

a great empathy for students, and many of them beat a path to her door for coffee and all types of goodies that she provided. One of the great rewards was the numerous letters she received from alumni thanking her for the personal interest manifested when they were students and recalling their happy visits to the President's House. She was keenly interested in the welfare of her sorority, Kappa Delta, but displayed it in the interest of all sororities, and she did many things on her own that brought encouragement and revived interest to these groups at a time when fraternities and sororities were under attack nationally. As I mentioned earlier, Agnes was a keen supporter of the college's sports program, and was recognized by the teams as "number one rooter." She possessed a common touch evidenced^d_A by the numerous townspeople who greeted her and often chatted with her on the streets and in the stores of Williamsburg. She knew all of the grounds and maintenance personnel at the college, as well as other college employees, and they shared a mutual high level of affection, esteem, and respect. This was a hallmark relationship. She took great pains in keeping the President's House attractive, but especially in preserving its colonial charm and atmosphere. Her love of flowers and her fine touch in flower arranging invited many laudatory remarks by visitors to the house. She was so touched in being awarded the Sullivan Award at commencement exercises in 1971. Such an award, presented in recognition of one's services to others, was eminently deserved, and in her usual manner she acknowledged it humbly.

Session 5

March 24, 1976

Charles City Co., Virginia

Williams: We're going to start out this morning by talking a little bit about Dr. Paschall's family. Dr. Paschall, could you recount some of the highlights in the lives of your daughter and son?

Paschall: Yes, I'll be glad to do that, but before I do: I've been unable to shake this cold. I apologize for the sound of my voice, but I hope it will work out all right. My daughter, Elizabeth, who had the nickname of "Tish," applied for admission to William and Mary during her senior year at Douglas Freeman High School in Henrico County (1959-'60) and was accepted. She had an excellent record in high school. I was not appointed president of the college until June 1960. Although she was quite reluctant and hesitant to come to the college with her dad as president, it was too late at the time for her to apply elsewhere. She had a room in Jefferson dormitory, the same dormitory in which her mother had as a freshman lived when she attended William and Mary. I have a distinct recollection that during her freshman year she disclaimed any relationship to the president. Fortunately a president usually enjoys his greatest popularity during the first several years in office, and so it became more comfortable for her to admit a relationship to the president, though a remote relationship. Tish made a good academic record at the college, but she also enjoyed an extensive

participation in various student activities. She served as marshall and president of her sorority, Delta Delta Delta, member of Mortar Board and Eta Sigma Phi (Latin honorary society), freshman representative to the Student Association, publicity chairman of the Pep Club, orientation sponsor, Baptist Student Union, WCWM, Colonial Echo staff, and a member of the homecoming court in her junior and senior years, and other activities. I was privileged when still serving as state superintendent of public instruction to present her high school diploma to her at Douglas Freeman High School graduation exercises in 1960. I regarded it as a high privilege to present, four years later, her degree to her at graduation exercises held in the ancient Wren Yard of the college. In December of 1964 she married William F. Mirguet, Jr., who had graduated from the college in 1962. Incidentally he had as a senior served as the first captain of the Queen's Guard when this colorful unit associated with ROTC had made its debut at the presidential inaugural ceremonies on October 13, 1961. Dr. Theodore F. Adams, pastor of First Baptist Church in Richmond, whom I have mentioned earlier in this interview, performed the marriage ceremony. Tish and Bill make their home in Newport News and have two children, Alice Winn Mirguet and William F. Mirguet III. My wife and I are proud grandparents.

Williams: What about your son, Philip?

Paschall: Our son, Philip, lived on the third floor of the President's

House and attended James Blair High School in Williamsburg. He participated in many high school activities, but chiefly basketball. He made the first team, which in those days enjoyed considerable success. After his graduation from high school in 1964, he attended Hampden-Sydney College for two years. There he attained a sound, liberal arts base and was influenced greatly by several outstanding teachers, particularly Dr. Graves Thompson, who taught Latin. He transferred to William and Mary in his junior year, where he had the opportunity for a larger breadth in offerings in ancient languages, which became his major, with the basic discipline being Latin. He became a member of Eta Sigma Phi (Latin honorary society). Having been a member of Chi Phi fraternity at Hampden-Sydney and since no chapter of this fraternity was established at William and Mary, he became a social affiliate of Kappa Sigma. I was particularly proud to present him his degree at graduation exercises in the ancient Wren Yard in 1968, and we have a picture of his robing on that occasion by Dr. W.G. Guy, chief marshal of the faculty and beloved teacher at the college for many years. He then pursued graduate work in classical archaeology at the University of Pennsylvania but decided that his ultimate interest was in law. He completed his law degree at the Marshall-Wythe School of Law at William and Mary in 1975, and as of now (1976) is employed in legal work by the Board of Mine Appeals of the Department of the Interior, located in Arlington, Virginia.

Williams: Did you find it difficult living in the President's House?

Paschall: Overall we enjoyed it because of its charm and historic atmosphere. It was, however, quite exposed publicly, and we had many visitors. I recall the view in winter when snow covered the Wren Yard. It was lovely and inspiring.

Williams: Without air conditioning it must have been very warm in summer.

Paschall: It was. As you know, July and August in Williamsburg are usually hot, but it is the awful humidity of those months that is so heavy and burdensome. The high ceilings in the President's House helped considerably. Incidentally I recall in 1967 that some members of the Board of Visitors suggested that we request an item in the budget for air conditioning the President's House. I discouraged it on the grounds that our budget was then requesting capital outlay funds for several desperately needed classroom buildings, and an item of some \$45,000 for air conditioning could be regarded as a frill and jeopardize the appropriations. This excessive cost was occasioned by the fact that the major machinery would have had to be installed in the garage some distance away. When I left the presidency the Wren Building had been air conditioned, and it was quite simple to ^Kmade the connection for the President's House.

Williams: In speaking of the Wren Building, did it not undergo renovation during your administration?

Paschall: I am glad you mentioned this. I inadvertently omitted any

reference to it when we were discussing facilities. Let me tell you about this very significant development. It may be unusual to regard a building as a tradition, but I always felt that in reference to the Wren Building, the oldest academic building in continuous classroom use in North America. We succeeded in 1962 in having it designated a National Historic Landmark by the U.S. Department of Interior. It served as a meeting place for the House of Burgesses of Virginia between 1700 and 1704 and again from 1747 to 1752. It suffered fires and wars and was restored to its second form (1716 to 1859) by John D. Rockefeller, Jr., in 1928 to 1931, at a time when I served President J.A.C. Chandler's table and knew of his great efforts in getting it done. When I came to the presidency in 1960, I noted that the building, because of the shortage of classroom space for many years, had suffered considerable wear and tear and was desperately in need of repairs and extensive renovation. With some financial assistance from the Society of the Alumni and with the cooperation of Colonial Williamsburg, we inaugurated an interpretation program from 9 to 1 P.M. each day from July 8 to September 1 in 1963. This was a start that effectively demonstrated by the response of visitors the need for a broader, more systematized plan of interpretation on a year-round basis. In the meantime I learned that Colonial Williamsburg's study of its interpretation services revealed a vacuum or weakness in interpreting education

in the eighteenth century. Armed with this background the Board of Visitors shared my view that the Wren Building deserved a more distinctive interpretation. So in 1967 an agreement was reached with Colonial Williamsburg whereby the latter would provide extensive repairs and renovation and a year-round interpretation program that would tell the historic story of William and Mary -- past and present -- without charge to visitors, while at the same time leaving the building free for the college's classes, functions, and normal usage of all the facilities in accordance with the college's own schedule. As a result the entire building became centrally air conditioned, with pipes and ductwork unobtrusively concealed within its walls, the cost of the air conditioning alone (\$340,000) borne entirely by Colonial Williamsburg. In addition, the Grammar School Room, the Moral Philosophy Room, the Masters' Room, the Blue Room, the Great Hall, and the Chapel were refinished and replenished with furnishings and equipment authentic to the period and costing an enormous amount. For instance, many of the eighteenth century pieces of scientific apparatus and other furnishings were brought from England. Some were formerly owned by George Wythe, first teacher in the nation's original law school, and some belonged to Dr. William Small, the professor of natural philosophy -- the two teachers to whom Jefferson referred as having had the most profound influence on his life. Colonial Williamsburg also assumed the cost of extensive repairs (long

needed), maintenance, security, and guide service at an additional considerable expense. All of this was done, and the college continued to hold classes as it desired in the building, to maintain faculty offices, and conduct functions as it had always done. It was my hope that this building in which my wife and I and so many alumni through the years had classes might someday provide for select classes in the disciplines of the six original masters, and that endowed chairs in these disciplines could be realized. One thing is assured, that it will always be "The College" and kept for college purposes and functions, thanks to a good friend and neighbor, Colonial Williamsburg, for all its assistance.

Williams: I know, Dr. Paschall, that you have a deep sense of the tradition of William and Mary. Could you enumerate some of the ones that you revived and some that were initiated, even?

Paschall: We revived the Ewell tradition. In earlier years the Society of Alumni held its annual meeting at the time of graduation ceremonies, and following the graduation the members made a practice of assembling at the Ewell cemetery on campus and paying tribute to President Ewell, who during the years of the War Between the States and the dark days of Reconstruction kept the charter alive by faithfully ringing the bell. When the Society of the Alumni ceased to meet at time of graduation this tradition lapsed. Following inaugural ceremonies on October 13, 1961, and on the occasion of that home-

coming, this tradition was revived in the lovely Sunken Garden by the Queen's Guard marching the length of the garden and standing at attention with ruffle of drums when the traditional tribute was paid to Ewell and the roster of alumni deceased during the past year was read, followed by "Taps." This inspiring tradition was thus revived and repeated at each homecoming thereafter.

Williams: You mentioned the Queen's Guard. This was a new tradition.

Paschall: Yes, the Queen's Guard made its first formal appearance for investiture at the inaugural ceremonies on October 13, 1961. I greeted this colorful unit on that occasion with these words:

The image of the College of William and Mary in Virginia is embodied in the majestic thread of spirit that truly knits the generations, each to each. Whether measured in the mute reflection on days that were, or in eager anticipation of days to be, it binds forever the glories of the past with a promise of an illustrious future.

As a symbolic memorial those who by inspired example have bequeathed to us the challenge of worthy greatness, the Queen's Guard is conceived and dedicated.

The Queen's Guard was established in recognition of the honors bestowed upon the college by Queen Mary II, who was so influential in the granting of the royal charter, Queen Anne who in 1708 provided funds for the purpose of rebuilding the college after the fire of 1705, and Queen Elizabeth II, who so honored the college by her presence in 1957. Considerable thought was accorded the uniform design, which symbolized the three queens. The headdress is a black sealskin

grenadier's cap, having a black visor edged with gold. The cap, worn with a brass chin chain, bears a gold sunburst, an emblem in the coat of arms of the college. The coat is a single-breasted scarlet tunic, faced with black and piped with gold. The black slash cuffs, on which the crown slash is white, are piped with gold, and the slash bears three gold buttons. The buttons of the tunic are also grouped in threes. The tunic is worn with a black belt and a gold buckle. The black shoulder straps of the tunic are piped with gold and bear gold buttons. Insignia of rank are worn on each side of the collar. A shoulder patch of the arms of the College of William and Mary is worn on the right shoulder; the shoulder patch of the Reserve Officers' Training Corps is worn on the left. The baldric is a pleated Stuart tartan in honor of Queen Mary II and Queen Anne. The black and gold facings are in honor of King William III, whose crest contains these colors. The Stuart tartan terminates in two gold tassels; this juxtaposition signifies the union of the House of Stuart and the House of Orange. Officers of the Queen's Guard wear shoulder-knots of gold braid on the shoulder straps. They also wear gold sabres. The black trousers of the uniform have a narrow scarlet stripe. Black shoes and white gloves are worn. The scarlet tunic symbolizes the courage and self-sacrifice of alumni of the college who gave their lives in this nation's wars. A phoenix on a field of ermine was chosen for the insignia of the Queen's Guard. The

phoenix, modified in the insignia to suggest the American eagle, rises from its own ashes, a symbol of rebirth from destruction employed in literary allusion to the College of William and Mary in Virginia and in a higher sense to its immortality. The motto of the Queen's Guard is "Corona veniet delectis ":Victory shall come to the worthy.

I have described this in detail because I felt it warranted to support my observation that much thought was given to this. The Queen's Guard represented the college commendably at recent inaugurations of governors of Virginia; the Cherry Blossom, Apple Blossom, Dogwood, and Azaela Festivals; at homecomings; and on other special occasions, but more specifically in reviving the Ewell ceremony tradition. I now give you one of the original brochures, entitled "The Queen's Guard," which describes this development in more detail. It was copyright~~ed~~ in 1961 and contains a very colorful picture of a guardsman. I know you will be pleased } *attached* to have it for filing with a transcript of this interview.

Williams: What were some of the other traditions, Dr. Paschall, that you cherished?

Paschall: Yes, I would like to cite several. In commemoration of the meetings of the House of Burgesses of Virginia between 1700 and 1704 and again from 1747 to 1752 in the Wren Building, the Society of the Alumni for almost a decade had sponsored Burgesses Day. This was an occasion in the fall when the governor, members of the General Assembly, and state officials

were invited to the college. It was always on a ~~big~~ day when the college played another Virginia team in football. There would be a luncheon preceding the game, and the president would recognize the governor and members of the General Assembly and state officials. He never took advantage of a captive audience to refer to budgetary needs, but rather conveyed a very eloquent expression of appreciation for what had been done for the college. The president also engaged in some repartee with the president of the Virginia institution who would in the afternoon be engaged in football competition. It was a time of relaxed fellowship, of goodwill and enjoyment, and it certainly did result in a good feeling and attitude toward the college that had a positive residual effect and influence when the General Assembly convened on budgetary matters. Since I left the presidency I understand that this tradition has been discontinued. It certainly served the college well during the years that I served as president.

There was another event that became traditional throughout the period of my presidential service. I refer to the president's greeting opening the holiday season in Williamsburg. Several thousand visitors were coming to Williamsburg annually for the Christmas season. To herald the season they marched from the restored Capitol at the end of the Duke of Gloucester Street to the President's House at the college. As they advanced up the street the white candles in the

houses and shops would be lighted, and finally those in the President's House, the Wren Building, and the Brafferton. When they arrived before the President's House, Agnes and I would step out and extend a greeting. I would read a few verses from the Christmas story from Luke and remind them of the hallowed ground on which they stood, and then read an ancient greeting by Giovanni in 1513. Since I always received a large number of requests for copies, I give you a copy for filing with a transcript of this interview. It was indeed an impressive occasion. Since I left the presidency I understand that this tradition has been discontinued.

Williams: Were there other traditions that you can recall?

Paschall: There were others that meant so much. I recall them with a sense of joyful nostalgia. Every Christmas Eve my family and I were honored by the visitation of certain college and community representatives, the "Spiritual Singers," who came and stood by the Christmas tree and sang those Christmas spirituals so dear to us who revered them. We knew the singers personally and esteemed them greatly. My favorite, I recall, was "Go Tell It In the Mountains."

In 1966, John Nielson, president of the Sigma Nu fraternity, appeared in my office just before Christmas vacation and said that his fraternity would like to gather at the Christmas tree in the President's House and ^{have} me read to them the Christmas story from Luke. John was a giant of a

fellow who played football. In fact, most of the Sigma Nu members were football players. At first I thought he might be jostling me a bit. I agreed and they appeared. Frankly, it was an inspiring sight to see these hurly-burly fellows seated on the floor about the Christmas tree and seriously contemplating my Christmas remarks. Agnes served them hot ham biscuits galore and other refreshments. Each Christmas thereafter they repeated this event but brought along a sorority. It became a Christmas highlight, and we have received many letters in recent years saying what a cherished memory this occasion established. Incidentally, they made me an honorary member of Sigma Nu.

In regard to the Christmas season, we gave a renewed emphasis to the yule log ceremony or tradition. President John Stewart Bryan commenced this by having the yule log brought in to the huge fireplace of the Great Hall and students casting sprigs of holly upon its glowing embers. Through the sponsorship of Mortar Board and Omicron Delta Kappa this beautiful tradition was perpetuated.

We also began in 1966 for the first time a Parents' Day. This actually became a weekend in spring when parents were invited to the campus to visit their sons and daughters. It afforded a planned opportunity for them to meet with faculty, administration, and students; to attend some special lectures; to attend performances by the William and Mary Choir and Chorus and Theatre. I might add that no financial soli-

citation of parents was permitted. We felt that they were paying a great deal for their son or daughter's education and that such an occasion should not be one for fundraising.

Williams: What about Charter Day?

Paschall: By the early '60s, Charter Day, in commemoration of February 8, 1693, had diminished in attendance to the point that it was held in Phi Beta Kappa Hall. Very few students were attending. So we commenced planning it as a major convocation of the year. Seniors were issued caps and gowns, outstanding speakers were obtained, and it became necessary to hold it in Blow Gymnasium in order to accommodate the much larger crowd, and especially the students. At the 275th anniversary convocation Ambassador Sir Patrick Dean of Great Britain made remarks, and the Right Reverend Robert Wright Stopford, bishop of London, made the major address. Greetings were extended by the President of the United States and Queen Elizabeth II. Resolutions of the Congress of the United States and of the General Assembly of Virginia were also recorded.

Williams: You regarded graduation exercises as a real tradition, did you not?

Paschall: Yes, because of its special type nature at William and Mary it became a very cherished tradition. The ceremonies were held in the ancient Wren Yard, recognized as undoubtedly the most historic setting in all America for such an event. I presented degrees individually to undergraduates, who, as they did

when I graduated, marched across the platform, and a photographer unobtrusively to the rear took a picture of each presentation. The graduate would then be robed by senior marshals of the faculty. Although we always had a speaker, about whose selection there was occasional controversy, I felt the focus should be on the graduates, their parents and friends. I always made a few remarks before the concluding ceremonies, and I recall always saying:

The old names are here,
 And the old forms,
 Not alone of doorways, of houses,
 The light falls the way the light fell,
 And it is not clear,
 In the elm shadows, if it be ourselves, here,
 Or others, who were before us.

Following the ceremonies the audience remained standing, and the graduates and faculty marched past the Brafferton to the end of the Wren Yard and back to assemble in front of the President's House. There they sang the "Alma Mater," and the dean of the college declared the session ended. Incidentally the ceremonies were not even once rained out during the years of my administration.

I have already mentioned how the homecoming tradition in the fall grew so significantly and the many events associated with it.

There is another event that in a way became traditional: namely the entertainment of the governor and the General Assembly and state officials by the Society of the Alumni in Richmond at the beginning of each session of the General

Assembly. This was a gala occasion embellished by sumptuous food and delightful refreshment. Whereas there was no mention of budget or any exertion of pressure whatever, there was an abundance of goodwill that redounded to the benefit of the college. Whereas we had no speechmaking, the president of the college was permitted to make a brief presentation on some of the occasions. I cite the following remarks which I made in presenting^{on} the 275th anniversary occasion (January 1968) a gavel and resting piece to Governor Mills E. Godwin, Jr. -- the same having been made from the "charter oak" of the college:

May It Please Your Excellency:

In this year that marks the two hundred and seventy-fifth anniversary

of the granting of the royal charter to Their Majesties' College of William and Mary in Virginia, the present successors to the illustrious founders of this College are pleased to present to you, the historic successor to Their Majesties' Royal Representative in the colony, an instrument of office which truly "links the generations each to each."

The gavel and its resting piece which we present to you today are made from a charter oak, growing on that certain piece of land in Middle Plantation in February, 1693, where, according to a boundary stone bearing the date of the following year, the grounds were laid out for a "place of universal learning" in the "good arts and sciences" which now in 1968 is observing two and three-quarter centuries of service to colony and Commonwealth, to empire and Republic.

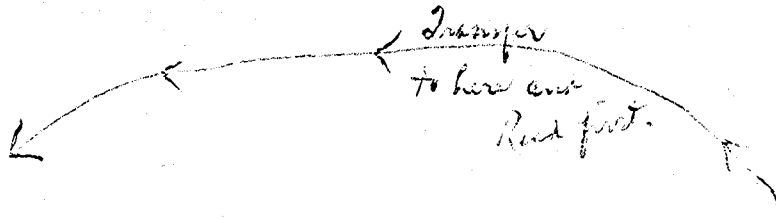
It is particularly fitting that a symbol of government under law, such as these treasured items, should have been fashioned from the living timber of the College campus. The charter of 1693 was granted by the first rulers of the modern world to hold their titles by the consent of the governed—William III and Mary II—and it was granted only four years after that great milestone in the history of free government, the English Bill of Rights. The College itself became the alma mater of many of the great men who, a century later, appealed to those "rights of Englishmen" in support of their own convictions of liberty, and wrote them into the immortal Declaration and into the constitutions of a new state and a new nation.

This gavel also reminds us that under the genius of another Governor—Thomas Jefferson—the first chair of law in the new United States was founded at this College in 1779, to prepare oncoming generations of citizens for public and private service in the Anglo-American ideal of equal justice. With its priorities in law and other new and "good arts and sciences" required for the new order of government and human affairs, the College has continued to the present—and will strive ever in the future—to serve state and nation, seeking equally to educate for callings and visions in the growth of mind and spirit.

From the mighty works of our forefathers which were witnessed by the charter oak, the President and Board of Visitors of today's College of William and Mary in Virginia are honored to pass on to you—on this anniversary year of this institution—a symbol of all the service and ideals which have been inculcated in the intervening years. May Your Excellency find it a faithful reminder of the responsibility we all share, to keep the ideal of freedom a shining beacon, haunting men, and challenging them to the fulfillment of unrealized dreams.

Williams: Now, Dr. Paschall, you have mentioned some policy statements that were important. Which one do you regard as the most significant one?

Paschall: There were three, two by the Board of Visitors and one by the State Council of Higher Education. The following statement describing the college -- its purpose and mission -- adopted by the Board of Visitors in January 1966 will, in my opinion, stand the test of time:



PURPOSE AND MISSION

The latter purpose is specifically implied by the realization that the College is a State institution, supported by public funds, and is, therefore, obligated to serve certain functions and elements of constituency designated by legally constituted authority. This implies a consciousness of public responsibility and a readiness to provide educational leadership and services to the region as well as to the state and nation.

In keeping with this responsibility the College endeavors to encourage research that will bring new light to contemporary problems; to offer graduate programs that meet regional as well as state needs; to provide opportunities for continuing education at adult levels; and to serve as an educational center where those in the professions, business, industry, and governmental pursuits may convene for exchanging ideas and renewing mind and spirit in an atmosphere conducive to creative intellectual activity.

To accomplish its purpose—for both the student and the society it serves—the College seeks to maintain a faculty distinguished in teaching, research, and public service; to offer high-quality programs; to attract a cosmopolitan student body prepared to benefit from such an education; to provide facilities commensurate with excellence; to plan its physical and organizational structure to permit the fullest recognition of the individual student; and to cultivate in the college community an atmosphere conducive to the attainment of its purpose.

The College of William and Mary is a coeducational and residential college of liberal arts, sciences, and professional offerings at the undergraduate and graduate levels.

Its purpose is twofold: to educate the student for a useful and meaningful life for himself and society, and, as an institution, to influence and improve the society of which it is an organic part. The College seeks to provide every prospective degree recipient the opportunity to attain a strong liberal education on which he may build future specialization without fear of losing the perspective of the good life.

Liberal education, as conceived by the College, is concerned with the pursuit of truth: the truth about man, his culture, and the universe. It believes that this truth is attainable through an understanding of the great basic disciplines of human learning. In the pursuit of this breadth and depth in understanding, the College fosters among its students a spirit of free and creative inquiry that seeks first the self-examined life; a reasoned sense of responsibility in the exercise of freedom; a sensitivity to beauty, order and proportion; and an enlightened appreciation of moral and spiritual values.

In addition to the goal of affording the student an opportunity for a broad, basic education that can be applied practically to a useful purpose, the College must, as an educational institution, be an effective unity and force in improving the society of which it is so vital a part.

The second very important policy statement was the resolution adopted in May 1967 by the Board of Visitors requesting the governor's consideration of a university peer grouping for William and Mary, such recognition being essential to increasing faculty salaries to those comparable to institutions having university status. This is indeed an historical landmark in that it declares the college to be at a modern university status, the first such action since that of Jefferson in 1779. Before citing this most important resolution, let me say that it was accompanied or supported by a documentation of the college's comparison with other medium-sized universities in sponsored research, graduate degree programs, expansion in facilities, branch colleges, schools, and size and complexity -- all of which showed it to conform to the definition of a modern university.

WHEREAS, In recent years, a national average has been assigned by the Governor to the respective institutions of higher learning, the same constituting the annual maximum base figure for computing the overall faculty salary situation, and

WHEREAS, The allocation of these averages has been in accordance with peer groupings of institutions illustrated as follows for 1967-68:

Institution Peer Group*	Average Assigned
Virginia Polytechnic Institute (university level).....	\$11,210
College of William and Mary (only one in this category).....	10,083
Other four-year institutions.....	9,461
Two-Year Colleges.....	8,402

and

WHEREAS, When this system of peer groupings for institutional faculty salary averages was commenced with the session 1964-65, the College of William and Mary was regarded then as sufficiently qualified to be accorded a peer grouping higher than that of other four-year institutions, it being then recognized as an emerging university, and the only institution so designated in that category, and

WHEREAS, The College of William and Mary did increase tuition charges in order to match the State appropriation in thereby attaining the average when first assigned, and has raised tuition again in support of faculty salaries for 1967-68, and declares its willingness to raise tuition in the 1968-70 biennium as necessary to match State appropriation for the university faculty salary peer grouping, if attained, and

* The University of Virginia is not included in this listing because its private fund supplements had already established it at a separate level.

WHEREAS, The College of William and Mary has now emerged to the level that meets the description of the State university grouping; namely, those institutions which are multi-purpose and have professional schools, doctoral programs, extensive public service activities and research programs, and branch colleges, and

WHEREAS, The quality of operation at this university level is predicated more on the institution's ability to recruit and retain high-quality faculty than on any other single factor,

NOW, THEREFORE, BE IT RESOLVED, That the Board of Visitors hereby records its formal recognition of the

College of William and Mary as having attained university status in accordance with the modern definition of "university"—it already having become historically under Jefferson's influence in 1779 the first American university—it being understood emphatically that such recognition shall in no way, now or in the future, alter or even suggest any change in the institution's historic name, "The College of William and Mary in Virginia," and

BE IT FURTHER RESOLVED, That the Board of Visitors hereby respectfully requests the Governor to authorize the university faculty salary peer grouping for the College of William and Mary for the 1968-70 biennium.

Williams: Did you yourself prepare the policy statement and policy resolution just cited?

Paschall: Yes, I did. I always drafted policy statements and resolutions for the agenda for the Board of Visitors. In the instance of the mission and purpose statement, I drew upon many sources. Attempts had been made by faculty committees to develop such a statement, but it was, by its nature, something that defied quick composition or unanimity in support by those having various opinions on this matter.

Williams: What was the State Council of Higher Education reaction to the statement and the resolution?

Paschall: The council's reaction was incorporated in a report entitled, "The Virginia Plan for Higher Education," released by the council in January 1968. I think it is important to include it in this interview for the record:

The College of William and Mary, the second oldest in the nation and the oldest in the Commonwealth, is an in-

**University
Status**

stitution of national reputation which combines the cherished traditions of the past with a progressive twentieth-century instructional and research program. In recent years William and Mary has experienced orderly growth in enrollment and a considerable expansion of offerings with increased emphasis on graduate programs. While preserving its historic name

(which the Council concurs with the Board of Visitors should never be changed), William and Mary is in fact a "university" with limited programs of high quality.

The Council does not expect William and Mary to become a comprehensive university. It feels the College should maintain a steady growth pattern and develop additional selective undergraduate and graduate programs on the foundation of sound offerings already in existence. The Council believes the College can retain its distinctive characteristics as a residential institution with high standards and at the same time expand its educational services for the rapidly growing Peninsula area, focusing the same at the convenient location of the Virginia Associated Research (campus)—a graduate center of the College.

It is also expected that, consistent with its historic role of service to the Commonwealth, The College of William and Mary will continue to lend its competencies to the research, extension, and public service needs of the state.

Session 6

March 29, 1976

Williamsburg, Virginia

Williams: Dr. Paschall, as we ended last time we were talking about statements of policy that the Board of Visitors passed. What were the implications of these statements that you have called the most important of the period?

Paschall: There had been since 1962 various efforts made to formulate a statement describing the college -- its purpose and mission. These attempts gradually tended to divide rather than to unify. When the Board of Visitors, therefore, in January 1966, adopted the policy statement which I cited to you earlier, this gave official sanction and put the matter to rest. Furthermore, it constituted a framework against which important developments (programs and otherwise) involving the college might be assessed. It was the first such comprehensive statement on mission and purpose that had been developed in many years, and its design, nature, and content would, in my belief, stand the test of future circumstances and like a firm anchor safeguard the college against shifting currents of opinion that might threaten stability and progress.

As for the resolution of the board in 1967, it declared the college to have attained a "modern university status." This became an historical declaration because it was first so regarded as a university by Jefferson and the board in

1779 with the establishment of a school of medicine, of law, and other features in breaking with the English university tradition. It was not therefore until nearly two hundred years later, in 1967, that it again attained a status justifying the designation of "modern university." This resolution served, however, as more than an historical landmark. It afforded state officials a status description of the college as would enable it to be compared with other institutions of similar nature for the purpose of establishing faculty salary averages. This was a real breakthrough for the college in that it could then choose other private and public institutions nationwide as peers, comparatively speaking, and enjoy a tremendous boost or increase in faculty salaries. This happened, and I am so glad that my successor could inherit such a happy situation.

The resolution further proclaimed that such university status should never alter, change, or otherwise jeopardize the ancient name: "The College of William and Mary in Virginia."

As for the State Council of Higher Education statement in 1968, it is important because it addressed itself to and approved both the mission and purpose policy statement and also the resolution. Such approval constituted state recognition of an official nature as would thereby become the state guideline regarding the college in the future. Since that time the State Council of Higher Education has been accorded increased authority, and the college is so fortunate

in having an already established blueprint for its orderly operation and progress.

Williams: I noted the descriptive term "residential" in both the board's statement and the repeat of it in the council's statement. What was the special significance to this?

Paschall: You are very perceptive. By establishing this term the college could better protect its state and national character and avoid being submerged to commuter pressures. This was one of the major reasons I felt that we should assume the stewardship for Christopher Newport College in Newport News and eventually nurture it to a four-year level. I also felt that we should encourage the establishment of Thomas Nelson Community College on the Peninsula. These developments mitigated against the pressure for admission by so many students within commuting range as to protect the college from becoming a regional commuter institution.

Williams: Also notable is the emphasis on "continuing education" and public service and the reference to the college's graduate center at VARC. Would you comment on these points, please?

Paschall: As I indicated earlier, Dr. J.A.C. Chandler established the first extension centers in the state. During the '60s we revived this and provided extension services in the way of courses needed by the military personnel and teachers throughout tidewater Virginia. This support of continuing education was not only in the finest tradition, but it also was regarded by the General Assembly as a timely public service. Believe me,

the entire college budget was the beneficiary of the attitude generated, and it finally led to the School of Continuing Studies. Incidentally, I understand it has been abolished since I left the presidency and extension discontinued.

As for the VARC graduate center, I felt that we were quite fortunate in attaining it because there were graduate programs that could be offered there which might have been quite difficult to develop on the main campus. For example, the master's in applied science was offered from that location. Furthermore it was my strong conviction that the college should handle graduate programs on the Peninsula. Whenever we approved an undergraduate offering at Christopher Newport the last paragraph of the resolution approved by the board and sent to the State Council of Higher Education provided that no graduate offering in the discipline would be contemplated. Whereas we regard Christopher Newport College as an "urban expression" of the college, as I termed it, it was quite important that we protect the graduate enrollment potential of the college without costly and threatening competition a few miles distant.

Williams: You and I have commented today that when we were talking about traditions, we didn't talk about Lord Botetourt.

Paschall: I overlooked doing so, and I would be remiss indeed if I did not tell you about the very significant development involving Lord Botetourt. The salute to Botetourt when the statue stood in front of the Wren Building for so many years was a

cherished tradition by many alumni. Several years before I came to the college as president it had been removed and placed in storage because it could no longer stand the elements outdoors. This storage of Botetourt weighed heavily upon me. So when we planned the new library on the new campus we felt that it would be most appropriate in a building to be used by all students to have a Botetourt Gallery. There was some problem in justifying with state officials the use of the space required "to perpetuate a tradition," as they termed it. I made an eloquent plea for their approval and assured ^{them} that the college would raise the funds from private sources for the gallery. It was approved, and we brought Lord Botetourt out of storage. On the occasion of dedication of the new Earl Gregg Swem Library I made these remarks in reference to Botetourt:

"Lord Botetourt is a symbol and a witness to the changes and chances which the College has experienced over so much of its long history. It is rather appropriate that he has moved once more—from the old Capitol of Colonial days to the front campus of the nineteenth and twentieth centuries, and now to the center of advanced arts and sciences being built around the new library. Having come once more out of retirement and having once more overcome adversity, he speaks the creed of William and Mary to you who have become a part of our heritage:

"I have loved this place" he seems to say to us. "I have seen it grow from colony to Commonwealth to Confederacy to a new and even greater nation. I have endured and survived fire and storm and war and forgetfulness. I have kept the faith—and I know you will do the same."

Williams: Again in reference to traditions was it you who originated the concept of The Jefferson Prospect and would you elaborate on it?

Paschall: It is interesting to recall⁺ how this was conceived. When I came to the presidency in 1960, tentative plans were under-way to build the new library at the end of the Sunken Garden. The State Art Commission had discouraged this location because of the monstrous size of the proposed Georgian building, the excessive cost in having to waterproof the foundations in a special way to protect against the underground springs, and the lack of parking space. At the time, however, there was considerable feeling that the college should remain "about" or "around" the Sunken Garden and a new campus should be avoided. There seemed little hope for a while in counteracting this feeling. I had read somewhere, or recalled from my notes in some history class, that Jefferson, when he was a student, had noted that the "College should always look out upon the country." In his day and practically until this century "the College" was the Wren Building, and Jefferson's gaze undoubtedly was westward, since the building to the east faced the Duke of Gloucester Street. So admitting my inability to produce documentation and the inability of others to refute it, I began to discuss this as the "Jefferson Prospect." I indicated the belief that he must have felt that the University of Virginia -- the Rotunda was basically the University, comparable to the Wren Building, as the heart

of the institution -- should always look ^{out} at upon the mountains. How unfortunate, I indicated, was the locating of Cabell Hall at the end of the lawn opposite the Rotunda and closing in the sweep of one's view. Likewise I argued that a building at the end of the Sunken Garden would produce aesthetic claustrophobia. This thinking was very persuasive, and so we built the new library on the new campus. So it is today, when the trees are clothed in green and one stands on the west portico of the Wren Building he cannot see any other building; his view remains unbroken as it sweeps across the long Sunken Garden with its huge boxwood borders backed by deep pink crepe myrtle, and at the far end the stately firs, pines, maples, oaks, and dogwood are silhouetted.

Williams: How did you later expand the concept of the Jefferson Prospect?

Paschall: I envisioned several unique and distinctive segments beyond the Sunken Garden through the center of the campus all the way to Lake Matoaka. The first of these became Crim Dell. Just beyond the western end of the Sunken Garden, with assistance of funds of the family of John W.H. Crim, we developed the lovely Crim Dell. With the gift of the class of 1964, a beautifully designed oriental bridge was constructed over the pond, and an appropriate array of flowering shrubs ^{was} ~~were~~ planted. The landscape work included azaleas, camelia, dogwood, weeping cherry, mountain laurel, magnolia, bayberry, evergreen, japonica, snowballs, and tea, as well as

various types of holly, hemlock, barberry and osmantheus.

Crim Dell was dedicated on the occasion of the first Parents' Day, May 7, 1966, at which time I was privileged to make the following dedicatory remarks:

. . . that here one may walk in beauty, discover the serenity of the quiet moment, and dispel the shadows. (Here is a picture of Crim Dell for filing.)

The next project in this sequence was developed in 1969: a beautiful entrance to the new campus, located across the road from Crim Dell. This was a gift of the class of 1932, of which I was a member. It portrays the coat of arms of the college set in a curved wall of Flemish bond brick with distinctive iron grillwork and pillars. On Vermont green stone is set a bronze phoenix, this being the bird of literary allusion to immortality, more specifically the old campus giving birth to a new campus of "good arts and sciences." The plaque inscription reads:

"From the Old to the New, may this entrance, like the Phoenix, symbolize a look to the Future made promising by a challenging heritage."

Davis Y. Paschall - On the Occasion of the 275th Anniversary of the College - Gift of the Class of 1932

The next project which we were beginning to develop involved a natural park area from Crim Dell to the new bridge [near duPont]. This was planned to have trails and waterfalls and to be preserved in a natural state. The last segment was to involve dredging from the new bridge to Lake

Matoaka in such a manner as to bring an arm of Lake Matoaka underneath the new bridge and create a vista westward whereby the broad expanse of the lake may be seen from the bridge. I might add that we had engineering plans drawn to enable a continuing flow of water to prevent any stagnation in the pond area of Crim Dell and at the same time afford sufficient flow to provide the waterfalls in the natural park area to be developed.

Williams: I remember reading about a big row at one time about cutting down some of the trees in college woods.

Paschall: Yes, it must have been about 1968 that the pines in the college woods suffered an invasion by the southern pine bark beetle. The State Forestry Service surveyed the situation and recommended that the college cut and remove the pines that were attacked so severely in several marked areas. Otherwise the service advised that there would be these blighted areas of dead pines, and furthermore the college would be rightly accused of harboring and aiding the infestation. Acting on this advice the college contracted to cut the trees specified by the forestry service. When this began, members of the garden clubs in the community voiced protests, and it required immediate and time-consuming interpretation to allay the fears. I asked Dr. Mitchell Byrd, chairman of the department of biology, to prepare a plan for the presentation of the college woods as a future botanical and wildlife laboratory and preserve. This was done, and the Board of Visitors

approved it. So something good emerged from this unfortunate situation.

Williams: How did you finance the landscaping of the new campus?

Paschall: This was a difficult problem. When we commenced the buildings we soon discovered that all funds were required for construction and nothing left for landscaping. So we learned to project an item for landscaping in the budget request for a building project. By employing the services of an outstanding landscape architect from Richmond, Mr. Kenneth Higgins, we were able to project funds accurately and also to let contracts with nurseries immediately upon completion of buildings.

The Board of Visitors shared my keen feeling that landscaping was most important, and anyone today viewing the new campus, as well as our efforts in preserving the old campus, appreciates this fact. I actually had an obsession on this point because I knew that the beauty of the campus was a vitally essential factor in conveying an aesthetic image so important then and in the future. I cite one example as typical of careful planning: The area between the fine arts building and the new library constitutes the academic heart, so to speak, of the new campus. The design, the underground watering system, the lighting plan, the types of shrubs and trees -- all make it a pleasure for ^{ONE} me to walk through the area.

Williams: Turning to other matters, I think you wanted to comment on

when you were a member of Virginia's recent Constitutional Commission.

Paschall: Early in 1968, Governor Mills E. Godwin, Jr., appointed me as one of an eleven-member Commission on Constitutional Revision. The purpose of the commission was to make recommendations for revision of Virginia's constitution, which had last undergone revision in 1928. With exception of myself, who was the only nonlegal member, it was a most able and distinguished group. We labored throughout 1968, and for historic reasons the Blue Room of the Wren Building was chosen for the final meeting on January 11, 1969, following which the commission presented its report to Governor Godwin in the Great Hall. On that occasion I was permitted to extend greetings and to address Mr. Jefferson "in absentia." It afforded an opportunity to describe how Jefferson's attempt in his Diffusion of Knowledge Bill in 1779, which failed of adoption, had now come full circle. I give you a copy of the report of the ceremonies which lists the commission members, includes pictures of the highlight events, and copies of remarks and presentations. I think some future historian might wish to refer to it as a very significant occasion of the period for William and Mary.

Williams: What particular contribution were you able to make in this revision?

Paschall: I like to feel that I probably made the most outstanding contribution of my life in several particular outcomes of that

process. Early in the beginning of the work the commission decided to divide the major sections of the constitution for detailed assignment to committees, each having two commission members. Former Governor Colgate W. Darden, Jr., and I were assigned the Bill of Rights and such sections as education, franchise and conservation. Although I offered to meet with him in Norfolk on several days involving our intensive study, he preferred to come to the college. We conducted our deliberations (with a legal counsel assigned us) in the Blue Room of the Wren Building. The shadowy presence of Jefferson in that place had, I suspected, some persuasive influence. Our recommendations, of course, had to be acted on by the entire commission whereby the final revisions were the work of the group and not identified by respective members. Having said this, permit me to cite the following that I regard as of particular significance.

Under Section 15 of the Bill of Rights, entitled "Qualities Necessary to Preservation of Free Government," the following paragraph was added:

That free government rests, as does all progress, upon the broadest possible diffusion of knowledge, and that the Commonwealth should avail itself of those talents which nature has sown so liberally among its people by assuring the opportunity for their fullest development by an effective system of education throughout the Commonwealth.

This was an assertion of the concept of Jefferson's Diffusion of Knowledge Bill, and in fact some of its language, which failed in passage in 1779, constituted the basis of my remarks

to Jefferson "in absentia." It recognizes in the Bill of Rights the essentiality of the widest diffusion of knowledge to the preservation of free government and the right of opportunity for an education. But we did not stop with this.

Under Article VIII of the constitution (Education) we added the following two landmark sections:

Section 1. Public schools of high quality to be maintained. The General Assembly shall provide for a system of free public elementary and secondary schools for all children of school age throughout the Commonwealth, and shall seek to ensure that an educational program of high quality is established and continually maintained.

Section 2. Standards of quality; State and local support of public schools. Standards of quality for the several school divisions shall be determined and prescribed from time to time by the Board of Education, subject to revision only by the General Assembly.

The General Assembly shall determine the manner in which funds are to be provided for the cost of maintaining an education program meeting the prescribed standards of quality, and shall provide for the apportionment of the cost of such program between the Commonwealth and the local units of government comprising such school divisions. Each unit of local government shall provide its portion of such cost by local taxes or from other available funds.

This was a hallmark beginning in ensuring an educational program of high quality and an assured funding of the same for every boy or girl in the commonwealth, wherever he or she may reside. There can be no more closed schools, as I described earlier in this interview. The "lamp of learning" will be kept burning by constitutional mandate. If I had a choice in being remembered for something, it would be my part in this landmark development.

Williams: At some time in this interview you mentioned what you called "special dimensions." Would you comment on this?

Paschall: Yes, these are described in some detail on pages 30 to 33 in the ten-year report Highlights of Progress, a copy of which I gave you for filing. So I will mention them only briefly. The Institute of Early American History and Culture made great progress during this period. It moved from the cramped quarters on the Duke of Gloucester Street to the rather commodious accommodations in one wing of the new Earl Gregg Swem Library. The budget for the Institute in 1959-'60 was \$75,334. Ten years later it was \$164,003. This increased further in 1970-'71. The Institute found it possible to make considerable improvement in publication of The William and Mary Quarterly. In 1966, the Institute undertook a project of major historical significance, the preparation of a multivolume edition of The Papers of John Marshall. Along with the private support I was able to obtain from the National Historical Publications Commission of the General Services Administration and the approximate \$25,000 annually in state funds, we were successful in this project. The fact that the first volume was dedicated to me is indeed a cherished tribute.

In 1966 we established a rather sophisticated computer center in the new Hugh Jones Hall. It was planned during 1964-'65 by a very representative committee of the college and six other educational institutions in eastern Virginia that it

was designed to serve on a regional basis. It is interesting to note that the budget in 1959-'60 for I.B.M. tabulating equipment was \$10,000. Ten years later it was \$533,600 for the Computer Center.

I think I have mentioned the Virginia Associated Research Campus in Newport News. In 1962, the General Assembly authorized its establishment as a joint venture of the College of William and Mary, the University of Virginia, and Virginia Polytechnic Institute. Among other purposes VARC (Center, first called) was to manage NASA's huge Space Radiation Effects Laboratory. Several hundred acres of federally owned land in the vicinity was deeded to the state. The feeling at the time by some was that a large M.I.T.-type institution would be constructed around the cyclotron. This, of course, would have drastically curtailed scientific graduate programs at William and Mary and undoubtedly have diverted funds from similar programs at V.P.I. Suffice it to say -- and I shall write a detailed chapter on it later -- on May 9, 1969, Governor Mills E. Godwin, Jr., announced a reorganization of VARC, naming it an integral campus of the College of William and Mary in order to satisfy requirements of the Southern Association of Colleges and Schools and to make it possible for residence credit to be granted for graduate courses taken at that location.

The Laboratory of Endocrinology and Population Ecology of the department of biology was established on the old Eastern

State Hospital property in 1963. It contained over 5000 square feet of experimental and animal maintenance facilities, offices, and studies. The facilities are equipped for modern biochemical and histological work. In addition, excellent areas for natural population studies of various animals are located nearby. This development thrived under very substantial research and equipment grants from the National Institute of Health, and Dr. Richard Terman, its director, achieved national acclaim.

The Marshall-Wythe Institute for Research in the Social Sciences was developed in February 1966, to provide an administrative organization responsible for the Marshall-Wythe Symposium, the sponsoring of conferences in the social sciences, and the conducting of research on contemporary problems. On the recommendation of his colleagues in social sciences I appointed Dr. Warner Moss as director. He had been chairman of the department of government for many years.

There are other so-called special dimensions I might mention, but I believe these illustrate the type developments we are describing. There were others, of course, such as the Bureau of Business Index, the Tidewater Tax Conference (annual), the Tax Executives' Institute, the Law School Abroad Program in England, to mention a few.

Williams: Earlier in our interviews you made reference by name and comment to the key administrators during your administration and said that you would like to refer to some others, as well.

Paschall: I would indeed like to do so. I am somewhat reluctant for fear that I will omit some. Let me mention Miss Pearl Jones. She had been secretary to every president of the college, going back to Dr. J.A.C. Chandler. She was indeed a fine Virginia lady, aristocratic in demeanor, loyal, and quiet spoken. She helped me so much during my first five or six years (until she retired.) Mrs. Jane Latham succeeded her, and she proved to be excellent, especially as recording secretary of the Board of Visitors. We were fortunate in obtaining the services of another excellent secretary, Mrs. Diana Love. She and Mrs. Latham were devoted to their work, punctual, and efficient.

After several years in the presidency, it became necessary for me to have an administrative assistant. The salary was not what it should have been, and consequently it became difficult to retain anyone for long. They also possessed potential for going to even more challenging roles. For example, after his graduation from the college Jerry Van Voorhis served in this capacity. He was an exceptional young man in being able to articulate superbly in oral and written communication. He was undoubtedly the only student who served as editor of the college newspaper in his junior year and then as president of the student body in his senior year. He attained some fellowship assistance and went to Johns Hopkins University to pursue graduate work. ^[He was] A person of pleasing personality, high character and integrity; I felt

that he possessed commendable potential for future leadership and encouraged him accordingly.

John H. Willis also served in this capacity on a parttime basis. He also taught some classes in English. Here again was a bright, personable young man with a wonderful family. I was so happy to be of some assistance to him when he took a leave of absence to attain his doctorate in English at Columbia University.

Edward Brickell, whom I had known in public school administrative work, also served as administrative assistant. He had majored in English for his undergraduate degree from the college, and then completed a very arduous experimental master's program in English designed by the "Great Books Man," Hutchins of the University of Chicago. He possessed an unusual talent in being able to combine theory and practice, and from experience he was able to discuss issues and proposals with considerable common sense and to bring good judgment to bear. He attained a high-level position in the Virginia Beach public school system, of which Mr. Frank W. Cox, a member of the William and Mary Board of Visitors, was superintendent. When Mr. Cox retired several years ago Ed was appointed superintendent. (Incidentally at the time of this interview I note that Ed has just been appointed to membership on the Board of Visitors by Governor Godwin). Ed also attained his doctoral degree in education about three years ago from the college.

S. Dean Olson also served as administrative assistant and was in that capacity when I retired from the presidency. Dean was a very personable young man. He had a degree in journalism and had taught journalism. He possessed a high degree of perception in analyzing student issues, and his discussion of those issues current on campus was very helpful to me. He brought a fresh approach and a new look to many problems and often had a mitigating, persuasive influence on my actions. I valued our association highly.

Permit me to mention Ross Weeks. He was our public information officer. He was an exceptionally fine press media person. Aside from excellent talent in his work he displayed a sense of level-headedness and was a good writer. To him and Dean Olson I owe the credit for compiling and arranging and publishing the ten-year report, a copy of which you have. Ross Weeks was, with the assistance of Mr. Lowance, able to obtain a college press and arrange for internal publication of W & M News and so many other college publications in a highly reputable but economic manner. How often I had wished for such a publication as W & M News in order not to have to impose much of it on the regular college newspaper, which did not have the space to include it without severe editing. My successor was quite fortunate in inheriting Weeks and Olson.

Williams: It is natural that you would first comment on persons having a day-to-day contact with you. Were there others?

Paschall: As I recall I have previously referred to James S. Kelly and

indicated his valuable assistance, his deep love of the college, his wide knowledge of alumni, the esteem with which he was held by the community, and other attributes that meant so much to me and also to my family.

I think of Gordon Vliet, who succeeded Jim Kelly as executive secretary and director of the Society of the Alumni. He possessed not only a deep love and affection for our alma mater, but also a creative and innovative talent for its expression. We had talked about an alumni house for years, but it was finally Vliet who brought to fruition the plan which I presented to the Board of Visitors for converting the Bright House to the Alumni House. The plan was not only appealing but so ably interpreted by him that the board became unusually enthusiastic in approving it. His lovely and charming wife, Lee, who was also a graduate, was equally enthusiastic and creative. This man-wife team basically became responsible for implementing the plans for the Alumni House and holding out, so to speak, for its furnishings. Gordon was responsible also for improving homecomings, for establishing new alumni chapters, for arranging appealing alumni tours abroad, and so many other activities. Again, my successor was so fortunate in inheriting this capable, talented, and dedicated person in his role with the alumni.

I recall Lisbon Gerst, the bricklayer. He laid more bricks than any other person on campus. In fact, he laid the bricks for practically all the walks on the old campus.

I remember one day he came by the office and said he would like to show me the measuring milestone. He took me about midway on the walk between Ewell Hall and the Marshall-Wythe School of Law and showed me the unique arrangement of brick at one point that covered the milestone which had been employed earlier as the point or focus of measuring distance for Tidewater. (There is a similar one in Capitol Square in Richmond.) This was very interesting, and I doubt that there are many, if any, who know about this unique formation of brick and its significance. Gerst and I were friends, and he taught me much. I presented him an inscribed brick in commemoration of his many years of service, along with some other things.

I knew practically all of the carpenters, the grounds-men, and other maintenance personnel and enjoyed stopping and chatting with them. In many ways these were the people who made the campus and kept the college functioning. My appreciation of them, however, was something deeper than any thought of what they could contribute to the college; it was a personal feeling and esteem for them as individuals. In fact, I always learned from them just as I did as a boy when I "hung around" the blacksmith of those days. They were often surprised that the president would take the time to talk and even more so when he talked their language! I derived many happy moments from this association, and I might add my wife was a partner in this association with them.

Williams: Were there any faculty members that you recall in a similar way?

Paschall: Yes, there were several that I recall. I will mention a few. I always felt a close affinity to Dr. W. G. Guy, chairman of the department of chemistry. He and I would often chat when we met on campus and occasionally at other times. He was a beloved teacher, and I had a profound respect for him. The fact that he served as chairman of the committee for the inaugural ceremonies ^{and} later as chief marshal for convocations brought us into periodic contact. Basically he was a devoted person to the college and understood the old and the new in transition. We therefore shared a common bond. (Incidentally I have already referred to Drs. Swem and Morton, as well as to Mel Jones.)

Another person on the faculty was Dr. Carl A. Fehr, whom we knew as "Pappy." He was truly a remarkable man and did so much to build a constructively lovely image of the college through his work. In 1970, as I recall, he celebrated his twenty-fifth year as director of the William and Mary Choir and Chorus. Through his efforts the choir performed on national television via local and regional channels to an audience of 100,000,000 with the annual Christmas concert, beginning in 1967. In 1969, after performing before the Freedom's Foundation Awards Banquet in Washington, D.C., honoring Dwight D. Eisenhower and other great Americans, the choir was awarded the George Washington Honor Medal

by the foundation for its outstanding contribution to the understanding of the American Way of Life. The important thing to remember is that "Pappy" Fehr took the choir to remote areas of Virginia, to the South, and to the North, and everywhere there was a beautiful image of the college established. "Pappy" was a hard taskmaster, but his performances were just perfection, and the college was the beneficiary. So many alumni returning to the college beat a path to Pappy's door! His contribution was monumental.

I remember so well Mr. Ansel D. Rorer, who for years tended the grounds, trees, and shrubs with affection and joy. If anyone possessed the green thumb, he did. It was Mr. Rorer who walked with me one day and talked about beautifying the lily pond area, which had fallen into sad disarray and neglect. I gathered from him that day a vision of what later became the lovely Crim Dell. He not only knew the shrubs and plants by their common names, but also by their botanical names. I always enjoyed our walks and rides over campus because he literally exuded a communion with nature, and his ideas on landscaping often corrected a plan that might have led us astray.

Then there was Ervin Farmer, superintendent of buildings and grounds. He was highly efficient in everything electrical and practical. He possessed a knack of reducing the complicated to the simple. We rode together many times in

his truck and figured how we could resolve some problem on campus, ranging from running a pipeline to improving security. Our relationship was informal and friendly but never violated Mr. Farmer's relationship to Mr. English, the bursar, to whom he reported. Ervin was a great hunter and fisherman, and I enjoyed some tall tales from time to time.

Miss Rebecca Tinker was the manager for Crotty Brothers, the caterers who provided food services. This remarkable lady was efficient in her work, pleasant in all services rendered, dedicated to the college, and enjoyed the students. She helped many students pay their way through college by employment in the dining hall. She retired when I did, and the Order of the White Jacket later honored her by gift and tribute for her outstanding service and employment of student waiters.

Mr. Carson Barnes, Jr., served as dean of men and later as dean of students. This man had a keen insight in student affairs and a sincere sympathy for students. I doubt that any person in the history of the college did more to help students overcome difficulties in adjustment and particularly those who became involved in some disciplinary action. He was firm, but with patience and understanding, and he kept me informed adroitly of some students who needed financial assistance when scholarship funds otherwise had all been committed. He possessed a high sense of values.