COLLEGE OF WILLIAM AND MARY
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WILLIAMSBURG, VIRGINIA 23185

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July 8, 1976

Dr. Davis Y. Paschall
Box 183-C
Williamsburg, Virginia 23185

Dear Dr. Paschall:

Enclosed is the promised photocopy of the transcript of your sessions. You will see that the paging of the retyped sections worked out perfectly. As for the donation agreement, you can send it to me or drop it by sometime.

Once again let me thank you for the time, effort, and thought you put into these sessions; I can only hope that we have aided the future researcher.

With many thanks to you and Mrs. Paschall for your hospitality during my visits to your home.

Best regards,

Emily Williams

(Miss) Emily Williams
director, William and Mary oral history program

INTERVIEW SESSIONS

January 14, 1976 - Pages 1-17, Boyhood years and the beginning of student years at William and Mary.

February 4, 1976 - Pages 18-41, Student years at William and Mary continued; teaching and principalship years following graduation; war years and return to State Department of Education.

February 25, 1976 - Pages 42-58, State Department of Education years, and service as State Superintendent of Public Instruction; pages 59-82, President of William and Mary years (beginnings).

March 18, 1976 - Pages 83-133, President of William and Mary years continued.

March 24, 1976 - Pages 134-156, President of William and Mary years continued.

March 29, 1976 - Pages 157-180, President of William and Mary years continued.

April 8, 1976 - Pages 181-195, President of William and Mary years continued, and pages 196-200, retirement years, and pages 201-237, miscellaneous questions.

May 19, 1976 - Pages 238-259. Further clarifying questions regarding the William and Mary years.

REFERENCE MATERIALS PRESENTED FOR FILING WITH THE TAPES AND THE TRANSCRIPT OF THE INTERVIEW

Page 63. The ten-year report, "The College of William and Mary, Highlights of Progress, 1960-1970: A Report on the Decade and a Look Ahead to 1970-1980."

Pages 64 and 65. "Legal Status of the College of William and Mary in Virginia, 1962."

Page 99. Copy of Inaugural Ceremonies, October 13, 1961.

Page 100. Copy of documentary report, 1962, summarizing the then-current status and future projections of the important phases of the College.

Page 143. Copy of original brochure, "The Queen's Guard."

Page 145. "Greetings," Giovanni, 1513.

Page 164. Picture, in color, of Crim Dell.

Page 167. Ceremonies on the Occasion of the Presentation of the Report of the Virginia Commission on Constitutional Revision to the Governor of Virginia - January 11, 1969.

Page 222. America's First School of Medicine - College of William and Mary.

Page 254. Board of Visitors' Statement of Rights and Responsibilities.

Davis Y. Paschall

January 14, 1976 Charles City County, Virginia

Williams: Today we are going to begin by discussing some of Dr. Paschall's early experiences to find what kind of a man is it who becomes the president of the College of William and Mary. First of all, Dr. Paschall, I'd like to ask you at the beginning here if you would give some biographical highlights of your life.

Paschall: I was born October 2, 1911, in Townsville, North Carolina, and moved about twenty-five miles to a tobacco farm in Lunenburg County, Virginia, at an early age.

After graduation from the College of William and Mary in 1932, I served as a classroom teacher and principal of the Victoria High and Elementary School in Lunenburg County, Virginia.

Following service in the United States Navy during World War II I held various positions in the Virginia State Department of Education, and on March 12, 1957, was appointed state superintendent of public instruction by Governor Stanley and reappointed later by Governor Almond.

On June 11, 1960, I was elected by the Board of Visitors as the twenty-third president of the College of William and Mary, and on August 16 of that year took the oath of that time-honored office. After eleven years I resigned the presidency, as of September 1, 1971, for reasons of health and was accorded the title of president emeritus by the Board

of Visitors.

I subsequently served as a consultant to the State Council of Higher Education in matters relating to the private colleges in Virginia.

My wife was the former Agnes Winn of Lunenburg County and also a graduate of the College of William and Mary. We were married in the Wren Chapel in 1938 and have a daughter, Elizabeth, and son, Philip -- both graduates of William and Mary.

Williams: Before we go on into exploring some of these periods of your life you wanted to talk about some of the degrees, postions, memberships, positions of service that you've held.

Paschall: I attained the A.B. and M.A. Degrees in history and government from the College of William and Mary and the doctoral degree from the University of Virginia and also an honorary degree of doctor of humane letters from Loyola University.

I have been president of a Kiwanis Club, zone governor of Ruritan, district deputy grandmaster of the Twenty-seventh Masonic district, and several other civic and fraternal organizations.

When serving as state superintendent of public instruction, I was appointed by the governor to the Boards of Visitors of the University of Virginia, Virginia Military Institute, Medical College of Virginia, the College of William and Mary, and also Virginia's schools for the deaf and blind -- one at Staunton and the other at Hampton -- and also to membership

on the State Council of Higher Education during its beginning years.

In 1968 I was highly honored to serve as one of the eleven-member State Commission on Constitutional Revision appointed by Governor Godwin to propose revision in Virginia's constitution. In 1969 it was an inspiring experience to serve as chairman of the Freedom Foundation's Awards Jury at Valley Forge.

Williams: You didn't mention some of the honorary society memberships and awards that I know that you regard highly. What were some of these?

Paschall: Well, I've always cherished the Sullivan Award, which is given in recognition of meritorious service to one' fellow man. I received it at graduation in 1932, and incidentally my wife received this award at commencement exercises in 1971.

There are others I might mention: the Sons of the Cincinnati Award, the 1959 Service Award by Phi Delta Kappa in Virginia for outstanding educational achievement, the 1960 National Award of the American Economic Foundation for work in the teaching of citizenship economics, the George Washington Medal of Freedom's Foundation in 1964, and the Thomas Jefferson Award at Charter Day 1967.

As for honorary societies, I would name Phi Beta Kappa, Omicron Delta Kappa, Phi Kappa Phi, Beta Gamma Sigma, and Eta Sigma Phi.

Williams: Dr. Paschall, you and I agree that the circumstances, events, the personalities of one's youth do a great deal to influence one's later life, as you and I talked about earlier. Would you comment on some of these early influences on you?

Paschall: Well, you're right. Someone has said that "the child is father of the man." Looking back almost to the beginning of this century my memories are sharpened by the very fact that the way of life then was in such strong contrast to that of recent years. The small rural village and then the farm itself of my boyhood were typical of a society almost as agrarian as that of Jefferson. There was a simplicity in one's experiences and a certain serenity to living. The horizons were where the sky dipped down and touched the trees. The seasons came and went and each in its own way afforded time for reflection. Now and then there would be a birth, a marriage, or a death in the community, but by and large life flowed smoothly, despite hardships that were often so commonplace as not to be recognized as such. Names like Bethlehem, Jerusalem, and Jericho were common to a vocabulary born of orthodox religious observance, but Iwo Jima and Vietnam were unknown.

Having experienced this setting in my formative years, I found that I could under the impact of pressing, complex circumstances of later years more easily detect the danger of having time only to act and not to reflect and consequently getting lost in an exhausting rush of activity,

devoid of the tranquility that regenerates and clarifies one's perspective.

Williams: Could you pinpoint some particular instances from that early, early setting that you recall that describe the period.

Paschall: Well, I recall the jubilation in welcoming the returning soldiers from World War I, and how we made booklets in school about Woodrow Wilson, the League of Nations, and the causes of that war. From this educational experience that rightly or wrongly compared the Kaiser to Caesar I gleaned the beginnings of a concept about the abuse of power. This concept matured when later Hitler revealed the significance of a great lesson of history; namely, whom the gods would destroy they first make mad with power.

Now for fear that I may ramble unduly, permit me to describe four institutional influences of those early years: the home, the country church, the country school, and the country store. The home was the embodiment of family. The teachings of my mother and father preceded those of church and school. Their inculcation was encouraged sometimes by stern discipline.

My mother was a monumental influence in her fervent religious faith, her self-sacrifice in caring particularly for me through illness, and her hard work. Especially do I recall my long bout with polio, then called infantile paralysis, during the epidemic of 1917 or 1918. Many died or were

left crippled. There was another epidemic of influenza about that time. Family grief was shared in such a way that it became a purifying crucible for the community from which emerged stronger ties of neighborliness and a deepened reverence for what was expressed as "God's will."

Welfare was unknown, but I observed my parents help those in need. It was done without an affront to pride and without ostentation or expectation of return. This experience became the foundation of the "magnificent obsession" of my life in later years in helping certain students and others in schools as well as in college.

The hard times at home and throughout the community during the great depression years, when tobacco sold for one or two cents a pound, were accompanied by neighbors joining together for barn raisings, corn shuckings, hog-killings, crop savings, and quilting parties. There was a joy in these shared endeavors. From these experiences I gleaned what I came later to know as another great lesson of history; namely, that the bee fertilizes the flower that it robs. Self-sacrifice and self-discipline do have rewards for men as well as nations.

My parents taught me that people are individuals and should be treated and respected as such. The blacksmith was as highly regarded as the merchant. In fact, I learned much from the blacksmith and marvelled at his wisdom since he'd had no schooling. It was from this experience that I sensed

the meaning in later years of another great lesson of history; namely, that the mills of the gods grind slowly, but they grind exceedingly small. Every individual is important for what he is, and not for title, wealth, position, race, or creed. I have since recognized this as Jefferson's application of Locke's philosophy, so timely to the frontier, and the single most important principle to the preservation of our form of government that exalts the individual and not the state.

There are other instances of home influence that I might recite, but permit me to recall one that came to have an increasing symbolical meaning through the years. As a boy, when we hitched the mules for a long day in the tobacco fields, my father would often say, "Today we shall walk humbly and plough a straight furrow." I referred to this admonition of my father when I took the oath as state Superintendent of public instruction and also in my inaugural address as president of William and Mary.

Williams: You've given some really very impressive recollections of the home influences in your life. You did mention that you were going to talk about the importance of the country church, the country school, the country store in your early experiences. Would you recount some of these?

Paschall: As for the country church, it was expected, without question, that I attend Sunday school and "preaching" every Sunday, and I did. As a lad I yearned for the day when I would be

big enough to stay outside and talk with the "grown-ups" until the singing of the second hymn.

There were by far more horses and buggies in the churchyard than automobiles. The preaching was orthodox, and there was no question left as to a hell and a heaven, the decision for which was encouraged not only by the vivid description, but by the appeal of such hymns as "Just As I Am" and "Jesus is Calling." The power of persuasion was highly evident, and I was impressed by many whom I was told were hardened sinners who "gave in" and sought salvation.

Each summer after the crops were "laid in" -- that is, the last ploughing had been done -- there would be a revival meeting of a week's duration. There was a sermon in the morning and another in the afternoon, with dinner on the grounds in-between.

Those dinners on the grounds were long remembered. Every family brought a sumptuous basket and these were shared. I seemed to recognize those having the best fried chicken and chess pies. Looking up at those ladies then, I gained an enduring impression that the best cooks are ladies with dimpled elbows.

Through the years I recall above everything else the great hymns of those days: "Rock of Ages," "There is a Fountain Filled with Blood," "The Old Rugged Cross," "Abide With Me," -- to mention a few. My mother sang these at home when she

cooked on the old wood-fired stove.

Suffice it to say that these experiences in my formative years inculcated a deep reverance for things spiritual.

As for the country school, one in the early elementary school years was not so much in a grade as such as he was in the first or second reader, and the same for math and spelling. In this sense it was an ungraded elementary school. We recited before the class and on the blackboard, and spelling bees were frequent and exciting. The readers featured stories about persons rather than animals and attributed good and evil in revealing a lesson or a moral. They drew upon great literature, and their tone was somewhat classical. In their emphasis on wise sayings and a lesson or thought for the day they were built on revisions of the McGuffy readers, which, in my opinion, along with the King James version of the Bible, influenced this country more in the last century than any other literature. From this experience I became skeptical in later years of children's readers, such as the "Good Little Elephant," that tended to transfer morality to the animal kingdom.

The literature for the seventh-grade level then was more advanced than it became later when the schools took on the twelve-year system. For example, Julius Caesar was quite common for the seventh grade, and The Man Without A Country, Evangeline, and the Courtship of Miles Standish had already been acted in the classroom. The stories of

Ulysses and various classical legends were enjoyed. I wondered in later years when the eighth grade of the new twelve-year system was introduced if we did not fall error to spreading too much to that grade which had been subject to mastery earlier.

There was a decided emphasis on grammar and the structure of the English language, as well as phonics, that I observed in more recent years to diminish. One had to parse and diagram sentences and in the process detail the parts of speech. With all deference to those who in later years relegated grammar to lesser importance, I still know when to use "who" and "whom" from that earlier preparation and tend to deplore the grammatical butchery of our language on television today.

The so-called I.Q. -- that is, intelligent quotient -- was unknown in that day and so was the word "remedial." Nor was one excused from intellectual performance because of family background exigencies. It was in later years that I was to discover such terms which to me spelled an unfortunate determinism in education against which I rebelled.

By and large school was fun. It afforded a relief, though brief, from the arduous chores at home, and its intellectual games in class were stimulating. "Little recess" and "big recess" at the country school were times for frolicking and forming informal friendly associations with classmates

that really became enduring friendships in after years.

The teachers I remember the most from those early days were rather strict and demanding. They taught in such a way that we shivered when reading about the heavy snows at Valley Forge, and we thrilled in moving westward in the covered wagon train, and we came instinctively to know when to laugh and when to be reverent. Those teachers are pearls of great price in one's memories.

I would like to say something about the country store which I experienced. It was truly a socializing institution of my boyhood. It was unpainted and featured one commercial tin tacked to the outside. It said: "Morton's Salt -- When It Rains, It Pours." Inside one's eye rested on the pot-bellied stove with a several inch-high wood enclosure, filled with sand or sawdust to accommodate the tobacco chewers. Nail kegs served as seats, and the checkerboard rested on one low part of the counter. The scales weighed everything from sugar to nails. There was a cheese knife that could cut one-half or three-quarters pound of cheese depending on the expertise of the storekeeper and another suspended knife that could cut enough chewing tobacco to last one for a weekend. There was a huge coffee grinder with wheels on each side. There were big glass jars of stick candy: lemon, horehound, and peppermint. Only at Christmas came oranges, sugar plums, and white grapes in boxes of sawdust.

The countrymen would gather here and discuss everything

from the latest size of tobacco plants to the outstanding performance of the best fox dogs of the community. The radio had finally come into being, and the "fireside chats" of Franklin D. Roosevelt did much to rekindle hope and faith when times were so hard.

A great deal of lore about medicine and health was discussed, while on the shelves stood the little blue bottles of quinine, calomel, Black Drought, or Simmons Liver Regulator, the Bitters, and even Dr. Hess's Chicken Powder. One learned to "stuff a cold and starve a fever," put tobacco juice on a wasp's sting, plant root crops on the dark of the moon, save for a rainy day, and many other bits of handed-down philosophy.

Its influence was that of a democratizing, cracker-barrel hub of the rural community that was truly American in the days of my youth, and much of its wisdom has abided as a nostalgic reservoir of quiet strength in later years.

Williams: Dr. Paschall, you haven't mentioned your high school career. What would be some of the influences of those early years you might like to add?

Paschall: It was a small high school in Lunenburg County, Virginia, called Lochleven High School and was located in the country, midway between Kenbridge and South Hill. There were only thirteen in my graduating class in 1928, and despite the limited competition I was quite proud to be valedictorian

I overlooked mentioning visits to my grandmother. She was a very stately person and had enjoyed excellent private tutoring before the War Between the States. I listened avidly to her description of their plantation in the south and how the home was burned by the Yankees -- that is, during the war -- the silver, horses, and heirlooms taken, and then the bitter days of Reconstruction. I remember experiencing a deep resentment toward the north that did not dissipate for quite some time.

Although I mentioned the great influence of my mother in certain ways, I must say that she (My mother) was the person who inculcated a keen desire to learn and to "get an education" as she termed it. I shall always remember her forceful admonition: "Be somebody. Have faith in yourself and work hard." She sacrificed much that I might have an opportunity at William and Mary.

Williams: This brings us then to your years at William and Mary. I wanted to ask you why it was you selected William and Mary as your college?

Paschall: Well, I was influenced by a history teacher who had attended William and Mary, a Mr. Ashton Oslin, and also by the college's great traditions.

Williams: These must have been very significant years in your development. What were some of the highlights of that period for you?

Paschall: Those were truly exciting and influential years. I shall

never forget my leaving home at age sixteen in September 1928 enroute to Williamsburg. My father brought me by Model-T Ford to Petersburg, where I took the "back country" trolley that ran at that time from Petersburg to Richmond. From Richmond to Williamsburg by train (that stopped frequently for villages and crossroads) was another extended leg of the journey. It was virtually an all-day trip.

I was assigned a room on the second floor of the old, three-story dormitory called Taliaferro. It was located directly across Jamestown Road from the Brafferton, and the then recently built dining hall -- named for Governor Trinkle-- was a short distance behind it. My first night was anything but pleasant. It was spent, along with other freshmen, in running errands and shining shoes for upperclassmen. My rugged individualism, nurtured in the farm country, rebelled, but I soon learned that any outward show of displeasure simply invited more torture.

Registration was held in the Brafferton. Tuition and fees were low, and yet I couldn't have made it without those last few sacrificial dollars from home plus a teaching scholarship that required certain years of teaching after graduation. The class schedule was relatively simple because the courses were prescribed and the few electives restricted to upperclassmen. Freshman orientation was brief but quite emphatic in reference to the honor system, the code of conduct, the admonition to study and to attend

classes, the wearing of "duc" caps, and the respect to be accorded Lord Botetourt. The latter was a revered statue that stood in front of the Wren Building, and freshmen were supposed to bow in passing. Eventually they learned that Botetourt was a most beloved royal governor, a patron saint of the college, and was buried beneath the Wren Chapel. The football rallies that commenced about Botetourt and the acclaim accorded His Excellency came to commend him as symbolic of the spirit that knit the generations each to each in the William and Mary tradition.

The college had become coeducational only a few years before, and of the some 1100 students total, women were in a decided minority. Whatever may have happened many years later under federal directive to even the number by sex, the stag line of those early years had a decided advantage socially. Social rules governing women were very, very strict. For instance, they had to wear stockings; anklets were forbidden. They could not go beyond the first block of the Duke of Gloucester Street without an approved chaperone nor could they go to the Richmond [Road] side of the campus, where the men's dormitories were located. As for men, they were supposed to wear jackets and ties in attending classes and conduct themselves as gentlemen.

Williamsburg was a sleepy little town. The Greek restaurants on the first block of Duke of Gloucester Street were frame and some had basements. The bookstore across

from college corner was privately owned and operated. It was quite a contrast to Williamsburg after the Restoration.

Students knew each other and the common greeting in passing on campus was, "Hi." The dean of men, Dr. William T. Hodges, after three weeks, greeted men students by their first names.

Football, basketball, track, and baseball were the major sports. There were no athletic scholarships. Most of the athletes worked in the dining hall. Hockey was a sport for women. My wife, Agnes Winn, was a student at the time, and she earned athletic letters all four years and captained the girls' basketball team in her senior year.

Most of the college farm was located in the area now occupied by Phi Beta Kappa Hall. During my first semester I earned some money by cutting corn and later in cutting seed potatoes for next year's planting, and also in line-chalking the hockey field for Miss Martha Barksdale. The college raised its meat and operated the dining hall completely, including baking. A riding school was located near Lake Matoaka, and it was quite popular, especially for women students.

Classes were taught on Saturdays, and there was only one day off -- Thanksgiving -- before Christmas. The students did not have automobiles, and so campus living was necessary. On Thanksgiving eve we had a big bonfire and rally in preparation for the football game with the University of Richmond, which was always played up there on Thanksgiving. There was

a great deal of spirit because of the keen rivalry, and this was occasionally sharpened when some pranksters from the University of Richmond came late the night before Thanksgiving and vandalized Lord Botetourt in some manner.

Lengthy discussions with classmates, which we called "bull sessions," were frequent and lasted quite late at night. Topics were often generated by questions and issues emanating from classes as well as from imponderable religious beliefs. One learned a great deal from these experiences and in my instance, inculcated a tolerance for beliefs contrary to my own. They were also extracurricular labs of preparation for performance in our literary societies.

Student pranks were perpetrated, but I frankly do not recall any that were viciously contrived nor executed in any manner of violence. They were directed toward other students rather than faculty or administrators, who were regarded generally with respect and awe in some instances.

Session 2

February 4, 1976

Williams: Last time we had begun talking about your student days at William and Mary, and today I believe you're going to comment on some of the courses that you took and the teachers, people that you remember.

Paschall: Well, a most impressive course in Latin, Virgil's Aeneid, was taught by Dr. Walter A. Montgomery. He went far beyound the Latin per se and opened vistas into the classical past that helped to undergird my later allegiance to the values of a liberal arts education. I concentrated in history, and so Dr. Richard L. Morton became my major professor. He was a fine Virginia gentleman, a person of dry wit, and an outstanding scholar in Virginia history. I felt honored in later years to recommend his name for a new building, Morton Hall. Dr. W. Melville Jones taught English literature, which was one of the most comprehensive courses I experienced. During the time I served as president of the college I appointed him dean of the college and later vice-president for academic affairs. I took in my master's program Dr. Harold L. Fowler's course, "England Under the Stuarts." He was an inspiring lecturer, and this course helped me greatly to understand much that happened in Virginia under the impact of developments in England during the seventeenth century and the background of the college's origin. I was privileged to appoint Dr. Fowler in

later years as dean of the faculty of arts and sciences. I also had a course called "Psychology of Adolescence," taught by J. Wilfred Lambert, who later served as registrar and dean of students. I appointed him vice-president for student affairs.

There was one course which did more to shake my orthodoxy than any other. As I recall, it was "Philosophy of Religion." During the first part the professor developed the idea of the mechanistic origin of the universe. The logical presentation of such thoughts as everything just falling in place and evolving without any divine purpose cast serious doubts on my prior beliefs and left me quite distraught. The second part of the course developed the opposite thesis -- called teleological -- in which the idea of purpose under the concept of God was presented. I became decidedly more comfortable. Yet I could not seem to dispel the doubts engendered in the first part and many of my religious beliefs remained questionable. In fact, it was many years before experience enabled me to reconstruct certain religious values not subject to recurring questioning and, though different from my earlier beliefs, yet satisfying and sustaining.

Why do I remember this course so vividly? Some would term it a growing up or maturing course. It certainly was, but it also served to destroy the very altar of my youth without providing a satisfying substitute. In retrospect,

if the professor had just taken the time toward the end of the course to identify some far-reaching religious questions as to God and immortality as defying reason and logic for answers and which must be relegated to the realm of faith until one's experience reveals the solution -- if he had just done this I would have been spared considerable anguish of disillusionment.

This experience spurred me in later years to aspire to have a dean of the Wren Chapel who himself having known the pains of agnosticism could listen as a friend, privately, to students with soul-searching questions and help them see that the answers required patience and experience and that faith in the meantime could be sustained.

There was another course which influenced me significantly in my subsequent work in education. It was "Philosophy of Education" taught by Dr. K.J. Hoke. He was not only dean of the school of education but also dean of the college and highly regarded nationally. He assigned readings for certain important issues in education, and the student was expected to give his own conclusions and opinions from these readings and defend the same. His classmates were expected to attack his defense. This give-and-take discussion was quite in contrast to the lecture method of teaching employed in other courses. It was not only exciting, but it also kept the student "on his toes," so to speak, in supporting or opposing views that were expressed. Sometimes a consensus

of opinion emerged, and this seemed to me to be democracy in action in the classroom. As for the teacher, Dean Hoke, he was patient, objective, and a good arbiter. As Gibran said of the teacher, he did not try to give so much of his wisdom as he did to lead the student to the threshold of his own mind.

I employed this method of teaching to a considerable extent in my 'practice teaching,' as it was called, at Matthew Whaley High School in Williamsburg. Fortunately my supervising teacher, Miss Ida Trosvig, was experienced and highly regarded in the teaching of history and government.

I also recall as a student worker in the library that I had some opportunity to work specifically for the libraian, Dr. Earl Gregg Swem. This man exuded scholarship. He was certainly one of the most, if not the most, acclaimed scholar in Virginia during the early part of this century. I was fortunate to have his counsel in later years in planning the new library. The Board of Visitors enthusiastically approved my recommendation to name that building for Dr. Swem.

In the treasurer's office at that time was a man who not only befriended me and so many of my classmates in those financially difficult years but who continued to do so with students through the years. I refer to Mr. Vernon L. Nunn. There were then and since many students who could not have made it without the financial advice and interest of Vernon Nunn. And so it was that through the years alumni

in returning to the college beat a path to his door to renew acquaintance and express appreciation. Many of the monetary contributions to the college in later years were motivated basically by what this man had done. I was honored to have a hand in appointing him treasurer- auditor of the college.

I doubt that any tradition of the college is remembered by more alumni than the ringing of the bell from the cupola of the Wren Building. I recall making the acquaintance of the bellringer, Henry Billups, who was called "Doc." On several occasions I was permitted to ring the bell, but always under his supervision. He retired at the beginning of my administration as president, but we saw to it that he rode in the lead car at homecoming parades.

Williams: Dr. Paschall, I've asked you today if you'd also comment on your student employment under Dr. J.A.C. Chandler. Would you do this please?

Paschall: I am glad you asked me about this very memorable development in those years. After waiting tables in the regular dining hall, I was promoted, so to speak, to serving the faculty tables. About fifteen members of the faculty had their meals in the special dining hall, as it was called. Soon thereafter I was chosen to serve President J.A.C. Chandler's table, which was located in a privately enclosed area at the east end of the large, regular dining hall. This was an optimum opportunity. Not only did one have access to

food that was carefully chosen and superbly prepared, but the chance to serve the president was also an enviable one. His wife had died some years earlier, and he enjoyed taking his meals where he could bring visitors without the burden of undue preparation. Furthermore places to dine privately were almost nonexistent in Williamsburg at that time.

There is just no way I can do justice in describing that remarkable man and the influence he exerted on my life. There were times when he ate alone and would occasionally invite me to sit and eat with him. He enjoyed having me tell him about growing and curing tobacco and the way of life in southside Virginia.

There were so many outstanding persons who dined with him, and I was privileged to meet them and hear the delightful repartee, discussion of political events, the needs and potential appropriations and gifts for the college. Dr. Chandler was a master in articulating the needs and interpreting the traditions of William and Mary. It was clearly manifest to everyone that he had a deep love for the college, and he imparted it artfully, sincerely, and with distinctive success. I recall his hosting about ten members of the House appropriations and Senate finance committees. He entertained them with interesting stories of the college's history and the great promise it had for Virginia. In a somewhat veiled but very impressive manner

he revealed the support needed by the college to fulfill its mission for the commonwealth. He mentioned successful alumni who lived in their areas and asked to be remembered to them. I surmised that they not only knew these alumni but also felt some special accountability to them in support of the college. After partaking of the very sumptious meal, one of the senators said, "Dr. Chandler, if the college can provide meals like this it hardly needs the financial support you talk about." Dr. Chandler replied, "Senator, we anticipated your visit and 'saved up,' because we knew that you deserved the best, just as the college does."

I especially remember serving Mr. John D. Rockefeller, Jr., when he visited Dr. Chandler. Several other guests were present, including Dr. W.A.R. Goodwin. After much delightful conversation and just before dessert was served, Dr. Goodwin, in response to some casual inquiry by Dr. Chandler, spoke eloquently of the restoration of Williamsburg. Dr. Goodwin was not only rector of Bruton Parish Church but also, if I recall correctly professor of biblical literature at the college. He has been credited in influencing Mr. Rockefeller in undertaking the Restoration, and the instance I mention may well have been just one act in that drama of influencing. It is significant I think to recall it. It is equally significant to recall that the first three buildings subject to renovation were the

Wren Building, the Brafferton, and the President's House.

I recall a Sunday luncheon to which Dr. John Garland Pollard was invited. Dr. Pollard was my Virginia government teacher. Incidentally I cherish the medal which he awarded me for what he chose as the best student-composed book on Virginia government. That luncheon was one to be remembered. The discussion involved the broad spectrum of Virginia politics and matters pertinent to Dr. Chandler's support of Dr. Pollard if the latter would become a candidate for governor. He had already had extensive public service, and Dr. Chandler was very persuasive. Suffice it to say that he became a candidate and was elected.

There were other occasions attended by persons who later made the college a beneficiary of their philanthropy. In one way or another Dr. Chandler brought the college out of the doldrums. He built practically all of the buildings on the old campus -- other than the three original ones--and he certainly had an influential hand in their renovation. He inaugurated programs that strengthened the academic offerings, established the first extension branches, acquired considerable land for the college, and so many other things that were significantly notable. I observed him to be a strong and tireless leader who possessed a deep, almost selfish devotion to William and Mary. He certainly had a vision for the college and the will and determination to realize it.

Williams: And then did you continue to wait on President Chandler's table until your graduation in 1932?

Paschall: No, I did not, and I'm glad to tell you of another employment that meant so much then and in later years. One day Dr. Chandler came to lunch and abruptly announced to me: "Paschall, I must ask you to give up this job." I was shocked. Then he smiled and said, "The rector, John Stewart Bryan, whom you have served many times, has established a scholarship in history. You have been selected. It pays $200. You already have a teaching scholarship, and I think it fair that some other student have this work opportunity." I thanked him and expressed my pleasure in having served him and for all the consideration he had accorded me. Then to my surprise he said, "I have recommended you for another job, and you can go to work soon as the first evening clerk at the Williamsburg Inn." And so I did go to work at the old Colonial Hotel on the Duke of Gloucester Street, located where Chownings stands today. It had just been renovated and renamed the Williamsburg Inn. I worked nine hours a day, from three in the afternoon until midnight for approximately $2.90 a day, plus the evening meal. (My classes were in the mornings.) We would usually fill the inn early in the evening, and I could frequently study later at the lobby desk. There I came to know many of the early leaders of the Restoration, and to arrange for social parties in the

lovely old dining room where I met the people of Williamsburg who enjoyed those occasions. I also met many notable visitors who came to Williamsburg for the solitude and the charming atmosphere of the inn.

So you see, I learned from my work for Dr. Chandler so much that made him a truly great president of the college. From my work at the Williamsburg Inn I learned the feel and traditions of the community and the people who embodied them. Both experiences provided insights in the affairs of government, state and local, an appreciation of people from all stations in life, the joy of challenging work, appropriate humor, and the practicalities in getting along under difficult circumstances at times; and above all, the value of cultivating "the common touch." These lessons afforded a happy balance to what I learned in the classroom and constituted a resourceful foundation in later years when I returned "home" to Williamsburg as president of the college.

Williams: Then after graduation from William and Mary in 1932 what did you do then?

Paschall: I accepted a teaching position at Victoria High School in Lunenburg County. In fact, I began teaching at age 20, before I was legally qualified to vote at that time. Victoria was a railroad town. The shops of the Virginian Railroad were located there, and it was a shift point about midway between Roanoke and Norfolk. Steam locomotives were

still in use, and they always fascinated me.

High school students from the rural areas of the upper end of the county were transported by bus to Victoria. Those eastward attended Kenbridge High School, and those in the lower end of the county attended Lochleven High School, where I had graduated four years earlier. I mention this to illustrate that high school consolidation, which I was to witness in later years, had not commenced, and communities were still oriented to their schools.

Schools opened as late in September and closed as early in May as could be scheduled in order for children from the farms to help harvest crops in the fall and assist in planting in the spring. My first teaching term, 1932-'33, was reduced to eight months because of the economic impact of the Great Depression, as it was called. Teaching jobs, and jobs of any kind for that matter, were scarce. My salary that first year was $80 per month for eight months. I taught five hour-length high school classes and had responsibility for a homeroom group of thirty students. The subjects I taught were U.S. government, English, and world history. In addition I served as Hi-Y club sponsor and coach of one of the literary societies.

Williams: What did you do when school closed for the summer?

Paschall: Well, I did what many others had to do then: I went back to my home on the farm and cultivated crops during the summer.

Williams: And did you return for your second year of teaching?

Paschall: Yes, my second year's teaching was similar to the first, but I had a better understanding of the students and had broadened my acquaintance beyond the town into the rural areas, from which many of the students came. I recall beginning to make plans to return to William and Mary to study law, which had always been my ambition.

Williams: But what happened to your plans?

Paschall: A coincidental turn of events changed them. In the early spring the principal of the school announced his resignation. The position was offered to me, and I accepted it.

Williams: And why was this?

Paschall: I think because of several factors at the time: The economic situation was bleak, and the salary of $1200 for the term seemed like a lot of money. But although not clearly recognized I was beginning to like teaching and the opportunity it afforded to help young people. This was a persuasive feeling that strongly influenced my decision.

Williams: How long then were you the principal and what were some of the highlights you might recall?

Paschall: I served from September 1934 until I entered Navy service May 1, 1943. At the age of 22, when school opened, I found myself the youngest of a faculty of thirty-five teachers in the elementary and high school combination, although called Victoria High School. It was truly a maturing experience, and I have since wondered if I did not "age before my time."

The principalship responsibility was greater than I had anticipated, but I kept too busy to become frightened by it.

In those days there were no guidance counselors in rural high schools, and it was the principal's responsibility to assist seniors in applying to college and make recommendations. I made it a point to teach senior English, not only because I enjoyed doing so, but also it enabled me to know every senior personally. (Incidentally during my first year as principal, Woodrow W. Wilkerson, who had just graduated from Hampden-Sydney, was employed to teach Latin and English. In later years he succeeded me in several positions in the state department of education, the final one being that of state superintendent of public instruction.) One of the greatest satisfactions of those years was the personal encouragement I was able to give many students to continue in high school and graduate. Another was the assistance given in being admitted to college and obtaining scholarship assistance.

Involvement in community affairs was an enjoyable expectation. I taught Sunday school, became president of a Kiwanis Club, zone governor of Ruritan, district deputy grandmaster of the twenty-seventh Masonic district, and made numerous visits to homes of students.

Regional meetings of high school principals were held at William and Mary, and the statewide meeting at the University

of Virginia. These were exciting professionally because they focused on problems of instruction and curriculum rather than administrative trivia. Many of the friends I made then became associates in later years when I served in the state department of education.

Williams: When did you undertake your master's degree program and could I insert also why?

Paschall: I returned to William and Mary for the summers of 1935, '36, and '37 because a master's degree program was becoming an essential qualification for advancement. My major (eighteen semester hours) was in history and the minor (twelve semester hours) in education. The thesis had to be in one's major. Again, Dr. Richard L. Morton was my major professor. One was required to defend his thesis before a committee and also to stand a comprehensive oral examination covering the entire major and minor fields. Permit me to tell you about one of the instances that occurred during my oral examination: Dr. K.J. Hoke, dean of the college, served as chairman of the committee. Dr. Morton, head of the department of history, and Dr. J. Paul Leonard from the department of education were the chief interrogators. Dr. Leonard asked me to describe the latest development in the field of education. At that time it was the core curriculum, an attempt to combine curriculum subjects such as American history and American literature. I so described it, and he was visibly pleased with the answer. But Dr.

Morton, who was quite adverse to pedagogy, asked me where was history in this "core curriculum." I replied that it was the very core of it. Then he asked whether I meant core as in an apple or as in a doughnut.

I mention this because it not only reveals the rather widespread controversy at that time about innovations in the public school curriculum, but also because it illustrates how one in the final throes of his degree might get caught in the middle between two professors of opposing philosophies.

Williams: I know there are some particular highlights between the time you got your degree in 1937 and your entering the navy in 1943.

Paschall: Yes, there were several. A major one occurred on December 22, 1938; Agnes L. Winn and I were married on that date in the chapel of the Wren Building of the College of William and Mary.

Williams: Could you tell me something about Mrs. Paschall and why the two of you decided to get married in the Wren Chapel at the college?

Paschall: Well, I knew Agnes during our years at William and Mary, but we did not have what were called "dates." She had graduated from Victoria High School and was from my home county of Lunenberg. At William and Mary she was a member of Mortar Board, Kappa Delta, Phi Kappa Phi, president of Women's Athletic Association, varsity hockey squad, Monogram Club, H_2E Club, German Club, and J. Leslie Hall Literary Society. I recall that she was captain of the girls' basketball team in her junior and senior years. After her

graduation in 1931 she had taught school in Essex County, at Tappahannock High School and in Danville. She was employed as a teacher at Victoria High School in 1937 and also as a coach for the girls basketball team. She served as a leader of the Girl Scout troop.

We chose the chapel at the Wren Building of the College of William and Mary for our wedding because it was our alma mater and the great affection we had for it. Many friends from Victoria as well as from Williamsburg attended. We could not, of course, envision then that both of our children would, in time, attend the college and that we would eventually live in the President's House.

Williams: You said there were several other highlights before you entered the naval service. What were they?

Paschall: Well, I suppose there were some others worthy of mention: Hitler was beginning to run rampant in Europe, and war clouds were on the horizon. The nation was beginning to sense the conflict that ensued. On June 4, 1941, I was appointed sergeant major of the Fifth Battalion of the Militia of the Commonwealth of Virginia. I recall that the battalion drilled and performed at Virginia Military Institute in July 1942. Lt. Colonel W. M. Goghegan commanded the battalion, and though understanding, he was a very strict officer, requiring discipline and performance. I learned a great deal in military matters that helped much in later experiences in the Navy.

In the meantime I observed many of our high school

graduates being drafted and going off to war. Our daughter, Elizabeth, was born in April 1942, and I began to have the feeling that she in after years would wonder where her daddy was when they went off to World War II. I sought admission in the United States Navy and was commissioned Lieutenant (junior grade) on April 13, 1943, the date of rank being March 29, 1943.

It should be remembered that World War II was enthusiastically supported by the American people and self-sacrifice was regarded as a criterion of support.

Williams: Would you comment briefly on your involvement in World War II?

Paschall: I was ordered to report on May 1, 1943, to the Naval Training School of Communications at Harvard. That was the beginning of an intensive experience. The first two months constituted a boot training in the third degree. We then commenced a thorough course in communications involving a mastery of code in flashing light and signals and an understanding of the general signal book. We had to learn typing and be able to take radio code, and translate it to the minimum of thirty-five words per minute. In addition we had to master certain electronics that could lead to an understanding of what was then ultrahigh secret radar. (Incidentally, as I recall England was the first to perfect radar, and it undoubtedly was a key to saving the Battle of Britain.) In addition we were instructed in navy regulations and related sub-

jects intended to enable one to serve as a communications officer in the U.S. Navy.

During the summer of 1943 my wife and daughter, Elizabeth, came to live in an apartment on Preston Street, adjacent to Harvard Square, where I lived. It was indeed a joy to see them from time to time.

Winston Churchill visited Harvard that summer, and we paraded in the Harvard stadium in his honor. Would you believe it -- my platoon won top military honors for its performance that day! We never seemed to be any good thereafter.

After completing the training I was sent to the Fifth Naval District Headquarters in Norfolk to await orders for a ship assignment. I was assigned to a fleet operating minesweeper and later to the Chief of Naval Operations' Office in Washington. Sometime in 1944 my wife and daughter came to live at a development called Fairlington in Arlington. Practically everything was rationed, but we managed to get along. As I said before, the American people had a strong will to win that war and they accepted hardships as a part of the struggle.

I shall never forget the pall of sadness that fell upon the country when President Roosevelt died and his body was brought by train to Washington. That man had a magnetic appeal to the people.

Fortunately the war with Japan was soon successfully con-

cluded. There is no question but that Truman's ordering the atomic bomb dropped on Hiroshima and Nagasaki hastened the end of the war. In my own mind I have always tended to deplore that wholesale slaughter of civilians, and despite all the arguments for that action I have never been quite able to reconcile it.

While in the Office of the Chief of Naval Operations I was promoted to Lieutenant (senior grade). There I enjoyed a responsibility for working with the naval bureaus in improving the welfare, recreation, and educational facilities at our advanced bases. I am particularly proud of the written commendation accorded me by Admiral Good for that service. I was honorably discharged November 13, 1945.

Williams: We're now going to move on to the years in which you were in the state department of education. What was it you did right after you left naval service?

Paschall: I had anticipated this before my discharge in Novermber 1945. Under the regulations respected at that time was one that permitted veterans to return to their former place of employment. I had been given a leave of absence from the principalship of Victoria High School and knew that I could return. But I also knew that school was almost in mid-session, that the principal was doing a good job, and that my return would be somewhat disruptive. I was, however, deeply motivated to return to Virginia and become associated with the public school system, hopefully in some state department

of education capacity.

About that time the U.S. Office of Education had been charged with the disposition of military surplus property and equipment, with top priority to be accorded educational and health agencies and institutions. A state representative for practically every state was being considered, and I applied and obtained such a position for Virginia.

Williams: What particular appeal did that position have for you?

Paschall: I think its chief appeal was the opportunity it afforded to have an office in the state department of education in Virginia. I also realized its potential for making a contribution that could be meaningful to education. During the war years the schools could not obtain equipment for their vocational offerings or even their classrooms and offices. The country had amassed great quantities of tip-top equipment for advance bases still unshipped. I remember a statement to the effect that America in times of peace had never prepared for war -- Pearl Harbor for instance -- and in times of war had never prepared for peace -- such huge, excessive amounts of surplus property and equipment.

Williams: What do you recall as some of the highlights while you held that position?

Paschall: Well, aside from the opportunity it afforded for establishing many friendships in the state department of education, there were two very notable developments worthy of recall:

I was soon able to locate a very large supply of valuable new equipment at the Norfolk Naval Supply Depot. The initial shipment from Norfolk to Richmond involved a freight train with some forty or more box cars. The state department of education had to rent five warehouses in the vicinity of Byrd Airport and devise a distribution system from that location. School divisions sent trucks from all parts of Virginia, and soon the vocational shops were in full operation again. This became quite a sizeable operation.

Another instance I particularly remember involved the disposition of the military hospital: buildings, equipment, and land at Fishersville, near Staunton. Some four hundred or more acres of land were involved. The state desperately needed a vocational rehabilitation center; Augusta County needed a consolidated high school in that area; and several contiguous counties needed a regional vocational school. It became my responsibility to handle the application for this property for these three purposes. Every building had to be justified for the intended use. The better the justification the larger the discount in cost of the facility to the users. We managed to get it at 100 percent discount -- free, except for the chapel, which was not allowed to be construed as surplus property, and its cost was set at $2500. I remember the difficulty in justifying the morgue for educational purposes. We succeeded,

however, in justifying it for educational storage. The next hurdle was in preparing the deed. Federal agents wanted to insert a reversionary clause of twenty-five years. We contended for fifteen, and with the help of Virginia's Senator A. Willis Robertson we were finally successful. Those intensive and exciting efforts were richly rewarded by observing the highly successful development of all three of those educational enterprises. In fact, the Woodrow Wilson Rehabilitation Center, as it was named, became outstanding throughout the nation. (Incidentally I mentioned Senator Willis Robertson, for whom I had a high regard. He later gave his papers to the College of William and Mary when I was president.)

Williams: Then where did you live in Richmond and what about the growth of your family?

Paschall: Early in 1946 when I came to Richmond it was very difficult to find a place to live. We managed to rent an apartment at 3921 Chamberlayne Avenue. Woodrow W. Wilkerson was a neighbor. I mentioned that he had begun his teaching at Victoria High School during my first year as principal; he had by then become a member of the state department of education. Several other department members were neighbors.

On Mother's Day, May 12, 1946, our son, Philip Dandridge Paschall, was born. The doctor, Dr. Hudnall Ware, had also attended at the birth of our daughter in 1942. Both children were born in the Medical College of Virginia hospital. Dr. Ware

was a devoted alumnus of William and Mary and later served on the Board of Visitors when I was president of the college.

Williams: Your work for the U.S. Office of Education apparently gave you a base in Virginia that you had hoped for?

Paschall: It certainly did afford a fruitful opportunity for renewing professional associations of former years and establishing new friendships. It also provided an opportunity to make a recognizable contribution in behalf of education in a relatively brief period of time.

Permit me to relate an incident that occurred in a very unexpected way, but which greatly influenced some future directions in my career. Governor Colgate W. Darden, Jr., had been instrumental in bringing about the production of The Common Glory at Lake Matoaka of the College of William and Mary. He envisioned its potential for influencing the school children of the commonwealth as well as visitors to Williamsburg. He was scheduled to address the annual meeting of Virginia's school superintendents in Roanoke on this development. A last-minute conflict prevented, and somehow I was chosen to pinch-hit for him. In all candor this was a labor of love for me. I recalled key hallmarks of Virginia history that I had learned at William and Mary, orated on the ideals of the Founding Fathers, and eloquently described "the glory common to us all."

As a coincidence that speech labeled me as an "orator,"

and I began to receive invitations to address teachers' conferences, clubs, and various associations throughout the state. (In later years I had the pleasure of serving with Governor Darden on the board that had charge of The Common Glory production.) Actually I think it was the timing rather than any greatness of the speech itself that made it effective. The war had recently ended; ideals of freedom were highly regarded, and patriotism was something to be cherished and inculcated.

Williams: Although you were located in the state department of education, when did you accept a position with the department?

Paschall: In the spring of 1947 I was appointed assistant supervisor of secondary education. Dr. Fred M. Alexander was director of secondary education and he was, indeed, a formidable leader. Woodrow W. Wilkerson was one of my associates. Dr. G. Tyler Miller was state superintendent of public instruction. We all shared a common purpose of a reawakening of public education in Virginia. It was truly an exciting and challenging time that inspired one to work beyond the call of duty.