Henry, August 1, 1983.

(Henry): up the integration process. With that combination of the very liberal blacks and the red-neck whites, you'd have trouble there. Of course, we soon learned who they were and learned to watch them specifically, and that would keep down the problems.

We'd get them out of the school in a hurry if something
010 happened. We used to say, "If you're caught in a fight, you were sent home for two weeks, unless you could prove you were running from it." (laughter) "It takes two to fight, and unless you can prove you were running from the battle, you went home for two weeks to cool off." That stopped many things.

Bradley: Well, the attitudes today, as you've observed it, have improved.

Henry: Oh, yes.

Bradley: Do you think that by and large the racial distinctions have just sort of vanished?

Henry: Yes, I've noticed here at Notre Dame that you can't tell any differences, or I mean never notice, no one even ever talks about it; it's not even a source of conversation or anything else, just no part of it. I notice a bit at Brainerd; my wife is still there at Brainerd, and even though they're a large percentage of blacks now, the whites there seem to be doing well. From City High, it's remained almost fifty-fifty all these years, and seemingly the Student Council works well for
020 blacks and whites.

I noticed at the last ballgame I went to that the -- at City -- the cheerleaders, there's a pretty good mix or combination of things, and there doesn't seem to be any problem; no one even talks about it or worries about it. Still I guess the only thing that we really had difficulty with was getting the whites to go to Howard; we were never successful with that.

Bradley: And still are not, I guess.

Henry: No, and I guess really it's the neighborhood more than anything else. I think -- I hope I'm correct -- I think we built the school first, and then the federal government built the housing project next to it.* I think the housing project really prevented us from being successful there. I think in the beginning we would have probably gotten whites there. In fact, we

* Howard High was opened in 1954 and Poss Homes opened in 1964.

(Henry): did in the elementary level; in fact, I think they have a good percentage of whites in the elementary level at Howard now, but when they get to high school, when you get to the "sex" age and
030 so forth, parents are just not sending their children there.

Although, down at Kirkman you have a good mix at that age, but the community is not there. That housing project, McCallie Homes, or Poss Homes, rather, is not there. Of course, there again, though, at Alton Park you have the Poss Homes there, and yet --

Bradley: You mean the McCallie Homes.

Henry: McCallie Homes there, and yet you have a pretty good mix there from East Lake, which I thought would never have occurred. I thought this is the one area that wouldn't, but it's not a bad mix at all. Seemingly, it's pretty well.

And in the outlying sections, like Tyner, that we later on annexed, and in the Hixson area, you have mixes there without too much trouble. They used to say out in Tiftonia, Lookout Valley, that it would never work, and yet it's going on there. It's not a great source of problems, almost down to the individual, and it helps the situation that the blacks come in as such good athletes.

As the boys used to say, excuse me for saying this, but at City High Jim Phifer had some great basketball teams, and I remember we had just beaten someone, and one of our basketball players came in and said, "Why our white team could beat them."
043 (laughter) But that was a part of it.

Bradley: You were superintendent for --

Henry: Almost eight years. I was number two in longevity behind Dr. [Lawrence] Derthick.

Bradley: Oh, yes.

Henry: Got to outlast Bennie, remember him, Bennie Carmichael.

Bradley: One of the problems which the public was most aware of was the question of annexation. Tell me how great a problem did that prove to you as an administrator?

Henry: Not too much of a problem at all. We looked at it as an opportunity. Sam [McConnell] would not agree with me probably, but we thought we had a better school system, frankly, and I think we did. Maybe not from the teaching and achievement, things like that, but as far as maintenance of buildings, grounds,
051

(Henry): 056 payment of salaries, and support personnel, cafeteria management, books, staff, all this business -- janitorial staffs -- that we had a far superior school system, and we wanted to show people this.

The thing that we had to overcome was the fear of the people out in the county with the black situation and integration, and that was what was holding it back more than anything else. In fact, I was one of those peculiar people who were for consolidation of government, and schools, and worked for it with Dr. Bond, back in those days. But we had to go out and show it.

So when we were just beginning to annex, we would go out into the schools and show them what we would do, and the improvements we could make. And the county, just simply the way the money is divided, they could never match us; and that was a sore spot with Sam and the county government, I am sure. That still probably is today.

But the money we spent on education was in addition and extra to what the county could possibly spend. Of course, it was kind of an unfair situation; but when we annexed them, we 068 poured the money into schools like Bess [T.] Shepherd [Elementary] and Tyner and Hixson [High], to take advantage of the opportunity and show them, and I think we did a good job at that. I think they are better schools from having been annexed.

Not that that is the same today; I think the thing has turned around. I mean it's completely different now as far as money is concerned. The central system and the present superintendent, [James D.] Jim McCullough, is responsible for a lot of that through his business management end of the school system which he ran during my regime and earlier. They just had a fantastic system, that Dodds Avenue plant over here [Service Center, 2501 Dodds], and all the centralization of cafeterias and the custodial personnel; it's just a --

Bradley: The plant on Dodson is a supplies and distribution center?

Henry: Right, all that business.

Bradley: It's a centralized --

Henry: 077 That's right, and the federal government sends in their cheese and things over there. In fact, this school [Notre Dame] will go over there and collect some supplies from the federal sources and bring it over here. It's just a real efficient operation. In fact, we had the original computers and had to loan ours to the city of Chattanooga when they started in to it, the system; we were that advanced.

Bradley: They were out at the central office? [1161 W. 40th Street]

Henry: Lookout, that's right, we had the computers there. We early
082 realized that we didn't really need them that much.

Bradley: There were complaints at times during the years that the city had schools which it was not using, and yet it wanted to get school buildings on the edges --

Henry: Right, the shifting population, that's true.

Bradley: Would there have been any other way to really solve that problem other than annexation, taking in the schools?

Henry: I doubt it. I don't think the people would have complied. In other words, we had buildings that were empty at times. In fact, we closed a building -- it seems strange to say, but every year or two we were closing a building. Yet, there was a need out on the outskirts [schools] were crowded, and if the people would have stood to be bused and brought downtown, we could have put them in there.

093 Well, it could be today. We're building a new Soddy-Daisy High School. There's Riverside now that has less than four hundred students, and there's plenty of room for people. But, now, who would come down? They wouldn't, probably would not do it, and they never have; I mean they haven't as yet. That's happened to schools; we've closed schools, I remember Fort Cheatham School, East Main Street School, --

Bradley: The Park Place.

Henry: Park Place School. They're all over town, schools that we've had to close simply because population moves away, and they don't want to get on the buses and ride back downtown.

Bradley: What about school consolidation?

Henry: Well, I think it's a practical sort of thing that should be. I'm for consolidated governments and everything else; I think it's just a more efficient type thing. People point to Jacksonville, Florida, and to Nashville, Tennessee, and all this, and I'm very familiar with Nashville. Dr. [James H.] Heustess came from there in the system, and it's a much more efficient operation; or even if it wasn't, it gets rid of all the arguments back and forth between governments and school systems,
105 and how to divide the money and all the waste of time and effort and heartache and headaches and this adversary relationship that shouldn't exist. We should be working together, but it's just almost a natural outcome of --

Bradley: All during your years as superintendent, Sam McConnell was the county superintendent.

Henry: Yeah, Sam and I got along.

Bradley: Did you work together?

Henry: Oh, we met so much that my wife said one time, "Why don't you marry Sam? You're with him more than you're with me." We used to have breakfast together. (laughter) Of course, we had some people on our staff that Sam liked to work with. He did not have a staff at that time; later on they grew and became a big central office. But a lot of times, Sam was pretty limited in his resources. We had a big central office.

We had one man, [Robert A.] Bob Taylor; he was a brain, a planner, and we would meet over at the Town and Country Restaurant about this time every year and plan the schedule for next year. Bob would pretty well lay it out for the county and city; he'd have it all laid out, and Sam would say, "That looks good to me." He was right; Bob had a perpetual calendar. He knew what was going on, how many days off for Christmas, and he could tell you. He could look at that thing and tell you ten years from now when Christmas would come up and what day to let school out and school would start.

Now, we wouldn't always come away with the same schedule or calendar, but we would be in agreement with what the other one was doing, and we got together fairly well, worked very close together. Sam was a wonderful person to work with. We'd go on conventions together and travel together, and it was very nice.

Bradley: Sam, incidentally, was an advocate of school consolidation?

Henry: Yes.

Bradley: Or, I think, probably a consolidated government.

Henry: Right. I don't know what prevents it from occurring. I think there was a fear -- I think the last election [August 6, 1970] we had probably would have gone, came very close; I think it was voted for in the city. That fear though, the black-white situation, in the rural sections probably, in my own opinion, caused it not to pass.

Bradley: As well as you could envision it, what would be the effect on schools that are now in the county system if they became integrated schools? Would they pick up a great many black students?

Henry: I don't think you could tell that it changed at all. I think most of the county schools now have black students in there, and they live in the community. After the annexation we were not forced by the court -- Judge [Frank W.] Wilson did not say we had to go out and do anything else. Schools that were not a part of the original plan did not have to participate; they were left alone. Tyner and Hixson were not touched, and I'm sure that the same thing would exist.

There would be no change whatsoever because they have reasonable quota mixtures now in those areas. Even Soddy-Daisy, as far away as they are, they have their community up there that's mixed fairly well. I don't think there would be any problem at all really. I think that only a positive thing could come from it.

Now there are several basic things which the county has moved towards. Everything that we've had in the city system has always been highly centralized; and theirs have been more out to the individual schools, almost a direct -- like the busing and things. Ours were all owned by the system, controlled by the system. The individual bus drivers used to own their own, maybe still do in the county.

Bradley: I believe they do.

Henry: That type of thing. We think that we can save money out of it, and we can point to a lot of things.

Bradley: One of the points which comes up frequently in talking to black teachers and leaders is the actual decrease in the number of teaching positions for blacks. Is that a valid --

Henry: No, I hardly think so, because now in the city the person in the Personnel Department, Lyda McKeldin, who is black, does all the hiring at the secondary level. She is the "major general" for the hiring, and if a position opens up -- she is color-blind for that matter -- she gets the best person, but she is conscious constantly of maintaining the balance.

Bradley: Maybe I misstated that, maybe it's the number of administrative positions, principals who were principals in black schools.

Henry: Right, now this happened to Dr. Bond. That was Dr. Bond's pet peeve, and across the state of Tennessee this happened. That was a big thing when we first integrated, the black principals lost their jobs en masse. We did not have that here in Chattanooga. But there has been a tendency even here in Chattanooga, though, that if there is an area where it's changing from black to white, like we had one year at Avondale [Elementary], we changed one year from almost completely white to

(Henry): completely black the next year. If there was anything that
170 triggered this change, we tried to avoid that if we could.

One thing was the image of the school; if you suddenly changed from a white principal to a black principal it would almost trigger a complete flip. That doesn't happen any more, it doesn't happen any more at all. But at one time, the critical period there in the early seventies, it could affect a school.

So we tried to maintain the balance if we could, and everywhere we had a white principal we tried to put an assistant black, and vice versa, or we'd probably put in two whites and two blacks, and this sort of thing. We tried every way in the world to keep people relatively happy in being able not to project becoming a white or black school, and this sort of thing. But now as far as principals are concerned, I think the city system has held up fairly well.

Bradley: The school board system was put in about 1940*, as I understand it, and took over the job of policy making from the
184 Commissioner of Education.

Henry: That's right, Commissioner [Frank H.] Trotter.

Bradley: And based on the controversies that went on a lot, was Colonel Bates a prime mover in that? Do you remember?

Henry: Oh yes, very much so. Colonel Bates and Colonel [Carl M.] Gevers, and the principals really got that thing started, got it rolling underway. These principals, who were the leaders, pushed the think to get it out of politics and so forth.

Bradley: And that was their motivation.

Henry: That's right, wanted to take it out of politics, and get it out of the control of the -- and they did, and it was successful, and in its time it was good. They later learned that they didn't have much control over the school board. (laughter) They were kind of a law unto themselves, and nobody really realized it because they were happy with what they had, and so nobody thought anything about it until they came up years later and found out
195 they couldn't touch it, couldn't touch the school board.

Bradley: Somebody told me that George [A.] Key [Sr.] was a figure in that change too. Do you recall?

* The Chattanooga Board of Education was created by an act of the legislature in February 1941.

Henry: Yes, he was part of it, he was one of the principals. He was the East Fifth Street principal and was a part of it. Back in that period of time, of course, the schools were really segregated. In fact, they would have teachers' meetings over at City High. As a student I remember the teachers' meetings; the blacks would be over on one side of the auditorium and the whites on the other side. They didn't even mix during the meetings, even though they would at least have meetings together.

And the rumor and the story, and I don't know about the fact of it, but they say as a black, if you wanted a job you had to go down to the City Hall and talk to the custodian down there. He got you a job as a teacher in the school system, in the "black school system." This is one of the things that George and others wanted to get away from.

Bradley: George had left the school system before you were --

Henry: Yes, of course he was very close to us at City High there, right across the way at East Fifth Street School as junior high principal --

Bradley: Did you work with him over any period of time?

Henry: No, not there; later on as superintendent I worked with him after he became the NAACP leader; I used to take him out to lunch. We'd eat together and discuss things, and before we made any moves or anything, we'd talk with one another.

Bradley: Was that a helpful relationship?

Henry: Yes, yes. Of course, I had known him over the years, casually you know, and things like this, and I think it helped. We were pretty distrustful of one another at times, but we learned to live together and to be pretty open about it. We'd joke and get along fairly well. He would tell me at times, "I don't trust you, you're still white." And I said, "Well, the same thing goes for you, completely; I know you've got an ax to grind, too." We'd get mad at one another sometimes, but he was a pretty good man to deal with.

Bradley: I remember asking you earlier what the salary range was. You said about three thousand or so for teachers.

Henry: Right, right.

Bradley: When you retired from the city system, what would be a comparable figure to that?

Henry: Probably at that time around ten thousand; it would have jumped

(Henry): from three to ten thousand, and it's, of course, even greater now.

Bradley: It would have been more than ten thousand when you left the city system.

Henry: Well, as a beginning teacher it might not have been. I'm not sure. I know as superintendent I went in at nineteen thousand, and when I left it was up in the thirties. Now it's probably in the forties. I don't know where all that money comes from. I know my retirement pay now is more than what I made when I started out. (laughter) And I don't know who's paying for that either. That is amazing to me, but I know that teachers' salaries are comparatively --

Bradley: Some are approaching perhaps their just due, I'll put it that way.

Henry: Yes, well they're better than they've ever been frankly, no question about it.

Bradley: What is your feeling about the preparation of teachers these days? I mean the level at which they enter our system. Have they gotten the education and the training?

Henry: Yes, I think teacher colleges are turning out a better product than they ever have. I think for so long teacher colleges -- well parents would say, "Well, my child is not too bright. Maybe he'll go to university. Well, he can always become a teacher." And you didn't get the best student. But I think teacher colleges toughened up the different programs that they've had.

Right now it's tough to become a teacher. The number of hours required to be certified in certain areas is real stringent. I think they're turning out a better product, and I think it's more difficult probably to be a teacher today. There are so many restraints as to how you can treat kids and what you can say to them, and record keeping, and you just have to be more careful. Just like a policeman has to be so careful, a teacher has to be so careful now. It's a more difficult job. But there's no question in my mind; the teacher is a better instructor.

Bradley: Has their fund of knowledge risen in relation to their grasp of concepts and procedures?

Henry: No, that might be an inverse thing. They may not know as much now, the fund of knowledge, but more accent has been on how to get it across, the approach in other words, the "Madison Avenue"

(Henry): approach: you're selling, you're keeping their attention. And probably the student comes out with -- I don't know -- he's able to get along with people and this sort of thing, but he may not know as much algebra as he did in 1940. And I guess this is what the world's demanding really.

Bradley: You answered my question. Is that suitable for the world today I guess?

Henry: Just like now. I mean you have a hard time. I have to fight everyday in math; they want to bring those calculators into class. I can see; frankly, it's a lot easier. [The students ask], "Why should I do this long string of addition when I can pt-pt-pt, hit these buttons, and this calculator comes up with the answer right fast. That's ridiculous. I don't know of any bank," they say, "that makes you add up figures." And you say, "Well, you've got to learn how to do it." And they say, "Okay after I learn how to do it, then can I use my calculator?" (laughter) And I have to tell them, "Oh yes, go ahead," and eventually they'll wear you down.

You see right here in this school we have these computers, and they can program almost anything. The students can do it, and they know the shortcuts. Probably they don't know as much of what makes it work, but they can do so much more. Quantitatively, they can move faster and quicker and come up with more answers than we could ever do.

Bradley: Does specialization have something to do with that? Are students more likely to be more closely attuned to one or two subjects than they used to be?

Henry: No, I don't really think so. The way jobs and things are constantly changing so much, I think we're really in the midst of a revolution right now in changing from, say, a manufacturing society to more of a service-oriented type of society. And I think students are keeping themselves fairly loose, because they don't know whether there's going to be jobs for hospital administrator or a social worker, rather than going into Combustion and becoming a manufacturer or something.

The people who are going out into the field immediately, going to Chattanooga State and moving into Blue Cross-Blue Shield next week or something -- they're looking for a job and a position; they're highly specializing. But at the high school level, especially in a school like Notre Dame, college preparatory all the way, they keep pretty loose.

Bradley: I'm always constantly amazed at the children, in what they can do in science fairs, for instance. Some of these projects are mind-boggling.

Henry: Highly creative, just amazingly how creative they are.

Bradley: Do you think their level of knowledge is higher at their stage than it would have been twenty years ago?

Henry: 300 I think so. You've had that rare individual -- he has more freedom to exercise his creativity, and he can go on. We have students here that are over at the university taking courses while they're in high school. The little Mallett girl, I think she's a Pakistani or Indian, maybe, no I think she's from India. But the little Mallett girl is extremely brilliant; why she's taken her math courses, we don't have anything to offer her here. Even though she's a senior, she's down at the university taking courses. We did it at City High in some cases, but they were rare. I think the brighter ones have a much better opportunity.

As far as the general level of achievement, [there's] no question about it. I'm talking now from reading rather than knowledge. I know now that we have almost ninety something percent of the people going to high school. Back in my day in 1940, there was around fifteen percent. And now we've got all the special-education children; we've got everyone. You have to mainstream them, everyone is dumped in there together, and it's watered down, the effect.

316 When we say that children are not learning as much, you're saying that all the children that are in high school are not learning as much, but everyone is in high school. Forty years ago they weren't in high school; they were out making a living on the job. This may sound contradictory and not make sense, but I think that people in general know more and are better educated. But it may not be that the schools are achieving more at high school than they did back then, but just everybody is in high school.

I can remember Dickinson, the kids that grew up in the neighborhood, in Onion Bottom. I don't remember in the group that I played with there in the neighborhood -- I can't remember more than three or four even going to high school. Now everyone goes to high school, that's accepted. I can remember people leaving Dickinson, they went to work; quite a few of them went to work.

Bradley: Did the compulsory attendance laws -- were they just not enforced or -- we've had them for most of the modern era, but -- sixteen, I guess, was the --

Henry: 335 Yes, sixteen, but we don't pay too much attention to them today; there's so many ways around it. We say that our babysitting, or facility that we are, we keep them out of the labor market for a long time; there are no jobs out there, or

(Henry): the part-time jobs. People just stay in school.

I remember trying to keep kids in school, that was a big thing; that was the important thing, trying to keep them in, and we don't worry about that anymore. The dropout problem, oh that was a terrible thing at one time. Now you never hear of it, never even mentioned. You drop out, there's no place to go. Even the army won't have you, no one will have you. The army wants well-educated people; that's a good profession. And they've elevated the situation, so there's no place to go. You'd better stay in school, and so it's not even mentioned anymore. We don't have any dropouts hardly at all.

Bradley: Has the unionization movement among teachers affected the general level of performance to any significant degree? Or has it added to or subtracted from administrative problems?

Henry: Oh, I think it's added to the administrative problems at times. I don't think it's really affected the teachers that much, but it hurt me, individually. I had always been a member of the CEA [Chattanooga Education Association] and been a part of it, and then all of a sudden to have the adversary relationship. We were always "buddy-buddy." I'd been one of the leaders, and all of a sudden I'm the enemy, and that just hurt me, hurt me deeply. In fact, that might have been one of the contributing factors for my retirement. I just couldn't take that really.

I said, "These people have been my buddies for so long, and then all of a sudden they're sitting across the table shaking their fist at me, law!" But yet I can see a need for it. In fact, I was one of the few superintendents that campaigned openly in Nashville to get the negotiation part of it. In fact, I think I was the only one; [W.] Jack Benson said I'm the only one over there that would go for that, and I can see the need for it. But I don't really think it's affected the "teaching" in the classroom that much. Maybe I'm wrong, I just haven't seen it yet.

Bradley: You retired relatively a young man.

Henry: Yes.

Bradley: Fifty-six, I think you were.

Henry: Right.

Bradley: You stayed out maybe a couple of years.

Henry: Just one. One year, I played golf every day, I went to Europe, I traveled some. I went to the Holy Land; I'd always wanted

(Henry): to go to the Holy Land. I went down to see the Pyramids on the Nile and a few things like that. I had a little heart problem and a few health problems. I used to run quite a bit; in fact, I got my weight down to one hundred and eighty-five; I was running these road races, and those ten kilometer races, and just really enjoying myself.

I used to play golf at Brainerd; I would play eighteen holes and then put on my running shoes and run the eighteen. I was out there one day with a golf team, and Jim Phifer said, "I've never seen anybody in that good a shape. How old are you?" And I told him, and he says, "Well, gosh, I need a math teacher." I said, "Well, I'll try it and see if I like it. If I don't like it, I can quit." He said, "Oh yes, come on." That was four years ago, and I've been here ever since.

Bradley: Classroom teacher.

Henry: I teach a straight load, I mean just like a first-year teacher. I'm the sponsor of the Student Council, the junior class; I'm on the drug committee; I'm on the discipline committee. I'm just as fully occupied as any teacher you ever heard of, and enjoying it to the hilt and love it.

Bradley: But no administrative job?

Henry: No, I won't make a decision of any kind. (laughter) I won't dare make a decision. Someone asked me my opinion, I said, "No, thank you; I'm not paid to administrate."

Bradley: The discipline problems are not as great as they have been in the past, are they?

Henry: No, no, you don't have any -- around here, of course, violence is a thing of the past; I've never seen a student strike another one. We even had that at City, you know what I mean; we had quite a bit of that going on at one time or other. Just normal to fight.

Over here at Notre Dame, rarely anything like that. You have a few, excuse the expression, "spoiled brats," but I guess you always have that anywhere. Basically, the attitude over here is they pay their money and they want to learn.

Bradley: And your love of teaching has followed you?

Henry: Well, there's enough characters, there's enough characters running around who -- Jim Phifer says, "Can't you get this fellow through?" Some teachers just won't put up with characters. Having been one myself -- I can still recognize that deep down

(Henry): inside, the Lord's going to make something out of them. Maturation, in spite of school teachers and parents, most of them are going to turn out to be pretty good people. And if you can help them early in life and get them turned around, they may be a Gus Wood here that'll turn around. Or a judge -- I've forgotten all of them, two or three of those judges now that I had -- and various people, you've seen them turn around. You can see them turn around and make something of themselves, and it makes you feel good if you've had a part of it.

So many of them get so dejected at times, and they can't learn. I said, "Just stick with it, just stick with it," and help them. I said, "I'll come in before school and after school, any day, that you want help come in and talk to me." And they do.

Bradley: I think that is the mark, right there, that willingness is the mark of a master teacher.

Henry: But frankly, back in the fifties, I didn't know how to teach. I think there's something that -- I don't know -- that I acquired later. Now, of course, Colonel did everything for me, but he allowed me to teach summer school. That was the way to give me some employment in the summer. All through the fifties I was teaching history and math, American history which I dearly love, and algebra and geometry in summer school over at City. That's really where I learned to teach, was summer school, because you had small classes, more individualized teaching.

Bradley: You had to cover more.

Henry: Had to cover more, and quickly. I used to have students from everywhere; I'd get GPS, Baylor, and McCallie students who'd come in there in summer to pick up, try to get ahead. I probably learned to teach more there than anywhere. I really enjoy that; students over here want to learn, and you don't have to persuade most of them. All you have to do is get on that phone and talk to that parent.

Bradley: (laughter) That's a great persuader.

Henry: That's the greatest gadget in the world. Those parents control that knob of the television, those keys to that car. And those kids will hop through, they still will hop through --

Bradley: Has there been any change much in the general level of participation, parent participation, in school affairs?

Henry: I learned this more from my wife out at Brainerd than anyone else, and the thing holds up which I suspicioned all along,

(Henry): that it depends on where they are. At elementary school all the parents want to participate; in junior high, a little less; by the time they get to high school, they could care a lot less. They stay away by the droves.

I remember in the heyday of City High when we had close to two thousand students, we had the PTA meetings in the Home Ec living room, (laughter) and the faculty always outnumbered the parents. By the time they get to high school, they lose that interest or something, or maybe the students don't want them to be that knowledgeable of what's going on. But there's always that hard-core of people who want to help, the parents, and there always has been. It's the same way here; you have a hard-core of people. Of course, there's always a group that want to help with athletics; if you don't watch them, they'll take over, (laughter) and create problems.

Then there's just the true people who like to help around the school. We had them at City, and Brainerd used to have a fantastic corps of them, and they still have them. They're still there. They change; of course, their interest stays while their children are there. When their children leave, they leave with it, and a new group comes in and takes over. And they may be different, have a different attitude.

I guess George [L.] Mathis at Brainerd [High] had more public support from the people in the community than any principal I've ever seen.

Bradley: It's certainly been a pleasure talking to you.

Henry: Well, enjoyed it very much, I'm verbose, (laughter) and rattle on and on.

Bradley: I think it's wonderful to hear you.

Henry: But it's been a great life; I've enjoyed it, and I wouldn't have swapped it for any other. It's just been fantastic. Chattanooga is a great place to live.

Bradley: It certainly is. Thank you, Jim, I appreciate it.

End Tape 2, Side 1
END OF INTERVIEW

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