

MARIAN MONCURE DUNCAN

Marian Moncure Duncan has been associated with William and Mary in various capacities: as a student in the 1930s, as a parent of three sons here in the 1950s and 1960s, and as a Board of Visitors member from 1966 to 1974. She and her husband, Robert V.H. Duncan, run an insurance business in Northern Virginia, and Mrs. Duncan is and has been active in numerous organizations, most notably perhaps the Daughters of the American Revolution. She discussed her experiences and feelings about William and Mary in this interview in Williamsburg.

Changes in ink on the manuscript are Mrs. Duncan's.

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Interviewee Marion Moncure Duncan

Date of interview March 9, 1976

Place Traker - Coleman Room, Swem Library

Interviewer Emily Williams

Session number 1

Length of tape 90 mins.

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as student at W&M in 1930s	24 mins.
-compared to George Washington Univ.	
-Yorktown Sesquicentennial	
opinions on curriculum	9 mins.
-from own experience	
-on business school	
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and early 1970s	
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Marian Moncure Duncan

March 9, 1976

Williamsburg, Virginia

Williams: I know that you grew up in Williamsburg -- you did not?

Duncan: ^[It was] Born in Alexandria, Virginia, George Washington's hometown.

Williams: I was told that your father was superintendent of Eastern State.

Duncan. No. That's one of my father's cousins. There have been Moncures all around Virginia for many years, and a good many of them went to the College of William and Mary in years past.

My father's name was Judge Robinson Moncure; ^[or] (Moncure Robinson was the father of the American railroad system laid out the entire Pennsylvania ^{rail} system east of Mississippi ^{the} ^{Moncure} ^{Robinson} was put out of college for some misdemeanor, but he left money for ~~the~~ ^{several} buildings ~~over~~ here that are old buildings now. It's a family connection ^{here, the reverse name.} No, I did not live here. (The Dr. Moncure who was with Eastern State did have a son and two daughters. They did live here, and the last one recently died. The son was superintendent of the Alexandria high school which I attended, but that's as close as I got to ^{living in} Williamsburg.)

Williams: Well, we've just cleared up a piece of historical misinformation, then, in that case. But you did say a minute ago that you came to William and Mary for one year. Did I understand you correctly?

Duncan: That's right. It was during the depression years, and my father

selected the school, I'd always been reared on the thought that I should go to Stuart Hall because my grandmother, who was a very brilliant woman, graduated in ~~the~~^{its} first class ~~and was~~^{as} valedictorian, and so I should go there. However, my father for some reason picked out William and Mary. I worshipped my father, and down I was brought. At that time most of the girls were from Richmond and Norfolk; There weren't so many from ~~Northern~~ Virginia. I was carefully put in Dr. Kate Waller Barrett Dormitory because four (I think it ~~is~~^{was}) of Dr. Kate Waller Barrett's ^{married} sisters four of my father's uncles. So you see the ties were there.

Williams: Certainly were. Was it characteristic -- from my point of view for my father to have chosen my college would have been an unusual thing for my generation.

Duncan: There's an age gap. Well, irrespective of that, I was very ^{vividly} close to my father in temperament and so forth. I would have been ~~likely~~ guided by him and inclined to cooperate.

Williams: What kind of school did you find it to be once you got here?

Duncan: I liked William and Mary; I disliked Williamsburg, which at that time to me was so down-at-the-heels and small-town compared to the Washington ~~Metropolitan~~ area. I didn't think ~~we~~^(girls) had ~~it~~ any place to go, except very infrequently catch the bus or the train to Richmond. ^(P) Of course, the rules were very strict then.

I remember vividly .

Miss Bessie P. Taylor

lor -- I think of the Eastern Shore -- was dean of women, and

she was established over ~~here~~ ^{the} on first floor of Barrett.
 Well, some how I got enrolled, registered, ^{and} ~~was~~ ^{without meeting her} on the
 third floor, corner room front with a roommate and two
 suitemates; we divided up, two from Virginia and two from
 New York, two freshman and two seniors, which was odd.
 That did account in partial measure for my not coming back
 the next year. It wasn't the depression, although that was
 hitting a lot of areas, but my father being a lawyer it didn't
 matter that much, ^{for} and the Washington area is always protected
 economically. However, I was in school and going merrily to
 classes for a good ten days to two weeks when we had a crisis
 on the third floor. At the time the rules were very definite
 (the social rules applying to girls) You didn't go out ~~after~~
^{after} something like 7:00 or 8:00 Monday to Friday or maybe
 Monday through Thursday. You spoke to nobody on Monday on
 the campus; you spoke to everybody thereafter and said, "Hello."
 You wore a little yellow and green beanie cap, and the fresh-
 man were the lowest of the low. It wasn't any form of
 objectionable hazing; actually, it was good clean fun and I
 think helped develop a sort of ^{esprit d' corps} spirit and comradeship. How-
 ever, getting back to the crisis: I had been here for a
 goodly number of days, and it so happened I was the only one
 who had never laid eyes on Miss Bessie P. Taylor.

Lights out was something like 9:30 or 10:00.

— a firm rule!

Well, all the girls ^{in my suite} were washing ^{the} those in the bath-
 room, and somehow ~~the~~ spigot broke. ~~There was all this~~
 Water gushing ^{ed} over everything. Well, somehow they ^{all} had
 been "called down" or had a little "set-to" with Miss Taylor,
 so I was unanimously selected by the others (since I'd never
 laid eyes on her and she not on me) to go down and seek
 her help, it then being quarter after 11:00. I don't
 know if I was courageous or foolhardy--

Maybe I was just plain outnumbered! ^{at any rate} So I went
 downstairs, ~~and~~ knocked on her door, and this very gruff,
 very firm voice, ^{asked,} "Who is it ;? What do you want?" I
 don't think I gave my name, but I said, "We need your help.
 Water's running all over the third floor." And Miss Bes-
 sie -- I'll never ~~forget~~ -- very formidable, filling the whole of the
 doorway in this long dressing sack (and that's what it was)
 and her head in some kind of a cap, ~~peered~~ ^{peered} out at
 me and said, "Who are you?" ~~And~~ I gave my name. She said,
 "I knew your father, and you ought to have better sense than
 to come down here at 11:30." When I told her what
 had happened she said, "You weren't supposed to be up doing
 anything anyway. You were all supposed to be in bed." And
 of course that was true according to the rules. At any
 rate I learned one of the best lessons in psychology that
 night. By that time I guess my knees were knocking,
 and I was still standing at the door and she looked me straight
 in the eye and said, "My dear, if you girls can't figure how

to turn off the spigot, why do you think I can? I suggest you get a wrench and work." And you know, that was a right good lesson in one sentence, so I went back up and conveyed the message, and lo! and behold we followed it. We found a wrench and and turned the water off! ~~But~~ that's a little ^{incident} bit on the light side.

Williams: It illustrates something about a very dominant personality.

Duncan: One thing over the years (and I think I mentioned it when ^{I was} on the board) at that time we had what was called ^{weekly} convocations, and so far as freshmen were concerned (as I recollect) it was mandatory that you attend. We were sort of herded or corralled; it was ~~announced~~ and you were expected to go, and nobody dared not do it. Actually it made for a communal feeling, which I personally think ~~is~~ ^{was} wholesome, rather ^{than} such a detached feeling of not having the ^{any} contact. There were oftentimes programs ^{you saw + heard campus leaders.} It was like a forum. It was an opportunity to exchange ideas. Of course, officers of various different clubs and so forth in the school gave some awards or told what their work was. I felt it was a good extracurricular bit that filled in the edges around the ^{campus} school. Now I understand that there are no assemblies or convocations. I thought it ^{at} ^{ago'n} when Governor Harrison and then Lieutenant-Governor Godwin were down here on the occasion ^{of} the last time the Virginia constitution was redone. That was a very historic occasion. Now those of us then fortunate enough to be on the Board of Visitors

had access to the Wren Building Chapel, and we *heard*
and saw all the ceremonies. It was something to
 remember. I was particularly interested in it because
 somebody by the name of Moncure has been on every ~~Consti-~~
 tutional ~~Convention~~ in Virginia but this last one, so I
 was just glad in my little way to be among those present.
 But I came out, and it was with a degree of sadness and a
 bit of criticism that ^[I noted] nobody had thought ~~of it~~: *that*
 here the students were wandering past completely
 oblivious to the fact that something important to those who
 had roots in Virginia had just transpired. There could
 have been loud *speakers outside* or there could have been
 some announcement (no coercion) for those who were in-
 terested, say in history,
 to the Wren Bldg
 up in ~~that~~ hall or on the back porch and had the ^{to come} *benefit of the* program
 -- and an excellent program ^{it} was ~~made~~ -- broadcast
 so they could have heard it.

This sounds critical, but I
 think it would have been a plus, — an occasion to remember.
 So many interesting and important and
 "with it" things are happening or come to Williamsburg, it
 seems to me ~~then~~ it's a mighty good thing if the students who
 are interested particularly in history or in current events
 (or just on their own, which would have been my case) ^{know of it!} I would
 have taken myself to the spot and seen it. (I've seen a lot
 of important people in my time: Queen Elizabeth II; Churchill

sat across from me in church. In fact, I was on the corner when Castro came to America. I just sort of like to feel that I'm with it to that extent. I'm not doing anything—maybe doing nothing more ^{than attempting} to absorb it all. But I think William and Mary, with its cultural background ^{and} traditions, which heaven knows I doubt if anybody comes who's not aware of that or should be —

It seems to me that while they're here whatever's going on should be brought to ^{everyone's} attention and an opportunity ^{given} to participate or at least observe.

Williams: So it's a spirit you found when you were a student that you did not find by the time you were on the board; is that correct?

Duncan: ^{Yes,} I feel that, but I rather made a comparison or contrast in my own mind the next year. I mentioned the depression a little bit earlier, and they were depression years. It did mean a lot of students ^{and Pennsylvania} from New York especially ^{and} (the athletic girls and boys) were affected badly. My roommate was a New Yorker and couldn't come back; she finished at Hunter City College, ^{a day student} or ~~something~~ ^{depression} or other. ~~That~~ didn't take me away, but the two seniors in my suite were graduating, so they weren't going to be ~~there~~. ~~That meant~~ ^{There would have been} a turnover, a new roommate and all that. Plus my sister ^{who would not go away to school} was just on my heels (one year behind me), and my father said, "Well, if you two girls will go to the same college I'll give you a car." ~~Well,~~ ^{That} really meant I would get a car because ~~my~~ sister refused to learn to drive. So I

guess I fell for the lure, and I transferred to George Washington University. Well, right there is where the contrast and the comparison come in. There's a vast difference between living on campus and going to a ^{Campus} college and commuting and going to a large metropolitan university, especially when George Washington University at that time (and still has I think) a very sizable percentage -- at that time it ran 60 percent; it may be a little lower now -- of government employees. Their night school far outbalanced their day school. So you see the naive, wet-behind-the-ears people were the day students, like myself at eighteen, but from 4:00^{PM} on, the government almost spilt out people to that university. ^{Those} They, of course, were very serious-minded, far more so than taking a little time out for athletics and fun on a college campus. They were working for the next grade and the next salary level, you see. It was quite a different feel. But then there was no opportunity, and I didn't expect to see or hear or be part because when you're in a metropolitan city you're going to go to the theater; you're going to go to -- well in this case -- the Capitol or you're going to go down to the monument grounds or the White House or wherever the action is. But here ^{in Williamsburg, events} ~~is~~ comes to you, and I think just a little encouragement should be given to take it in while you have the opportunity. ^{As} I say, I ^{was here during the time of} Dr. J.A.C. Chandler, I remember ^{of times} we thought W and M oftentimes meant

water and mud, but since ^{then} I've righted that erroneous opinion because ~~certainly~~ springtime in Williamsburg is just lovely. When you smell that damp boxwood and see the daffodils and all and the gardens you can't help but fall in love with it all over again.

Williams: You were talking about Dr. Chandler.

Duncan: Yes. I went to Bruton Parish. I'm an Episcopalian; we come ^{from} Christ Church in Alexandria. I admired Dr. W.A.R. Goodwin very much. I knew him casually. (In fact, this family you asked me about first -- one of those daughters married Bishop Goodwin, you see, who is ^{of} the same family. The connection was there.) But he was certainly dedicated, and I remember his figure: outstanding, dramatic, walking ~~the~~ around in the rain down Duke of Gloucester, down by the Botetourt statute ^{, then} in the triangle facing Duke of Gloucester Street (on Halloween or some occasions ^(the statue) it got painted or it got some extra decoration that had to be removed later, and everybody pointed the finger then at somebody else for doing it. Of course, it wasn't like it is now when people seem to take ~~proud~~ ^{pride} in announcing their destructive efforts). But ~~he~~ ^{Dr. Goodwin} certainly did a wonderful service for Williamsburg and in fact for the entire nation. ^{It} Then my next contact, I suppose, with William and Mary was from the outside, sort of looking in and then ^{it} got a little closer -- it was during the presidency of Admiral Alvin Duke Chandler. I know him and his

wife, and I think a good deal of them.

I think perhaps ~~at~~ that time was when there were -- well, I certainly don't want to call them growing pains because William and Mary should have been past having growing pains -- but ~~it~~ ^{the college} was undergoing a very drastic change at that time.

For instance, ^{to classes} it ^{was} the first time the professors dared to come in shorts or open shirts or some such. The students were changing their mode of dress, their actions, and they were getting freer and freer in their expressions.

It was a revolutionary time -- I don't mean actual revolt at all, but I mean coming events were casting their shadows ahead. ~~right then and there.~~ After all, that was quite an adjustment to me when ~~not only~~ ^{I had lived} according to those rules we had to abide by, which were very strict for girls, even

when you took hiking for athletics I remember ^{walking} back from Jamestown I think three of us ^{on} the last part ~~of~~ the walk to get credit for mileage, ^{during} a horrible storm ^{we were offered a ride by} came up and a professor ~~was~~ ^{by} in a car, and because there weren't four of us we didn't get in the car. That was the rule, ^{for} Well, of course that ^{appears} is a little silly looking at it now, but in those days we could have been reported or he could have been called down.

That seems very strict now, but ~~that~~ ^{was} ^{so} then.

Williams: Did you think it was strict then?

Duncan: I thought it was foolish. I don't like anything really illogical, and I don't think three ^{girls} would be ^{included in daylight} ~~concerned~~. But I

have a cousin who was with the very early restoration here.

~~He~~ graduated in architecture ^{from NYU} and is a renowned ~~eighteenth-~~ ^{eight} century architect.

He was up working on

the ground ~~for~~ the palace reconstruction. He was married, and ~~was married~~ ^{came one} Sunday to take me to Yorktown, ^{In fact, he}

my mother's only relative (a ne^{phew}) and Miss Taylor

wouldn't let me go. I had to write home and get a

note from my mother that I could be off the campus. Well

now, of course, that sounds ridiculous to your ears, and I

think I said that to my mother, "Can you believe it?"

There was one other interesting ^{thing} in I guess it was

'31 or '32. By happen^{chance}

I was here when our phys. ed. class participated in

the Yorktown Sesquicentennial. I don't know how I got

in this particular group; it was interpretive dancing, and

we were ~~sowing seeds on~~ ^{sowing seeds on} the barren earth and ~~the movement~~ ^{moving} west with ~~the~~

grain and then reaping the harvest (you know, the way you

see on the stage). Well, of course, that was

novel to us at that time, ~~and we were~~ ^{we were} ~~carried over there~~ ^{to get there} and brought back

packed in covered Army trucks. ~~The activity~~ ^{The activity} ~~But that~~

at least got you off campus. Maybe that's why I volunteered

to do it. It wasn't mandatory, but it was an outing.

Really it was very effective when the whole thing came off

because this was just one teeny-weeny segment of it;

it had drama, it had music, it had fanfare, it had the mili-

tary and all that. So being here at that time was a rather

participation

nice experience, and as I say ~~it~~ gave you a legitimate reason to leave the campus. ~~I~~ I remember I felt the ^{W+M} food was poor, but that's what every student thinks of every school, so I don't imagine that opinion would hold water. I know I didn't starve; I probably gained weight. They had two dining rooms then over across ~~Richmond Road~~ ^{James town} special dining room, which my father had paid for, and the regular dining room. ~~most~~ everybody went into the regular. I don't know actually what the difference was. Maybe we got ice cream or milk or something or a second glass, but I enjoyed more eating in the regular one -- maybe they had hotdogs when we had hamburgers, ~~my~~ taste ran along the menu of the other dining room, so oftentimes I'd slip in there. Once ⁱⁿ a while they'd spot you and tell you to go where you belonged, ~~but~~ ^{for} you were far more ~~regimented~~ ^{me} than of course you are now. ~~I~~ I was here in the time of Miss Althea Hunt, who has since been recognized and ~~has~~ died, I believe, but she certainly was ^{an} outstanding ^{english} teacher, ^{and} professor, and she certainly had the feel of the theater in her heart. I think somebody like that who is that dedicated gives of themselves to the point where something rubs off on the student.

Williams: Did you ever have Miss Hunt yourself?

Duncan: Yes, I did. I think I had her for a freshman English class.

Williams: That's right. She taught English as well as being director of the theater.

Duncan: I was a basic English-math-Latin-history person.

I already had ^{had} four years Latin and ~~math~~ ^{I think it's unfair to} ~~our children~~ ^{to permit drastically changed curricula} --
~~too free for their good~~ we've been shortsighted, and it's at their
 sacrifice that more isn't required of them of the basics.

I truly think when you learn to work out an equation --
 this and that must equal the other side -- it helps you think
 straight. It helps you weed out a lot of heterogeneous,
 stuff stuff. I think mathematics is a good cobweb-clearer
 from the brain, and I wish more of it was demanded now as a
 required course. I likewise think something was sacrificed
 when two years of Latin went by the board for the simple
 reason that a lot of students -- certainly in my time and
 I have no reason to change my opinion on that (having three
 sons I know it) -- didn't learn English grammar until they
 had had Latin. Then English grammar fit into place, and
 certainly it was foregone knowledge that for law or for
 medicine, Latin is extremely helpful. So you see again
~~you see~~ I'm ^{dating} ~~balancing~~ myself as an old-timer, but Latin seemed
 to me good, and then all the other languages were very, very
 easy. In fact, it was Screwbull: for some reason here I
 took fourth-year reading French when I'd only had one year of
 French grammar in high school, ~~but~~ I had had all that Latin,
 and I could keep up with the class and read it, ~~but~~ ^{and} I liked
 it. ~~Now maybe I couldn't have if I didn't put all the ef-~~
~~fort~~ ^{forth} ~~But~~ ^{through} they had good instructors, and they had people
 that were respected and their names meant something in the

teaching

field. I assume that's still so, although I do think a lot of folks fall into the teaching profession (both women and men) to ~~stay~~ ^{stay} a few years ~~and~~ until they find out what they really want to do.

Of course, ^{they're prone} to want to have a Ph.D. , label or handle of a doctor ^{to} to their name, whether they've got any common sense or not.

William: What you're pointing out is that college in general -- and William and Mary, too -- was very different in the way of curriculum and rules from the time you were a student to your time on the board -- ^{the faculty too.}

Duncan: Yes, ^{that's right,} ~~it is.~~ Many more classes are offered now. I'm not 100 percent convinced that the quality demanded of all the classes -- and here I'm restricting the statement -- is as high ^{as it used to be,} particularly, I don't think it is; ~~especially,~~ in certain departments.

Of course, William and Mary has always been overwhelmingly arts and science, whereas I am keenly interested in the business school and the law school. I'm in business myself -- have ^{my own} had my own insurance business, ^{over 25 years,} which

~~is the world's worse business right now (it's right here) with malpractice and all the other things, vandalism, and so forth.~~

But I feel the business school here is a priority Must, it's been a concern of mine, and it has been true if you look

~~back~~ a lot of daughters of old Virginia families sought William and Mary, whereas the sons ^{went where?} ~~went home?~~ -- University of Virginia, Washington and Lee, V.M.I., Hampden-Sidney. They

did not come here, and I feel that is a weak spot. I hope that the future will remedy it, and I think the remedy is through either building up the business school or the law school. I think there's a golden opportunity ^{for the Law School} with the state courts center here. It seems to me it can't help but be a powerful plus that other colleges do not have. ~~and~~ When I was on the board I always spoke for and voted for anything for business and for the law school because I am heartily for them. I think ^{they} ~~it~~ provides a better ^{overall} balance ^{for the College.} I think we then will get some of the caliber of male students who will stay in Virginia and be leaders. We haven't provided -- well, now I can't say that because our present governor (whom I admire ^{very much} ~~terribly~~), Mills Godwin, is certainly a statesman and is an alumnus. But by and large, to help the percentage I think you have to attract more ^{sons} ~~boys~~ from the good Virginia families and not just for a possible athletic scholarship. ^{Many} ~~Many~~ of those seem to -- the hale and hearty ones -- come from outside Virginia. I may be wrong. William and Mary ^{athletics} is another story.

Williams: Before you get on that let me ask you about the business school then. You were on the board when the business school was established.

Duncan: I was on for eight years, from '66 ^{to '74} and I think ~~they~~ ^{that period} did show phenomenal growth, ^{especially in the physical ^{campus} plant.} ~~I think they have a nucleus of solid~~ ^{Also the business} and law schools met with ^{immediate response,} business men, who have keen interest in them, and I think they ^(the two schools) as "backing"

will show phenomenal growth.

evidence that interest. I think in a short period they ~~were~~ a mighty credit²ble record ^{was evidenced} that should expanded. I'm a booster in that direction.

Williams: You know the business school had been proposed some years back but had been turned down. How would you account for it going through the board then in the mid-'60s?

Duncan: I think the time was right, and I think, too, that in the mid-'60s coming toward '70s, the economics of the nation were being looked at. People were getting more practical~~d~~ minded, and I think ^{all factors were favorable.} ~~the time was right.~~ I think it would have been a miscarriage of justice if it hadn't gone through. I think it would have come up again until it did go through. And in this tidewater area there certainly was a favorable attitude, a good climate (if you don't want to use the word "pressurized climate") I think the time ~~is~~ ^{continues} right in every way for support, for maintenance of it, for growth of it. The auspices were just favorable all around.

Williams: I'm sure you heard this at the time: you know, there were people here at the college who said that by introducing education as a school and business as a school you were changing the entire orientation of William and Mary. How did the board feel about this?

do remember.

Duncan: I ~~did~~ ^{indeed} I can't speak for the board; I knew how I felt, and you'd probably label it a biased opinion. I listened; I listened carefully the first time, the first ten times I

heard it, but it was old hat. They kept ^{bringing} grinding up the same arguments, and to me ^{if} they had nothing new to offer against this then I felt it was an obstructionist or a protective-of-self effort rather than permitting growth in another direction. I was 1000 percent sympathetic all the way, and I voted that way and spoke that way.

Williams: Similarly, for the time preceeding when you came on the board and during your period the campus expanded; The campus itself expanded greatly.

Duncan: Tremendously. It wasn't the same campus. They used to talk about the old and the new. In fact just yesterday ^[It talked to] some folks from out-of-state who hadn't had a chance to come down.

I said, "You know, I don't think you really know what ^{the college} ~~the college~~ is today." ^{They} of course had seen the Christopher Wren building. (And incidentally I think that's an ideal situation where the Christopher Wren building and Colonial Williamsburg and The Common Glory ^{is} everything combined, cooperatively for the benefit of all.) Well, I drove, and they couldn't believe, ^{we} ~~as~~ went by Phi Beta Kappa, Swem Library, and this new science building, and Dupont dormitory and all. It's just a different feel completely. And you have a feel, I would say, almost of a big campus confined. I think it's remarkable how the buildings have been tucked in to advantage and, of course, that shows good planning. [#] But getting back to the business school and the law school

I think ^{they} offer tremendous hope for the future if William and Mary aspires to produce other students on a par with the statesmen of the past and the presidents who have come from here and so forth. I think we've got to have the facilities in those two fields.

Williams: I'm sure they'd want their own buildings very much.

Duncan: Yes, and in time it will come. You can't wave the wand, as high as construction is now ^{per} square foot, and expect to get it ^{immediately}, but they'll make do, and if they have good teachers and a full enrollment -- when you pop out at the seams some accomodation gives.

Williams: By the time you were on the board was there still a concern -- you ^{were} ~~are~~ talking about the ^{new} campus and the old campus -- over changing the architecture? I know some of the board members back in the early '60s were very sad.

Duncan: I heard it when I first came on the board, and frankly I looked at Phi Beta Kappa the first time I saw it, and behind it I saw the ghost of old Phi Beta Kappa, which I personally liked much better. I like the traditional red brick, white-column, colonade type, but on the other hand I think ^{that feeling} ~~it~~ dwindled. ^{with time} ~~I~~ think folks like myself became acclimated. You have to give with progress, and I don't think that was such a vital thing to hold a point on. It seems to me that functionally this new campus all goes together well. It welds together well. I have no objection to it. It grew on me, that's

about it. I heard, as I say, less and less comment about the architecture and the ^{style} departure. I mean it isn't like even the stadium, but I think that's secondary. I think what goes on ^{that} is put in the head is far more important than whether you're sitting in a modern or ultramodern or colonial building.

Williams: It seemed to me from what I've learned about the board during that time ^{that} they had to be very concerned over details. Did you feel there was too much that the board had to do in the way of detail ^{the} in building program? Did you feel it was necessary?

Duncan: Well, I suppose it's incumbent ^e upon every board to look carefully at plans (or rather listen carefully to plans and look at figures) and attempt to understand them. I don't know that there was any undue hair-splitting. I think everybody was conscientious and tried ^(to first) sincerely understand and second, if they had a firm conviction on something, pro or con, I think they felt duty-bound to express it. Yes, there were differences of opinion on things. Well, I remember very well one thing I spoke on, probably twice -- ~~well~~ (yes, as much as Roberts' Rules of Order permit, at one session, ^{that's twice}.) I thought it would be the height of foolishness to build a building and not have it air-conditioned in this day and age. It's part of the way of living. And say it did add a few thousand dollars more. You'd just have to ~~make do and~~ ^{cut minor}

items, i.e., a
~~use~~
 maybe ~~was~~ a regulation, lathe-cut cornice or something
 such as ~~that~~
 or other than a little something had the deckled work
 or some decorative ^{detail} part. I just felt that heating and
 air-conditioning ~~was~~ ^{were} absolutely basic.

I think on one building I did as much as anybody to get
 air-conditioning because I just felt it was going to
 be obsolete and not fully used in no time at all if they
 didn't do it ^{when building} because it gets right hot and sultry down
 here.

Williams: How would you assess Dr. Paschall's role in the overall
 building program of the college?

Duncan: Oh, he was very ardently for expansion. I think that
 showed up in every way, shape, and form. I have heard
 some comment that perhaps it took him ^{over} to an extent. I
 don't know that I'd go that far, but certainly he envisioned
 grandeur so far as number of buildings and expansion was
 concerned. A great deal of it came in a relatively short
 period of years -- I think ten or so -- which I don't know
 in retrospect would have been done without someone pushing
 it with all their vigor, which he appeared to be doing.
 But I don't consider that in any way discrediting. If
 buildings were needed and were used after completion or
 could even ~~could~~ be converted at a later date to some other
 use, if it's ^a ^{basic} good building : you've lost
 nothing.

I pay compliment to ^{Mrs.} ~~Miss~~ Falck, who has served as chairman of buildings and grounds for the last several years -- I was on the board a couple of years ^{with her.} She was like a little dog with a bone; she wouldn't let go it. And I know that when she first went on ^{about improving maintenance} probably the gentlemen -- they were mainly gentlemen -- thought she'd just be a little "yes" person. Well, she conscientiously went through every building, and she noted everything from paint off a wall to a piece of pipe out of order. ^{the} improvement is ^{largely} attributable to her perseverance, and I do feel she put up a very plausible case to the board. They went along on it; they couldn't do it all in one bite, but I think right now especially the older buildings have been remarkably improved even since I've gone off the board, and it began the last year and a half when Mrs. Falck took over ^[the committee on] buildings and grounds. I pay compliment to her. I mean, it is true; so many schools will get a new building ~~or a new building,~~

but it's a shell in X number of years ^{if} it's just not kept up ^{and sometimes they ignore renovation of usable existing building.}

Williams: Maybe I should talk to Mrs. Falck, too, then.

Duncan: Well, she's still on ^{the board.} Oh yes, she would have constructive ideas. (she's an alumna, and she had a daughter here.)

(Discussion of Mrs. Duncan's children.)

Williams: When you were here on the board (as you've just spoken of), it was a time ⁱⁿ for which students were making their views known and making them known in no uncertain terms. I wondered if on the board you observed something of a crisis mentality?

~~Duncan~~: I was a ~~board member~~ ^{student} at the time. ~~I was not here at William and Mary at the time~~ ^{those years were} but students felt like this ~~was~~ a crisis period, say late '60s, very early years of the '70s. Did the board feel this was a crisis?

Duncan: ~~Well~~, I think it would have been unfortunate if ^{all} ~~both~~ factors - ^{board, faculty} ~~and students~~ had felt it was a big crisis. The board was concerned, yes.

Youth ^{wants} ~~wants~~ to spread its wings, and it should.

Through trial and error there comes progress. I think some things were beyond the ^{rule} ~~rule~~ and out of bounds and out of order and certainly contrary to the rules. I think when you deliberately disobey the rules you should be prepared to take the consequences. I ~~likewise think~~ ^{likewise think} that if you destroy property, as was done all over the campuses of the country, it's up to you to be responsible for rebuilding.

But no, the board never was in "A ^t dizzy" over it. They were deliberate. They came. They gave their time. They were all busy people, and it was costly in time and money for them to come down here and sit and listen to the same broken record week after week. There were some weekends when I felt my car could have driven itself down here, ~~you know~~ because we came ^{frequently - almost weekly -} ~~all the time~~ to listen. But I think

from every upheaval period some good comes. The good will survive or will come through and get strengthened or open up a way, and the bad will be shucked, and I think that's what happened.

History shows it over and over again.

A lot of movements began with youth. I think they were ready to be triggered off to something. ~~(Now this younger boy of~~

~~mine can get up and persuade~~ a group to anything. If he had been inclined in that ~~direction~~

~~he~~ easily have been one of them. An interesting thing happened, and I ^{purposely will} ~~certainly~~ not use their names. One professor I know knew that ~~he was my son.~~ ^{I had somewhere, The boys'} ~~Each~~ boy and I had agreed

but it involves parent-son (student) relationships

that we'd each stand on our own two feet. I was going to express myself; I was here to do a job as I did ^{see it} ~~see~~ by gubernatorial appointment. They were here as students to get the

benefit of what was offered and to make their own record. I was not going to interfere with them; I was going to respect their position, and they were going to respect mine.

Now I have reason to think -- I did not pursue it -- we both discussed it at home once or twice, ^{each} both boy and I. I would say three little things came up ^{where} that I know there was the indication of either a young professor who was in the middle of some of this knowing of the connection, or in the other case somebody pushing to just see what ~~the~~ ^{the reaction would be,}

or if there would be "percussions"

~~son would do, if there'd be any give. Neither of them~~
~~the~~ ever said Mrs. Duncan ~~on~~ the board was his mother. I in

Anything I ~~was~~ did The boys, ^{PO} 24

turn never said I don't think many of the board knew I had children here at the time, and ~~it wasn't the whole~~ ^{eight years} But there were a couple of times ~~or~~ I think along with the spirit of the times there was a little bait thrown out just to see if somebody would take it, and we made up our minds we weren't going to. We respected the school. We weren't going to be in anything that anybody could make anything out of, so to speak, and have a board member-parent against a son in some activity.

I think it could happen anywhere because after all, different individuals act differently, and if say a young professor in a particular school would treat my son differently ~~than~~ ^{than} he would someone else because he was ~~my son and I was on the board or~~ ^{a board member's son} somebody else's son on the board -- I think it's something that can happen any time, any where. We just weren't upset by it - it just wasn't that pronounced. In fact we had

an activity or narrowness of the individual

tongue-in-cheek about it, "well, they'll trip us up, but we'll ~~you know~~ ^{baffle them!} I have been disturbed a little bit about one thing, having just come back from

Florida, where I've seen no less than four or five William and Mary alumni, ^{who are} doing well; they're prospering. Not one of them has a degree. They went here either two and a half or three and a half years, but the very last come-on for that hurdle of graduation -- *They skipped.*

I wonder if there's some ~~little~~ weak spot that just

doesn't draw them or doesn't make them feel sufficiently a
 part of the school or ^{it} they themselves have engaged in some-
 thing or are maybe on the wrong track or the wrong school.
 Maybe they selected history and should ^{have been} in science
 or something. But at any rate I have been concerned. They're
 proud to say they went to William and Mary, and they're
 creditable to William and Mary, and yet these folks now are in
 their late ^{thirties} or early ^{forties}. They're ^{making} ^{money} they have fami-
 lies; they are respected in their communities; they ^{are} assum^{ing}
 responsibility, and why in the world don't they have a degree from here
 behind their names? They walked off between ^{their} junior
 and senior year. I wonder if any study has ever been made of
 that? You see, that's what I mean really linking ^{Robert} up with
 the convocations and the assemblies and make ^{ing} you feel in-
 creasingly a part as you pyramid up ^{to} ~~from~~ the fourth ^{senior} year,
~~third year, second, first.~~ You're getting fewer people, so
 as you get to the upper ~~ether~~ it seems to me there should
 be a stronger tie, a bigger hold on you, and I don't know
 that that exists here. I have nothing to offer constructive
 about it. I'm not an educator, but ^{it} ~~there~~ is something that I
 feel ^{have} ^{noticed}. Now I notice the professors don't speak to the stu-
 dents; the students don't speak to the professors, ^{or each} I go
 along out here ^{campus} and I say hello to everybody; they look at me
 as if I'm stark-raving crazy. But that's a friendly feeling,
 you know, and I think it's contagious. I think enthusiasm is
 contagious. I don't see enthusiasm on the campus. I didn't

other unless
 they know
 them.

[on the board I,
 during the eight years and I looked for it. That would be
 a negative criticism, but I think it's very true. My other
 negative criticism is on admissions. I am not satisfied
 with the William and Mary management of, approach, evalua-
 tion -- whatever you want to say -- from any angle on ad-
 missions, It needs to be ^{revamped,} reviewed, and some of it
 discarded. In fact, I ~~started~~ ^{beginning} with the William and
 Mary good will and public image" to the high schools. It's not
 what it should be. You ^{hear} thousands of times, "No sense in
 applying to William and Mary; can't get in. They won't take
 you. They take only all As." And you know, that's pretty
 near true. There used to be a joke among some of us -- of
 course it wasn't said out loud -- that for a board member to
 write or indicate an interest in an application was ^{the} a kiss of
 death. I always avoided doing it. I guess everybody else
 did, too. I did as much as I could. I think I wrote one let-
 ter I felt I had to write in justice, but I did feel that
 the only way I could help anybody that I felt deserving -- I
 certainly didn't attempt it if I ^{didn't} think they merited
 some consideration -- was ^{to} see if they heard from the first
 or second round, and if they had or hadn't, ask where their
 "app" was in the stack, how far down it was. I felt that was
 the only little nudge I could give it that wouldn't be an in-
 fringement on the office of admissions and yet would indicate
 interest ~~and I think was~~ within limits. Whether it did any
 good or not I've never ~~known~~ ^{and I have reasonable doubt -} really because the people I ~~was~~

^{ed}inquiring about were fully capable of carrying their weight on their own record. Of course, William and Mary does have a tremendous number ^{of applications} against the smaller number they can accommodate, but still, notwithstanding, I've given a lot of thought to it, ^{and} I've certainly read everything that came from admissions, and I have talked to the dean of admissions and I have listened to all that was said, but I still think that much is left to be desired, and I ^{think} some of it could be remedied. I'm not at all convinced that

William and Mary or any ^{other} ~~school~~ school is doing itself a favor by encouraging, catering to, or seeking out the complete, 100 percent (or almost 100 percent) enrollment of intelligentsia. Some people can be awfully ^{no} smart with book learning and not ^{have} a grain of common sense or old-fashioned gumption, and when you live in a world day by day you've got to rub elbows. You need a well-rounded person. I think that's what I'm trying to say.

course, there's quite a bit of talk about not ^{giving} ~~keeping~~ as much credence ^{in the future to} on these tests because there's been a lowering of the standards of education through the elementary grades all the way up. It has resulted in the accommodation of

the masses but not higher education for those who are constructive and will use it in the future. Again, I think a wholesome, well-rounded person can be ^{so} decided credit to ^{a school} you in later ^{years:} ~~life~~ I think if you look ^{at} ~~an~~ Who's Who and

go through biographical stuff you can find that that's

borne out pretty well. Tests don't tell the whole story. I've got one boy who can spend about two hours on something; according to the professional standards of Virginia ^{he} holds three professional licenses. ^{He} went through them with great ease. The first time I think he spent about two hours on the book or the pamphlets or what they give you that you're required to do. I know a lot of others who laboriously ~~have~~ worked and doubtlessly ~~have~~ retained far more mass material, but they get petrified on the tests. Some people never pass a test. I always liked tests; I thought it was an opportunity to show the teachers what I knew if they'd missed it, but a lot of people don't think that way. ^{takes} It ~~is~~ a competitive spirit. Some people just aren't geared that way. And I think to put 50 percent on the college boards — — there are other measurements that are compensating and ~~can~~ reflect potential good students.

Williams: You made a very valid point a few minutes ago about admissions having been a problem here for many years. Now when the branch colleges were started some of the thought of that, as I understand, was that perhaps Christopher Newport and Richard Bland could take some of the admissions pressure off William and Mary.

Duncan: Some ^{passing} ~~little~~ mention of that was made, but it was never stressed to any great degree, I ^{don't} ~~didn't~~ think. And it's just natural ^{that} if something's going to grow -- a child has to be weaned some-time, and William and Mary has a history of giving birth to

other colleges, you know.

Williams: While you were on the board Christopher Newport was expanding and there were attempts made to expand . . .

Duncan: Yes, and there's good enthusiasm down there. I very, very much admire Dr. Windsor, and in fact I knew Dr. Usury, as well. I liked him a lot. I knew him completely apart from William and Mary. He was a dedicated person. I think Christopher Newport's future will be rosy. I don't see that it can be anything else with the support of the citizenry, with the enrollment, with the type of professors they are getting. They've got good basics to build on.

Williams: Did you sense any reluctance on the board to expand Christopher Newport from a junior college to a four-year college? This came while you were on the board.

Duncan: I wouldn't call it reluctance because to me that means a hold-back or a pull-back. It was rather, ^{let} 's take it easy, a step at a time. I think it was anticipated. Now, if there was any concern, maybe a ~~couple of~~ ^{few} expressions were voiced that ~~maybe~~ Christopher Newport would not want to sever from ^{its} ~~our~~ alma mater, but it was always pleasant. It was never anything that was, "You're right and I'm wrong," and "This should be; ~~this~~ ^{that} or that shouldn't be."

Williams: You never sensed a great antagonism between the two?

Duncan: Oh, no. I think antagonism is too strong a word to use. There

was more a feeling about the future of Richard Bland than there was Christopher Newport. After all, Christopher Newport is just a stone's throw away and can't help but breathe the same air and be in the same aura as William and Mary. They're in Tidewater Virginia. They're steeped in history. They've got the same sense of values. So that accounts for it, too.

Richard Bland had a completely different set of circumstances. ~~They were paddling their~~ ^{They were paddling their} ~~Thomas was paddling its own canoe.~~ It was much smaller. The growth was much ^{slower.} The leadership there was not as firm nor as fixed nor on the same -- I was going to say level; I guess I'll let level stay. In some cases they were making do. like you have a professor that teach^s part-time and his wife would teach part-time. I don't want to say patched together; that isn't at all educational sounding or scholastic sounding, but I mean it was, "We need a faculty and we'll fill in here."

By comparison with Christopher Newport I'd still say that Richard Bland would appear more like Topsy.

Williams: ^{was} ~~Did~~ there anybody on the board you could cite as sort of a spokesman for either Christopher Newport or Richard Bland?

Duncan: I would never use a person's name, and actually I wouldn't be justified in doing it anyway. ^{No,} I think everybody spoke his or her own mind as he saw fit. I think there came to be unanimity, certainly on Christopher Newport. Each time we visited there I think everybody was impressed. I think they enjoyed and saw much good when we went to Richard Bland, but we knew ^{it was rather} ~~one was like~~ the country cousin. The setting, the

circumstances were just different. Now it is true that several
 , I believe , expressed it more than one meeting ~~that~~
 they had some firm ideas about Richard Bland because --
 well, in a family if one child grows and passes all the
 height, ~~the weight tests and everything,~~ ^{and} the other one is
 a little slower or something, [#] Maybe you have more to say
 about that one or more concern about that one, I'd label
 it that way.

Williams: I suppose one of the bigger events on
 the board while you were on it would have been Dr. Paschall's
 retirement and the selection of Dr. Graves. What was your
 own view of Dr. Paschall's retirement?

Duncan: Well, I tried to do my part. I headed a party ^{that was honored him}
^{with a festive evening} given for him ~~(that committee)~~. And I worked on "This is
 Your Life" of him, inviting different members of the
 board to give a two-or three-minute narrative, sort of
 tongue-in-cheek, and had some pictures thrown up on a
 screen, and tried to make it a pleasant ^{creditabile} evening for every-
 body, ~~and a creditable one~~. I think Dr. Paschall was in
 love with William and Mary. I think all anybody can
 do is the best he can do in the way he sees it; I think
 he did that. That's not saying I agreed with him in
 everything; I didn't. We've spoken about the building
 program, I ^{certainly} think that was top priority in his
 book; it showed up everywhere. And so it was left for some-
 body else to do ^{other things.} ~~something else.~~ I certainly do want to inter-

ject one thing: I think William and Mary has been exceedingly fortunate in its board members. Now that sounds a little facetious for me to say, but I consider myself the least of the most ^{"the board"} on ~~there~~ looking over the years the people who have served on the board at William and Mary — certainly governor after governor has put excellent, wide-reaching people with tremendous ability on this board, and I think William and Mary has reaped the benefit of that. I think Dr. Paschall had an intangible plus in being highly acceptable in Richmond to the legislature and William and Mary rode that and got the benefit through appropriations at a time when the building program couldn't have gone forward without it. I think he had entree ^{on} ^{via} to the back door at the ^{state} capitol, and I think it stood William and Mary in mighty good stead.

Williams: Similarly, do ^{you} think that Dr. Graves not being a Virginia man— this has been a problem for him?

Duncan: I like Dr. Graves. I imagine to a degree he's given thought ^{that my question} to it ~~certainly~~. I would in his shoes. I'm Virginia-born, bred, and I happen right now to be president of the Order of the First Families of Virginia, which means I had five people on the little boats that came down here May 13, 1607. There's something about Virginia, if you haven't read the book by Guy Friddell. Well, let me put it this way: my husband and I have always been interested in politics. My father was; my people have been, and long before any service on the board of

William and Mary I'd been in and out the halls in Richmond
 working for or against something, but only when I felt keenly
 and earnestly and sincerely about it. Well, I'm going to tell
 you one time -- I was going to say it was a comfortable
 feeling; I'm going to say it was more of a challenging feel-
 ing to find out : I was related to eight or ten of the legislators,
 them, but as I told them I hadn't come with five cents to
 treat them or their wives to a cup of coffee, ^{when} all of
 them were being wined and dined, you know, but I did want
 them to listen to things on ^{the} merit and on the basis of
 cause and so forth. I think anybody feels comfortable if
 they feel they have an entrée where they have to make a pre-
 sentation. Now that I assume would be the way this presi-
 dent (President Graves) or any other president of any ~~other~~
 school would feel if he had to go and knew that the degree
 of success in either his personality or his ability to put
 over a cause or plead or solicit or beg ~~or~~ however you want
 to say it -- when he walked out that door there'd be a dollar-
 and-cents mark on it. That's really it. I think Presi-
 dent Graves is very personable. I think he is very approachable
 and likeable, and so far as I know he is off to a good start
 and is doing a very conscientious job. You know, all of us
 don't have to set the world afire to make a contribution.
 I wouldn't ^{say} on the other side that it's worked against him. I
 think he is smart enough and moderate enough in temperament and
 understanding in sizing things up ^{so as} ~~certainly~~ never to force

an issue that would in any way be objectionable to any ~~body~~ ^{on result is unfavorable} ~~body who would be listening and weighing out the cause for~~
 William and Mary ^{anybody} ~~anybody~~ would ~~do that~~. I expect he'll turn
 in a very creditable record. He's a completely different
 personality from President Paschall or anybody who went be-
 fore him, when you think of them. All of us do our
 things in our own ^{way}. You may be put on my list to solicit
 for Red Cross or whatever, and somebody else might say, "Well,
 you ^{go} back to her for sympathy." Well, somebody who knows
 somebody ~~can~~ get more ^{from} of them than somebody who ~~can't~~ ^{doesn't}; it's
 just the way the ball bounces.

Williams: If you had to identify during the eight years you were on
 the board the most important issue that came in front of the
 board what would you say it was? Now this is a question I
 ask every board member, no matter what years they served.

Duncan: I suppose the most difficult question and the most time-consuming
 and the one ^{over} ~~over~~ which I truly believe most of the board mem-
 bers prayed, deliberated ^{and} conversed was the period when the
 students were expelled and wanted reanstatement. And I would
 say second to that was the ^{matter of} security on campus. I know that
 gave the board ^{concern} ~~concern~~; [^] that was just before I went off -- the
^{occurrence} ~~fact~~ of rapes [^]
 I happened to hear it in the car ^{when the radio} reported the rapes down
 here. There were quite a few in a stretch there, a concen-
 trated period. I was just determined that the listening
 audience should not feel that the male students at William

and Mary were attacking the girls here. I thought that was very unfair, so I called up ^{the owner} and ~~he~~ said, "Look here, I want you to correct what's just come over the air and on any other broadcast ^{about} rewrite ^{it}, please and add a sentence that it has been ascertained that none of the attackers were William and Mary male students." I felt that was only fair. I ^{liked} ~~liked~~ what the student body ^{did} ~~did~~ itself about it -- the boys having a group to escort ^{girls} you back and forth. I thought that was very good. ^{And} of course, over the years we change views. I don't like cohabitation. I would never have thought I would vote for it, and I wouldn't, left to my own devices. But I heard first hand of a school out in the mid west where they put the boys on the first and second floors of the dormitory and the girls on the third and fourth, and nobody got past ^{the} first and second floor. ^{So} it was a safeguard which evolved through necessity. So you see, there you would have ^{girls & boys} ~~seen~~ in the same building. I'm surprised you haven't gotten on any ^{questions} moral. Of course, I think -- not limited to schools, ^{but} wherever it is -- the greatest problem and the greatest matter for anguish is the drug peddling because that's so far-reaching nobody can actually predict what is going to be what about it. I think that really is the most criminal and upsetting thing that has happened in the younger generation.

^{Probably} a lot of ^{young people} ~~them~~ curiosity, ^{have tried drugs}, probably just

~~to be~~ adventuresome, but it's too serious a thing to have taken over

^{It's}
 so many, ~~that I think is~~ a deplorable thing, and I under-
 stood there was some ^{long will} here. In fact, I'd be rather surprised
 if there was not. [!] Certainly since I've
 been on the board I think things have ~~improved~~. I
 think there's a greater calm. You'll have a wave, and then
^{the tempo}
~~the exposure of water~~ will ease out. I think that all
 over the country (and I have served on two or three other
 boards) I think there's been a leveling out, a settling
 down, a period of evaluation. I hope that's what it is.
 That's ~~what~~ I feel it should be: keeping what's good and
 discarding what's bad. Again we're back where we started, ^{with}
 Miss Bessie P. Taylor. When she addressed the girls in her
~~dorm~~
~~hall~~ she gave that class a verse from the Bible. It's from
 Isaiah, and it's, "Prove all things, hold fast that which is
 good." You know, that's pretty hard to beat if you take it
 as your own ^{guide}. You can try things, but if it's no good, discard; ^{it}
 what's the value? I admire ^{today's} young people. I think they've
 got a tremendous set of circumstances that no other generation
 had to face. I think they have courage. I think they have
 a wisdom ⁱⁿ a certain ^{line} that is commonplace to them
 that certainly ^{is} ~~is~~ exceptional, if ^{known} at all to other generations.
 I think they will meet the challenge, and I think we're in a
 very poor fix as parents or as the people up at bat or carry-
 ing the load now if we ~~don't~~ have faith in our youth. The
 future is youth and that's the way I feel about it.

[!] There is only one other comment, and ^{negative it} this sounds ^{isn't}

meant to be so: there has been improvement and I'm talk-
 ing now about the board. It's been composed of people ^{from the} here,
 there, and yonder, but basically for a great many years it
 was held tight -- ^{whether} ~~intentionally~~ intentionally or otherwise --

(it was by appointment, but appointments can be
 primed and recommended) -- it was held very fast in this
 Richmond-Norfolk-Williamsburg area. I don't know that
 that's 100 percent for the good of the college. I am de-
 lighted that it is possible to have three or four -- I
 think it's three -- out-of-state people because the three
 out-of-state people are national figures and can cer-
 tainly bring weight and good deliberation to the board, and
 I'm 100 percent for that. I like to see women put on the
 board. I think it's a good balance. I think in this day
 and time it would be a horrible faux pas not to have ^{women.}

I think the board was improved by the ^{addition of} ~~women~~ ^{as I}
~~mentioned Mrs. Falck, for instance~~. I do feel that maybe
 there is still room for a little more broadening, statewide.

^{we} We have a triangle of a state, and when I from
 Northern Virginia am in Bristol I'm ^{six hundred} 600 miles from my state
 capital. I'm nearer four or five other state capitals than
 I am Richmond. ~~well~~. that's a good big state, ^{even} ~~but~~ in this
 time of good transportation. I do think that for the

best interest of the future of William and Mary the composi-
 tion of the board should focus all three of those points of
 our triangle, plus the center with outsiders. I think more

diversity in ~~the~~ board ^{it's good,} other than having a small group
 who see each other almost regularly. ^{Granted,} it makes
 it easy for them to get together ^{geographically,} if getting together is
 required, but everybody can get to Richmond ^{easily!} especially.

There's a different feeling in different parts of the state.

Coming from Northern Virginia -- I don't think it's any
 secret as you go down Virginia people don't care so much for

Northern Virginia; they'd give us across the river. Well,
 we're on the right side of the Potomac, and we value that;

we put a lot of money into the state treasury. A
 lot of students ^{at} William and Mary -- the biggest per-
 centage ^{in state} comes from Northern Virginia, and as I understand it
 they don't have to be led around. They're cosmopolitan.

They're possibly scholastically half a year ahead of ^{a student} ~~somebody~~
 from the boondocks. But be that as it may, I think a cross sec-
 tion of all ^{of} it would be for the benefit of William and Mary.

Williams: In the years you were on the board could you see a progres-
 sion ^{of} changing viewpoints on the board?

Duncan: Indeed I did, and I applauded it within my heart. I just felt
 it was something long overdue.

Williams: That in fact was a question I had wanted to ask you.

Duncan: Long overdue, and again, I think the leadership should be
 spread. I don't think just because of geographical loca-
 tion (where you live) you are automatically to be the number
 one ^{person} ~~say~~ or the number two or whatever title goes with the of-

fice.

Williams: Can I slip one more question in? Why was it that Governor Godwin did appoint you in '66?

Duncan: Well, it was '65, I think. Maybe you should ask him that.

Williams: I may not get a chance to.

Duncan: Well, let me just answer it in a back-up kind of a way. I felt it a decided compliment. I ^{had} had a bit of experience. I had ^{headed} ~~headed~~ one of the biggest women's organizations in the nation (with some overseas units); ~~it~~ ^{it} ~~they~~ ^{it} owned two schools and support fourteen others. I served on those boards. I think he knew that; I'm sure he knew part of it. I had been on the Foundation of ^{Independent} Junior Colleges in Virginia, and there's an Indian school out west that has a dormitory named for me. So I'd gotten my feet wet ^{, so to speak,} ~~with respect~~ with school meetings and listening and looking at budgets. I don't know that I was any great asset to the board. I did speak up, and I did ^[the governor] tell him when he appointed me that I wasn't a "yes" person; I expected to ask questions and vote as I saw fit, and he said that's exactly what he expected me to do. I, of course, have great confidence in him, and I consider him ^{an outstanding} ~~an~~ statesman of the present day. I'd been to William and Mary; he knew that. He knew ~~I~~ was in business. He knew I'd also been in politics and a lot of my family were. I guess it was a combination of things. We talked about William and Mary a number of times. When I was on the board he asked me how I liked serving, and he'd ask me about different things ⁱⁿ the period we

just covered. Of course, he saw and heard things; his ear's ^{were} always close to the ground, and several times when I saw him he'd bring up something that had happened currently.

Of course, he appointed me when he was a Democratic governor, and then Governor Holton ^{re-}appointed me.

* Why was it that Governor Holton, a Republican, reappointed you?

Duncan: For a variety, or combination of reasons I would think - although, naturally, I'd like to feel I'd rendered ~~valuable~~ service sufficient to merit consideration for re-appointment. More practically, I would observe that a Republican governor (the fish in a sea) in Democratic Virginia needed "ties" in the Assembly and it so happened that my husband and I both had strong ties with numerous Legislators - some holding key chairmanships. I think ~~I had if not actual~~ ~~"facts"~~ my reappointment ~~might~~ have been construed "of interest" to several of them although I ^{personally} know of no overt

action on their part to recommend me.