

Davis Y. Paschall

Session 7

April 8, 1976

Charles City Co., Va.

Williams: Dr. Paschall, I think this morning you wanted to talk about some of the other people who were important during your administration.

Paschall: Yes. Dr. Charles L. Quittmeyer, an alumnus, became chairman of the department of business administration. He possessed a deep love of the college, a keen sense of the public service it might perform, and a vision that culminated in the establishment of the school of business administration in 1968. By his conscientious endeavor and high sense of loyalty he brought to the college a distinctive recognition by outstanding representatives of the business world. He was primarily responsible for the inauguration of the bachelor of business administration degree (undergraduate).

I have referred earlier to Vernon L. Nunn, treasurer-auditor of the college. I hope that the reader of this transcript will refer back to those statements about this wonderful man who revered the traditions of our alma mater, who embodied the highest ideals of service for so many years to the college, and who is recalled with personal gratitude by more alumni of my generation than perhaps any other person.

I would like to mention John Donaldsen, whom I appointed associate dean of the law school. He was serving as a resident counselor in one of our dormitories when I first knew him. He showed great proficiency in law, obtained an advanced degree, and practiced law in Williamsburg for a brief period. He was an outstanding teacher in the law school and helped me on many occasions in working with persons who made the college the recipient of some notable bequests. This young man possessed traits of leadership that I predict will come to distinctive fruition one of these days.

I must mention Sarah McCoy and Joe Barlow. They worked in the President's House, and we thought of them as members of the family. They were conscientious in their endeavors, loyal, and faithful. But for their dedicated assistance we could never have had such successful teas, receptions, open house occasions, and other events at the President's House.

There is another person who comes to mind: William S. ("Pappy") Gooch, Jr., business manager of the athletic department at the college for many years, who symbolized the highest traditions of the sports program at William and Mary. He retired in June 1965, soon after

receiving the Thomas Jefferson Award, given at Charter Day in recognition of his long service to the college and to his espousal of those attributes in heart and mind of the ideals of Thomas Jefferson. He died in April 1966, and I refer you to page 51 of the ten-year report for the statement I made in regard to him at the time of his passing.

There are others, and I regret that I cannot mention them all. Suffice it to say that whatever success I may have achieved is in large measure attributable to these persons and many others. I plan to write a chapter, particularly on Board of Visitors members.

Williams: You have referred often to the new library, which you saw as very important, but not to any specific collections.

Paschall: In 1960 when more than half of our library holdings were in storage in some eleven places on campus, I learned then that we could not expect to obtain valuable collections of papers simply because they could not be housed properly. Once we had the new library the situation changed accordingly. Manuscripts, for instance, more than doubled to a million items. The papers of Thomas Nelson Page, John Marshall, James Branch Cabell, and others were received. I refer you to pages 44 to 46 of the ten-year report for a listing

of these. You will note the extensive description of the Tucker-Coleman papers, the Governor Tuck and Congressman Robertson and Governor Pollard papers, and so many others.

Jay Johns deposited the Monroe Papers. Permit me to tell you that this wonderful friend on one occasion asked me if the college would prefer to have "Ash Lawn," the home of Monroe, or about \$300,000 in endowment. I chose the latter, which helped us launch the doctoral program in early American history. But later he told me that he was providing in his will for the college to have "Ash Lawn," and upon his death this came to fruition.

What I am trying to say is that in 1960 we did not have much to attract gifts. Later we did, confirming the old saying that "those who have, get."

I might add that the new library also provided some very important special areas. In addition to the Botetourt Gallery, it has the Chandler auditorium, the Marcia Childress Room, the Goronwy Owen Poetry Reading Room, and particularly the library museum, the latter being a gift of J. Edward Zollinger, a distinguished alumnus. This man was an outstanding member of the Board of Visitors. No one gave more to the college in one way or another than Ed Zollinger, and I shall detail it in the chapter I plan to write on the members of the Board of Visitors during the period.

Williams: You have mentioned many developments. What about the law school?

Paschall: The law school enjoyed phenomenal progress. In 1959-'60, for instance, there were only 48 students and 6 fulltime faculty members. In 1970-'71 there were 325 students and 16 fulltime faculty members. In 1959-'60 the budget was \$65,250. Ten years later it ^{was} \$252,988. It moved from the basement of a men's dormitory to a specially renovated building, the same being regarded as intermediate quarters until a new law building could be built. Library expenditures for acquisitions rose from \$5,000 in 1959-'60 to \$55,000 in 1969-'70.

Many developments occurred which brought eminence to the school. At my retirement the faculty of the law school presented me the following resolution, which I deeply cherish:

A TRIBUTE TO DAVIS YOUNG PASCHALL UPON HIS
RETIREMENT

BE IT REMEMBERED, That Davis Young Paschall, in his epochal tenure as President of the College of William and Mary in Virginia during the years 1960 through 1971, did efficiently, honorably and steadfastly encourage and support the development of the program of the Marshall-Wythe School of Law, recognizing both the responsibility to history in nurturing the roots of legal education which constitute one of the fundamental priorities

of this institution, and the responsibility to the present which ever more urgently requires liberally educated professional men and women of the law;

AND WHEREAS, the Faculty of the Marshall-Wythe School of Law is ever mindful of the triumph for legal education exemplified by Davis Young Paschall in his judicious resolution of manifold problems arising in a decade marked by a revolution of student thought to the end that the rule of law, characterized by justice and mercy, has persisted on the campus of the College of William and Mary in Virginia, and has shared with profit, pride and deep gratitude his zeal and devotion for the academic, physical and spiritual development of the College of William and Mary in Virginia and especially its Marshall-Wythe School of Law;

NOW, THEREFORE, IN RECOGNITION THEREOF, the Faculty of the Marshall-Wythe School of Law does herewith publish its heartfelt appreciation for his accomplishments and causes these letters to be made patent in testimony thereof.

May 28, 1971

Williams: Would you comment on the school of continuing studies and also on the school of education?

Paschall: During the decade of the 1960s the college developed an increasing recognition of its responsibility for providing appropriate educational opportunities for the employed adult who must continue his education on a parttime basis. In 1959-'60 there were 885 enrolled in the Evening College and 1622 in the extension division. By 1969-'70, there were 2813 in the Evening College and 6065 in extension. During this same period the enrollment in summer school grew from 848 to 2063.

By 1968 it became evident that these growing programs could be administered more efficiently with a corresponding improvement in educational quality of the activities ^{if they} were coordinated within a single organizational unit. At that time the school of continuing studies was established, and Dr. D.J. Herrmann, who had previously administered all these programs, was appointed dean. He was a member of the school of education and possessed a keen ability in developing these programs.

As for the school of education, reestablished in 1966, new graduate programs were developed in special education (masters'), in community college teaching (masters'), and higher educational administration (advanced certificate). The school began offering a

doctor's in educational administration in 1969, and a doctoral program in higher educational administration was begun in 1970.

The faculty of the school of education presented me the following resolution at the time of my retirement:

A Resolution of Appreciation Presented to
DAVIS Y. PASCHALL

WHEREAS, Dr. Davis Y. Paschall has for more than a decade served with distinction and dedication as President of the College of William and Mary , and

WHEREAS, The College has experienced phenomenal growth in quality and service and in international reputation during this period, and

WHEREAS, The school of education as a result of the wise counsel and vigorous efforts of President Paschall has been able to expand its programs, both graduate and undergraduate, and significantly strengthen its curriculum, and

WHEREAS, The supportive Faculty and the materials, equipment and services necessary to develop the additional programs of study have been made increasingly available to the school of education, and

WHEREAS, President Paschall's abiding respect for education and his contributions to the quest for

an educational system of high quality throughout the Commonwealth have greatly enhanced the mission and purpose of the School of Education,

NOW THEREFORE BE IT RESOLVED, That the Faculty of the School of Education recognizes the unquestionable impact of his leadership since 1960 as President of the College of William and Mary and expresses sincere gratitude for his undivided cooperation, his influence and his contributions to the cause of education at all academic levels, and

BE IT FURTHER RESOLVED, That the Faculty of the School of Education desires his years of retirement to provide opportunity for relaxation and restoration from exhausting duties and administrative responsibilities, and thereby to grant him the personal privilege of witnessing the fulfillment of his lifelong dream of an educational system of high quality, sufficient to enable every man to "...endeavor to relate with clarity and vision his external and internal worlds, and resolve his destiny on the threshold of immortality, whereby he acts as if he would die tomorrow and thinks as if he would live forever."*

*From the Inaugural Address by Davis Young Paschall, October 13, 1961

July 1971

Williams: We are drawing near to a conclusion of our interviews.

In retrospect, Dr. Paschall, could you pick out one of the most satisfying experiences you had?

Paschall: There were many. If I had to choose one, I think it would be in helping those individual students through the years who encountered financial hardship at a time when all regular scholarship funds had been committed. The Friends of the College Fund enabled the president to assist students under these hardship circumstances, and some could not have possibly continued their education without this help. Somewhat related was the time I took to review carefully disciplinary committee and honor council actions when the same resulted in a student's suspension. I felt these situations keenly, and I wanted to be very certain that the procedures and processes were fair and handled properly. In some instances I found it necessary to set the trial aside because of improper procedures or lack of basic evidence, and in some instances I mitigated the penalty. Always, however, I very carefully imparted to the committee or the council the detailed reasons for my actions. I took the time to telephone parents when their sons or daughters had to come home for awhile

and urged them to handle the situation so that the student would return to college. They appreciated this personal interest, and practically all returned and earned their degrees. It was a very special pleasure to commend these students privately and quietly when I presented their degrees to them individually at graduation exercises.

Williams: What would you say was the greatest achievement of your administration: was it expansion of facilities, or expansion of academic programs, or what?

Paschall: I do not feel that it was any one thing as such, but rather the totality of the progress that was in the final analysis the greatest achievement. I will try to describe what I mean by this:

The totality is in essence the image of the College of William and Mary in 1960 compared with that inherited by my successor in September 1971.

In admissions, no one can dispute that the image in 1971 was that of a highly selective, prestigious institution of national character and quality.

In faculty salaries the scale was computed not on the narrow lock-step basis that I inherited, but in

terms of an average of peer institutions, public and private, nationally.

In academic programs it was not the meager undergraduate level of 1960, but a modern university status, officially recognized for its vastly improved undergraduate program, together with selective graduate programs, richly subsidized; schools; branch colleges; and a graduate center in Newport News.

In enrollment, it was not the indeterminate goal of the early '60s but an established ultimate objective of not more than 5000 students: 3800 undergraduate and 1200 graduate, thereby being large enough to enjoy special support and small enough to preserve the individualized, personal relationships so important to student learning and progress at the undergraduate level.

In mission and purpose it was not the vague, uncertain outlook of 1960, but the clearly defined policy of the Board of Visitors as approved by the State Council of Higher Education in 1968. Furthermore, such mission was widely recognized as being met by the priority attention accorded the undergraduate student, by resources in support of the graduate programs, and by the public service function realized in broad extension offerings, evening college, the bureau

*research

of business index* and otherwise.

In administration it was not the burdensome situation of the early '60s, when ^{twenty-one} officials of the college reported directly to the president. By 1971 it was basically three vice-presidents and an executive vice-president who reported to the president.

In facilities it was not the critical situation described earlier in this interview as prevailing in the early '60s, but rather an entire new campus, costing more than \$36,000,000, plus a thoroughly renovated, air-conditioned Wren Building. Such lovely facilities with superb landscaping not only met the needs but added immeasurably to the image that I am describing as the totality of achievement.

With the undergraduate program protected in ways I have indicated, no multiversity contemplated, a limited enrollment projected, no division of faculty into undergraduate and graduate levels, tuition low because of abundant state appropriations, workable policies on admissions and athletics, sizeable faculty research support, endowment more than double during the period, rapidly increasing library acquisitions and special papers and collections, excellent alumni relations and support--all of this taken together represents the totality that I regard as the achievement.

Williams: When you left the presidency did the Board of Visitors present you a resolution you'd like to mention?

Paschall: Yes, they had a very special party for Agnes and me. The following resolution was adopted by the Board of Visitors:

Dr. Davis Y. Paschall

WHEREAS, The character and stature of an institution are in great measure the reflections of the individuals charged with shaping its policies, and administering its resources, and

WHEREAS, The College of William and Mary has been richly endowed throughout its long history with leaders of exceptional capacity, vision, and dedication to the highest academic standards, and

WHEREAS, This good fortune has been no more clearly apparent than under the presidency of Davis Y. Paschall during the years 1960-'71, and

WHEREAS, Dr. Paschall's broad experience in public and higher education proved of inestimable value in enabling him to evaluate the College's opportunities, its needs, and its problems, and

WHEREAS, By the application of his boundless energy and the zealous pursuit of financial resources through public and private channels, Dr. Paschall, with

the enthusiastic help of countless alumni and friends of the College, brought to fruition the greatest building program in the history of the institution, and

WHEREAS, With the cooperation and support of the Board of Visitors and the various State officials and agencies concerned, he guided the academic development of the College to its present status of a small university offering limited programs of excellence in selected graduate fields, and

WHEREAS, Dr. Paschall, for reasons of health, did announce to the Board of Visitors in November, 1970, his intention to relinquish the Presidency as of August 31, 1971, and this having now been done,

NOW THEREFORE, BE IT RESOLVED, That the Board of Visitors hereby express its sincere regret upon the retirement of Dr. Paschall, record its highest commendation of his years of able and constructive service to the College and to the Commonwealth, and on behalf of the College community offer this salute to him for an entire career dedicated to advancing the cause of education, and

BE IT FURTHER RESOLVED, That the Board of Visitors wishes for Dr. Paschall and his devoted wife the fullest possible enjoyment of the years ahead, with good health, and the satisfaction that is derived from the knowledge

of a job well done, and, finally

BE IT FURTHER RESOLVED, That an appropriately prepared copy of this Resolution be communicated to Dr. and Mrs. Paschall and be entered in the permanent annals of the College.

Adopted by the Board of Visitors
of the College of William and Mary
in Virginia - September 24, 1971

Williams: Since your retirement from the presidency what have you been doing?

Paschall: I have been busier than I expected to be. In 1972 I continued as president of the Endowment Association and culminated many activities involved with that agency. By the way, one of these involved the writing of the first volume of the college's history. I had solicited and obtained from Mr. Roy Charles, an alumnus, \$75,000 for this project and a promise of some \$10,000 from the Society of the Alumni. It was arranged that Mr. Jack Morpurgo, an alumnus in England, would do research from there; Dr. W. Melville Jones would do the research available from the college archives; and Dr. Ed Riley would do the research available from the collections of the Colonial Williamsburg Library.

In 1973 I, along with Mr. Carter O. Lowance, worked in the campaign headquarters for the reelection of Mills E. Godwin, Jr., as governor of Virginia. My task was primarily that of research and speechwriting. Godwin had done so much for education in Virginia and particularly for William and Mary. Virginia was most fortunate in his reelection.

In June 1974 I was requested by the State Council of Higher Education to serve on a parttime basis as a consultant for private college matters. I had, of course, worked extensively with public education and with public higher education. I regarded this as an interesting challenge to work with Virginia's fine private institutions of higher learning. I continued this work through March, 1976.

Williams: Would you comment on some of the developments in your work with the private institutions?

Paschall: They were quite significant. In November 1974 the people of Virginia voted a constitutional amendment providing grants as well as loans for students in eligible private colleges in Virginia and also providing for contracts with private colleges.

At the 1975 session the General Assembly implemented this amendment by providing for grants as well as loans to private college students, by providing for contracts between public agencies and institutions with private colleges, and by requiring the State Council of Higher Education to establish a private college advisory committee.

During my service we were able to bring all of this to fruition.

Williams: What basic philosophy did you advocate in behalf of the private colleges?

Paschall: I propounded a philosophy similar to what I had advocated in behalf of a strong liberal arts education at William and Mary.

No one, I said, will argue that private colleges are better than public ones. Some are good and some are better in each sector. The fact remains, however, that historically and currently the small private liberal arts college, such as Hampden-Sydney, is distinctive in its preparation of the broadly based educated person whose later specialties do not eliminate his perspective for the good life, nor a civic responsibility to choose leaders wisely and assess their works intelligently.

Such an institution in today's world of mass this and that affords an opportunity for one to know and appreciate his fellows, to engage in intellectual dialogue, and to experience great teachers who are not required to "publish or perish." Such a graduate who can strike a balance between technological advance on one hand and a sense of humanitarian values on the other can better be trusted to command the pushing of the nuclear button that has the power to return civilization to the cave.

Put in a different way, I said, there are institutions designed to provide the student vocational, technological, and other salable skills necessary to obtain a job and keep the economy going. It is, however, the small private college that still provides those salable liberal arts skills that are the highest and hardest, but more difficult to translate into materialistic benefits, and which give credence to the fact that there is more to living than simply earning a living. These are the skills that discern the roots of the American Dream as emanating from spiritual and moral foundations rather than materialism and economic gain as such. These are the skills

of a mind educated to think and imagine and express itself. Their worth from the days of Jefferson have been regarded as pearls of great price.

Williams: What will you do now, and do you have any last word of philosophy to impart?

Paschall: I shall plant flowers and gardens out here in Charles City County, where the Chickahominy flows into the James. As for philosophy, I suppose when I am ready to "shuffle off this mortal coil," the words of my father will be recalled once more: as a boy on the farm in Lunenburg County, 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."

(At this point Dr. Paschall discussed some of his philosophy of education but upon later reflection thought it too ~~particular~~ ^{detailed} and asked that it be deleted. EJW)

Williams: What philosophical admonition do you have now for the College of William and Mary?

Paschall: Make plans that inspire the minds, the hearts, and the endeavors of students to build those things worthy of enduring--plans that harbor the wisdom of inviting the future while preserving the best of the past, plans reflecting a sense of history in their projections for the future.

Williams: Dr. Paschall has consented to talk about some areas that perhaps needed some elaboration or didn't weave into the narrative. First of all, Dr. Paschall, you were on the Board of Visitors for a few years as state superintendent of public instruction, and later on the state superintendent was no longer an ex-officio member of the board. I wondered if from that experience you could say what purpose did it serve to have the state superintendent on the board, and has it been a loss not to have him on the board?

Paschall: Well, I would say that at the time the law required the state superintendent of public instruction to be a member of the Board of Visitors of the state institutions, colleges, and universities that it was helpful to all concerned, and I will tell you why I say that : there were only so many of the four-year institutions at that time. Practically every one of them, with the exception of V.M.I., prepared teachers for the public schools. In many instances, such as [at] William and Mary, until very recent years (in fact until Governor Holton's term) it always had one or two superintendents of public schools on the board. But the fact that the state superintendent of public instruction served on those boards brought often to their

deliberations an understanding of the relationship to the public school system and thereby made for a type of understandable continuity of students from grades one on through college. Many board members who were quite influential came to realize that there is no high and no low in education, but it is a continual process. The state superintendent of public instruction helped so much in that understanding.

Now why was he removed (and by he, I mean the position) from service on those boards? The reason was simple, in a way. There came to be so many four-year institutions with boards of visitors that the state superintendent of public instruction was coming and going to board meetings all the time, in addition to all of his manifold duties as state superintendent. Frankly, he was just having to forego a meeting almost every Saturday because it conflicted with another college board meeting, and he couldn't make both of them. That became, on its face, a necessity for taking the state superintendent off the boards of visitors of the colleges and universities. But the powers that be (the General Assembly and the governors) felt that there was something still that he could contribute from his position, and so they continued the state superintendent of public instruction as a mem-

ber of the State Council of Higher Education, which in turn reviewed the activities and programs of all the state institutions. In so doing he had a chance, more focused than it had been, to bring his influence and understanding to bear, certainly where the relationship of public education to higher education was involved.

Williams: That explains it well, but I had wondered what it did before and had hurt [not to have it]?

Paschall: That's about it in summary.

Williams: That's a very good answer.

Now I know that you have written a chapter about those first couple of years that you were president, but would you be able to say when was it that it was first suggested to you that you might become the president of the College of William and Mary, and who was it that first suggested it to you?

Paschall: Well, I'm not sure as to who may have mentioned it or suggested it. I do know that it did not develop until about a month before the meeting of the Board of Visitors in June 1960. As I recall, I was appointed by the board at that June meeting. You will have to remember that the organization known as the system of the Colleges of William and Mary, although enacted at the 1960 session of the General Assembly, did not come into being legally until July 1 of that year. It was necessary for the

board to envision first of all the person who would be chancellor, the administrative chancellor of that system. Therefore, the focus of thought and the thrust of consideration was the person to be made chancellor of the system, and it was arrived at in April (late April or early May) that Dr. Alvin D. Chandler would accept and that they wanted to appoint him. (Keep in mind that this was just a short time after the assembly had adjourned in March.) Then the talk turned to filling his position as president of William and Mary. So it wasn't until the middle of May or thereabouts that that discussion came into being, and I do not recall any particular advocacy of me for the presidency by anyone other than Dr. Alvin D. Chandler. He being asked whom he would recommend to the board as president of William and Mary that he felt could work with him as chancellor, he recommended me. I am confident that he did not make that recommendation without talking to the Board of Visitors, but I did not seek it in the sense of trying to line up board members and that type of thing. I felt that it should honorably follow Chandler's recommendation. Otherwise, it would have imposed an impossible situation for him to be chancellor and somebody president of William and Mary and the two being incompatible. So it actually evolved through that process in late May before the board meeting

in June. You see, I was a member of the Board of Visitors, and it would have been highly unprofessional and somewhat an act of gross impropriety for me to have solicited support for my election to the presidency of the college.

Williams: As you said, it was something of a hurried decision (not that that doesn't mean it wasn't a good decision, Dr. Paschall). When you went into this system, this untried system (this is what I am trying to say), what did you foresee as the advantages and the disadvantages of the system of the Colleges of William and Mary, and what did you find them to be, if you can separate the two in your mind? Do you see what I'm driving at?

Paschall: Well, all that I--or anyone else--had at the time was the report of the State Council of Higher Education to the General Assembly, which had been formulated in the last part of 1959 and was acted upon by the General Assembly in 1960, to the effect that the system of the Colleges would harbor a collective strength for educational service to the people of the Tidewater area that they would not otherwise obtain without that system, particularly in providing some graduate programs. It was for that reason that report described ^{the} ~~that~~ system as

a three-legged stool of graduate education, this system being one leg of the stool; University of Virginia and V.P.I. being the other two. From that standpoint, I was fully cognizant of that emphasis, and though cognizant of it, I wasn't sure at all how it might evolve, and I don't think anyone else was at the time.

Now what did happen was that the Board of Visitors was enlarged because it had more institutions involved than just William and Mary. There was a feeling that action should come fast in the way of establishing graduate work. But in the process of [operating] that system somehow I think two or three things served to cause its dissolution in 1962. One of them was the fact that the budget for the system was not presented institution by institution, but rather as a composite, and therefore when that budget was presented for that whole system, in capital outlay alone, as I recall, it proposed some \$52,000,000 for the following biennium. Well, legislators who had not paid much attention to the system before suddenly became alert, alarmed, and concerned, and so did alumni of such institutions as V.P.I. and the University of Virginia who were members of the General Assembly. That created an attitude of mind that envisioned what some of them called a future monster in the way of a collective thrust with all of the political support of entire Tidewater Virginia. In consequence, there was an attitude of mind to find some way to divide that

system ~~up~~ again.

Then there was the fact that R.P.I. had become four-year; Norfolk College had just become four-year. These four-year institutions were called Richmond Professional Institute of the College of William and Mary and Norfolk College of the College of William and Mary; that in itself became confusing in alumni circles. They were wondering whether the future alumni could be distinguished as graduating from William and Mary or Norfolk College or R.P.I., since all had the William and Mary name or the Colleges of William and Mary name. And so the alumni of the College of William and Mary began to feel that this system was not in the best interests of identification, at least of future alumni and their source of graduation.

Then, too, the organizational chart for the system did not in the minds of some Board of Visitors members themselves give quite the prestige to the College of William and Mary they felt it should have, but rather all five colleges (the two-year colleges and the three four-year colleges) were more or less equated on an even line horizontally. These several board members felt from their allegiance, loyalty, and feeling for William and Mary that somehow the president of William and Mary should be elevated a little more than the others and that William and Mary should have a greater place in the sun than the others. All I'm saying from this is that those feelings--but primarily that one about the

funds from the General Assembly--all combined by late '61, whereby virtually the same council^{then} recommended to the General Assembly the dissolution of the system that they recommended a few years before. But they did hang on to the idea of William and Mary providing the graduate opportunities needed in Tidewater. They tied on to that because that was acceptable to the General Assembly; that was acceptable to everybody at that time that had any authority for bringing about a direction of William and Mary, such as the Board of Visitors, the state council, the General Assembly, and the governor. They are your basic authorities. I mention those["] off the cuff["] as several factors. They may not have been all the factors, but they were several of them. I recall those more vividly.

Williams: When was it that you decided it was in the best interests of William and Mary to be separated? Can you pinpoint that?

Paschall: Well, I must say that I found myself back there in a very untenable position in some ways. In the first place, I had come into the system of the Colleges of William and Mary and the presidency in a good faith relationship to all involved and [dedicated] to making the system work. When all of the elements and factors began to combine on

the horizon to dissolve it, frankly I felt that I should remain as neutral as I could in the process. I didn't feel that I could enter in to advocating its continuance or its overthrow. I felt that the Board of Visitors had the thing close at heart, that the chancellor had just been appointed chancellor (in a sense he hadn't been in there long), and it would have been a very difficult position for him to have been removed. And here I was in the position that he had a short time before. So with those feelings and some professional responsibilities, ethically speaking, I refrained from taking sides in the board discussions and deliberations (because that's where it boiled down to), other than to indicate information that they sought on this or that or the other. As far as I know, the minutes of that period of time should (if they don't) reflect that type of role. It was not a role in which I felt that I could play a prominent part for or against, and when one looks at the circumstances that obtained in my case he can conclude the same. That is not to say, however, that President Webb of Norfolk College, for instance, necessarily had to feel as keenly as I did. He hadn't replaced a man as president, as I had done, and at that man's recommendation. So how others might have felt in the system--they were in a different role from what I was.

Williams: I'm not going to push you on that, but in retrospect, do you think it has been better for the College of William and Mary to be the College of William and Mary, rather than the Colleges?

Paschall: I think it's difficult to answer that categorically, "Yes," and emphatically, "Yes," without making a few statements of qualification about it. To answer your question, I fully feel that it has been in the interests of the College of William and Mary that the system did not continue. At the same time, I would have to say that the same reason that it has been in the interests of Norfolk College and of R.P.I. to have been dissolved from the system also obtained. Had the system continued I cannot help but feel that it would have been much more difficult for each institution to have developed in its own natural way of needs and character and nature. It would have been more difficult for the Norfolk College to have become that large metropolitan Old Dominion University that it became. It would have been much more difficult for R.P.I. to have eventually become Virginia Commonwealth University, along with the Medical College of Virginia. It would have been difficult for William and Mary to have preserved as much of its liberal arts character and its limited enrollment and the selectivity in its graduate program had it not been unto itself. Because whenever those programs were approved by the state council, they were approved in relation to something called the nature, the mission, and the purpose of the individual institution, not of a system. The same type of thing happened

with the programs at Old Dominion University and at V.C.U. Some of those programs would never be approved as being in the nature, mission, and purpose of William and Mary. By the same token I rather doubt that the council of higher education would have ever approved a doctoral program in history with the emphasis on early American history at either one of those other two institutions as it did at William and Mary. So when I say that I think in the long run that it was in the best interests of William and Mary, I have to relate it to others in the system, it being in their best interests also. And with it was the fact that the '60s saw an explosion in higher education (public higher education), and places like R.P.I. and Norfolk College just burgeoned, just blossomed out with enrollments galore, whereas William and Mary, located geographically where it was, could protect itself, with the right wisdom, from becoming a mass situation, by virtue of the fact that it encouraged Christopher Newport, and later on (in 1966), the Thomas Nelson Community College, both of which have served wonderfully the commuting students on the Peninsula that otherwise would have had to have turned to William and Mary in large numbers.

Williams: Within this blossoming and burgeoning that you're talking about, at William and Mary, one of the forms that it took was the building of the new campus, which you have described in more or less detail in this set of interviews, and I do hope that

you will go into the stories when you write your chapter on the buildings. I wondered if you would include for the record the humorous story about how the roads were named on the new campus?

Paschall: We had toward the end of the decade new buildings coming to completion rapidly on the new campus. The roads were being complete^d rather rapidly, one of the last ones being the road that curves in behind the new library coming in from Jamestown Road and going back out to Jamestown Road. That was one of the last roads completed because frankly we just did not want the off-campus traffic coming through that area with the buildings and the rest undergoing construction. And when they did come to completion everyone was confused as to what directions to give anyone as to what road was what. People knew the old Campus Drive; it had been there for years. So there were two or three roads very quickly that needed names, and I recall asking Mr. Farmer, the superintendent of buildings and grounds, to put names on the roads that I gave him personally, but [they were] of such a nature that I felt they would be worthy of confirmation by the board at a later time. They served an immediate purpose. One of them was Botetourt Drive; another, as I recall, back of the stadium, was Gooch Drive. In fact, those names rang a bell as if they had been studied for years.

The idea of the Botetourt Gallery symbolized so much for the whole new campus at the time that no one would argue about Botetourt Drive. Now the road across the bridge (the new bridge on the new campus)--I grew reluctant in naming too much that couldn't be changed later and had to give it some name. So as I recall I gave it "New Campus Drive" as a name (and I think it is still going under that), but that was a type of name that would distinguish it from old Campus Drive, and still it could be changed to a personal designation later if the board saw fit to do so. That's virtually the way we did that: in a hurry.

The same was true of the property that we ^{obtained} ~~got~~ at Eastern State Hospital. We obtained two marvelous buildings out there in the vicinity of Dunbar that have helped so much. I envisioned them to house graduate students eventually. They never had been used for patients; they were used for medical people and for nurses. They were wonderfully constructed; many apartments were there. But we had to call it something in a hurry. Otherwise it would have been called Dunbar or some name that would have related it to the mental hospital. That could have been unfortunate. The place you turn off of Richmond Road to go to it was James Blair High School. We hadn't named anything on the campus James Blair at that time, so I again told Mr. Farmer to go out there and put up a sign, "James Blair Terrace."

Williams: And it's still James Blair Terrace!

Paschall: That name stuck! And it didn't turn out to be too bad.

That's some of the story of the names.

Williams: All right. Your mentioning the present Eastern State land brings up the question I was going to ask next: there were some buildings envisioned that were not built. Now at one time there were extensive plans for the old Eastern State land over there where the old Brown Building was. What happened to the plans? Why did they not come to fruition?

Paschall: Well, when Governor Darden was governor of Virginia, he did a very wise thing in behalf of William and Mary in that he persuaded the legislature to approve a deed that was recorded in the courthouse down here in Williamsburg and in the state records, too, whereby at such time in the future as Eastern State Hospital vacated its property, which was all in Williamsburg at that time (and in the vicinity you are talking about), that said property would become the possession of the College of William and Mary. And so it was when the old three- and four- story buildings that stood about a block or a block and a half away from the college were going to be vacated (they were going to move the hospital out to its present location), Colonial Williamsburg approached the Board of Visitors on the purchase of that property for historical purposes in the future. The Board of Visitors was in desperate need of a new

library for the college. Colonial Williamsburg said that they would pay more than the appraised price because the college planned to use the money for the new library. They said they would do some other things for the college, which they did. (They had already restored the three ancient buildings on campus.) Because the board and the administration didn't know what educational use they might make of that property when they had all the property of the new campus area contiguous to where they were, they agreed to sell the property to Colonial Williamsburg. I've forgotten the exact amount, but that was done. And I recall when I first came we culminated selling [the property] back to the street next to the Brown Building. (What we called the Brown Building has been torn down.) I remember going before the mental hospital board and Colonial Williamsburg and urging the historical restoration of the first mental institution. They agreed to do that; they had planned to put nothing but a little marker out there.

Now that's one area that was sold then. It wasn't until later that the college came into possession of the property across the next street down there, which is about 127 acres, not including the two cemeteries (one is a mental hospital cemetery, and the other is

Cedar Grove Cemetery on that part). That goes all the way down to College Creek. That is the property on which the law school and the courts center are envisioned. So that money that Colonial Williamsburg paid the college was a great help in persuading the General Assembly to make the rest of the appropriation for the library. It was very helpful. And the college still has that property all the way down to College Creek. The college also has a 246-acre airport about three miles out on Richmond Road, and it has some nearly 900 acres in woods contiguous to the campus across from Lake Matoaka. In the main campus there are about 300 acres, so the college has acreage of about four times what its present buildings require. In addition, that lease for the James Blair Terrace area-- all you have to do is keep renewing it with the mental hospital board, and that not only has the buildings, but about 40 acres of beautiful playing fields. I've forgotten your specific question.

Williams: No, it was what happened to the old Eastern State campus, which you've just talked about. You were talking about the land around Lake Matoaka. Wasn't it at least mentioned at one time that a new president's house might be built there?

Paschall: Yes, let me describe to you two locations that were suggested. If you are driving out from Williamsburg

toward Jamestown, just as you pass Lake Matoaka, if you look to your left on a high promontory of acreage that was obtained by John Stewart Bryan when he was president are some fourteen acres or thereabouts. This has a very commanding view of the lake and of the whole area around because of its altitude. Bryan put that property in the name of the Endowment Association, as it still is, rather than under the Board of Visitors. He envisioned that someday a president's house might be built up there because gradually over a period of time the visitation has been so heavy and the President's House has been exposed to so much traffic and the rest. Anyway, that's one spot that was contemplated. Then if you come past Lake Mat^aoka, there is a road called Mill Neck Road that winds to the right. You go around a curve and as you come out somewhat level up there, you look to your right, and on your immediate right is a deep ravine that goes down to the water. But over to the right is a beautiful area that really encompasses the sweep of the lake. There it was thought would be an ideal place to build a president's house. The city had a planning commission some years ago (it still has it), and they were coming up with roads in the vicinity. One of them that they projected was to be on the east side of Lake Matoaka, which would have been ^{devastating} ~~devastating~~ to us in the college. I went before the planning board;

Mr. Kendrew was on it at the time, and he helped me greatly. I told them how ~~devastating~~^{devastating} that would be and offered them the alternative of a road on the west side of Lake Matoaka to hook into the road that we planned then and later built that goes in by William and Mary Hall. A road from there would hook into Monticello Avenue, would come through those woods, and come out over here on Jamestown Road; it wouldn't be real close to the lake, but back a block and a half from the lake (roughly) so that faculty homes could be built along the lake, and they would have an access road. But that road would have to be built like the Colonial Parkway: no signs, etc. It would have to be rustic and kept that way. Well, Kendrew espoused that to "high heaven," and that went on the planning books. So that's when it was felt that area that I just mentioned should be reserved for a president's house. That's how that location came into being. Now I mentioned all of that to Dr. Graves when he was coming here as president, and he felt that he would prefer to renovate the old house to doing that. With some vision, that road that they put on that map--if that were developed, it would relieve a lot of through traffic that goes through campus now, and it would also open up that area over the lake for the faculty homes,

if the college desired to do it that way. It would be very, very lovely.

Williams: One thing that you have mentioned to me but that we didn't get down: you had spoken of trying to establish a deanship of the Wren Chapel, and we never did go back and get the story on that.

Paschall: Yes, I cannot recall the man's name who came here and gave the baccalaureate sermon at one of our graduations; he was dean of the Princeton chapel. We were all so impressed by the man that it became my hope that we could have a deanship of the William and Mary chapel and fill that position with an individual who would definitely be understanding of students in their search for religious answers and that type of thing, but entirely nondenominational. He could be the one to pronounce the invocations at occasions in the college, because believe it or not, we had difficulties at graduation exercises, for example, because we would always have a member of the Episcopal faith pronounce the invocation and the benediction. There were many that resented that. They felt that if you couldn't spread it around, you shouldn't have any at all, or you should have a layman do it. We had some criticisms along that line and had to respond in certain ways. Well, I certainly wouldn't want a deanship of the William and Mary chapel simply to pronounce invocations and benedictions on ceremonial occasions, but it

would relieve all of that type of feeling. He also, more than anything else, would be a counselor to students who have great concerns that are over and beyond the attention of the psychological counselor in the counseling service. The person who was really adept at indirect counseling could lead students to the threshold of their own minds in the solution of profound problems that were racking their inner beings. We had many students under heavy competition academically who began to crack up in outlook sometimes; they were starved for someone to talk to and unburden themselves--not be a father confessor as such--but who in effect would listen and help them think through things and define with them an area of faith that would be satisfying and would help them make that type of adjustment spiritually. That was my hope for it. We could not have had it financed through state funds, and my hope was that we could raise the funds for it, that there would have been a private endowment for it. Frankly there were several people I talked with before I left who did have the money and thought well of the idea. (To commence the department of religion we had to get some private funds. Mr. Walter Mason, who was rector of the board, and his family gave the department of religion chair, which helped us tremendously to get that department started

library-wise and otherwise.) The dean of the William and Mary chapel, whose office would be near the chapel, would also, if desired, perform marriages of William and Mary students or graduates, so many of whom use the chapel. He also would conduct from time to time, if the students wanted it, a nondenominational type of chapel--voluntary. You would be surprised; there would be many students who would attend out of a feeling that they were identifying themselves with something spiritual. That was a hope that I had. I think with a couple more years we would have gotten that and with the Wren Building restored as it is that it would have been a great asset.

Williams: But it didn't come about.

Paschall: No, that was one of the things I remember projecting as a hoped-for goal that maybe would be realized in the future. We just had to seek money for so many purposes, so many things, private and public.

Williams: Why was it William and Mary didn't get, or maybe didn't want the Eastern Virginia Medical School?

Paschall: Well, that matter never came before the Board of Visitors for consideration. When planning was first begun I was invited to a meeting in Norfolk. I took copies of the very comprehensive publication by Dr. Asa Shield and Dr. Thomas C. Moore on America's first school of medicine,

published by the American Medical Association. This first school of medicine was at William and Mary, and I give you a copy for filing with the transcript of this interview.

} Copy attached

There were several reasons why it was not feasible for that Eastern Virginia Medical School to be affiliated with William and Mary. First, it was contemplated as a private venture rather than state, and the focus of location had to be in Norfolk for it to attract the huge gifts needed from donors in that area. Second, a State Council of Higher Education study had indicated the need for a third medical school in Virginia but envisioned it to be supported by private rather than state funds. For William and Mary to have sought its development and affiliation would have been in opposition to the council's study and would have encountered strong opposition by supporters of the Medical College of Virginia and of the medical school of the University of Virginia. Thirdly, the enormous amount of funding needed would have unduly burdened William and Mary and compromised its posture budgetarily before the General Assembly.

Williams: You have talked about the mandate of the State Council of Higher Education for graduate programs, and you've documented it in these interviews. Did you ever have a problem getting any programs approved by the state council?

Paschall: We did not, except for one program that had been sent to the council before I came as president. That was a proposed doctoral program in marine science. The council was quite hesitant to approve it because it would have launched William and Mary into a doctoral level institution and a lot of related developments. Yet the council felt it had merit and that graduate programs at the college should be encouraged. It was not approved until 1964 and then after the doctoral program in physics had been approved.

With the exception of that one instance, which was a delayed approval situation, we encountered no difficulty in getting council approval of the many graduate programs which we launched.

When I resigned the presidency in 1971 we had two additional doctoral programs undergoing approval: one in biology and one in psychology.

Williams: You've spoken of your strong belief in liberal arts as an important core for the educated man. What was your answer, then, to people, particularly in arts and sciences, who opposed William and Mary having a school of education and a school of business administration and their graduate programs?

Paschall: Personally, my advocacy of the liberal arts focused at the undergraduate level whereby, if properly experienced, would

safeguard the student in any future specialities from losing a perspective of the good life. It must be remembered that the student courses in education and business at the undergraduate level were subject to approval by the faculty of arts and sciences, who had the authority for conferral of undergraduate degrees. Faculty members in the departments, and later the schools, of education and business had a keen sensitivity to such courses being liberal arts-related in nature and desired them to be so. Whereas they regarded the graduate programs in these fields to be more professional and specialized, they appreciated--and I certainly did--their being in a setting of an overall college of liberal arts and sciences. The same faculty members who taught at the undergraduate level also taught at the graduate level. A similar situation obtained in the graduate programs in physics and history, for that matter.

The graduate programs in education and business were needed desperately by so many persons trying to improve their professional careers. The fact that they could be had at an institution noted for its liberal arts image not only enhanced the degrees when earned, but also sharpened the sensitivity of faculty members who taught the graduate courses. In fact, it was hard for one to argue that some courses taught at the undergraduate level in some departments were as liberal arts

in nature as some graduate courses taught in education and business.

Until the schools emerged I presided at faculty meetings involving the entire faculty of the college. As presiding officer I did not deem it appropriate to defend this or that, but rather to be certain that all sides were heard fairly on agenda items and issues. It was this determination to allow members to be heard that eventually produced a consensus on many problems.

There was one thing, however, that I did do as presiding officer and president: namely to assure that we would not inaugurate a graduate program until resources were sufficient to support it--faculty, library, graduate assistantships, and the like. This assurance was kept in every instance.

I might add that the graduate program in education in preparation of community college teaching was approved for William and Mary by the state council and the Board for Community Colleges primarily because of the college's image and reputation in liberal arts. The same was largely true for the graduate program in special ^{education} (those prepared to teach the handicapped) and in school administration.

Williams: So you felt it was best for the college to have these graduate programs?

Paschall: I never proposed one to the Board of Visitors that I could not support from the standpoint of need, potential resources, and suitability to the college's mission and purpose.

Some institution in the vast Tidewater area had to meet the desperate need for certain graduate programs. Had William and Mary not taken the lead in meeting the need, there would have been a dire loss of state support, particularly for its undergraduate program, faculty salaries would have reverted to the level of the teacher training institutions per se, faculty class loads would have increased, research support would not have been forthcoming, recruitment of promising young faculty members would have been greatly restricted, graduate assistantships would not have been allowed, and many other advantages, including new facilities, would have been lost. To have all these advantages and still avoid becoming a multiuniversity and to keep ultimate enrollment goals limited to 3800 undergraduate and 1200 graduate seemed to me to be a most desirable aim.

The net effect has proved highly beneficial to the college. It would be difficult for you to find any support today for eliminating the graduate programs we established. If there were such support it would surely have manifested itself since I left the presidency nearly five years ago. The situation that my successor inherited was an institution neither too large nor too small to enjoy the advantages of both sized institutions.

It certainly was not a mass factory, and there was a well-established determination that it not become one.

Williams: That's a view that has come out very strongly in these interviews with you.

Paschall: Yes, that's right. I might say that I did not set the 5000 figure (3800 undergraduate and 1200 graduate students) out of the top of my head. I felt that the figure had to evolve under discussion with many groups and persons. I talked to alumni, to students, to faculty members, to Board of Visitors members, to the appropriations committee of the General Assembly, and others.

I recall when the student unrest was running rampant nationwide, and V.P.I. was asking to go to 20,000 enrollment and the University of Virginia to 18,000, I went before the state council and committees of the General Assembly and pleaded for us to remain relatively small. I indicated the belief that bigness--the colossal size of some institutions--in itself was contributing to the student unrest and the loss of individuality in a sea of anonymity.

The reaction to this pleading was very impressive. I was told by members of the council and leaders of the General Assembly that this philosophy would indeed engender increased support for the college. They said in essence that such an institution, quite selective, with the image and the reputation then achieved by William and Mary would be supported, and it has been.

So the figure 5 000 as an ultimate goal in enrollment was born out of this process. I certainly did not envision it being reached (3800 undergraduate and 1200 graduate students) for some years to come.

Williams: One place where William and Mary has had a small, select program is the law school. As you know, for a number of years the law school was a small, struggling concern, but as we've seen in the last session of the General Assembly it's still having a little tough sledding. Is that because the General Assembly is not in wholehearted support of it?

Paschall: First, let me say that the idea of it having rough sledding in the 1976 General Assembly is incorrect. Governor Godwin's advocacy of some \$90,000,000 for capital outlay projects at the state institutions of higher education went down the drain because of the inability of the assembly to agree on sources of financing the same, and this was attributable considerably to political infighting. But the one and only one capital outlay project approved by the assembly for financing from general funds was the new law school at William and Mary, subject to the same being needed if accreditation of the law school necessitated it. In fact, the last all-night session of the General Assembly revolved primarily around this project. So there was no question about the assembly's support of the law school facility. Furthermore, considerable funds were added to the operational budget in

support of faculty salaries and library resources for the law school.

Now I believe it would be appropriate to put the law school into some historical perspective. When I became president in 1960, the law school had only forty-eight students and about six fulltime faculty members. Having been a member of the State Council of Higher Education I knew that at that time there was considerable belief that the law school at William and Mary should be abolished and consolidated with the University of Virginia law school. In fact, Judge I'Anson, an alumnus of the college, and I as members of the state council were successful in thwarting action at that time to abolish the law school. (Judge I'Anson is presently Chief Justice of the Supreme Court of Appeals of Virginia.)

In the first biennium budget of the '60s we did not identify the law school to the point that it might have incurred a move for abolition. Fortunately we had some excellent faculty members, such as Dr. Dudley Woodbridge. We began to increase the salaries of law faculty, obtain additional library support, get the law school alumni together, and project plans to move the law school from the basement of a men's dormitory, Bryan Hall.

Gradually we began the annual tax conference for Tidewater under the auspices of the law school; we strengthened

the degree program, the master of law and taxation; we inaugurated the law institutes; featured Law Day; and focused attention on the importance of this the first law school in America.

When Governor Mills E. Godwin was inaugurated for his first term he began to help in one way or another the law school. We obtained a capital outlay appropriation that enabled us to move the law school from the basement of the men's dormitory to the renovated facility that had been the library. I hasten to indicate that this facility was regarded as an intermediate step. We were confident that the law school would expand in enrollment, and it certainly did. We knew that once this expansion began, the need for a larger, more adequate facility would become apparent. We knew also that with the expansion in enrollment at the University of Virginia law school, there would be no further danger of consolidating William and Mary's law school with that of the University of Virginia. In the meantime we envisioned that the renovated library facility would in the future accommodate the Institute of Early American History and Culture, thereby freeing considerable space in the new library, and also the Institute of Social Sciences, and possibly the Bureau of Business Research.

Williams: When did you make the first formal presentation to state officials for the new law school facility?