

J. WILFRED LAMBERT

Dean Lambert is legendary around Williamsburg and among alumni for his encyclopedic mind, which has missed few details in college operations since his arrival on campus in 1924. Graduating in 1927, he went on to Johns Hopkins for graduate work, returning at Dr. J.A.C.Chandler's request in 1931 to teach psychology. When he became dean of freshmen in 1935, it was the first of many positions in administration, including dean of men (1938-1942), dean of students (1946-1970, later changed to vice-president of student affairs, 1970-1973), and registrar (1948-1964). In addition he served on innumerable committees, notably those concerning admissions, scholarships, and discipline. Undoubtedly Dean Lambert is known by more William and Mary students than any other single figure in recent years.

The format of these interviews was somewhat different from others in this series. Topics for the day's discussion had been planned beforehand, and Dean Lambert had organized his thoughts accordingly. In reading the transcript he made a number of small stylistic changes.

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Interviewee J. Wilfred Lambert
 Date of interview January 8, 1975
 Place 1184 Jamestown Rd, #5, Williamsburg
 Interviewer Emily Williams
 Session number 1
 Length of tape ^{app} 60 mins.

Contents:	Approximate time:
undergraduate years (1924-1927) lack of guidance hazing, freshman rules } 3	8 mins.
early courses and professors, Dr. Swem	22 mins.
student employment as writer	8 mins.
burning of old dining hall (1925)	2 mins.
as timekeeper	1 min.
return to William and Mary as instructor (1930)	3 mins.
student employment in general, Chandler's assistance to students	4 mins.
appearance of campus in mid-20s	13 mins.

Additional indexing terms

People

Woodall, Alec um staff 1888 / c. 1930's

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Interviewee J. Wilfred Lambert
Date of interview January 16, 1975
Place 1134 Jamestown Rd. #5, Williamsburg
Interviewer Emily Williams
Session number 2
Length of tape 65 mins.

Contents:	Approximate time:
social life of students in 1920s fraternities, sororities clubs literary societies secret organizations	17 mins.
athletics (men's and women's)	8 mins.
1926 celebration of Va. Resolves	4 mins.
dedication of Phi Beta Kappa Hall	3 mins.
dedication of Ku Klux Klan flagpole, later history	2 mins.
college farm	3 mins.
revival of Va. Gazette	1 min.
restoration of Williamsburg (early days)	2 mins.
Lambert's graduate training	2 mins.
return to William and Mary to teach	3 mins.
students strikes of 1930s	4 mins.
Chandler's last days new admissions policy salary reductions	4 mins.
early duties under J. S. Bryson administrative reorganization - dean of freshmen - dean of men	7 mins.

See back of sheet for names and places mentioned in interview

J. Wilfred Lambert

January 8, 1975

Lambert: As I look back upon what William and Mary was like when I entered as a freshman in 1924, the most impressive difference ^{from today} is the lack of guidance and direction which we received from the faculty. There was nothing in the organization of the college which provided any assistance at all in the selection of a major or in the ^{choice} ~~selection~~ of individual courses. I was fairly close to several members of the faculty, and I'll point this out later, but I do not recall at all discussing what kind of major I might take, what courses I might elect, or anything at all about what my future might be. There wasn't anything in the organization of the college that provided for social or personal direction or guidance, either, except that the hazing that went on was a rather strong, rather rigorous guide to one's behavior. All freshmen were required to wear what were called duck caps, and I'm going to digress in a moment to talk about the word "duck." This is the little cap that students nowadays ^{often} call a beanie. ~~And~~ we had to wear that cap throughout the year, as I recall, Although if we defeated the University of Richmond in football on Thanksgiving Day, we could then discard the caps at the end of the first semester. There were the usual personal inconveniences: Freshmen could not walk up the sidewalks of the college yard; you had to go up the center path. And you always had to bow, or in the case of the women, curtsy to the statue of Lord Botetourt, which then stood midway of the walk between the campus gates and the Wren Building. More important than that was something that went on

among the men students, I don't think the girls had anything that corresponded to it. And that is a fair amount of strapping. We all wore the fairly wide belts in those days--they seemed to have been popular--and if a freshman was considered to be particularly heinous he ^{was} would simply give him two or three slashes with a good wide belt. It could have a great deal of influence on what you did! You learned what the lowly estate of a freshman was. There was also a fee which was assessed on every freshman almost ^{as soon as} at the time he landed on the campus, and that was the "Egypt fee." And the "Egypt" fee was a twenty-five cent fee; And you had to have a receipt for that. I remember that I paid my "Egypt fee" to a sophomore by the name of Cotton Rawls. (He later became a physician, ^{and} He is ^{now} Chief of Surgery ^{at} ~~up on~~ a hospital in Stamford, Connecticut.) I tackled him on my fee some years ago (just, say, ten or fifteen years ago) and he ^{sent} suddenly backed the quarter I had paid. But I never knew what that "Egypt fee" was for, why we were required to pay it, until one day I heard Henry Billups, the bellringer of the College, make some comment about Egypt. And I said, "Henry, where was Egypt?" And ^{Henry} he said, "out behind the Wren Building." "Well, what was Egypt?" And he says, "Well, you know what you go to Egypt for." No, I didn't know what it was. And I thought nothing more about it until my son one summer came back from camp and told me that the woods beyond the tents, which the boys used for a toilet, was called Egypt. So apparently, in the old days, the woods behind the Wren Building, the open field and woods, was a sort of outdoor toilet. ~~And~~ ^{as} as a matter of fact, in 1940 when the line of trees was planted parallel to the walk which crosses the campus behind the Wren Building and outside the white fence, ~~when that line of trees was put in, an old privy was found there;~~ the foundations of an old privy were found there.

And that "Egypt fee" was evidently the charge for the use of the privy.

Let me get back to one other custom of those days and that is use of the term "duc." In recent years, the ^{origin has} ~~arts~~ have been completely lost.

And when the word is used at all, it is ~~used as if it were spelt~~

used as if it were the ^wfoyl. ~~But~~ I once saw a letter that Dr. W. T.

Hodges, who was dean of men in the early '20s, wrote to a student by the

name of Macon Sammons. (I think Macon Sammons was in the class of 1926.)

~~and~~ as I recall the letter, Dr. Hodges said, "Dear Macon, You have asked

about the origin of the word ~~Egypt~~.^{# duc} When I (Hodges speaking) was in

college about 1904 or '5, Mr. Bridges ~~Mr. Bridges~~ was the registrar

of the ~~College~~ told me that the word was derived from the word intro-

ductory, which was attached to the name of the courses or classes which

students took in the academy." Therefore, introductory courses were in

English and ~~Latin~~ and so on. And so you registered--or you took in

the academy "duc" courses. Now that same word carried over to English

101 when I was in college. That was still called "duc English." Well,

the hazing which was represented by the duc rules and others that I

haven't mentioned had a great deal to incorporate in our thinking as

something of the traditions of the ~~College~~ and something of the sub-

serviance of freshmen to the upper ~~class~~ students. I said that we had

no guidance for registration. We were handed a yellow registration

card and told to select our courses. I don't think there was any

real trouble about open sections. There were always classes available

for whatever you wanted to take, or whatever classes you wanted to take

were open. And as I look back upon my own record, it shows a remarkable

lack of coherence when you reviewed individual semesters, ~~But~~ when you

put it all together, I did take a lot of concentrated field^s of subjects.

In my freshman year, ^{evidently} ~~heavenly~~ motivated by consideration of studies

*'duc'

in which I already had some background with one exception (Spanish),
 I chose government and English and math, and history, ^{and Spanish} I also took
 Spanish. In that first year, the professor that was most influential
 was the man who taught ^{me} Spanish, And his name was Carlos Castañeda.
~~with a little tilda over the N to make it sound like~~
 Castañeda ^{He} was a Mexican and a demanding teacher, a very serious teacher,
 but a man who had a great deal of fun with his students when he entertained
 the Spanish club ⁱⁿ at his home down on Francis Street. I liked my courses
 in Spanish and went on to take a minor with Castañeda. Castañeda was
 here my first two years and then left William and Mary to become
 Curator of the Mexican Collection at the University of Texas. I under-
 stand that he achieved considerable academic prominence in his work
 there. He was succeeded by Professor Branchi in the session 1926-27.
 I'll have something to say about him later. [#] In my second year, my
 sophomore year, I continued to work in government and history. I
 took a course in chemistry, ^{since a science} which was required of everybody, ^{and} I took my
 first course in psychology. ~~Let me go back and say, not that chemistry~~
~~was required, but a science was required of everybody.~~ I took my
 first course in psychology with a man by the name of Faithful, And I
 took a course in journalism. Now I remember very well the professors
 I had in the sophomore year. Havilah Babcock taught English and journalism.
 He left William and Mary to go to the University of South Carolina,
 ultimately became head of the department of English there and died a
 couple of years ago. Babcock was a colorful person, and he built up
 something of a mystique by being unwilling to pronounce his first name,
 "Havilah." He suggested that you could call it anything from "violent"
 or violet to violin. Well, I think it was simply "Havilah." I knew him
 very well, ^{and} ~~as a matter of fact,~~ in the summer of 1926 when Mrs.

Babcock went up to their home in ~~I think~~ Powhatan County ^h and Babcock asked me to stay with him from time to time because he was afraid of having a heart attack in the middle of the night. Well, he lived nearly forty years after that period. I don't think he ever had a bad night. But in exchange ^{for my companionship} I learned a great deal about writing and about an interesting personality. In the spring of 1926 his class in journalism, ~~it was called~~ "News Writing and Editing" ⁻⁻⁻ was responsible for reestablishing the Virginia Gazette. That was in connection with the celebration of the 150th anniversary of the Virginia Bill of Rights on May 15, 1926, and I'm sure that some issues of that first publication are still available. In addition to Babcock, I had a young man in history by the name of J. T. Ecker. Ecker was the second man in history. The only other person in history then was Dr. R. L. Morton, although that year or later Dr. Katy Bruce was added. Dr. Bruce ^(I never had her in a class) ~~but she~~ had a reputation of being an extremely difficult teacher, ^{And} ~~the gossip~~ ^{word} was that Dr. Chandler gave her leave of absence every two or three years so that some students could pass history. Ecker was an English historian, and I took two courses in ^{English} history (~~England to 1607 and England since 1607~~) ^{himself} with Ecker. The grades I made were among the poorest I made ^{in college} ~~all along~~, ^{but} I greatly enjoyed the work, and I think I profited more than my grades show ^{at}. I also had a course that year in beginning chemistry with Dr. W. G. Guy, who started teaching at the College in 1925, and I think he must have taught until about 1965. I formed a friendship with him then which lasted for the rest of his life because when I came back to the College in January ^{of} 1931 to join the faculty, I ~~got a~~ ^{got} roomed at Dr. Guy's. I lived there from January ^{of} 31 until June ^{of} 34, when I

I went on leave, ^{to study at} ~~went on back~~ to Johns Hopkins and --

~~I'm sorry, that should be June, 1933. I went back to Johns Hopkins on leave during the session of 1933-'4,~~ returned to Dr. Guy's house and the College in September, 1934, and was there from 1934 to 1935, when I joined the administration and moved into an apartment at Tyler Hall. Also in that session (1934-'5) Dr. Fowler was living at Dr. Guy's.

~~Well,~~ Babcock, Ecker, Guy, and Faithful were men who influenced me a great deal in that sophomore year. [#] That summer I came to summer session.

I think I was beginning to enjoy the academic side of college, and I decided I would work very hard during the summer and make a lot of money and be able to take it easy in the next year and pay more attention to my classes. During the summer of '26 I had my first courses with Dr. J. Lesslie

Hall. I took two courses in Shakespeare with him. One was an extensive course which dealt with all of Shakespeare's plays and his sonnets and what was ^{known of} ~~going on in~~ his life; The other one was an intensive course. (I can't remember what play we read, but we read only one or two at most ~~plays~~ during the entire summer.) I enjoyed that a great deal. I also, that summer, had two courses with Dr. Joseph Roy Geiger.

Dr. Geiger had joined the faculty about 1912 or '14, maybe as late as 1915, and taught until his tragic death in June, 1935. He was a very good scholar. He published more than anybody else in college at that time. His courses were demanding. They were tightly reasoned, as he would say. ^{His lectures} ~~They~~ were usually ^[on] logically complete topics. I

took first of all, ^{ethics} and logic and then later on, (in the next year) I took philosophy of religion with him. ^{And} I think abnormal psychology.

The work that summer was very difficult. I was tutoring, and I was working in the dining hall as head waiter, ^e and I ^{had a job} ~~was working as~~ as a timekeeper for the College maintenance and construction people. I did entirely too much. When I returned to College that fall I came down with ^{an} appendicitis

and because I was generally weakening^{ed}, I had to stay out of classes for nearly two months. ~~But~~ In the fall of 1926-27 I took government and the philosophy of religion, which I have already mentioned, and psychology courses and a Poe course with Dr. Hall and some Spanish courses. My instructors that year (~~principle~~^{al} instructors) the ~~ones~~^{that} I remember best were Dr. Geiger and Dr. Hall, And then, Mrs. Hodges, who was dean of Women. She was at that time Annie Powell. She subsequently married W. T. Hodges. She taught me Tennyson and Browning in the fall of 1926, and I am confident that I made the poorest grade I have ever made on ~~any course there~~ⁱⁿ that course. I look at my record, and I see that my grade was 76. And yet, like the earlier course that I had had in history, when I made a grade of 81, I enjoyed that Tennyson and Browning course tremendously, and Mrs. Hodges and I have been close friends to this day. I recall very well that I wrote a very ambitious paper for her on the psychological features of Tintern Abbey ^{Forty} 40 years later--I think that is the name of it. (I'm not entirely sure of the name of the poem, ~~but~~ But it seems to me that Tennyson had written two ^{epic} poems on Tintern Abbey, ~~two epic poems~~^{later}, and the ~~latter~~ one interested me because of the differences between that and the earlier poem ~~on Tintern Abbey~~.) Well, I also had my first contact that year with Carlos Emilio Branchi. Dr. Branchi replaced Carlos Castaneda. Dr. Branchi was an Italian with an interesting and varied career. He had lived six months on the island of San Juan Fernandas^{e2} off the coast of South America in order to determine whether or not the sailor whose life was the subject of ^{Defoe's} Robinson Crusoe could actually have lived on the island. (I've forgotten the name of the

~~name of the man who was supposed to have lived there.~~) But ^{in event} at any ^{rate,} Branchi determined for himself that one could live ~~for~~ alone for six months on the island and that ~~therefore,~~ Robinson Crusoe was a ^{factually} possible book. Branchi had been the commander of a squadron of sub^{ma}boat chasers for the Italian government in World War I. In later years ~~he~~ organized an overland tour through South America. He got as far as Mexico when his automobile sank in one of the rivers they were trying to cross. Well, I came to know Branchi and like him because at Dr. Chandler's request ~~I~~ tutored Branchi in English. As it turned out ~~I~~ learned more Italian than Branchi learned English, and I assisted him in translating several chapters of a book written by Mazzei, who was a close friend and philosophical pupil of Thomas Jefferson. So that year was an interesting year. I was beginning to like philosophy and psychology a good deal more, but I certainly enjoyed the work in English, particularly with Dr. Hall and with Mrs. Hodges. I still didn't know where I was headed in academic ^{development} ~~preparation.~~ I returned to the summer session and took three courses in one semester of the summer and four courses in the other and graduated in August of 1927. During that summer I took two of the only three elective courses I had. The three elective courses all together were: contemporary drama, ~~which I took in the summer of 1926,~~ and a course in the history and literature of religion, and a course in music (introduction to music), ~~which I took in the summer of 1927.~~ The course in religion was given by Dr. Leonidas Irwin, who was the pastor of the Presbyterian church in Williamsburg. The work in music I took with Mrs. Hipp. ~~It was a very colorful career.~~ She was a very colorful person. She loved to lead the students in group

singing, and she saw to it that everybody sang. But ~~then~~ in addition to religion and music ~~I took then~~ I had English, history, Spanish and psychology. I completed my academic record with an average well into the ^{90s} ~~nineties~~. I say this to offset the comments I made ~~about~~ the grade I made in the Tennyson and Browning course and in the first semester of the course in English history. ~~It~~ Commencement was held in the Phi Beta Kappa Hall, that is, ~~the original auditorium~~ or the auditorium of the original Phi Beta Kappa Hall, which was burned in 1953.

And I remember quite well that the commencement address was given by Dr. James Hardy Dillard. Dr. Dillard was ~~the~~ Rector of the Board of Visitors. ~~And~~ I recall that he spoke to us on the joys of reading. Well, this was old hat to me since much of my spare time was then, ~~and~~ is now spent in reading. I recall particularly two persons who influenced me in reading for pleasure. ~~One~~ was Dr. Chandler, and the other was Dr. Swem. Dr. Chandler, when he had time to be personal, would often ask, "Well, Lambert, what are you reading now? I don't mean textbooks." And I would tell him what I was reading, and he would say, ^{"That's} good, you go to the library? ["] Yes, I go to the library. ["] Well, he remarked on one occasion, "I've never known a scholar worth his salt who didn't browse, and I hope you browse ^w in the college library." Well, as a matter of fact, I did. I recall on one occasion when I was browsing ^w around in some section of the ^{library} books that ~~it~~ did not really concern me at all, a little fellow with somewhat ^{heavier} pot belly than was appropriate to his height came up to me and said, "Well, are you finding anything interesting?" And I thought that was a foolish question because ~~everything~~ in the library was interesting, ~~And~~ I told him something of the sort. And he laughed and said, "You just use this library all you can; you use it all you want to, ~~And~~ if you need any help let me know. My name is

" Swem and he walked off. That was the first ^{of many} meeting I had had with the old gentleman. I took it upon myself whenever I had an opportunity to do so [#] to speak to him in the library. He encouraged me a great deal and really surprised me by taking an interest in me. I think he took more interest in me than any instructor I had, except the few like Babcock and Dr. Geiger and Dr. Castañeda. I remember in particular that in the summer of 1933 when I was getting ready to go on leave and return to Johns Hopkins for a year, I found it necessary to prepare for doctoral examinations. I had to take ten of them that October.

There were at least three examinations in fields that I had never studied: physiological psychology, history of psychology, and I've forgotten what the other one was, perhaps perception. I went to the Library of Congress to study. I spent the summer in Washington. One day when I was in the general reading room, Dr. Swem came up to me and said, "Lambert, what are you doing here?" And I explained it to him. Dr. Swem, by the way, was also on leave from the College and was in Washington at work on Swem's index. Well, when he saw me in the general reading room, he said, "you can't study here. Why aren't you up in the stacks?" And it didn't occur to me that I had any right whatever to go to the stacks. So he said, "come with me and I'll see if I can't get this straightened out." We went in to see the man who was in charge of that section of the library, a Mr. Roberts, and Dr. Swem said, "Roberts, I want him to have a table (this is a young friend of mine) up in the psychology stacks." And Mr. Roberts said, "of course, of course, Dr. Swem." And it wasn't long before I was installed in the middle of the stacks and had complete access to everything that I wanted to see use.

I've never had such a delightful time studying, moving wherever I wanted to, ~~moving~~ completely at liberty in one of the best libraries in the world. I was as free there as I ^{ever} was in the stacks at Johns Hopkins or at William and Mary. Well, in later years, when I returned to William and Mary, Dr. Swem and I continued a very pleasant relationship. And then in his ^{declining} later years, he would often phone me at the office and say, "Lambert, what time do you leave work?" Well, the closing hour for the office was five o'clock, and so he would say, "well, why don't you ~~leave~~ about four o'clock and come by my house and have tea? I want to talk with you." And I found that a delightful engagement. ~~And~~ I suppose I visited Dr. Swem ~~on~~, once every month or two during the last years of his residence in Williamsburg. I recall on one occasion when Dr. Swem was in his nineties, I found him very angry when I went to visit him. I said, "what's wrong; what's got you upset?" "Well," he said, "I've been reading the proof of a book that a man (he mentioned his name) is writing on the church. (I won't mention the section of Virginia because I think that would be giving ^{the identity} ~~that~~ away). But he said, "he's got a lot of errors in here. They ^{re} were errors in the manuscript, and I corrected them then, but he didn't incorporate them in the final copy, and now they are showing up in the final proof." And I said, "good heavens, Dr. Swem. What's the matter with a man making mistakes like that?" "Oh, Dr. Swem said, "he's in his ~~down~~ ^{to} age. He's ^{seventy-five} ~~75~~ years old." Well, Dr. Swem was ninety. ~~But~~ Dr. Swem had a very fine appreciation of what other people were doing. He kept alive to all that ~~went~~ on at the College, ^{and he} He didn't hesitate ever to take a position; He was an outspoken sort of person. Because he was so firm in his convictions and at the same time so thoughtful of the welfare of others, I found him a remarkable person. I enjoyed my association with him, over, I should

say, a total of about ^{forty} 40 years.

When William and Mary was reopened in 1888, it was with a commitment to train teachers for the public schools of Virginia. Young men came to William and Mary and took the two-year course in preparation for teaching. (This was called the Normal Course), and then they left and taught for awhile ~~while~~ and very often returned to college and completed the ^{baccalaureate} ~~bachelariate~~ course for their degrees. William and Mary was reopened at the tailend of the Reconstruction period. The men who ~~were able~~ ^{could afford} to do so usually went to the University of Virginia or to V.M.I. or some of the other colleges in the state, so that William and Mary was dependent upon attracting men for teaching to establish a student body. That meant that a great many of the men who came to William and Mary were in need of financial assistance, And William and Mary gained a reputation then which persisted for many, many years thereafter, of being a fine place for a needy student. Well, that certainly was a consideration in my choice of William and Mary because when I entered the college in 1924, I did so partly because I was able to get a job as a waiter in the dining hall and partly because I could get a job downtown in the printing office. Throughout my three regular sessions and two summer terms, I ~~had~~ ^{had} always two jobs and sometimes more. I started out in the dining hall as a waiter and was assigned to serve two training tables of football men. The tables then seated ~~twelve~~ persons, and the food was served family style. You brought to the table ~~large~~ platters and large vegetable dishes and large plates of bread and so on. Well, I had ~~24~~ ^{twenty-four} football players to wait on. I weighed about 118 pounds, and it was ~~all~~ ^{were} all I could do from the time when the doors were opened until they ~~closed~~ ^{were} closed, until the meal was over, to keep food on the table for those ~~football~~ ^{football} boys.

They just ran me ragged! Well, at the end of about the second week of that, I went to the ^{ew}steward of the dining[#]hall and made the only complaint I have ever made to my employer about my duties. The ^{ew}steward had the improbable name of Lemon Shell Jones, and I told Mr. Jones that I didn't want to give up my job. I couldn't give up my job, - I was dependent upon my job in order to eat, ^{to eat} stay in college. -- But couldn't he find something that was a little bit less demanding for a person of my build and physique? Well, he laughed and said he had been noticing me for sometime, and I certainly had been diligent and had worked hard on the job. And so he said, "you do a good job, and I am going to make you a special waiter. That means that you will wait on guests ~~that~~ who come to the college, and you will back up the waiter on the President's table. (Dr. Chandler took his meals at his own table in the center of the dining[#]hall.) And you'll do other special jobs of the sort that I'll find for you." Well, that sounded too good to be true. But Mr. Jones did teach me the limited amount of information or knowledge needed to serve tables. And I worked ^{hard} at that job, and in the second semester of my freshman year I was made a head [#]waiter in the main dining[#]room. Now this was quite a job for a freshman. There was another head [#]waiter over both dining rooms (there was the freshman dining[#]room and the main dining[#]room), and I took a great deal of instruction from him. But there in my freshman year I had responsibility for ^{fifty sixty} 50 or 60 waiters, and more important than that, I had the chance to work at banquets and special dinners. There was in Williamsburg at that time one hotel, the old Colonial Inn. I suppose you could have ^{gotten fifty} got 50 people in the dining[#]room at one time. So the College dining[#]hall was the only place where you could

c serve, let's say, a couple hundred people. Now mind you, while I was working there I was also working down at Mr. Ferguson's printing office.

~~§~~ An event occurred in the spring of 1925 that had considerable bearing on my career. The night before the opening of the summer session--I was not here--the freshman dining[#] hall burned. Now the freshman dining[#] hall was on the ^{site} ~~sight~~ of the main dining room of Trinkle Hall, and it was a tarpaper shack which had been moved to the campus from Penniman at the close of World War I. Two such barr^acks had been moved to the College. One was on the ^{site} ~~sight~~ of King Hall and was called Tyler Annex and was a dormitory for women. And the other one that I've mentioned had the freshman dining[#] hall on the second floor and on the first floor the biology laboratory. The second floor was connected ^{with} to the kitchen by a ramp. I will always be grateful that I was never assigned to work on the second floor of that building. I could never have handled that ramp and those hungry freshman. Well, ^{I think,} the fire began ⁱⁿ Tyler Annex. ^a And I recall ^[hearing] when I returned to College that fall that the old maid school teachers who were coming into the College for the summer session and who had had to hire boys to carry their bags and trunks into the dormitory came out of the dormitory when fire threatened with their trunks on their backs. They got everything out of there in a hurry! Well, [#] the burning of the dining[#] hall was a very serious event for the College. For one thing, [#] it immediately handicapped the College in the [#] summerschool classes. ~~And~~ I am told that Dr. Chandler borrowed microscopes from the Medical College of Virginia and started the biology classes on time. The baker in the kitchen at that time was Mr. Reinecke, ~~He was~~ a German. I was very much interested to meet a son of his at the reunion held at the Tucker House in the fall of 1974. We spoke of his father. We both had good recollections, his son and I, of the father and of our

relations (~~the father and my relations~~), ^{Mr.} And Reinecke told me this story, that when the fire was being brought under control, he noticed that there was about six inches of water in the basement where the ovens and the bakery were. Reinecke said to a man standing beside him, "well, that means no hot bread for breakfast." Dr. Chandler overheard him, ~~And Dr. Chandler~~ said, "Reinecke, I want hot biscuits for breakfast in the morning." Well, it was about two or three o'clock in the morning then, and Reinecke said they had hot biscuits for breakfast as Dr. Chandler had requested, ~~it.~~ ^{P Before the ashes of the fire had cooled} Dr. Chandler then immediately went to Governor Trinkle and asked for funds to rebuild the dininghall, ~~And~~ that large diningroom was put up for the most part during the summer of 1925. When I returned to the College in the fall of 1925, Dr. Chandler called me in and said he had another job for me: He wanted me to be timekeeper on the people who were working on the campus. So I took on the job of being the timekeeper for the people who were finishing up the dininghall, and later I was timekeeper on the construction of Barrett Hall, which was finished in the fall of 1927. ~~In the dininghall~~ I had a great deal of contact with Dr. Chandler. I did not regularly wait his table; however, there were occasions when I saw to it that his table was properly handled. I had ~~a great deal~~ ^{much} of responsibility in special dinners. I recall when Mr. Rockefeller and his family visited here in the fall of 1926 and took their meals with Dr. Chandler, ~~And~~ I recall when ^{President} Governor Coolidge was here in the spring of 1926. (I'm going to talk about events of 1926 later.) But my work was such that Dr. Chandler and I knew one another very well, and he was very kindly disposed toward me. I recall that when I graduated in the summer of 1927, he

offered me a job in the next year to teach Spanish. I think I would have been given room, board, and \$600 a year for doing it. I turned that down in order to go to Johns Hopkins and study psychology. But I kept in contact with Dr. Chandler, and in the summer of 1930, when I was teaching nurses in a ^{nurses'} ~~nursing~~ training school and also working as accountant and doing speech writing on the side, I received a letter from Dr. Chandler saying that there was an opening in the College for a young instructor in psychology, And he had thought of me and wondered if I was interested. Well, I got that letter on a Saturday, and I thought, "well, I'll think this over and I'll prepare a reply on Monday." Monday morning about 9:30 or 10:00 I got a telegram from Dr. Chandler: "Have you reached a decision? Please let me know. J. A. C. Chandler." So I thought, "well, I'd better get onto things ^{now} and get an answer out." And I sat down and carefully worded my reply, which was to the effect that I would give consideration to it; I was interested. And about that time I got a telephone call, and Dr. Chandler said, "Lambert, did you get my letter, my telegram?" I said, "yes, sir." He said, "well, what are you going to do?" ^{I replied} "And I said, I think I'd like to talk with you." "Well, when can you get here?" So I said, "if I were to leave Leesburg this afternoon about ^{1:00} ~~one o'clock~~, I could get the boat out of Washington at ^{4:00} ~~four~~. I could be in Old Point Comfort the next morning at seven, and I think I could make your office by ^{9:00} ~~nine~~, or ^{9:30} ~~nine thirty~~." All right, I'll see you at ^{9:30} ~~nine thirty~~. And I kept my appointment, and ^{when I} saw him the next morning, And he said, "do you want to teach?" And I said, ^{I told him} "Dr. Chandler, I gave up a job as examining psychologist for the Health Department in Baltimore to teach nurses for nothing in order to determine

whether or not I could teach and wanted to teach, And I have decided that I very much want a career in teaching. All right, Then I want you to come to work the second semester of this year. So he had been in a great rush for me to make a decision, and then after he and I had ^{reached} made a decision, I had six months to wait before coming to work. But ~~I will say~~ he kept his word with me because he had promised me that he would give me a salary of \$1800 a year. ^{and} When I ^{reported for work} came down I found that my salary was going to be \$1900 a year. ~~And~~ that was fine except that in 1932-33, when the Depression was on us, the salaries of all state employees were reduced by ¹⁰ ten percent, and the next year they were to be reduced by ²⁰ twenty percent, and I took leave to go back to Johns Hopkins. It was cheaper to study than it was to teach.

Emily: Did Dr. Chandler always find a job for a needy student?

Lambert: Oh, yes. My career with Dr. Chandler wasn't particularly different from that of a great many needy students. He was willing ^{to help} any student, provided the student would do two things: One was ^{to} perform his job to the best of his ability; The other was ^{to} maintain a good academic record. If you maintained a good record and did your job, you could be sure that Dr. Chandler ^{would} never let you want for assistance. Now I must say that what he gave you was opportunity rather than cash. I mentioned having been out of school for a while ⁱⁿ the fall of 1926. When I came back I was flat broke. The money I had saved working that summer so that I might have a fairly free ~~year~~ final year at the college was all spent on my hospital bills, And I went in and told Dr. Chandler what my situation was because I could not see how I could meet my college expenses during the session as I had in the past. ^{He told me} And ~~so he said~~, well, it's a little late in the session, I'll see what I can find. And I

I received a scholarship for \$50 from the Virginia State ^{Dental} ~~Devil~~ ← ! Association. I don't know how on earth he ever wangled that one. ~~And~~ that was the only ^{instance} ~~incidence~~ in which Dr. Chandler gave me scholarship assistance, but he was always on the lookout for work opportunities for me. ~~And~~ ^{As} a matter of fact, I think I rather enjoyed earning my own way. But there ~~was~~ many alumni of that period who ~~could~~ tell a similar story. Dr. Chandler was difficult. He was hard to get along with. He was demanding; he was ~~irascible~~ ^{inflexible}; ~~yet~~ he had a kind heart where needy students were concerned.

The campus of William and Mary in 1924⁴ was very much smaller than it is now. ~~There were a few buildings in town. We tended to slop over the edges of the campus,~~ but the principle^{al} buildings of the College in '24 were the Wren Building, which then was simply called the Main Building. (It was not called the Wren Building until after the Restoration in 1927-'31), the president's House, and the Brafforton. ~~And then~~ behind the Wren and on the location of the north outhouse, there was the science hall, and on the location of the south outhouse (that is the Jamestown Road side of the Wren Building) there was the citizenship building. ~~The library was~~ the present Marshall-Wythe school of law building ^{was the library} although it wasn't as large then as it is now. There was no other building on the north side of the campus, except Monroe Hall, which was opened in the fall of 1924. On the south side of the campus, and approximately between the present James Blair Hall and Washington Hall was the chemistry building. This was a terrible structure. It was a building of corrugated iron, a long building. One end of it had a lecture hall, then I think there were some offices and stockrooms, and the other end was the laboratory. The lecture hall was heated with potbellied, cast iron stoves (coal). ~~If you sat within 20 or 30 feet~~

If you sat within ^{twenty thirty} 20 or 30 feet of one of those stoves in the wintertime ~~if~~ your front was roasted and your back froze. It was the most disgraceful-looking building and the most uncom^mfortable building I have ever known. In the laboratory ~~if~~ there was a long row of worktables, and water was available at the end of the table. There was no place for you to store any of your supplies, and so if you ended up the day with a task unfinished ~~if~~ you carried your test^tubes with the solutions back to the dormitory. To this day I bear a scar on my hand from a phosphorus burn. The student who worked across the table from me had got some phosphorus from the storeroom, And since it was wet he put it on ^a the paper to dry. Of course, Well, when phosphorus dries out ~~if~~ it explodes in fire. So ^[when] I took a pair of for^cseps and dashed to the faucet to get water on the thing ~~if~~ it spilled out of the for^aseps and burned my right hand. It used to be said that Dr. Chandler kept that chemistry building standing to use it as an argument with the governor to provide money for other buildings for the campus. In other words ~~if~~ he got three or four buildings to replace that old chemistry building [¶] The dormitories were Tyler Hall and its annex, which ^{as} I have said elsewhere, was in 1924 a tarpaper shack ~~which had been moved~~ or tarpaper barracks which had been moved up from Penniman. Tyler and ^[its] annex housed women. Between Tyler [≡] annex and the dining[≡] hall there was a big yellow home with an English basement which was called the dean[?]ery. That housed women, also. Jefferson Hall was opened, I think, about 1922. There were women on half of the first floor and on the second floor and third floor. Hal^f of the first floor and the basement were the only gymnasium that we had at that time. The men were housed in Monroe, but they were also housed in Taliferro and Ewell. ~~These were~~ two old dormitories which were across from Brafferton on Jamestown Road.

'The Institute,' which was an abbreviation for the Williamsburg Female Institute,

was a dormitory for men located roughly on the ^{sight} of the Matthew Waley school. Then there were two buildings on Boundary Street or on Prince George Street--I never was entirely sure about those two. But Boundary One and Boundary Two were two buildings which houses ^d men. Let me go back a minute to the science hall, ~~which was located on the northwest corner~~ which was located northwest ^{of} to the Wren Building.

That's where biology was taught, and there was in front of that a greenhouse. There were other courses taught in the science hall. I remember taking mathematics in the science hall. Citizenship building, which was on the southwest side of the Wren Building had, I think, at one time been a gymnasium, but courses in history and sociology and so on were taught in that building. Then in the early '30s a post office substation for the College was in that building. Those buildings were unimpressive. The Wren Building was two stories high then. It was the restoration of the building after the fire of 1862, and it had the chapel, and what is now the Great Hall was four classrooms, two on each floor. The most important rooms, aside from the classrooms, there were the Philomathean Hall and the Phoenix Hall, ~~the halls~~ ^{for} were the meeting^s of the literary societies and they were used also for fairly large classes.

During the time that I was a student, four buildings were built at William and Mary. As I've mentioned, Monroe Hall was opened the fall of 1924. In the session 1925-26 the George ^Preston Blow gymnasium was opened. I had physical education in my first year in Jefferson Hall and in the second year in Blow gymnasium. And then the Trinkle Hall was built in 1925 following the destruction of the annex to Tyler Hall and the freshman dining ^Hhall by fire in June, 1925. Phi Beta Kappa ^[Hall] was opened in November, 1926, and I shall have more to say about that when I talk about ~~the events of my college days~~, the special events of my college days.

Barrett Hall was opened just after I graduated, and I include that in this list because I kept time on the workmen who constructed Barrett Hall. Interestingly enough, the general layout of the campus, that is, with the sunken garden bordered on both sides by academic buildings, was arrived at by 1924. ^A ~~The~~ drawing of the campus, (I suppose you would say an architectural drawing ~~it is an architectural drawing, but it shows~~ the entire campus) ^h is in the Colonial Ecqo for 1925. ^{the design} That had been arrived at by Dr. Chandler and Mr. Robinson, the architect for the College, when they visited England about 1923 or 1924. ^P The people who kept the campus in condition were a very small group; I think maybe two or three men took care of the grounds. There was one carpenter, George Cumber, who walked wherever he had to go. And he carried in one hand his toolbox and ~~over his other hand and~~ over his shoulder a short step-ladder. (George Cumber was a brother of Ernest Cumber who ~~in 1924~~ well, from 1924 to 1935 was in charge of the pantry in the dining[#] hall. In 1935 he became the messenger ^{and} custodian of what was then Marshall-Wythe Hall, but what is now called James Blair Hall.) I think that there was one plumber and one electrician on the campus. The man who had charge of this staff was Captain Frank. ^{and he} Captain Frank was my boss when I worked as timekeeper. He was a very outspoken, sometimes arrogant fellow who delighted in teasing Dr. Chandler. It always amazed me that he could tease Dr. Chandler and get away with it. From time to time at lunch Dr. Chandler would say, "Lambert, get hold of Captain Frank. I want to see him." And I would find Captain Frank somewhere around the dining[#] hall. He'd go up to Dr. Chandler's table, and Dr. Chandler would say, "Frank, I want to make an inspection of the campus this evening." And Captain Frank would say, [^] "all right, Lambert, ^h he has spoken. Meet me tonight at ^{7:00} ~~seven o'clock~~ in front of the Wren Building with a pair pad, and let's see what he finds wrong. We'll see you there, doc, and walk off. Well, it was a very disrespectful way to treat Dr. Chandler, but

Dr. Chandler never minded it. And ^{that evening} we would walk about the campus, and Dr. Chandler would say, "now that tree needs trimming, that tree needs pruning. I want those bricks laid." And Colonel* Frank would turn to me and say, "Lambert, you've got that written down?" "Yes, sir, I have it written down." And then he'd turn back to Dr. Chandler and say, "if Lambert has it written down, it will be done." What else do you want done?" And we would continue our stroll about the campus. I guess the point of that is not that Captain Frank was very disrespectful of Dr. Chandler but rather ^{that} Dr. Chandler concerned himself with every detail of the campus. He knew the campus thoroughly just as he knew the student body thoroughly. Well, to go back to the architecture ~~of the campus, and~~ the buildings of the campus, let me just point out that of the buildings now standing on the old campus, only one was not constructed or designed while Dr. Chandler was ^{President.} ~~present~~. When Dr. Chandler died in the spring of 1934, three buildings were under construction: Taliferro Hall, the stadium, and James Blair (earlier it was called Marshall-Wythe Building). The only building Dr. Chandler didn't have a hand in designing or constructing was, or is, Landrum Hall. All the rest of that original campus, of that old campus, came from the design that Dr. Chandler and Mr. Robinson prepared back before 1924. Now I leave out of account the campus center since it is not within the old campus. But until the 1950s, when Bryan Hall was built, there was no building built on the campus since Dr. Chandler's death in 1934 except the three buildings which were under construction when he died. So he had a great deal to do with establishing the architectural cast of the College. It was he who decided on ~~the~~ what might be called the Tidewater Colonial character of the buildings, and it was he who decided on the placement of the buildings.

* Captain

January 16, 1975

Lambert: The social life of the students in 1924 was very different from what it is in 1975. There were, of course, the fraternities and sororities, but they didn't comprise a very large proportion of the total student body. There were ¹⁰ ten fraternities, ³ three of which were local, and they had a membership, according to the Colonial Echo, of 215. In other words, there were about 20 students in each fraternity. There were ~~five~~ ⁵ sororities, ² two of which were local, but which soon became national sororities, and they had a total membership of 88. Now remember that there were between ⁵⁰⁰ five and ⁶⁰⁰ six hundred men in college, ^{so that} with 215 in fraternities made up approximately ^{1/3} one-third. And the 88 women in sororities comprised less than ^{1/4} one-fourth of the total enrollment of women. I hope I am not unfair to the women, but it always seemed to me that the members of the sororities were overly aggressive and rather defensive in their relationships with the other students. This is understandable, of course, because in 1924 women had been on the campus only six years. The sororities were younger than that, and they were somewhat on the defensive. The men in the fraternities were very much more relaxed, but both the men and the women, fraternity and sorority members were viewed by the rest of the student body as being somewhat wealthier, somewhat more exclusive, and somewhat more socially concerned than the remainder of the student body.

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(insert in the section dealing with the fraternities.) The fraternity houses were for the most part located on streets adjacent to the College. At 312 on Jamestown Road ~~in 312~~ was the Kappa Sigma House, in 310 the Sigma Alpha Epsilon fraternity, and in 336, which incidently is next to 314, there was the Lambda Chi Alpha House. The Theta Delta Chi fraternity house was on the ^{next to site} ~~sight~~ of the college bookstore. ^{Other} Then another ^{was} fraternity or two were located on Richmond Road approximately across from Monroe Hall. There were two or three others that were not quite so close to the campus.

The fraternity houses, generally speaking, accommodated little more than half of the total fraternity. Kappa Sigma had a total of ^{Sixteen} 16 members, but only ^{eight} 8 lived in the fraternity house. ~~The~~ perhaps the largest house and the largest group ^{of residents} in college was the Kappa Alpha. Now Kappa Alpha wasn't the largest group; Sigma Alpha Epsilon was the largest group. But Kappa Alpha had ^{twenty-two} 22 members, and they lived in the Bright House, which is now Alumni House. Theta Delta Chi was a large fraternity, but I don't think they accommodated more than half of their membership in the house. The fraternity houses were in some instances rented, and in a few instances owned in part (that is with a pretty good-sized mortgage) by the fraternities themselves or by their alumni bodies. The sororities had houses which were usually just meeting places. I don't know which sorority had a house first, but I suspect ^{that} it was the Kappa Kappa Gamma sorority. At one time the Kappa Kappa Gamma sorority was located in the deanery. That was a yellow building with an English basement which was located between the ^{dining hall} and Tyler annex. ~~The Kappa Kappa Gammas lived in there.~~ Chi Omega ^{Trinkley} I know occupied ~~the~~ what is called the Debtor's Prison downtown. I remember that very well because in December ^{of} 1925 I was initiated into Kappa Sigma in the attic of the Chi Omega house. The Kappa Alpha Thetas ^A I don't know where they were, nor do I know where the two local sororities were. Before I graduated, ^{that is} before August ^{of} 1927, the Pi Phis, which were a local organization in 1924, lived in the John Blair House down on Duke of Gloucester Street. The house was owned by Dr. Pollard, and he had a great deal of fun in talking about the sorority girls who lived in his house. They didn't live in his house; he lived in Chandler Court, but he did own the house downtown. ~~There~~ There were not many social activities organized around the fraternity houses. ~~For~~ one thing, it was unheard of for a woman

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to go into a fraternity house. I recall that in the spring of 1927 at the intermission of a dance, two Kappa Sigmas took two ^{coeds} into the Sigma Nu House. Now the Sigma Nu House was right across from Jefferson Hall and now is used to accommodate secretaries for the College. Dr. Chandler promptly learned that the two girls had gone into the house, and so he just as promptly closed the fraternity house. I recall it very well because the ^{inter}fraternity council, of which I was a member, went to Dr. Chandler and pled with him that since the offenders were Kappa Sigmas, the penalty ^{should} be placed on the Kappa Sigma house rather than on the Sigma Nu House. Dr. Chandler was adamant; The Sigma Nu House remained closed for the rest of the year, and Kappa Sigma escaped scot-free. The fraternities and sororities did not give dances, although I recall on one occasion the Kappa Sigmas and their next-door neighbors, the Sigma Alpha Epsilons, gave a garden party for the Harvard track team. Every spring track teams from Harvard and Dartmouth and some of the other northern colleges and baseball teams from the same colleges used to come to William and Mary in order to get out ^{of} doors much earlier than they could in the frozen north. And one spring Kappa Sigma and Sigma Alpha Epsilon joined together and had a garden party for the Harvard track team. It is unthinkable that we'd ever do any such thing as that today, but we did ^{it} in 1925 or 1926.

It must have been 1926.

¶ All the students, however, were interested in the numerous clubs which existed in the College at that time. If I may organize them into groups, there were the honorary societies, the interest clubs, and a group that does not any longer exist at William and Mary, the regional clubs. The regional clubs were the clubs of students

dated
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who came from the eastern shore and the northern neck, southwestern Virginia, Richmond, Toano, northern Virginia, and so on. Every region of Virginia was represented. The interest clubs in general corresponded to the departments of instruction, Although there were a few others that did not entirely meet that classification, there was the woodenshoe club made up of students who had traveled in Europe, And there were others expressing special interests. The honorary clubs also corresponded for the most part to the fields of instruction, although again there were a few that dealt with general academic achievement rather than achievement ⁱⁿ of a single department. Another group of clubs which has long since disappeared is the literary society. There were two literary societies, limited to men and two for the women. The men could belong to the Phoenix or the Philomathean club. The women could belong to the J. Leslie Hall, named after the professor of English, or the Whitehall Club. I was a member of the Phoenix Club, and I think that the rivalry between the Phoenix and the Philomathean clubs was really quite intense. Throughout the year we had meetings on Saturday night, and those meetings followed a fixed pattern with a declamation, the reading of a poem, a formal debate, and usually an informal debate with students having to debate extemporaneously. At the end of the year we had contests to determine who was the best debator, the best in elocution or ^{public} speaking, and so on. But earlier the contest between the Phoenix and the Philomathean societies ^{was} were a part of commencement exercises. The debates held between those two societies were a part of one day's activity given over to the literary clubs. I have an idea that the debate and the readings and speeches and so on that took place during commencement were what was left of an earlier commencement activity. In the first commencement that I ever heard about, the one in 1699, all of the candidates for graduation were

required to deliver an oration, usually in Latin. Well, by 1920 or so, that had been changed, and we no longer had an oration by each member of the graduating class; ^fit would have taken up too much time. Of course, the full day, however, was the literary society day until about 1920. In my day (1924-27) this had disappeared altogether. Students felt very strongly about their clubs, their organizations, ^{And} they attended their meetings. Sometimes the meetings were pretty stuffy; ^sometimes they were relaxed and a lot of fun. I remember I belonged to a Spanish club that met most frequently in the home of Professor Castañeda.

^{those meetings} They were always a great deal of fun. I enjoyed ^{them} ~~those club meetings~~, and I was ^president of the club in my senior year, ~~at the college~~. I was also a member of the history club, and I enjoyed their meetings.

I can't tell you the content of any single meeting, but I know ^{that} I looked forward to attending the club meetings. I belonged to one club

interested in the social sciences and another in literary activity. ^{other than the literary} ~~This was not the literary society, although I did belong to the Phoenix~~

~~society. And I was very much surprised to see in the 1926 Colonial Ecqo~~ ^h that that year I was chaplain of the Phoenix Society. ^{I had forgotten it completely} ~~I think we had much more fun in the clubs in 1924 and '5 than the students have in such organizations today. ~~today~~~~

^d In talking about organizations, I must not omit the YMCA and the YWCA. These were quite active organizations, and it seems to me that there was a young man on the faculty who was a sort of counselor to those two groups. He wasn't exactly a chaplain, but he did have some responsibilities

in guiding students and in paying some attention to ~~their religious,~~ their spiritual life. Then there were some organizations in college that weren't really very well received. There was one subrosa organization called Kappa Beta Phi. It had a key which looked very much like the Phi Beta Kappa key except that the motto on it was a little different. It read "Dum vivimus, bibemus" (while we live, we drink). And this was a pretty good motto for that group. There also was a "13" club, ~~and then~~ and in subsequent years the "13" club was an out and out drinking society. There was one other that I really didn't know much about in 1924 and that was the "7" society. That organization appeared in the Ecco each year with the names of the seniors who were graduating who were members of the "7" society. I never really knew what the purpose of the "7" society was until in later years I learned that its function was to give support to the honor code. Well, since it was an anonymous society and took upon itself the responsibility of eliminating from college students who had not been apprehended by the honor code for violations of the code of honor, it was required to be disbanded. But strangely enough, the "7" society continued in existence until 1943.

⌘ Athletics occupied both a larger and a smaller place in the life of the students in 1924-25. There were fewer athletic teams. We had, of course, baseball and basketball, track, swimming, fencing, and possibly one or two ~~smaller~~ lesser activities. On the women's side, the women's basketball team was quite popular. The tennis team was pretty good, and hockey in 1924-25 was a great deal stronger than you would have thought at that time in Virginia. The men who made up the football team were very much a part of the total student body; There wasn't the kind of segregation that you often see in today's semi-professional football teams in college. Those boys were living in the dormitories, wherever

they wanted to live and were participating in a number of activities other than athletics. Furthermore, the interest of the students in athletics was quite broad. It was very much the thing to attend all ~~athletic sports, or~~ athletic activities, And I think when the final *football* game of the season was played in Richmond, ~~virtually~~ the entire college went to the game. The game was played on Thanksgiving Day, and that was the only day of holiday we had then, and so most of us boarded a special train and went to Richmond, saw the game, had our dinner up there, and then returned to Williamsburg afterwards. We also went to games in Norfolk the same way. It was easy enough to get the train and take the ferry across Hampton Roads or else go down by bus. We followed the team about in very large numbers; ~~We~~ were quite enthusiastic. ~~now~~ the team was nothing like as prominent as it has been in other years, ~~but~~ we knew our people individually, and we rooted for them individually. There was a great deal of friendship between the members of the athletic teams and the other students in college. The women's basketball ~~team~~ ^{games} always drew a good attendance. It was a popular sport among the women, and both women and men attended the games that were held over in Jefferson Hall. The little gymnasium over there would accommodate perhaps four or five hundred students ⁱn the balcony, And of course, that was about half of the student body. So many students participated in sports even though they were a long way from being professionals. I recall taking part in the track and tried with no real success to run the quarter-mile. (I don't know why I ever chose anything as difficult and demanding as the quarter-mile.) But "Scrap" Chandler, who was the track coach, encouraged us to go out for track and to do the best we could. Tucker-Jones, who was the head of the department of physical education, taught fencing, And that was a pretty well-supported activity in college. Jones was a first-rate coach, and I think that in the '30s he

coached the olympic team in fencing.

Of my three years at William and Mary I think that the calendar year of 1926 was by far the most interesting, particularly in the ^{public} events that occurred. On May 15, 1926, the College had a celebration of the 150th anniversary of the signing of the Virginia Bill of Rights. President Coolidge and Mrs. Coolidge attended the ceremony, and the College conferred an honorary degree upon President Coolidge and I think upon ~~also~~ ^{also} Governor Byrd. There were a great many people in town, and as I recall it ~~in~~ [#] the dininghall served something like five thousand ~~lunches to the people who were there who had lunch out on the lawn~~ ^{boxes} lunches between Trinkle Hall and Jamestown Road. The luncheon that day was served to the principle ^{al} guests, and there were ^{five hundred} 500 of them in the large dining[#]hall at Trinkle Hall. I recall particularly that shortly before lunch the secret service, having already examined the dininghall two or three times, came in and noted that President Coolidge would be sitting with his back to windows. Now those windows [?] gave onto a hill which was about two or three hundred yards behind the dining[#]room, and it would have taken a marksman, very carefully placed and taking his time, to ever shoot anybody through those windows. Nevertheless, the secret service, - and I think it was headed by Colonel Starling[#] made us hold up everything until a wooden screen could be erected over the window so that Mr. Coolidge could not be seen from outside.

I recall also that we had an orchestra playing for that luncheon, And I can't tell you all the names of the people who played in it. There was one ^{student named} boy, Weaver. Cotton Rawls, as I recall, ~~was the violinist, Cotton Rawls~~ was ^{the} a pianist. Grayson Daughtery, I think, played the violin. In any event it was a group of six or eight students who played for lunch.

And what most impressed me was that Mrs. Coolidge called the waiter to the table and asked who those young men were. He told them, And she asked if they would play a request for her, and he told her yes, he was quite sure they would and carried her request to the orchestra. We were very much impressed by Mrs. Coolidge's warmth. I was exerting general supervision over that table. I was head waiter and spent most of my time seeing to it that the long table where the special guests were seated was properly served. The only thing that any of us heard Mr. Coolidge say throughout the entire dinner was when he turned halfway around in his chair and called the waiter and said, "Boy, pass the ham." We had Smithfield ham, and Mr. Coolidge ate his share of it. The rest of the dinner he simply remained very quiet and let the conversation flow around him. I can't recall the activities that occurred outside the dining hall that day, possibly because it took us most of the morning to get the dining hall in order for the luncheon. I do know that most of the kitchen staff worked virtually all night to prepare those box lunches that were served to the five thousand guests on the ^{lawn} green.

Let me make an addendum to the discussion of the celebration of the Virginia Bill of Rights on May 15, 1926. That ^{year} spring I was enrolled in a class of Havilah Babcock's (This would be the session of 1925²⁶),

insert at p. 32 before the discussion

~~And the course was in journalism.~~ As a part of our activity, we set out ^{Virginia Gazette} to revive the ~~I'm sorry, I was enrolled in the journalism class in the~~ Gazette on May 15, and I would hope very much that there is a copy fall of 25²⁶, but I continued to be in contact with Babcock, and in the ~~spring~~ ^{in the college library.}

or 27th, 1926, was the date for the dedication of Phi Beta Kappa Hall.

And the entire senate of Phi Beta Kappa was here with a group of scholars, the like of which I think we have never seen at William and Mary at one time on any other occasion. I can't recall all of them. I know Dr. Voorhis, the historian, was here. I remember John Erskine, who had just recently published a fairly popular book on (I think) Helen of Troy. Dr. Erskine was ~~was~~ professor of English at Columbia. And Henry Van Dyke, who was on the faculty at Princeton and who had just a little while earlier published The Other Wise Man was here. A picture of that group has been preserved; it's in the library, and I think it may appear in the Colonial Echo and also in the history of Phi Beta Kappa.

In any event, it was an impressive group of scholars. The only Virginian I remember of significance, aside from John ^{EW}Stuart Bryan, who later became President of the College, was Tony Alderman, who was the first or second President of the University of Virginia (I think perhaps he was the first President of the University of Virginia). And I recall the speech he delivered at dinner that evening. I can't quote this precisely, but there ^{was} ~~is~~ one point in which he spoke of Virginia's ceding the northwest ^tterritory in order to preserve the union. And Alderman's statement ran something like this, "And Virginia with a magnanimous gesture said, 'Have a nation on me.'" I know that we all remembered that and thought that it was a delightful figure of speech. I haven't mentioned the little man who was most important of all at that occasion: that was John D. Rockefeller, Jr. He was at the time a senator of Phi Beta Kappa. He had visited the College before the ^{construction} founding of Phi Beta Kappa. We knew him, recognized him; we had served him at Dr. Chandler's table. It wasn't the first time that Dr. Goodwin had known him, but it has been said that it was at the dinner, the formal dinner that evening, that Dr. Goodwin first approached Mr. Rockefeller about the restoration of the city of Williamsburg.

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of 1926 we set out to revive the Virginia Gazette. We published a special edition of the Gazette on May 15, and I would hope very much that ~~it is~~ ^{it is} ~~get~~ somewhere in the college library. And then ~~let~~ ^{let} me make this ~~edit~~ ^{edit} edition to my discussion of the Phi Beta Kappa dedication and Mr. Rockefeller. It was shortly after the Phi Beta Kappa dedication that the Newport News paper, (and I do not recall the name, ~~of~~ although I'm pretty sure it was the Daily Press) carried a little two-column head and about a four-to-six-inch deep story entitled "Rockefeller offers to buy Williamsburg for six million dollars." Well, you never heard such hooting and howling in your life ~~at~~ ^{at} the very idea that Mr. Rockefeller would pay six million dollars for Williamsburg. What on earth was there in Williamsburg, in the whole town of Williamsburg, that could be worth six million dollars? Well, of course if he had stopped at six million dollars, we would have never had the restoration that we have today. That was the first public information I ever saw about Mr. Rockefeller and his plans to restore Williamsburg. Certainly there was no intimation of it in his visits ^{to} of Dr. Chandler, so far as I know, ~~Although~~ Dr. Paschall will tell you that when he was waiting on Dr. Chandler's table, sometime between 1928 and 1932, Dr. Goodwin and the Rockefellers used to visit with Dr. Chandler, and Dr. Goodwin would goingly describe his dream for the Restoration of Williamsburg. I have no doubt of it; Dr. Goodwin was an extremely dramatic and persuasive talker. He could tell you about what he hoped Williamsburg would be in great detail and with great emotion. He was persuasive.

Mar
p. 32

There was one other event

that occurred in the fall of 1926 that I missed, but it was a significant event. It was the time when the Ku Klux Klan gave the college a flagpole. (I missed that event because from late September until Thanksgiving I was out of classes. I was in the hospital for a while with an appendicitis and then needed a longer time in which to recuperate), and in my absence, the local organization of the Ku Klux Klan gave the college a flagpole and a surrounding seat, a sort of bench which surrounded the flagpole, which was a very popular waiting place for the colored people waiting there for their buses or cars to take them home. We were

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p. 36

embarrassed by that flagpole from 1926 on. ~~And~~ one year shortly after
 Mr. Pomfret ^{became President} ~~came here here and~~ (he came here in 1942^{1/2}) ~~And~~ either in
 1942 or 1943) he asked ~~one time~~ at a staff meeting how that flagpole
 got to be here and who put that bronze tablet on it that said it was
 given by the Ku Klux Klan. ~~And~~ none of us could tell him except what
 we ourselves knew from seeing it. ~~And~~ he remarked that he was not in
 favor of vandalism, but he would have no objection whatever if the
 bronze plaque were taken off that flagpole and disappeared forever. The
 next day the bronze plaque disappeared, and I have no way of knowing what
 on earth happened to it. The flagpole itself was taken down in the
 1950s or '60s, but it was a sort of blight and embarrassment, and I
 don't know how Dr. Chandler ever came to agree to permit the erection
 of that flagpole. # Well, that pretty well concludes the principal^{at}
 events of my three years in college. They were busy years, busy
 because I always had a great deal of outside work to do and busy because
 I was rushing to graduate in three years. I formed friendships then, -
 and I suppose this is true of every college graduate^{at} that have persisted
 throughout the years. I think I learned a great deal. If I were to think
 of the persons who had the greatest scholarly and intellectual influence
 upon me, I would say that they were Dr. Hall and Dr. Geiger, and I think
 I would give some credit to Dr. Castaneda and Mrs. Hodges,
 Although my association with her was fairly brief. # Let me make this one
 insert, which should go in somewhere along with the description of the
 campus and the buildings. In 1924 the College had its own farm. This
 was on the ^{site} ~~south~~ of Phi Beta Kappa Hall and the new buildings, Andrews
 Hall and ^{Sweeney} ~~the~~ library. It extended roughly from the woods up to
 Barrett Hall along Jamestown Road. The farmer was Mr. Mason, and he
 had come from somewhere on the eastern shore. He was a very good farmer,

and he grew potatoes and corn, the best strawberries I've ever eaten, and asparagus and beans and tomatoes and I don't know what else.

But I do know that in the springtime the vegetables that came from the farm were first-rate and added a great deal to our diet. Mr. Mason used to take his meals at the dining^hall with a number of other staff men. (I don't know whether he was married or whether he was an old bachelor; I never knew Mrs. Mason if there was such a person.) He followed Dr. Chandler's directions absolutely. On one occasion, Mr. Mason became concerned about students stealing his strawberries. It was very tempting to go over there in^{the} late evening and gather a handful of fresh strawberries. And Dr. Chandler handled Mr. Mason's complaint by saying if he caught any other students in the strawberry patch, he was to bring them^{directly} to him, (Dr. Chandler). Well, the next day Dr. Chandler, Mr. Mason apprehended two coeds in the strawberry patch. And he went up to them and said, "Young ladies, don't you know what you're doing is wrong?" And they said, "we were just eating a few^{berries} Mr. Mason." "It doesn't make any difference. Dr. Chandler told me to bring anybody I caught ~~anybody I caught~~ in the strawberry patch up to his office." He said, "come out and get in my car, and ~~we~~^I will take you up there." And they said, "no sir, we will not get in your car. There's a rule about women riding in cars at the College, and we're not going to break it. We may be in enough trouble already." So he said, "then you walk up the road, and I'll come along behind you." And so the two coeds walked up the road, and Mr. Mason followed along in his Model-T roadster. It was quite a procession. I think there was enough embarrassment

for the girls for Dr. Chandler to excuse them from any disciplinary act beyond simply telling them they mustn't do it again. But Mr. Mason kept close watch on that farm, and he was very jealous of his produce. And it was good produce. Now of course, that whole field has become the Women's athletic field, the site of tennis courts and everything else.

(I suppose I ought to say about tennis courts now that I've mentioned them, that if you want to get a building at William and Mary, what you do first of all is to put up the tennis court. Years ago there were tennis courts on the site of the Monroe Hall. And so when Monroe Hall went in, the tennis courts were moved over to the site of the Blow gymnasium. Well, Blow gymnasium was about to be erected, and so the tennis courts were moved then to the site of Washington Hall. They stayed there only a few years and were moved down on the women's athletic field. Then it came time to erect the Phi Beta Kappa Hall in 1956, and that meant the destruction of the tennis courts. They stayed there until the women's gymnasium was built. We continued for a few several years to use the old courts, but more recently they have been destroyed in order to put up the chemistry building. So wherever we put a tennis court, we sooner or later construct a building. If we are going to build any more buildings we should be careful: I would predict that the buildings would be placed somewhere near the women's gymnasium.)

After being graduated at William and Mary in August, 1927, I enrolled as a graduate student in psychology at Johns Hopkins University. I had to borrow money to get started; I had no surplus at all. And in the spring of 1928, it was evident that I was not going to be able to

~~to~~ continue as a full³time student²⁵⁰. I applied for a position with the Baltimore Health Department as examining psychologist. It was a competitive position, and I had to take examinations and be interviewed for it. I felt very fortunate to be chosen. I worked for about a year and a half and decided that this was not a very exciting position, and I wasn't likely to go very far with it. I had been taking graduate courses at Johns Hopkins during the meantime, that is to say, I worked about nine to four, I guess it was, and took evening classes, (night classes) at Johns Hopkins as they became available. But in the fall of 1929 I resigned from that job and went home to Leesburg to see if there was any possibility of some sort of teaching job. I thought maybe I wanted to teach, but I wasn't sure. I found a position in the Loudoun County Hospital Training School for nurses and taught psychology and psychiatric nursing and chemistry. I taught without compensation and earned my living by working as an accountant and as a speech writer for a politician. In the summer of 1930 I received a letter from Dr. Chandler saying that there would be an opening in the department of psychology. Would I be interested in teaching? Well, I received that letter on Saturday and decided I would think it over on the weekend and write him Monday. Early Monday morning I got a telegram from Dr. Chandler saying, have you received my letter? What is your decision? And before I could word a reply to the telegram, I had a telephone call and Dr. Chandler said, Lambert, have you got my letter and telegram? I replied that I had. Well, what are you going to do? And I said, I'd like very much to talk with you about it. Well, when can you do it? I said, I can leave Leesburg this afternoon and take the boat to Old Point Comfort and see you tomorrow morning at ten o'clock. All right, he said, I'll see you in the office at ten o'clock. I met

And that resulted in my teaching at William and Mary.

delete since you're already told this?

met him and I don't think our conference lasted fifteen minutes. He told me that he wanted me to begin as an instructor and offered me a salary of \$1800 a year. And then much to my surprise he said, you'll begin work in February. It was surprising because he had been in such a hurry to make up his mind and here I still was to wait nearly six months before I started work. I came to Williamsburg on January 19, 1931. I remember it very well ^{because} and it was Lee-Jackson Day in Virginia. All the banks were closed, ^{holiday} and until they began to monkey with the dates I always joked about the closing of the banks on my anniversary of coming to the College. I looked around for a place to stay and found a room with Professor Guy, and I lived with him and Mrs. Guy until 1935 except for the year '33'34, when I was on a leave of absence and when I returned to Johns Hopkins for further study. In 1931 the College was just beginning to feel the Depression. I think the place where where the pressure was first felt was in enrollment because by that time Dr. Chandler had completed the construction of Old Dominion Hall, and he had two good big dormitories for men, Old Dominion and Monroe, and in 1927 he had completed the construction of Barrett Hall and in 1930 Chandler Hall. In other words, the capacity of the College was almost double what it had been when Dr. Chandler came there. But it was more than double what it had been when Dr. Chandler became President in 1919. In a certain sense the capacity of the College outran its attraction for students. Consequently, in my opinion, the admissions standards of the college suffered a great deal. A number of students were admitted in 1931 and the next year or so who should not have been in College at that time. This began to be evident

in 1932 and 1933. In 1932 there was a strike which originated in the dislike of a great many students for the man who was head waiter in the dining hall, a man by the name of "Red" King. One night after dinner, a number of students went into the dining hall to get Red and throw him in the fishpond, which had been made from the basement of the deanery when that building was torn down. King positioned himself behind a butcher's block with a meat cleaver and stood off the students for awhile, while and whether they really got him in the fishpond got him in the fishpond or not, I don't know. Dr. W. T. Hodges was then dean of men and Dr. K. J. Hoke, who was dean of the College, broke up the fracas. Now Dr. Chandler was absent from the College, and Dr. Hoke and Dr. Hodges had the authority in his absence. They acted to separate three or four students, but the rest of the student body objected very much to this because they felt that the students who had been apprehended were not the ring leaders and that Dr. Hoke, in particular, was acting capriciously and without due regard for the facts. The students then decided the men at least, I'm not sure about the women, but the men decided that they would not go to class. I recall a meeting which was held in Phi Beta Kappa auditorium in which a lot of bad feeling was manifested. The students did not want to deal with Dr. Hoke; they wanted to deal with Dr. Chandler, and Dr. Hoke maintained that he didn't know where Dr. Chandler was. I'm inclined to believe that that was the truth. And yet John Latané Lewis, Jr., tells me that on the day when that meeting was taking place, Dr. Chandler sat beside him at a baseball game at the University of Maryland and read in the newspaper of the strike. Dr. Chandler returned to the College immediately and broke up the strike without any further trouble. Then in 1933 a senior student was apprehended on a charge of bootlegging. He was not particularly popular with the rest of the students and received very little support from them. He

agitated to generate a strike but was unsuccessful. [#] Now Dr. Chandler's health was beginning to fail at that time. Furthermore, he was under some pressure from the state because of the way he had handled financial affairs of the College. I'm sure there was nothing dishonest in his handling, but he had tended to act quite independently in buying property and in constructing buildings and so on. As a matter of fact, if he had not demonstrated that independence, he probably could not have developed the College physically as he did. In any event, the minutes of the Board of Visitors in the spring of 1933 contained a very interesting statement by Dr. Chandler. The ^{sum and} substance of it was that the College should take action first of all, to exercise a closer disciplinary control over the students, and secondly it should initiate [^] it should develop and put into effect a system of selective admission similar to the admission process which was employed at Dartmouth College. [#] Well, I felt that teaching in that first period from January 1931 until the spring of 1933 was very difficult. There were only two of us in the department of philosophy and psychology, Dr. Geiger and I, and for part of one year (1932) Dr. Geiger had been ill, and I was left teaching both psychology and philosophy. I had some very good assistance ^{to}, but still I had responsibility for about ^{eighteen or twenty-one hours} ~~18 or 21 hours~~ of class work a week. I had suffered a reduction of ¹⁰ ~~ten~~ percent in my salary in 1932-³. This was uniform; All state employees had their salaries reduced by 10 percent that year.

In 1933-³⁴ a reduction of either 20 or 25 percent was proposed, and since I needed to continue my graduate study, I took that year off and went to Johns Hopkins on leave of absence. [#] In the spring of 1934 (I think perhaps it was May of 1934) Dr. Chandler died, and in August John ^{ew} Stuart Bryan was chosen President. Now before he died, Dr. Chandler

had promised that in view of my heavy load in the year 1932-~~3~~ and since I needed time to complete my thesis, I might carry a reduced load. As I recall it was ^{thirteen} ~~13~~ hours when I returned in '34-~~5~~. Well, I had hardly got on the campus in the fall of 1934 when Mr. Bryan asked me if I would assist in his inauguration which was to be held on October 20, 1934. I accepted that assignment and worked fairly hard on it, feeling that I would discharge my extra ⁽curricular activities by that action and could then devote myself to teaching and working on my thesis. I hadn't any more than got through the inauguration before Mr. Bryan said, "And now dear boy, there is one other job I want you to do." He had arranged for the Richmond Symphony to come to Williamsburg for a series of concerts, and he wanted to see to it that the concerts were well patronized by the students. And so I took on the job of interesting the students in attending the concerts. It always amazes me that at that time with a student body of 1300 and many fewer people in town, we filled old Phi Beta Kappa auditorium at every concert that the Richmond Symphony held. Now Phi Beta Kappa held 1250 people, and we really got them turned out for that affair. In the late winter or early spring Mr. Bryan called me in once more and said, "I have a task I'd like you to undertake." And I said to ^{him,} ~~Mr.~~ Bryan, I have my thesis to write. Up to now I've been distracted by your inauguration and by ^{the} ~~your~~ symphony concerts." And he said, well, no matter. We'll get to that. I'd like you to make a study of administration of student aid and housing and admissions." Well, I pointed out that I didn't know the first thing about any one of these three things. But nevertheless, I undertook the task and set to work, studied, interviewed everybody, and turned in a fairly extensive report with a number of ^{recommended} modifications. For one thing I proposed the ⁱ ~~em~~plimentation of the admission philosophy which Dr. Chandler

Dr. Chandler had set forth in his report to the Board of Visitors in the spring of 1933. I also proposed the centralization of student aid. At that time scholarships were ^{awarded} given by one officer of the college, loans by another, and work by still a third one. In this process, the student who could argue most persuasively was the one who got the greatest amount of financial aid. Finally, I arranged for the student's expression of choice in the selection of rooms and for a scheme of interconnecting the offices of the college through the room assignment in such a way that the same information was used for a register of students and for the billing of students. Well, just before commencement, Mr. Bryan called me in and said, "Now this is a fine report you have made. I'm going to put your recommendations into effect." I thanked him and felt flattered by it. And he said, "you are going to administer them." I said, "Mr. Bryan, I'm a teacher. I have no administrative ability. I don't know ~~the first~~ ^{and} thing about handling such tasks." He said, "well, you will learn, and I have made arrangements for you to visit several colleges this summer and learn something about it. Your title will be dean of freshmen." Well, I didn't have much choice about the matter. I prepared to go to Dartmouth as soon as college closed. Meantime, Mr. Bryan decided that it would be necessary for me to carry a reduced teaching load, and that in turn necessitated the appointment of a new man in psychology. Dr. Richard H. Henneman, who came from Columbia, was that man. On the morning after commencement in 1935, Dr. Geiger, who was wearing a cast on his leg as a consequence of a fall in which he had injured a knee, stumbled coming down the steps in his house, pitched forward, landed on his head and was killed instantly. Well, this meant that in addition to a new man in psychology there had to be a new man in philosophy. I postponed my trip to Dartmouth and Swarthmore and one or two other colleges while we got through that little emergency. Dr. James W. Miller was brought to William and Mary from Harvard and re-

placed Dr. Geiger. I returned to the College and assumed my duties in August of 1935 and for the next three years was Dean of Freshman.

In 1938 I was made Dean of Men. My first duties did not include admission. In 1938 I was given the responsibilities of admission and with a committee wrote an admissions policy which in general is the one that is employed today. When I took over those duties I was made Dean of Men, and John Hocutt was appointed my assistant.

But before I talk about admissions and the College in the pre-war years, let me go back to the first years of my work as Dean of Freshman. I had said that one of the recommendations I made had to go with the administration of student aid. In 1935 when I came into the administration, the College was about at the bottom of the depression. College students lagged both in feeling the impact of the depression and in coming out of the more severe effects of the depression. This is understandable since the parents continued them on for a year or two when the depression first struck, and then the parents were a little bit late in assembling the funds necessary to send them into College as the depression began to lift. In 1935 the National Youth Administration, which was one of the agencies developed by President Roosevelt to assist needy students, was a source of considerable assistance to our students. I think we had ^{about} something like 135 positions, although I may be mistaken about that. There may have been as many as 150. The students were paid something like 35 cents an hour. They could earn \$15 a month or \$135 a year in student employment. A great many of the students worked as paper graders or assistants to the professors. ~~But~~ others worked as janitors. We even provided some janitorial service for the Matthew Waley School. And still others worked on the grounds of the College. We had one group which to this day takes great pride in having worked on the development

of the sunken garden. I see people at ~~the~~ Homecoming who remind me that in 1935 and '36 they were working on the sunken garden and in putting the boxwood in ^{place} ~~and so on~~. I think that 1935 was a very difficult year for a great many students. There were students who literally didn't know where the next meal was coming from. I have never seen the ambition, the drive that students had in that period. They were very, very hard workers. There was only one thing that lightened the burden for students and that was the enormous improvement in morale in students and faculty that occurred when John ^{ew}Stuart Bryan was made President. During the years of the Depression, ^{ew}Dr. Chandler, ~~had~~ handicapped as he was by a lack of funds, had reduced the number of faculty, and the faculty had been working for a reduced salary, ~~the faculty had been working for a reduced salary.~~ The students were upset and troubled; ^{ew}They were unhappy. John ^{ew}Stuart Bryan came in with great enthusiasm and great energy and a great love for the College, the students, and faculty, and the improvement in the morale was immediate and widespread. He established a number of social activities which really were ahead of what the College should have been able to do. I'll talk about those social activities later. But the most difficult job I had in those first few years, ~~first two or three years,~~ was in meeting the financial needs of the students in College. The needs were extreme, and it wasn't at all unusual for students to have to withdraw because there simply wasn't money, loan, job, or scholarship in sufficient amount; to make possible their attendance at college.

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INDEX SHEET

Interviewee J. Wilfred Lambert

Date of interview Jan. 28, 1975

Place 1184 Jamestown Rd, #5, Williamsburg

Interviewer Emily Williams

Session number 3

Length of tape 70 mins.

Contents:

Approximate time:

social life under J S. Bryan entertaining interest in fine arts dept. Christmas parties Sunken Garden dances notable visitors: Gertrude Stein, Alexander Wolcott, Frank Lloyd Wright, Carl Sandburg, Robert Frost	30 mins.
beginning of orientation program (1935), counseling and testing, discipline	10 mins.
admissions policies of 1930s, administrative reorganization	6 mins.
programs to attract male students - football, Grayson scholarships, Work/Study Program	4 mins.
1940-1941	2 mins.
war service (faculty and students)	2 mins.
World War II at William and Mary Work/Study, military units	17 mins.

INDEX SHEET

Interviewee J. Wilfred Lambert
 Date of interview February 3, 1975
 Place 1184 Jamestown Rd., #5, Williamsburg
 Interviewer Emily Williams
 Session number 4
 Length of tape 63 mins.

Contents:	Approximate time:
Norfolk scandal	5 mins.
selection of Pomfret as president, reestablishment of accreditation	7 mins.
Pomfret's presidency during wartime	1 min.
Lambert's return to college becoming dean of students, other administrative changes in late 1940s	2 mins.
admission of veterans, housing, discipline	5 mins.
athletics, 1939-1951 recruitment & admissions	3 10 mins.
discovery of transcript-fixing, 1949	8 mins.
Marshall's investigation	2 mins.
Board of Visitors' hearings, Pomfret's resignation	1 min.
role of faculty, fall 1951	2 mins.
fraternities, 1940s - 1950s Darden Report war years post-war housing (sections, lodges) social life of drinking as an issue, 1950s	20 mins.

edited: J.W.L.
7-12-76

January 28, 1975

Lambert: I've already mentioned Mr. Bryan's strong social interests.

This was well manifested in his personal life. He retained his home ~~in~~ at Laburnum in Richmond and spent many weekends there, But he also maintained his home in the President's house on the campus. Mr. and Mrs. Duke lived on the third floor of the President's house, and Mrs. Duke in a sense served as the President's hostess. But the President didn't need anybody to take over social responsibilities for him; he was his own best social manager. The table in the President's house at that time seated ^{fourteen.} ~~14~~. The diningroom was somewhat larger than it is today, and Mrs. Bryan simply couldn't face sitting down to dinner unless all ^{fourteen} ~~14~~ places were occupied. He often had people come in and have breakfast with him. He entertained ^{both} students and some faculty members. He particularly liked to have Charles McCurdy, who was the alumni secretary, to come over and have breakfast with him. Charles would accept the breakfast invitation and say, "Now Mr. Bryan, I'll be happy to come have breakfast with you, but you aren't going to serve those fish, are you?" Well, ^{those} fish that Charlie McCurdy didn't like were ~~the~~ kippered herring, and Mr. Bryan was careful to see that Charlie was given something else for breakfast. For lunch Mr. Bryan would have two or three guests, and again there ^y would be students or members of the faculty or administration. He had a great way of meeting you on the campus or on the street near mealtime and say, "come have lunch with me, my dear boy." And there wasn't anything to do ^{but} ~~except~~ accept such a cordial invitation. His dinners were very often formal, ~~dinner~~, and he particularly liked dinners that were associated with receptions or plays or other social activities at the College. They began with a cocktail party and ^{were accompanied by} ~~with a delightful dinner~~ with fine wines.

The dinner would be well^lplanned, and well^lprepared, and well^lserved.

It was really a social occasion. But that social interest of Mr. Bryan extended farther than simply the casual contacts or the pre-theater parties that he had. Mr. Bryan had become aware of the Green Key Society at Dartmouth. He visited there on one occasion and was met

at the train by young men who were members of the Green Key Society, ~~who~~ were the President's ^{personal} representatives. Mr. Bryan thought this was a

fine scheme, and so about 1940 (perhaps earlier) he established the President's Aids. These were young men that he appointed, usually from the sophomore class, ^{who} ~~and they~~ served until graduation. They were the President's personal representatives when visitors came to the

College. They had special responsibilities in the academic procession and so on. They had ^{somewhat broader} ~~little~~ responsibilities than the President's aids ^{of} ~~have today~~ today, and they were chosen specifically by the

President ~~as I say from the sophomore class~~. And yet nobody ever felt these people were the special favorites of the College. They were recognized as outstanding and attractive young men. There were no

women. ~~There were no women on the President's aids~~ until Mr. Pomfret was President. ^{President Bryan} Now what were some of these activities that he fostered?

Well, first of all, theater grew under Mr. Bryan. The first person we had who was competent and interested in the development of theater at William and Mary was Miss Althea Hunt, who had come here in 1926 or 1927 when the Phi Beta Kappa Hall was completed. Mr. Bryan liked the theater, and he gave it his full support. He had appointed as chairman

of the department of fine arts Mr. Leslie Cheek, who went on to become the Director of the Baltimore Museum and the Virginia Museum in

Richmond. And Mr. Bryan added to the staff one or two people who specifically bridged the gap between theater and the other fine arts. As a matter of fact, fine arts under Mr. Bryan, with Leslie Cheek as chairman, consisted of music, theater, painting, ^[and] sculpture, ~~and~~ ^{and} ~~well~~, all of these organizations cooperated with the production of theater. The greatest drawback to theater at William and Mary was the old Phi Beta Kappa Hall. The stage was completely inadequate. The dressing rooms, ~~I think~~ ^{I think} there were only two ~~of them~~ ^{dressing rooms}. The opportunity to construct flats and store them was completely lacking. The stage itself was too low, ~~and~~ ^{but} during this period ~~the~~ ^{it} stage was elevated ~~I think~~ about two or two ~~and~~ ^{and} one-half feet. This made it much easier for people to see the production from the galleries, and it also improved the vision of the people on the main floor of Phi Beta Kappa. But of course, we didn't come to the full development of theater until ~~old~~ Phi Beta Kappa burned in December, 1953 and a new one was constructed in 1956. In addition to the theatrical productions, Mr. Bryan brought the old Richmond Symphony to William and Mary. One of the first appointments I had to committee work after serving on the committee for the inauguration for Mr. Bryan in the fall of 1943* was the job of developing student interest ~~in the productions~~ in the concerts of the Richmond Symphony, ~~And~~ I was quite successful with it. As a matter of fact, we were able to fill Phi Beta Kappa Hall for every one of those concerts. In his very first year at William and Mary, Mr. Bryan decided that we'd have to develop some social activities for the students and for the faculty. He took care of the faculty parties by inviting the faculty to his home, Laburnum, in Richmond. And those were wonderful receptions. We thought nothing at all of driving to Richmond and back to attend one of Mr. Bryan's parties. For the students, his first production was the Christmas party. He decided that we should have a costume party in

*1954

Phi Beta Kappa Hall. Now that involved first of all ^{of} removing all ₁ the seats on the main floor of the auditorium. They were individually taken up and individually replaced for the first year. Thereafter, since it looked like we were going to have to do that every year for Mr. Bryan, the seats were bolted to boards (about two by ten boards), and they were brought into the auditorium in sections and replaced. But the entire floor of the auditorium was cleared, and we had a series of skits, ~~one~~ put on by ^{the} each fraternity ^{and} or sorority. ¹⁹⁵¹ Now I don't know how it ever befell my responsibility, but I had the job of rehearsing and directing those fraternity and sorority skits. I began working with it around Thanksgiving and every night from then until the Christmas party I met in the gymnasium of Jefferson Hall, and we rehearsed skits. Mr. Bryan and the official party (the reviewing party), who sat on the stage, were dressed in authentic ^{eighteenth-} 18th century costumes. All the faculty who attended wore ^{eighteenth-} 18th century costumes. Those of us were not able to buy them--and very few could buy them--rented them for about \$8 or \$10. ^{stet}

Mr. Bryan had his own made, and he wore what was called a double-bottomed [←] wig. It was really handsome; ^{it} was a beautiful costume. I don't know what he paid for it, but it was certainly far more expensive than anybody on the faculty could afford. Charlie Duke was the "lord of misrule," and he served as the master of ceremonies and introduced the various skits and banged the floor with a great staff and really had a ^{great} good time serving as the boss ~~or director~~ of the whole affair. After the skits had been performed and paraded and the winners chosen, there was dancing until ^{2:00 3:00} ~~two or three o'clock~~ in the morning. Now the students

did not have to wear ^{eighteenth-}18th century costumes, But they had to wear a fancy-dress costume of some sort or other. ~~This relieved them of any great responsibility.~~ The lobby of Phi Beta Kappa, which is today the lobby for the President's office and for the admissions office, was converted into a lounge. Right in front of the door which opens onto the campus, there was a platform built which was, I suppose, about ^{forty}40 feet long and about ^{six}6 feet deep and ^{eight ten}8 or 10 inches high. And then on top of that was a table, and in the middle of that long table was an enormous punch bowl which was illuminated from below. ~~And~~ behind that punch bowl stood Ernest Cumber, who served the punch. He was about ~~three~~ ^{four}4 feet above us when you added everything together, And he really rose to the occasion. This was a very important ceremony for Ernest, who on other occasions was the ^{wastorian}caretaker and messenger in the administration office. The Christmas party continued until World War II. Then there was another party, and that was the finals party in the sunken garden. The first thing that the President did for that was to purchase, I suppose through College funds, a very complicated mobile switchboard, which was placed out on the campus in front of the old Phi Beta Kappa Hall (that is the ~~new~~ present Ewell Hall), and the ^{current}~~the~~ was tapped from one of the main leads from ^{the}a power plant, and lighting was provided for the entire sunken garden. Just below the steps going down into the sunken garden, there was built the dance floor. This was of quite good size. We never felt ^{that we were}crowded on that dance floor. At each corner and midway down each side there was a lighting stand, which was a little ~~box~~ ^{box} like affair which stood about three or four feet tall with louvers so that the light was thrown on the dance floor only. Then in the middle of the dance floor there was a plaster of paris vase filled with flowers

which flowed over the side of the vase. ~~Now~~ the vase was about ~~30~~ thirty feet tall. It was kept for a number of years, and every year the fine arts department had to patch it and see that it was in the best condition possible. ~~But here at the end of the sunken garden was~~ ? ←
~~this vase in the middle of it.~~ The dance band was in a separate platform at one side of the dance floor, And then on the other side of the dance floor there was a bleacher set for the older people who didn't care to dance. However, Above the sunken garden and between what was then the library (what is now the Marshall-Wythe School of Law), and Phi Beta Kappa (what is now Ewell Hall), there were numerous boxes with lattice sides, not very high, And it was there that students could sit and drink punch and eat cookies and so on between dances. Now The orchestras that were brought here at that time were among the very best ^{of} among the so-called "Big Bands." I must say that despite what students think about it, we never had two big bands at the same time. The student tradition has built this up to the point where they say that one large band was playing at one end of the sunken garden and the other at the opposite end; That isn't true at all. We had only one band. But the band played on Friday night, Then on Saturday afternoon there was a concert ^{on the Commencement platform} in front of the Wren Building, and the final dance [was] on Saturday night. Well, I'll digress for just a moment, ^{let me digress for a moment.} Having mentioned the commencement platform, Until 1935 commencement had been held in the new Phi Beta Kappa Hall. I'm not sure where it was held before then, although I do know that at one time it was held in front of the President's House. But in the fall of 1934 Mr. Bryan was inaugurated in the court between the chapel and the Great Hall. That place seated something like 2500 people, And Mr. Bryan wanted to be inaugurated there. That was also convenient for President Roosevelt, who was here ^{to} and who received an honorary degree at that time. The commencement

in 1935 and I think in 1936 was held in the real courtyard of the Wren Building. But in 1937 we hit upon the idea of moving the commencement to the east front of the Wren Building. ~~And~~ for that purpose it became necessary to construct a large platform--a platform which would be of appropriate size for the façade of the Wren Building and which would accommodate all the faculty. We've continued to hold it there until ~~now~~ ^{now it appears} nowadays we'll be moving indoors again. The commencement platform was the place where the dance band held its concert on Saturday afternoon.

Well, ~~I~~ ^{the} In addition to ^{the} finals, Mr. Bryan sponsored a number of visits and speeches, performances by various other people. I remember in particular the visit of Gertrude Stein, ~~Now Miss Stein~~ ^{who} had expressed an interest in coming to William and Mary. I think as a matter of fact she invited herself, and she suggested that she would not make a public address, but she would like very much to speak to some of the more serious students, perhaps those who were majoring in English, And Mr. Bryan readily agreed to that. She came in here just before noon, accompanied by her secretary, Alice B. Toklas, and by a companion, Carl Van Vechten. I don't know how Carl Van Vechten happened to be along, but I remember very well that he had just published a novel, and that when he came here, he wore a yellow or tan pongee suit and a slave bracelet. Well, this was a strange get-up for those days, but I suppose they were what Carl Van Vechten wanted to wear. Before lunch, Miss Toklas suggested that Miss Stein would like to rest a few minutes before lunch, And so Mr. Bryan suggested that instead of joining the rest of us for ^{supper} she might go into the back parlor and rest there on the sofa for a few minutes. She was very careful to say she didn't want to go to bed; she

didn't want to lie down on the bed, she simply wanted to be by herself
 for a few minutes and gather her thoughts and so on. So she went back
 in the back room to rest for a while, and Mr. Bryan and the rest of us
 went into the dining[#]room and had our sherry^{ly} and perhaps even more sherry
 than was appropriate because Miss Stein was awfully long in finishing
 that little rest. Well, finally somebody was sent back to see if she
 wasn't about ready for lunch, and she had her shoes off and was sound
 asleep! Well, we got her out and ^{brought her} ~~came on~~ to lunch. And again, Miss
 Toklas, speaking for Miss Stein, said that she hoped very much that
 no chocolate would be served because Miss Stein could simply not
 tolerate chocolate. Well, as it happened, the des^sert that day was a [~~chocolate~~]
 mo^{u.s}ose, and Miss Stein ate more than anybody else. In the course of the
 conversation at the lunch, she began to sound out Mr. Bryan on how many
 people there would be to hear her that afternoon. And Mr. Bryan said
 that he didn't ^{really} have any figures, ~~any~~ clear figures in mind. There was
 a little conversation ^{al} sparring going on, ~~there~~ ^{and} Miss Toklas said, "well,
 certainly there will be as many as ¹⁰⁰ ~~one hundred~~, won't there?" And
 Mr. Bryan said, "oh yes, my dear, of course there will be ¹⁰⁰ ~~one hundred~~.
 Perhaps ¹⁵⁰ ~~one hundred and fifty~~ or so." Well, I knew that he had invited
 the English majors; perhaps ~~there were 25~~ ^{in all}. And when he said 150, he
 gave me the eye. ~~And~~ I quickly excused myself, having received by
 telepathy some sort of message that I was needed in the office, and I
 hastened over to the Wren Building and got hold of the professors of the
 several classes of English and said, "Mr. Bryan hopes you will bring your
 class to Phi Beta Kappa Hall at ^{2:00} ~~two o'clock~~ to hear Miss Gertrude
 Stein." And I rounded up something between 150 and 200 people, and Miss
 Stein was very gratified. Then Alexander ^{Wolcott} ~~who was perhaps the most~~

who was perhaps the most famous raconteur of his day, who wrote a column in The New Yorker Magazine (I think it was called "the Bell Ringer") and who had written several books, also came to visit William and Mary, accompanied by his chauffeur-secretary, Hennessey. And Alexander Wolcott came in just before lunch, and Mr. Bryan suggested that Mr. Wolcott might like something to drink ~~before lunch~~ ^{but as} and Mr. Wolcott pointed out that he never took anything before lunch, ~~and we~~ ^{our small group} proceeded with the lunch ~~on a small group of us~~. And after lunch Mr. Wolcott said, "now Mr. Bryan, if you don't mind, I shall rest this afternoon. I find speaking very exhausting, and I usually ^e ~~lie~~ ^{lie} down, and I read a while and I sleep a while and so on. Now I will have that drink. ~~And so~~ ^I If I might have a little whisky at my bedside, I'd appreciate it." So he went up to his room and Mr. Bryan asked the butler, William, to place a decanter of whisky ^e on the bedtable and a glass. So William complied. ~~And then~~ ^{6:00 6:30} about ~~six~~ ¹ or ~~six~~ ¹ thirty people began to gather for ~~the~~ dinner, and Mr. Bryan, as I recall, was serving Old Fashions. ^{eds.} And after he had served a couple of rounds of Old Fashions, ^{eds.} William came up to him and said very quietly, "Mr. Bryan, would you give me the key to the liquor closet because we've emptied the whisky bottles that we had there in the kitchen." Mr. Bryan said, "William, before I do that, go up and get the decanter in Mr. Wolcott's room and we'll use that." So William came ⁱ ~~saddling~~ ⁱⁿ up to Mr. Bryan a few minutes ^{later} and said, "Mr. Bryan, there's no more whisky in that decanter." And so Mr. Bryan got more whisky out of the closet. Well, it was a warm, spring night. Wolcott went over to Phi Beta Kappa, and what he had had to drink was coming out ^f on him. - He was perspiring! Of course,

there was no
 air conditioning then. And as he talked, he wiped his face with his
 handkerchief and then hung the handkerchief over the front of the
 lectern. He delivered a delightful talk, a delightful series of anec-
 dotes and recollections, ~~and so on.~~ ^{Afterwards} After dinner, Mr. Bryan and Mr.
 Duke and Mr. Wolcott^{o1} returned to the President's house. Mr. Bryan
 promptly excused himself and went off to bed and left Charlie Duke
~~up~~ to talk with Wolcott^{o1} and to drink whisky until ^{2:00 3:00} two or three o'clock
 in the morning. Well, the next morning^{Wolcott} was to be taken on a tour of
 Williamsburg by a man with whom he had worked on the old New York
^{e a} Harold-Tribune, who was then Vice-President of Colonial Williamsburg.
 This was Bela Norton. ~~And~~ for breakfast Mr. Wolcott^{o1} had had coffee
 and coffee and coffee, and when they left the President's House, driving
 downtown to go down ~~to~~ Duke of Gloucester street, as they made the corner,
 Wolcott^{o1} saw the College Shop and said to ^{Tug} Norton, "Norton, there's a
 place that serves good coffee. I must stop over there and have a cup
 of coffee." And they did and drank more coffee. Well, they went on
 through Williamsburg and saw it and saw Carter's Grove, and Wolcott^{o1}
 embarrassed the hostess at Carter's Grove by suggesting that Hennessey
 make a detailed drawing of a small table which Mrs. Macrea^C said was one
 of only two in the United States. The other was in the metropolitan
 museum in New York, ^{and} she had not permitted anybody to reproduce the
 table she had, but Wolcott^{o1} had a drawing made of it for his own re-
 production. Wolcott^{o1} published shortly thereafter a book of ^{anecdotes} anecdotes
 which was called While Rome Burns, and the first paragraph reads something
 like this, "On a recent visit to the College of William and Mary in
 Williamsburg, I wandered into the library one evening. As I entered the
 door, a very stern-visaged clerk called out in a very loud voice, 'Silence,
 please.'" Well, now, this embarrassed everybody and particularly upset

Miss Emily Christian. Miss Emily Christian was at least one third of the staff of the library at that time, and she never raised her voice above a whisper on any[#] occasion. Well, Wolcott^{o 1}, of course, was making a good story, but he did so at the expense of Miss Emily. ~~Then~~ On another occasion Frank Lloyd Wright came to the College and delivered a discussion of architecture which lasted about an hour and one-half, the sum and substance of which was that the colonial architecture of the Restoration was just terrible stuff and not to be tolerated. He used ^{a number of} some phrases which I've forgotten now, but certainly it was in the worst imaginable taste for him to come into Williamsburg and criticize the colonial architecture as he did. Carl Sandburg also came and visited us and read poetry. And Robert Frost came here (and I think this may actually may have been after the war); ~~but~~ he was our Phi Beta Kappa poet. The poor man had just ^{gotten} got a new set of false teeth, and he had the most difficult time imaginable in trying to strain that poem through those false teeth. Well, ~~There~~ there were many others who came in Mr. Bryan's day; I have simply mentioned those who were perhaps the most outstanding of them. ~~In~~ In any event, these affairs were very widely attended. Students knew that Mr. Bryan was behind them, and they supported them. They came out in tremendous numbers. I suppose one way of looking at it was that there weren't many other things to do in Williamsburg, and so you did attend the College's lectures and concerts and plays and so on. Before I leave it, let me comment again on the attendance. It wasn't at all unusual to see entire fraternities attend a play in a group, and they were in evening dress. I don't think we have ever worn evening dress as often as we did when Mr. Bryan was here. Formal dinners were ~~quite easy~~

were quite easy to come by. They were attractive affairs and usually a part of a full evening's activities. Let me go back a long way to the spring of 1934~~in the~~ at that time, as I have already pointed out, I made for Mr. Bryan a report on student aid, on housing and on admission. When I came into the administration on the 1935-6 session, I was chairman of the committee on student aid, ^{which} had the ^{responsibility of} administering of loans, employment, and scholarships. I also had the responsibility ^{for} of dealing with housing. I did not enter into admissions until a later date, and I shall mention this after ~~a~~ while. I had, however, a general concern which antedated my ^{work} concern with admission, and that is, the complete lack of any form of orientation or any guidance or counseling of the students at the college. It seemed to me a great shame to bring the students here in the fall and plunk them down without any special attention, other than what a few people gave them on ^a their casual basis. And so I started right out with an orientation program which involved the participation of upper ^{class} students and members of the faculty. I recall that during the two or three days we had set aside for the orientation we had group activities which involved picnics, and we ran three picnics a day. We had one picnic at the boathouse, which is on the ^{site} ~~sight~~ of the ^{hi} amphitheater now. We had ^a the second picnic across the lake, we had to go ~~in~~ there by bus. And we had a third one, and I can't recall where it was unless that was at what is now Holly Point. In any event, each picnic had one or two faculty members and three or four upper ^{class} students and perhaps ^{twenty} 20 to ^{thirty} 30 maybe even ^{forty} 40 entering freshmen. ^e Now the faculty members who were chosen to do that were faculty advisors and had the responsibility of aiding their students in the selection of their courses ^{and} registration. It should be noted that in 1935 the curriculum had been revised and a totally new curriculum installed. This required, it seemed to many of us, some guidance and

the report embodied the recommendation that there be appointed a director of counseling and testing. The man chosen for it was Royall Embree, who joined the faculty in 1940 and served until he went into Military service in ^{1942 or} 1943, ~~I guess it was~~. He returned shortly after the war and stayed here for a while and then went to the University of Texas. ~~Now~~ Embree took over the freshman testing which I had been doing ever since I had gone into administration. Before that time the testing, which I know dated back into the early '20s, had been ^{administered} given by Dr. Hoke. Now that was group testing which was used only for the comparison of successive classes of freshman with one another and with entering freshmen ⁱⁿ and other colleges. I think we used the American Council of Education tests and the Ohio State University series and one or two others. We were not using these tests for individual counseling purposes. When Royall Embree ^{became} ~~came as~~ director of counseling, he continued the testing for the same purpose and for individual ^{guidance} counseling. So Royall Embree was doing three things. He was administering the testing program; He was offering or providing individual counseling for students; and most important of all, he was training the faculty advisors. He was heading ^{ed} up the entire organization of faculty advisors, although there was a chairman of the ^{group of} faculty advisors. The first chairman, I think, was Charles T. Harrison, who was in the department of English. But Embree was able, ~~excepting~~ the leadership of Harrison, to provide a good deal of in-service training for those faculty advisors, ^{and} I thought that the system worked ~~very~~ well for the time. ^{Now} Well, now, we've modified the type of advising along with the change in the character of students, but the beginning ^{lay in} ~~made~~ and the appointment of Royall Embree in 1940, and that, of course, was preceded by the work that

~~of course was preceded by the work that Armacost and I did in the~~
 preceeding year. [#] Now to return to admissions. I think I have mentioned
 elsewhere that in 1933 President Chandler reported to the Board of
 Visitors certain steps which he considered necessary to improve the
 quality of the students and the character of their conduct and so on.
 There were two things that I remember in particular. One was the
 creation of a discipline committee. Mr. Chandler did appoint such a
 committee but used it only as an advisory committee and that, very
 seldom. When Mr. Bryan became President, ^{published} he ~~carried~~ in the catalog
 this statement, ^{that} the discipline committee might be employed, ~~but~~ he
 never did make use of it. On the other[#]hand, discipline was administered
 by the President with the advice and assistance of the dean of freshmen.
 In many instances I was the discipline committee. If it were a matter
 of separating a student from College, I made the recommendation to
 Mr. Bryan, and ^{usually} in most instances, Mr. Bryan accepted it and carried it
 out. Now, ~~the~~ ^{other} recommendation of significance that President
 Chandler ~~had~~ made was that the College go to a system of admissions
 somewhat similar to that at Dartmouth, ^{which} it was called a selective pro-
 cess of admissions. In the late 30s, ^a it may have been as early as 1934, ^a
 Mr. Bryan sought the guidance of Dean Gordon Bill, who was dean of the
 faculty at Dartmouth. ~~I'm sure that was 1934~~ because Dean Bill inter-
 viewed a number of ^{the faculty} ~~us~~ that session, and it was his recommendation that
 there be appointed a dean of freshmen, ^e and I'm sure it was ^{as} a consequence
 of his influence that Mr. Bryan sent me to Dartmouth in the summer of
 1935 to study the administrative organization and operation of the
 office of admissions and the dean of the college. In 1937, Mr. Bryan
 asked me to organize or to recommend the appointment of a committee
 on admissions. I did so. I have forgotten now all the people ^{who were} on it; ~~but~~
 Dr. Morton was on it, I think Charles Harrison was ~~on it~~,

I believe that Dr. Fowler was, ^{but} ~~on it,~~ and who the others were, I don't know remember. We ~~wrote a,~~ recommended a policy for admission which is essentially the policy which we employ today. ~~It differs very little.~~
^{The present policy}
 It differs in the fact that we now are a member of and use^d the tests of the College Entrance Examination Board, which we joined in 1946 when I was still handling admissions. It, ^{also} differs in the ^d addition of some words with respect to the character and personality of students, which were added by President Alvin Duke Chandler. It differs also in some respect, ~~it differs~~ with regard to the admission of men and women, ~~and so on.~~ ^b But we wrote the policy which set up the selection of the best qualified ^{for admission} students, rather than automatic admission on possession of ^a fixed pattern of high school units. When the policy was ^{approved} submitted, I was ^a directed ^{appointed} to serve as chairman of the committee on admissions and to be responsible for the admission of students to the college. Prior to that time, ¹ at least since 1933 or ³⁴ the registrar, Miss Kathleen Alsop, had handled the admission^s of the college. She was the former secretary of President Chandler and succeeded Mr. Herbert Lee Bridges as registrar. He had been registrar from about 1904 or 05 until he became incapacitated in 1933. Miss Alsop did not ^{view} ~~do~~ the transfer of admission^s from her office to that of the dean of freshmen with any ^a equanimity. She was very much upset ^{by} ~~at~~ it and felt that it was a very serious criticism of her performance of her duties. It wasn't at all; ¹ it was a complete change in the kind of admission^s policy we had, ~~And~~ it also did something that Mr. Bryan thought was necessary. — That was, ¹ it brought a man into responsibility for admission^s and he was ¹ at that time very much concerned about increasing the enrollment of men and the quality of the men in college. Well, when admission^s was added to my other responsibilities I was promoted to dean of men. ~~I was allowed~~

I was asked to nominate an assistant dean of men, and my choice was a former student of mine and a man in whom I had great faith who was at that time completing his work for ^{his} a master's ^{degree} in chemistry at Ohio State University, John Hocutt. So, in September 1938 I was made Dean of Men, and John Hocutt was made assistant Dean of Men.

I've already mentioned ^{that} at least one factor which prompted Mr. Bryan to assign admission ^s to me was his concern about the enrollment of men. There were several sessions in the middle and late '30s where we had at least as many women and perhaps more women than ~~the~~ men in college, ^{bc} And Mr. Bryan wanted to change that around. I can point to two other moves ^{that} he made that indicated that. The one was the emphasis which he placed on athletics and which was evidenced in the appointment of Carl Voyles as head coach of athletics in late 1938 or '39. I think he came to the College in January ^{and} 1939, ¹ He stayed until I think about 1945, although I may be mistaken about that. - It might have been '44. The other was the development of the Grayson scholarship program and the work-study plan. The Grayson scholarship program was a program directed to the selection of at least four men each year who would possess outstanding promise as scholars. In addition to the four who received the primary awards--and I think the award was \$400 a year--there were lesser scholarships given to people who did not qualify for the first place. The Grayson scholarship program was financed by money which came from the Cary T. Grayson scholarship fund. (Cary T. Grayson was an alumnus of the College in the class of 1906, and he was Woodrow Wilson's personal physician.) I'm not sure where the money came from, but in any

any event it was the Grayson ~~S~~scholarship ~~F~~und which financed that program. We advertised the program quite broadly through the southeastern states and selected major contenders^e on the basis of their applications for admission and invited them to come to William and Mary for an interview . I cannot recall all of those who ~~are~~^{were} on the selection committee, but I know that Dr. Harrison and Dr. Fowler were on it and perhaps two or three others. We brought some outstanding scholars to William and Mary during the course of that program. Some of them were brilliant; some of them were a little neurotic and took a great deal of time and attention, guidance and counseling and so on, but they were a very productive group of young scholars. The other program, the work-study program, ^{began} I would think about 1942 when it was apparent that we would have to make vigorous efforts to maintain the enrollment of men during the war. Let me turn then, to the pre-war period and the wartime period at William and Mary. ~~The~~ pre-war period, I will call ~~this~~ quite arbitrarily September, 1940 to December 7, 1941. During that time we were quite cognis^{za}ant of the war in Europe, but we weren't aware of it on a personal basis. We didn't suffer as a consequence of it, and yet there was a great deal of feeling that we might sooner or later become involved. The morale of the students deteriorated very rapidly, and after December 7, 1941, it simply went to pieces. There were times after the Pearl Harbor incident and after the selective service program had been put into effect when students would receive notice of their induction, and if they had picked ^[it] up in the morning mail and they showed it to their friends before lunch, and by early afternoon a group of ^{fifteen or twenty} ~~15~~ or ~~20~~ friends, sometimes a whole sorority house, would be almost hysterical over the upset caused by the receipt of ^{the} a draft notice. I recall that during that period I spoke on several occasions (when I say several, perhaps three or

or four occasions) at the Wednesday evening vesper services. These were held in the Wren chapel and I remember that I spoke repeatedly of topics of concern to us at that time. I dealt at length on at least two occasions with the danger of rumors because all sorts of rumors were flying about the campus, and every rumor had its very bad aspect and served only to upset the students all the further. A number of the men were called into military service before the end of the session 1942. As a matter of fact, some of the faculty went into military service by June, 1942. The session 42-3 saw a great number of us going into military duty. In 1942, John Hocutt, being a younger man, had accepted a commission in the Navy. In 1943, Dr. Fowler became a Naval officer, and I did. There were a great many of the faculty who did go into military duty about that time. The enrollment of the men began to decrease during the session 1941-2, and it became the loss of men became quite serious within the next year. Now remember that in the summer of 1942, President Bryan resigned, and Mr. Pomfret, (Dr. John E. Pomfret) was appointed president of the College. He took office in September, 1942. I will deal with that as a separate topic, but I simply want to point out that Mr. Pomfret became the wartime President of William and Mary and assumed office at a time when the problems of the war were felt most accutely within the student body. # [During the war] I was the military liaison officer of the College, which meant I had various communicative responsibilities with Fore Eustis and later with Camp Peary. I had lesser duties with respect to the Naval Weapon Station. I did not have a great deal to do with the men down there because, as I have mentioned earlier, in 1942, the College developed its work-study plan. This was headed by members of the faculty, H. D. Corey and Alfred Delisle, and two or three others were involved

in it. ~~And their problem,~~ their task was to recruit men who would come to the College and attend classes three days a week while working three days a week at the Naval Mines Depot, later the Naval Weapons Station. Those men carried typically three courses, nine hours of classroom work a week. They were recruited from all over Virginia, And many of them would never have been able to come to college at all except for this opportunity to earn part of their way. Actually, they earned all of their way through their employment, principally at the Naval Mines Depot. I say principally because there were some others who did have work here even in Williamsburg. I don't know how many were involved in ^{the} that work-study plan. It certainly must have run above 100. ^{one hundred.} And of course, there were changes from time to time with drafting, with withdrawal from the plan, and so on. But it was a very important plan for the College in keeping up its enrollment, and it was a wonderful opportunity for a lot of men who couldn't otherwise have come to college. ~~Now my work with,~~ as liaison, military liaison officer did not amount to very very much. ⁺ More often than not, I was concerned with seeing that the military installations made their men behave when they came on campus. We had to write out a very firm policy, ^{and which} We did not restrict the campus, and we would not allow the military to send the shore patrol of the Navy or military police of the Army on campus to do police duty. We weren't going to have them ^a patrolling the campus. In that year, '41-'42, a number of colleges had established military training units handled by the Navy.

principally and to a lesser extent by the Army. The Navy V12²¹ and V-5 and V-7 programs were established at University of Richmond and I think at the University of Virginia and Washington and Lee. Army units were also established at some of these colleges. And William and Mary had no such program, ^{it was} Well, it's understandable that we didn't have because in the session '41-'42 Mr. Bryan was preparing to leave the College, and by the time that Mr. Pomfret came in, ^{installations} institutions had been established or the colleges had negotiated to the point where ^{such} establishments ^{were made} were in the near future. Consequently William and Mary was facing the wartime years without any of these supporting military units. Well, the first adjustment that was made to that was to increase the enrollment of women, ^{and} And that began with the class of 1947, the one that enrolled in September, 1943. That was the last class that I admitted before the war. As a matter of fact, I did not complete the admission of that class because I left the College to be commissioned in the Navy on July 2, 1943. However, before that time Mr. Pomfret had made efforts to find some sort of military unit which would help the college to use its facilities and to hold together the faculty, and so on, through the war years. ~~And~~ He was successful in gaining for the college the naval training school (chaplains) or the Chaplain's School of the Navy, which was at that time located at the ^{caps} Naval Operating Base at Norfolk. The Naval Training School for Chaplains moved onto the campus on March 17, 1943. It occupied all of the second floor of James Blair Hall and had the use of two or three classrooms ^{on} of the third floor, of James Blair Hall. It also occupied all of Old Dominion Hall, ^{of Monroe} And for the first year, 1943-44, it occupied one or two floors, sharing

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that dormitory with the undergraduate men. ^{At} From various times during the war, ~~it occupied Brafferton Hall.~~ ^{It} used Brafferton Hall for the women, ~~for~~ the WAVES, who were trained here to be chaplains' assistants. And I think they may have quartered waves in the infirmary, and I know that the last place the waves occupied was the Old Theta Delta Chi House, ~~which~~ ^{was} located on Richmond Road (I think it is something like 600 Richmond Road). The chaplains also had contracted for the use of Phi Beta Kappa Hall for graduation every two weeks, And it had contracted for the use of the gymnasium and the swimming pool at certain fixed times. When the Chaplain's School moved in here in March, 1943 they brought instructional officers and even later some of their own maintenance crews. The group numbered about 300 or 350, ^{and} ~~it~~ consisted of chaplains and of chaplains' assistants, enlisted personnel who assisted the chaplains. The total number of officers and men and women in training often went to something more than 400, ^{and} ~~toward~~ the end of the war, it deteriorated, the enrollment was reduced to perhaps to a few more than 300. Then Mr. Pomfret ^{also} was able to bring in ~~another~~ ^a unit from the Army. This was much more than he had expected. He had been working for both the Army unit and the Navy unit and would have been happy to have had either one. But as it happened, he got both of them. ^{Nine hundred} 900 men in the ASTP, (Army Specialized Training Program) were sent to the college on August 15, 1943. Now the faculty had been reduced as a consequence of enlistments of its members, and the unit which was coming in here was to take a program of studies in basic engineering. Their work was, for the most part, in English, and mathematics, and physics and related subjects. The faculty for handling that program, and it was to be a college faculty, simply didn't exist. Dr. James W. Miller,

~~W. Miller who was Dean of the Faculty at that time really had to~~

Dr. James "Miller, who was dean of the faculty at that time, really had to scrounge around and find people to do the teaching. There ~~were~~ a number of women, wives of members of the faculty, who were drafted into teaching service, And there were others who were brought from a distance. How ^{ever} Miller got them, I never knew. One was a son of Sigmund Freud; Another one was the son of Oliver Lodge. They were an interesting group of people, and they got to work right away to teach these soldiers. Well, the ^A STP boys were accommodated in Tyler Hall. Now the normal capacity of Tyler was about 50 or 60 men. This was for two men in a room or in a small suite. The ^{Army} Navy doubled that and put many more than 100 in that building. The rest of the unit was housed in the new gymnasium in double-decker beds which were lined up and down that floor so that there was room enough to get into your own bed but not much room to move in around in there. They were tremendously crowded. Well, From early morning, say from 6:30 or so, throughout the entire day you could see a military unit marching somewhere around the campus. All of them were fed in the dining[#] hall. We had a cafeteria. The ^{boys} Army were fed breakfast at one hour, the students at the College--there were about 1200 of them then--were fed breakfast at a little later time. The chaplains had their own dining[#] room, the north dining[#] room of the Trinkle Hall, And they were given their meals at another time. But the chaplains started being roused at 6:30 in the morning. The Catholic chaplains had mass every morning in Old Dominion Hall, ^{and} The other chaplains attended chapel in the Wren Building at I think 7:15--~~Maybe it was earlier than that--it might have been at 7:00.~~ And then about 7:30

all of the chaplains formed a procession on the crosswalk between the old library and the old Phi Beta Kappa and marched across to the dining[#]hall. They marched again at lunchtime, and they marched again for dinner in the evening, ^{and while they} ~~The chaplains marched in, but came~~ ^{to the dining hall,} ~~they~~ ^{left it} out casually. The Army marched in and marched out. So there was a great deal of military activity here. [#] ~~Now~~ the Army unit was very unexpectedly and suddenly withdrawn in March, 1943. A number of the boys who were here in military duty were, - I'm sorry, ^{that was} ~~that was not March, 1943, but March, 1944,~~ and a number ^{Sent} ~~of those boys went~~ directly into the Battle of the Bulge in Europe. Well, ^{As} the Army moved out and the Navy settled down to its work, ^{men were removed from} ~~Monroe was vacated~~ and women were moved into Monroe. At that time, ^{say} ~~the fall of 1944,~~ the enrollment was made up of about 1000 women and 200 men. The men were generally under-^{or} ~~aged for~~ military disabled or veterans. There were a few young men who had been injured and who had been released from duty by the fall of 1944. ^{Obviously} ~~The~~ women lacked for the social activities that they were accustomed to enjoying. ~~And~~ Mrs. Lambert and I often went out to the Officer's Club at Camp Peary for dinner, and nearly always I saw some women who weren't supposed to be there, but since I was responsible to the Navy and not to the College, ~~I~~ I didn't really see them. They saw me. Let me go back to the resignation of Mr. Bryan and the appointment of ^m Mr. Pomfret.

February 7, 1975

Lambert: For the full story of Mr. Pomfret's selection as President of the College, it's necessary that I pick up a strand of history at the Norfolk Division of William and Mary. Since an incident that occurred there, ^{that} preceded the retirement or resignation of President Bryan. This is not to say that Mr. Bryan's resignation was caused by the scandal at the Norfolk Division but rather that in time the two are related. It should be taken into account that at the time of his retirement, Mr. Bryan was, I think, more than ^{seventy} 70 years old, and I think also that he perhaps wanted to avoid the complexities of dealing with what was a very nasty and upsetting incident. To explain that incident I have to call into the record the personality of William T. Hodges. This was Dr. Hodges, an alumnus of William and Mary in the early part of the century. He had undertaken the study of education and about 1919, perhaps earlier but I think it was 1919, he ^{came} ~~came to the College~~ back to the College as a member of the department of education and as dean of students. He served as dean of students only that one session, 1919 and '20. In ~~the~~ 1918 and '19, there had been a dean of women, but when Dr. Chandler became President, he fired her. This was Dean Tupper, and Hodges became dean of students. Well, the pressure to have a dean of women at the college was generated by members of the American Association of University Women, who felt that the women

~~who felt that the women needed their own officer,~~ And so the office of dean of women was established and Hodges became the ~~Dean~~ of men. Hodges left the ~~College~~ before 1924--I'm not sure just when--to complete the work on his doctorate, And he returned to William and Mary in I think 1927 as dean of men. In 1932~~x~~ he was transferred to the Norfolk ~~Division~~ of the ~~College~~. This was, of course, a quite new organization, founded, I believe in 1928, and it had grown to the size that made it desirable to have a resident director, And Hodges was made the resident director or the dean of the Norfolk ~~Division~~. In ~~7~~^{seven} or ~~8~~^{eight} years, say 1939 or '40, rumors began to circulate that Dr. Hodges had either falsified records or connived at the falsification of records. This was brought ~~to~~ light, brought into the open by an incident at the Naval Academy, where it was discovered that a record from a transfer from the Norfolk ~~Division~~ had been falsified. In order to clarify the matter, Mr. Bryan appointed a committee of two to undertake a careful investigation of the situation at the Norfolk ~~Division~~. The committee consisted of Dr. James W. Miller, who was then dean of the faculty, and Miss Kathleen Alsop, who was registrar of the ~~College~~. Miss Alsop had become registrar about 1933 or '34 following the retirement of Mr. Herbert Lee Bridges, the first registrar of the ~~College~~. Dean Miller and Miss Alsop confirmed the falsification of records, and Dr. Hodges was required to resign. The further consequence of that was that the Southern Association of Colleges and Secondary Schools ~~withdrew the~~^{questioned} accreditation of William and Mary. Well, ~~now~~, this was a cruel blow, particularly since the crime complained of occurred at the Norfolk ~~Division~~ only; There was nothing whatever wrong with ~~the~~ William and Mary in Williamsburg, and yet we were the institution which suffered the greatest ~~blow~~^{injury}.

~~And yet we were the institution which suffered the greatest blow~~
 as a consequence of that event. ~~Now~~ Mr. Bryan's resignation followed upon that, not immediately, but within, say, months or perhaps as much as a year after. ~~And~~ I don't think it was totally a matter of the scandal causing his resignation. Certainly he was not in any event, in any respect involved in it. The Board of Visitors then set out to find a new president for the College. The search was interesting to me because the Board of Visitors asked that the faculty appoint a committee to consult with it in the selection of a president, ^{and} ~~well~~, the faculty, in a general meeting, first of all came up with a committee consisting of the department heads. As I recall it, there were ^{nineteen} ~~19~~ department heads, and you could imagine the consternation of the Board of Visitors when they foresaw the necessity of a committee of the Board--three or four people--dealing with ^{nineteen} ~~19~~ members of the faculty. And so ^{the Board} they suggested ~~(the Board suggested)~~ that the ^{committee} ~~Board~~ be reduced somewhat. Well, in a second faculty meeting certain criteria for membership on the faculty committee were established, and it was determined that a committee of three would be chosen. The ^{committee} ~~criteria~~ consisted of ~~such things as~~ one representative from the natural sciences, one from ^{the} humanities, one from ^{the} social sciences; ^{The committee included} Then a member of the faculty who was an alumnus, and a member of the faculty who was not an alumnus; ~~And~~ a young member of the faculty, and an older member of the faculty; ~~And~~ a member of the faculty who was also a member of the administration. There were probably other ^{requirements} ~~criteria~~. Well, the upshot of the whole thing was that I, a very young member of the faculty, was one of the three people appointed to that committee. The other two were Dr. Roscoe Conkling Young, who was head of the department of physics, ~~(He was an alumnus of William and Mary)~~, ~~And~~ Dr. Richard Lee Morton,

who was head of the department of history. Dr. Morton was not an alumnus of William and Mary. So we three met with members of the Board of Visitors, in particular with Channing M. Hall. He was the son of Dr. J. Lesslie Hall, and he was at that time, or perhaps later, the mayor of the city of Williamsburg. He was a very good person, ^a very fine person, and an excellent member of the Board of Visitors. The Board of Visitors also called into consultation the President of the Society of the Alumni, who was Walter F. C. Ferguson. ^{Walter} Ferguson and I had lived across the street from one another in Leesburg, ^{and} I had known ^{him} Walter Ferguson since about 1917 or '18, ~~And we~~ have remained very close friends down to ~~the~~ present time. We were really a very close group of four because Ferguson knew Dr. Young. Ferguson was ~~a~~ physicist. ~~He~~ was professor of physics at N.Y.U., and I think he had known Dr. Morton before the committee was put together. At some stage in the proceedings the Board of Visitors narrowed its choice of a president to two people: One was Dr. John E. Pomfret, who was the dean of the Upper Division and Graduate school of Vanderbilt University, ~~And~~ the other was Dr. Combs (I've forgotten his first name), who was President of Mary Washington College. Dr. Combs was the brother of "Ev" Combs, who was chairman of the State Compensation Commission and who was generally believed to be Senator Harry Byrd's right-hand man in the political control of Virginia. I'm stating that rather bluntly, but this was the way he was viewed by a great many people in Virginia. There were a lot of people on the faculty who were violently opposed to the election of Mr. Combs. And it was my understanding that when the new president was elected, it was by a plurality of one vote,

And the person who cast the determining vote was Dabney Lancaster, who was the superintendent of public instruction for the state of Virginia. In any event, here in the September of 1942 came along along Dr. John E. Pomfret as President of William and Mary. He became the wartime President of William and Mary, and he often said that for the next four years he was not president of a college, he was running a hotel. Now Mr. Pomfret's choice was considered by many to be a very happy one in terms of negotiation with the Southern Association for the Restoration of the ^{good standing} accreditation of William and Mary. I'm not sure how much his experience and his standing at Vanderbilt influenced that, But the fact remains that in December of 1942, a very few months after Mr. Pomfret had taken office, the ^{good standing} accreditation of the College was restored. There ^{was} ~~were~~ some talk at that time that Mr. Pomfret was the choice of Mr. Bryan. I don't think this is true because I don't think Mr. Bryan wanted to continue exercising control over the College. He did become ^a chancellor of the College, But to my certain knowledge he did not involve himself in the policy-making or in the operation of the College at all. The basis for the charge lay in the fact that Mrs. Pomfret (Sarah Pomfret) was the sister of John Wise, who was the business manager of the Richmond newspapers. I don't believe that Mr. Wise had any voice in bringing Mr. Pomfret to William and Mary, And I don't think that Mr. Bryan had any wish to exert any influence, either. Well, Mr. Pomfret was in a very ironic situation because he was and is very much of a scholar. He never found the details of ^{day-by-day} the operation of the College anything except

~~anything except~~ a considerable bore, And here he was President of an institution during wartime being concerned with the effective use of the facilities of the College and ~~being concerned~~ with maintaining a faculty which had to vary with the activity of the College during the war years. Because I was in the Navy from July 1943 until December 1945, I was not ~~at~~ present at the College during the times of greatest impact of war on William and Mary. I missed, for example, the period during which Mr. Pomfret and Dr. Morton and others worked most vigorously for the ^eestablishment of the ^{Institute} history of the early American history and culture. And while I knew about the famous Kaemmerle editorial in the Flat Hat in February 1945, I was not on the inside of that activity. I was released from active duty, released on terminal leave, in mid-November 1945, and my leave extended until January 10, 1946. Nevertheless, I had been anxious to return to the College and during the summer of 1945 had actually submitted a resignation from the Naval Reserve with strong support from Mr. Pomfret on the grounds that I was needed to be at the College to confront the problems of the returning servicemen. My resignation was denied, and I served out my time. Nevertheless, I returned to the College before my terminal leave expired and resumed duty. The President and the Board immediately promoted me to dean of students; (I had been dean of men before the war). John Hocutt, who had been assistant dean of students, was promoted to the office of dean of men. And in the spring of 1946, with the expanding responsibilities

of the office and in particular with additional duties in the area of admission^s, H. Westcott Cunningham was appointed secretary to the committee on admissions, so that two of us were involved with admission^s.

When I began work in December, there were perhaps ^{Cor.]} 200, ^{male.]} 250 men enrolled. Mr. Pomfret asked me if I could double the enrollment by second semester semester of that session of '45-6. When I saw the accumulated unanswered correspondence in the office, I told him Yes, we certainly could do it. The veterans were being released from military service in great numbers, and they were seeking admission ^{in great numbers,} to colleges, also. So the enrollment of the college jumped with the beginning of the second semester. And without going into details, it made another significant increase in the fall of 1946. These increases in enrollment immediately imposed serious problems in housing: Women remained in Monroe Hall through the session of 1946, but they were moved out the next year. Old Dominion, of course, was vacated by the Navy, and we were able to use that for housing. But we also took over five or six war dormitories, war workers' dormitories I guess they were called, which were located on the ~~right~~ ^{site} of the Williamsburg shopping center. One of the buildings was used as a cafeteria, One was for married students, and the other four were for single men. The College also came into possession of some demountable homes which were erected on ^{a a} Metoka Court. After those homes were removed, the property was sold to the city under an agreement whereby the city had agreed to provide utilities if, when the houses were vacated, the property would be sold to the public. So we had two major problems to handle, admission^s and housing. In addition, a third problem was the conduct of the men.

The faculty had voted during the war years to readmit any former students, regardless of whether they were in good standing at the time of withdrawal or not, except that students guilty of moral misconduct were not entitled to this privilege. As a consequence ~~of~~ our former students came back to us in considerable numbers. Most of these men were very well behaved. They were older men; They were more serious; Many of them were married and had children and consequently were not likely to be troublemakers. There were a few who were very troublesome. Again, not a great many. But these were men who were much older than the average student and who had had responsibilities and activities during the war which didn't particularly suit them for ^{the} college environment. Nevertheless, the achievement of those veterans was highly satisfactory. Their academic work was first-rate. They did a good job, Except for a few who simply did not make the transition, who were troublesome in terms of conduct, and who soon failed to meet the academic standards. The two wartime problems which occurred (and they are only partially interrelated--~~integrated~~, I'm going to mention them both and then take first one and then the other and go through them)--Now the two problems were the status of the fraternities (and that problem persisted into the middle '50s) ^[and] The other was the problem of athletics. In a certain sense the two problems were intertwined because they both were related to the College's desire to maintain a good ^{enrollment,} a large enrollment of men. Actually, it had been the interest of the College ~~and in~~ enrollment of men that prompted Mr. Bryan in 1938 to appoint Carl Voyles as director of athletics. Voyles came to William and Mary from Duke and immediately set to work ^{to} and developed a strong football

squad. He brought in a group of freshman in 1929 called the "Fabulous Freshman" and by 1941 Voyles had a first-rate football team. In 1942 it had an exceptional record, and then of course, the war ^{and} began to reduce the quality of the football, during the war years the football didn't amount to anything. Voyles resigned in 1945. When I came back to the College in the winter of 45-'6 Reuben ~~Hubin~~ (R. N.) McCray was the head football coach. Now McCray had been Voyles's assistant and had been primarily responsible for recruiting. It would be my horseback opinion that McCray was much better as a recruiter than he was as a football coach. But the important point was that McCray was expected to carry on at the point that Voyles had left off when the war came along. And in the season of 1947 ~~(at least I guess)~~ McCray had a quite good football team. It was a football team that consisted largely of men who had been here before the war and who had been coached by Voyles. McCray brought an assistant here by the name of Wilson from Kentucky as the basketball coach. What I shall have to say about McCray applies ⁱⁿ with a certain sense with Wilson. Let me digress for just a moment to describe an admission policy which ~~lay~~ ^{lay} at the base of our troubles. ^{Back} In the 1920s when Dr. Chandler was trying to build up the enrollment of the College, and in particular the enrollment of men, he employed members of the faculty and advanced students ~~(juniors or seniors)~~ ^(juniors or seniors) to recruit men during the summer months. Those men went out with a handful of application forms, got the transcript of the record, and brought it back to the College. Now that kind of recruitment was--aside from athletics--last employed with the work-study plan in 1942-'3. But the athletic department continued to use that technique in 1946, '47, '48, and so on. What would happen was that McCray or his staff would go out to ~~re-~~

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recruit an attractive athlete and would go to the high school with one of our application forms and get a transcript of the man's record.

They would then bring the record back to me (as director of admissions), and I would review the record simply ^{from} for the point of view of its grades, the academic competence of the student, and say whether or not I thought they should go forward with the recruitment. Now Voyles and I had had several disagreements about ~~several~~ individual students. I turned down a number of Voyles's candidates, and that usually resulted in a very heated argument between Voyles and me. But once the decision was fully made, Voyles accepted it and that was the end of it. He went off and began his recruitment elsewhere. McCray worked very much the same way, ^{but} ~~Now~~ when Wilson came in, he had evidently not worked under a system where the admissions people attempted to maintain respectable standards. Consequently, when I began to turn down some of the candidates that Wilson presented, Wilson became very much upset about it, and he charged me with being prejudiced against him and in favor of McCray and the football boys. Well, McCray was embarrassed by this, as I was, and it was agreed that whenever McCray brought in records of football candidates, Wilson could come along and hear the discussion and see what kind of candidates were being turned down and what kind were found eligible for admission. In the spring of 1948, we (McCray, Wilson, and I) had a very heated argument over several of Wilson's candidates. ~~And it~~ the argument did not terminate as the disputes with Voyles had. When we had reached a point where it looked like there was no resolution of the argument at all, Wilson and McCray got up, and Wilson said, "All right, Rube. We know

what we have to do, ⁷¹ And with nothing further, left the office. In the months to come, I gave to his statement a rather ^Sincidious meaning. ⁴ In the summer of 1948 Mr. Pomfret approached me [#]with a suggestion that since Miss Alsop, the registrar, was not well and needed to take a vacation, he would like me to go into the registrar's office for one year, ⁵ to handle that as a sort of additional duty and ~~during that time~~ to study the organization and the procedures of the registrar's office and see if it couldn't be developed into a more effective operation. Well, I had no choice, really. I accepted the assignment and moved my office over to the registrar's office and gave Cunningham more responsibility with respect to admission ^Sand depended much more on Hocutt for handling the personnel matters where the men were concerned. Well, of course, both of them were extremely able men, ^{and} The relief that I experienced by that arrangement made it possible for me to take over the duties in the registrar's office. During that year, ¹ (48-9), I set out to study the operation very thoroughly and made a number of changes in procedures. ² And even proposed that a great deal of equipment that was used be replaced and ^{so on --} saw an attempt to make the whole operation much more efficient. In the spring of 1948 ³ in a ^{1948?} completely routine operation--one that was undertaken with every student who took a foreign language--we discovered that one of the athletes was taking the beginning course in Spanish (Spanish 101 and 102) despite the fact that his high school record indicated that he had had two years of Spanish and therefore ⁴ was repeating high school work. Well, whenever that happened, ⁵ we had to withdraw credit. So this young man was routinely sent a letter saying ⁶ as ⁷ "inasmuch as you are repeating high school work, the credit in Spanish 101

and any credit you may acquire in Spanish 102 must be withdrawnⁿ 10"

Well, he came into the office to see me and objected very vigorously that this was not right, that he had not had any Spanish in high school and therefore was entitled to the college credit. ~~Well,~~ I did not debate the matter with him at that time. ^{but} I simply said, ^{that} I would investigate it further. ~~And~~ when I got hold of his transcript I saw clearly that he was credited with high school credits in Spanish, ~~And~~ yet there was something about the whole matter that made me suspicious, ~~And~~ so I sent a blank transcript form to the high school with a request that the principal, who was a nun, provide me with a valid statement of the man's credit, ^{and} grades ~~and credit~~. I didn't tell her there was any dispute about it at all. Well, ~~low~~ and behold, when the transcript came back to me, he had not had any Spanish, ~~And~~ the grades were, in many instances, different; ~~Some~~ were raised and a few even in unimportant courses ~~a few~~ had been lowered. The signature of the Mother Superior was not that on the transcript which we had ^{of course} on the office. Well, this was an extremely upsetting experience, and I ~~became suspicious~~. ~~So~~ beginning then, that would be about April or May of 1949, I began a systematic review of the records of ^{all} the athletes. I must say that my suspicions were enlarged in part by the fact that there had been two or three instances of alteration of ^{records} grades of students, ~~alterations of the records~~, ~~And~~ this had disturbed me a great deal. Now throughout that spring we must have had four or five instances of alterations. We had three instances of the alterations of

of the record of one man. I won't go into details further than to say that he was a candidate for admission to ^a medical school, and he gained access to the registrar's office at night and modified his record. ~~And~~ because he was involved in cheating in a class in biology, we investigated the matter and found that he also was the one who had modified his own record. Well, that cleared up a ^{part of it,} peckate. But there were other instances of falsification of records that were unexplained at that time, although there were very strong suspicions as to how these alterations had occurred. Obviously, the security of the office was incomplete, and one of the things that I did during that session of '48-'49 was to modify the security to prevent such things in the future. So far as I know we had no recurrence of it. But I suppose that the alteration of records made at William and Mary intensified my suspicions about the alteration of the record of this man, (the alteration of the high school record of this particular man), and that prompted me to undertake a study of the records. It was very difficult to do anything during the daytime, so for three or four nights a week throughout the late spring of 1949 and the summer and early fall of 1949, I returned to the office and systematically and thoroughly examined the records of the entering class over the preceding couple of years. By December, I had discovered five or six cases in which, in my opinion, falsification had occurred. I had got ^{ten} the high school records and proved the falsification. But I should say also that to my eye, the falsifications all were made by the same typewriter. And these were all athletes. I thought about the matter for a little while and wrote out a report and took it to Mr. Pomfret, and I recall that I took it to him on December 5, 1949.

And when I handed him the report, he asked me, "Do you think McCray did this?" And I said, "Mr. Pomfret, I don't know who did it. I did not make any effort to determine who the culprit is but rather only ^{that} the falsification had occurred. Well, it could not be McCray," and he went on to say that he had known McCray for so many years, and he had known Mrs. McCray and her father, who was the president of a college out in Tennessee, ~~I guess~~, for a great many years, and he simply could not believe that McCray would be in any respect responsible. I told him again that I had not made any effort to identify the culprit, but that I was immediately taking steps to prevent the recurrence of it. "What was I going to do?" he asked me. I told him that I had prepared ~~a~~ memorandum to the athletic department to say that transcripts of the record in ^{the} future would be received ¹ only directly from the high school and that the practice which had been followed in the past was to be discontinued immediately. He was satisfied with that and handed my report back to me. I met with no argument about ^{the} change in procedure from the athletic department at all. They accepted the change, and that was that. ~~#~~ Now there had been a number of rumors reaching ^{ears} the ~~ears~~ of some of the faculty members and some of the administration that there were instances of academic dishonesty in the athletic department. The person who was mostly directly concerned with that was Dr. Nelson Marshall, who was then dean of the faculty, and Dr. Marshall began immediately to make some investigations. ~~Now~~

In the spring of 1950 and the fall of 1950, Dean Marshall continued to assemble information of the granting of credit to students who, having registered for the course, (in the summertime in particular) did not remain at the College. ~~In other words, they received credit~~

In other words, they received credit in courses in physical education which they had never attended and in some instances they had not been enrolled. Well, in either the late fall of 1950 or the spring of 1951, Marshall brought this to the attention of Mr. Pomfret, But I'm not sure that he gave Mr. Pomfret all the details. In any event, no action was taken, and it is my recollection now that in the spring of 1951, Mr. Pomfret proposed that McCray be given a promotion in academic ^{rank.} right. At that time, that would have been in May or June of 1951 or a little bit later than that, the Board of Visitors became aware of this. Now at the time that this was occurring, Nelson Marshall was actively pressing Mr. Pomfret to investigate the situation or take appropriate action. Well, the Board of Visitors became aware of it and immediately began its own investigation. And that investigation must have got started along in July or possibly as late as the first of August in 1951. I know that the investigation reached a climax in mid-or late August 1951 before because I was called to Richmond to testify with reference to the falsifications I had found. The hearing for my part consumed an entire day, and I felt that I was considerably pressed by some of the members of the Board. Nevertheless, I recall coming back to Williamsburg that afternoon with Mr. Pomfret, and when we got back on the campus, ^[and] were about to part, Mr. Pomfret said, "Well, I shall submit my resignation." And I said, "Why, Mr. Pomfret? You're not the culprit." And he said, "no, but I have lost my usefulness for the faculty, and there is no point for me to continue." And his resignation came out within ^{twenty-four} 24 hours. While this was going on, the faculty was becoming very much concerned about the whole matter, and there was an important series of faculty meetings in August,

And there was much concern over who would replace Mr. Pomfret.

It seemed to me that the harder the faculty pressed, the more adamant was the position of the Board of Visitors that they would choose the president without regard to the faculty's wishes or interests at all. As a matter of fact, the Rector of the Board of Visitors, Mr. Shewmake (Oscar L.) said in my presence that the faculty had never been involved in the selection of a president, and they would not be invited to do so at this time. Well, this wasn't true, and I knew it wasn't true because I had served on the faculty committee which participated in the selection of president Pomfret. In any event, the Board of Visitors chose Admiral Chandler as President, and he took office in October, I think it was October 11, 1951. The acting President during the interregnum was Dr. James Wilkinson Miller, who was then professor of philosophy but who earlier had been also dean of the faculty.

And now I want to talk about the fraternities, and for this I must go back to the beginning of Mr. Pomfret's term and carry it forward into Admiral Chandler's term. Shortly after Mr. Pomfret became President of the College in 1942, Governor Darden issued a report on the fraternities in the state-controlled college. Mr. Darden had become very much concerned about the availability of education without restriction to the young men of Virginia. I say without restriction, it was his belief, supported by his report, that the fraternities, again particularly at the University of Virginia, were a social interference with the pursuit of an education.

Furthermore, they were an unnecessary financial burden that a great many of the Virginia boys could not bear. Consequently, he indicated

that at the next budget meeting of the General Assembly in Virginia he would recommend that funds be withheld from any state institution

which provided separate eating and living spaces for the men.
which provided

I don't think that he had any notion of sororities; I don't think that he even mentioned the sororities at all. There were no undergraduate women at the University of Virginia, and he hadn't thought very much about the situation at William and Mary. Well, his proposal immediately caused a great uproar. The University of Virginia ~~faculty, the University of Virginia~~ Board of Visitors appointed a committee to look into the matter and make recommendations. It was common gossip that the fraternities at the University had established a "war chest" of \$10,000 or \$20,000 to fight the Darden proposal. The Board of Visitors at William and Mary didn't make any special study of the matter at all, but did vote in one of the winter meetings that the fraternities would have to give up their houses at the end of the session 1942-43. Well, now, this was almost a moot question because the men were being drafted right and left. The College had lost men during the session 1941-42 and continued to lose men in 1942-43, so that if no action had been taken, still the fraternities would have had to close up because there weren't enough men to run them. In the session 1942-43 there were ten national and one local fraternity at William and Mary. Of the ten national fraternities, only four had an equity in the house which they were occupying; the rest were renting space in the city of Williamsburg. Well, in the spring came along, ^{the college closed,} the fraternity houses were closed, and the issue was, at least, quiescent for the moment. During the war years, I think not before 1944, there were several local fraternities founded at the College without reference to the fraternities which had been in existence in 1943. These local fraternities did not occupy ~~houses~~ and therefore ^{ban on} did not come under the ~~band~~ of fraternity housing. When the war was over and the men returned to the College in the spring of 1946 and in increasing numbers over the next year-

numbers over the next year and a half or so, The fraternities came back into existence. ^{They were revived.} There immediately ^arose the question of housing. Now the four fraternities which had owned their housing had generally, I think, lost their housing. The houses were owned by ^{alumni} house corporations. The fraternities rented their house ^s from the house corporation, so any action with regard to the use of ^athat house was determined by the house corporation. This certainly was the case with Lambda

Chi Alpha, Kappa Sigma, Kappa Alpha, and Theta Delta Chi. I know that Kappa Alpha sold its house, and so did Kappa Sigma, and I think Theta Delta Chi sold their house very early in the war, ^otoward the end of the war years it was owned by the College and used to house women of the Navy. There were no places available in the town for fraternities to rent. Those of us who ^{were responsible for student} had to do with housing immediately became aware of the problem that faced the fraternities, and we started off first of all attempting to assign fraternities to specifically designated areas of the dormitories. For instance, we had one fraternity in Section A of Toliferro Hall, and another one was in the third floor of one section of Tyler Hall. Another one had the east half of the third floor in Monroe Hall and so on. I don't know that all fraternities had space of that sort, but we were attempting to accommodate the fraternities into specific areas of the dormitories. From the outset, this really didn't work. It didn't give the fraternities the sense of independence that they wanted. It didn't provide them with the lounge and social quarters that they felt were essential. All they could do was to rent an extra room and somehow or other furnish that and call it a

lounge, But it wasn't at all satisfactory. The fraternities, then, acting through their inter-fraternity council, became quite aggressive about the providing of ~~room~~ housing space for them. I don't know what happened to the Darden report in the meantime, but it certainly was not a consideration in 1947-'8. The College was aware of this situation and decided to investigate and see what they could do. Well, John Hocutt, the dean of men, and Charles J. Duke, the bursar, set out to visit a number a number of other colleges to see how they provided housing for their fraternities. ~~I knew that they~~ visited Duke and Wake Forest and I think University of Richmond and several others, I'm not sure which ones they were. In any event, Mr. Duke and Mr. Hocutt came up with a proposal that the College build lodges, ^{for} each lodge to accommodate two men who would have a caretaker role in managing the lodge, and the lodge would be the place for social activities and for the meetings of the fraternity. Well, in the trouble that occurred before that decision was made, the fraternities were sometimes aggressively difficult. I recall that on one occasion they hanged Mr. Pomfret in effigy from a tree which then stood at the corner of Toliferro Hall. And I recall also going in a great rush ~~to tell~~ ^{to} tell Mr. Pomfret that he was ~~hanging~~ in effigy from the tree in front of Toliferro, and he said and he ^{young men,} said, "no dean has ever lived until he has been hanged in effigy. Don't worry about it. Well, it's ^{fairly typical} very difficult of Mr. Pomfret that ^{things} of that sort did not worry him at all. He left it up to Charlie Duke and John Hocutt to do any worrying that was needed.

The fraternity lodges were built, and I must say that from the point of view of fraternity spirit, the character of fraternities, ^[end] the behavior of men, they were a disaster. I don't know what went wrong, but in any event, they were really the center of an enormous amount of troublesome behavior. There was a very important shift ^[from] in social life in the period before the war to the period after the war. In the period before the war the sorority houses were very much the centers of social life on the campus. In the period after the war, the sororities completely lost their importance as places for social activities, and the lodges took it over. There were a number of things that were difficult for me to deal with from the point of view of maintaining the integrity and quality of fraternities. For example, the sororities used to go to the fraternity lodges en masse. ~~amass~~ They required every one of their members to take part in the activity at the fraternity lodges. I thought this to be a serious mistake, and I thought also that for a sorority to take over an activity of that sort, even though it was a matter of sorority ^A ^A having a social affair with fraternity X, still the fraternity was relinquishing its normal responsibility for the activities that went on in ^{its} the house. There was another thing that I thought very seriously weakened the ~~sororities~~ the fraternities, ^{and} that is the ^e merging of fraternity lines so that you had what was called "lodge-hopping." A group of students--whatever size--would start out ^{on} ^a Saturday night at one lodge and move to the next and so on ^{through} ^{until} the nine lodges that were occupied by the fraternities. The fraternities lost their individual distinctiveness; ^{There} were even rumors that fraternities were discussing their rituals and their secrets with one another. I don't know how much truth there was in that, but certainly there was enough truth for some of

the national fraternities to become greatly concerned about it.
 # Well, in 1951 Admiral Chandler was made President, and In 1952 John Hocutt resigned in order to accept the position of dean of students at the University of Delaware, and in the fall of 1952 Joe D. Farrar was made dean of men. I think almost the first thing that Farrar attempted to handle was the fraternity activities. Now the Admiral was very much concerned about the drinking of the students. The only regulation against drinking at that time ~~at that time~~ was that the College draws a clear line of demarkation between the use and abuse of alcoholic beverages. While drinking was permitted, misconduct, whether associated with drinking or not, but most particularly if associated with drinking, was held reprehensible. The fraternity parties were very often just straight-forward beer parties, and the President of the student body in one of the years of the early 50s was the wholesaler for beer for the fraternity lodges. In the fall of 1952, ~~the fraternities~~, the conduct of the fraternities had developed to the point where Farrar was spending almost every Saturday night in the fraternity lodge area. That fall I was taken ill. (I had shingles, which broke out about the week before Thanksgiving. I had had a very heavy load of work for several weeks, and I recall that just before I developed shingles I had left here at ^{6:00} six o'clock in the morning to go over to an eastern shore town to attend a school meeting, and that evening I had gone to a second school. Then John Hocutt had taken me up to Wilmington, Delaware, around ^{10:00 or 11:00} ten or eleven o'clock at night, and I had taken a train up to Philadelphia in order to board the ^HAvana limited ["] at ^{1:00} one o'clock to get in Richmond the next morning at ~~seven~~ ^{7:00} seven o'clock. Well, I was at home sick for a week or so and then went to Florida until after the beginning of the new year.) In my absence things came to something of a crisis in the fraternity lodges. P

I think that maybe the thing that most upset the Admiral was that one girl down at the fraternity lodges got very drunk and had gone back to the dormitory and had fallen out of ^{her} bed. Whether she had a concussion or a fractured ^{or not,} skull, I don't know. But in any event, he then closed the fraternity lodges, pending further consideration of the matter. Well, that was at the end of 1952, and in 1953 there was a series of meetings with interfraternity council, with the panhellenic council, with the student body, with representatives of the fraternities, and so on, all sorts of groups met. In effect, the Admiral simply stood off the group and said he was not going to permit ^{such} behavior to continue ~~as it had~~. And in '53 he wrote the first of several editions of a regulation barring the possession and use of alcoholic beverages on the campus. Finally, — and I think it must have been in late '53 or early '54, the Board of Visitors did establish the prohibition regulation. The conflicts which we had with the students then were every bit as severe as the worst conflicts that occurred in the late '60s and '70s. I must say, however, that by 1955 or '56, the situation had improved a great deal so far as the relationship of the administration and fraternities and sororities was concerned. The Admiral was beginning to be accepted in ways that he had not been earlier. The matter quieted down quite considerably before the Admiral retired in 1960 to be succeeded by Dr. Davis Y. Paschall.

Of course one could say that one of the factors in producing the somewhat quieter atmosphere after 1955-56 was the fact that by that time, that is, by the ~~spring~~ spring of 1955, a position had been taken by the administration and by the Board of Visitors that the use and possession ~~and use of~~

of alcoholic beverages on the campus would not be permitted. In other words, the question was no longer what effect students could have in determining what the regulation was. It was a ^{fait accompli} ~~fait accompli~~.

And I think that as a consequence of that, the situation was somewhat bettered.

INDEX SHEET

Interviewee J. Wilfred Lambert

Date of interview February 6, 1975

Place 1184 Jamestown Rd. #5, Williamsburg

Interviewer Emily Williams

Session number 5

Length of tape app. 20 mins.

Contents:

Approximate time:

Chandler's relations with students	10 mins.
drinking	
editorial responsibility of <u>Flat Hat</u>	
Chandler's concept of college presidency	3 mins.
evaluation of Chandler	2 mins.
social events, public affairs	
Paschall's becoming president	2 mins.
Lambert as registrar	2 mins.

INDEX SHEET

Interviewee J. Wilfred Lambert
 Date of interview February 13, 1975
 Place 1184 Lamplown Rd #5, Williamsburg
 Interviewer Emily Williams
 Session number 6
 Length of tape 50 mins.

Contents: Approximate time:

- William and Mary in the 1960s
- effect of Paschall in early '60s 1 min.
- student desire for self-determination
- commencement speaker selection 5 mins.
- publications 2 mins.
- social regulations, student rights 25 mins.
 - discipline procedures
 - student govt reorganization in 1930s
 - statement on student rights
 - open houses, "dorm-in"
 - court suit on violation of social code
 - sit-in in James Blair Hall, 1970
- national issues 8 mins.
 - activist organizations
 - demonstrations
- evaluation of dealings with student issues 10 mins.

✓ ~~February 6, 1975~~

was this:

Emily: One of the questions I wanted to ask about 1955, ~~was~~ was beer the issue, or was this symptomatic of a deeper division between the president and the students?

Lambert: Well, I think that there was a deeper division between the president and the students. I don't think beer was necessarily symptomatic. It was rather the focus of a widely felt difference between the president and the students. I think really the focus of that difference lay for the most part in the president's background of dealing with young people. He had come out of the Navy, and he had a very great faith in the effect of regulation. He believed in a strong disciplinary system, and I should say not only a strong disciplinary system but high academic standards. He fought with the committee on academic ^{status} standards on many occasions on the grounds that the committee on academic status was not establishing and supporting academic standards as high as he thought they should be. But the president had very little understanding of the problems of growth and adjustment that characterized the adolescent and young adult. He did not really give much leeway for experimentation and learning. He felt ^{that} the way to induce social change in students was through the promogation ^{ul} of a rule or regulation. Now that, I think, was fundamental to the conflict which existed between Admiral Chandler and the student body. And the consumption of alcoholic beverages provided a very ready reference [#] point for that conflict. So that became the focus rather than a symptom of the conflict which persisted in some considerable degree throughout

the entire period of his presidency.

Emily: Another one of the conflicts between Chandler and the students that flared here in the mid-50s was over the Flat Hat and its editorial responsibility. I wonder if you'd comment on this situation?

Lambert: Well, I suppose that that issue really developed long before Admiral Chandler's term. Throughout the period of the '30s and the early '40s the Flat Hat had been completely independent of any administrative direction or control. When the famous Kaemmerle editorial was published in ^{February} 1945, Dr. Pomfret had a very serious problem on his hands because the people who took exception to the opinions expressed in the editorial wrote to the president of the College and demanded that something be done. Well, at that time, Dr. Pomfret established a committee of the faculty—the committee on publications. That committee had authority only to advise. It had no directional authority, it had no supervisory authority, but any issues which arose regarding the publication of the Flat Hat might be referred to that committee for advice and guidance. Well, now, that committee continued in existence from 1945 and with changes on down to the present time. But when the Admiral came in, he began to take the position that that committee should have a directive force, directive authority over the Flat Hat. Well, now, the Flat Hat was expressing student opinion. There is no doubt about it; it reflected very well the ^Sdisident opinion which developed in the early '50s. And the issue then came about as to ^{the} what extent ^{To which} the committee on publications could direct and control the Flat Hat. This raised the broader issue which was felt and studied here and at other colleges and that is, to what extent is a

college newspaper an independent publication, free of any sort of control by the administration and faculty. To what extent is it controlled by the students or student government? And frankly, while both President Chandler and President Paschall assumed the role of publisher of the paper with responsibility of the editor and his staff to the publisher, the students never fully accepted that role. They felt that despite the fact they were supported by a compulsory fee assessed against all students in the college, still the editor had the right of freedom of speech and freedom to write anything in an editorial that he wanted to. Now there had been other instances of that all along. They were never so troublesome that they could not be resolved through discussion between the deans and the editor or between the editor and the publications committee. Then also the president (as Admiral Chandler) felt that there should be one person who was called a publications advisor. Now as a matter of fact, he appointed to the English department two different people who served as publications advisors. Their function as the Admiral saw it was very different from their function as they and the students saw it. The admiral felt that they had to control and direction of the Flat Hat. The students felt that these people were there truly as advisors. The advisors felt that their purpose was to guide the students in good journalistic techniques, and they provided a critique of each paper after it came out, and they discussed with the students ways of improving the quality of the paper. But I can't recall any instance, well, let me say in my knowledge there was no instance in which these people, these two publications advisors ruled out editorial or news copy in advance.

They felt very strongly that the editor had the responsibility for determining what went into the paper, and they were quite willing to discuss it after its publication but not to provide ^censorship in advance. Well, the issue was never settled to the satisfaction of either Admiral Chandler or Dr. Paschall, although ⁱⁿ the latter part of Dr. Paschall's term the issue seemed ~~to have quieted down~~, to have died down, But the issue was never resolved to the complete satisfaction of the students, and certainly the belief that the editors were free to write and say whatever they wanted to was never ^{in any way} fully abridged.

Emily: One more question on the 1955 situation is, did the Admiral see student opposition as a challenge to his position as President of the College?

Lambert: You might say a challenge or a threat to his role as President of the College, And I would have to say no. I'd say no on at least two grounds. Number one is that I don't think the Admiral viewed himself as a professional educator. I don't think that he considered that his future lay in a college presidency. I think that he was not financially threatened by it, and he was not professionally threatened by it. I do think that he saw himself as the successor of his father. He had great admiration for his father, and very often his decisions were in terms of what he knew or thought his father would have done under similar circumstances. Now I suppose there is some suggestion that he felt threatened in the fact that he had the staff prepare numerous reports, and he in turn submitted the reports to the Board of Visitors. This was not to give justification

~~This was not to give justification to his position.~~ It was rather an expression of what he believed to be appropriate administrative procedure for the head of the institution acting in a subordinate role to the Board of Visitors. But I don't believe I would say that there was in that any expression of ~~the~~ felt threat of any sort to the Admiral in terms of his profession or any other personal respect. As a matter of fact, I will not say that the Admiral flourished under conflict, but I will say that he did not avoid a conflict. He faced up to an issue and ^a dealt with it. He might not have ^a dealt with it in the way that others would have, but he did not act like a man who was threatened or afraid of the consequences of what he might do. He was very outspoken. He not only ^e tolerated differences of opinion, he invited differences of opinion. I can recall a great many conferences which I and other administrative officers had with him in which we disagreed quite strongly from his decision. Now this didn't mean that we ^{scuttled} ~~scrubbed~~ the decision he made. No, we advanced our point of view, and he refused to accept it or preferred his own and used that as the line of action. The subordinate officers accepted that and ^a dealt with it. But he didn't behave as a frightened man would and base his action on ways of avoiding conflict or of avoiding responsibility or ^{of} avoiding anything which might threaten his position as President of the College. I think that would be very foreign to his personality and make up.

Before leaving Admiral Chandler and his term of office, I'd like to say something about his participation in public events at the College and about his social life. The Admiral and Mrs. Chandler were wonder-

ful people for entertaining. At first I was puzzled but later I came to understand what was happening when during the day the Admiral and I would differ sharply on some issue and then that evening we would have dinner with the Chandlers or attend a reception or something of the sort and nobody could be more courteous and more cordial than the Admiral and Mrs. Chandler. I in time came to understand that the Chandlers, or the Admiral in particular, made a very important distinction between one's personal relationship and one's official relationship. In personal life the Admiral and I were pretty good friends; In official life, there were times when we differed sharply. I must say this, however, in the man's behalf: that I never lacked knowledge on what his position was. I knew very clearly what the Admiral believed and what he intended to do. As I say I might have differed with him, but I carried out what he expected me to do and that never had any bearing on our personal and social relations. I suppose that ~~that is related to that~~ ^{the} ability that he had to make this distinction is related to his Navy experience. But there is one other thing that was related to his Navy experience and that is his ability to carry out a public event, a public affair of distinction for commencement or for a public convocation or anything of that sort; he had very good ideas of how it should be done, was very demanding ^{of} his committees, but his affairs were always well run and I think did credit to the College and to him. The committee that worked under him often had a very rough time of it

because while he didn't intend to do all the work himself, he was always fully aware of all ^{of} the details of planning and arranging and upheld the highest standards of accomplishment. He made us work hard in order to put the affair over, ^{But} it always went over very smoothly and in a very ^{creditable} credible fashion.

I never knew the inner~~workings~~ of the shift of the ~~Admiral~~ into the position of ~~President~~ of the ~~Colleges~~ and I never knew the considerations which resulted in the selection of Dr. Paschall as ~~President~~. I did know, ^w however, that Dr. Paschall's love of the ~~College~~ and of the senior Dr. Chandler were very deep, and I once remarked to the ~~Admiral~~ after he had been taken ill down in Florida that at that time I was pretty sure I could name the next ~~President~~ of the ~~College~~, and ~~I told him~~ in response to his question ^{as to} who it would be, I told him it would be Paschall. And he said, "why do you say that?" And I said, "because ever since he was a student here in college, Dr. Paschall has wanted to return to William and Mary." Well, Dr. Paschall did return to William and Mary and became ~~President~~ in 1960. I knew nothing of the details of operation of the two offices--that is the office of Dr. Paschall as ~~President~~ of William and Mary in Williamsburg and Admiral Chandler as ~~President~~ of ~~The~~ Colleges. I had hardly any dealings at all with the ~~Admiral~~ thereafter but had the usual responsibilities of dean and registrar to Dr. Paschall. I think I should say that I had gone into the registrar's office in 1948 at Mr. Pomfret's request to spend one year. It was during that year, 48-49, that the football scandal began to emerge. And furthermore Miss Alsop, although she returned to teaching secretarial science in the session 48-49, was not able to resume her work as registrar. So for those two reasons

and because I had not completed all the changes in procedure and personnel ~~up~~ and equipment that I had anticipated, ~~I stayed on until,~~ I decided to stay on until the situation was clarified. Well, when Admiral Chandler was elected president, ^{he} ~~his~~ came to the College right away on October 11, 1951 (I think that is the date), And he met with the staff in his office. We had a brief exchange of greetings. Then after the others had been dismissed, I was called back, and the Admiral said, " I knew of you through father (this was Dr. J. A. C. Chandler) and I'm aware of what your role has been in all the recent activities, and I have respect and regard for your capability, and I want you ~~to~~ to stay on with me until the work is clarified. Well, I stayed in that office until 1965 despite the fact that I had, on several occasions asked President Chandler and President Paschall to be ~~released~~ relieved of responsibilities of registrar. ~~I think that when Dr. Paschall became President at William and Mary~~

February 13, 1975

Lambert: I think that when Dr. Paschall became president of William and Mary, there was a fairly prompt improvement in student morale and in relations between the students and the administration. I suspect that part of this was simply the fact that ^{the} contrast in relations ^{between} in Dr. Paschall and Admiral Chandler was rather great.

Dr. Paschall went out of his way to encourage students to call upon him in his office, and he was generally a great deal more approachable than Admiral Chandler was, And he was more popular with the students, at least for the first few years. But I think that the total period of his presidency was one of the most difficult ones I could imagine. There were a number of reasons for that. This was a period of unrest in colleges throughout the entire United States, and William and Mary shared in that general unrest, although in my opinion we had less severe ^{instances} consequences of unrest and activism than most colleges of our character and size. If I were to attempt to characterize the entire period, aside from simply saying that it was a period of activism and a resistiveness and of ~~a~~ general disorder, I would have to say ^{that} it was a period in which the central issue was that of student self-determination. Throughout most of the period, the students were as vigorous in seeking self-determination as the administration, generally speaking, was in denying them the right of self-determination. Before the period was concluded, ^{in 1971,} the students and the administration were in a relationship where the complete lack of communication made very difficult any positive progress, any worthwhile change. However, let me point out more specifically the factors which composed this rather broad issue of self-determination. I suppose the first one that came to notice was ~~ever~~ the selection of a commencement speaker. ~~It also was a~~

~~It also was a period, an issue in which a~~ ^{The} ~~second, a subordinate~~
~~issue arose, and that is~~ ^{was} the right of self-direction of the publications.
 A third issue ^{was} ~~would be~~ that of social rules. A fourth or general
 issue would be that of the Viet Nam affair, and a fifth would be the
 role of students individually and of student government in the rights
 and responsibilities of students. # Let me return to the issue of
 the commencement speaker. So far as I know, until the 1960s
 there was never any student participation, never any senior class
 participation) in the selection of a commencement speaker. A desire
 to have a voice in the selection of a commencement speaker was
 manifested in Dr. Paschall's first year--the session 1960-1.
 I don't remember that it was anything more than an expression on
 the part of the seniors of a wish to participate. In the next year,
 1961-2, the issue arose and was supported very vigorously by the
 senior class and by the Flat Hat. I recall that in the spring of
 1962 Mr. ^[H. Mason] Sizemore, who was the editor of the Flat Hat, came to see me
 and said that he wanted to talk with Dr. Paschall about an editorial
 which he intended to run that week in the Flat Hat. Dr. Paschall
 was out of the office; he had been out for some little while because
 of illness, but he was communicating with the other administrative
 officers and myself, and I asked if he would be willing to talk with
 Sizemore. He agreed readily and set up an appointment for him.
 Sizemore and I went to the President's house, and Sizemore told
 the President very forthrightly that he intended to publish an
 editorial which would in effect take the President to task for not
 hearing the students' recommendations with respect to the selection
 of a commencement speaker. Dr. Paschall heard Sizemore out, and he

expressed the hope that he would not say anything that he would have to take back or ~~say anything~~ that he would later regret and so on. After Sizemore left the President's House, the President asked me if I ^{thought} felt that Sizemore was going to do what he had said. I told him that I was sure he was going to do exactly what he had said. The President doubted it and said that he knew Sizemore's family (he did... He had been in college with Sizemore's mother and father) and that he didn't think that Sizemore would write as vigorously as he had said he would. Well, the Flat Hat came out on Thursday or Friday, and the editorial was published in almost exactly the words that Sizemore had used in the conference with Dr. Paschall. The following Monday morning, ^{Dr.} Paschall called me to his office and said that he wanted to talk with the editor and the editorial Board of the Flat Hat in the Blue Room at ^{11:00} ~~eleven o'clock~~. He asked me to assemble the group for him. I did so, and when we met, Dr. Paschall very vigorously took Sizemore to task for his writing. Well, the consequence of that was that the staff and the editorial Board of the Flat Hat backed up Sizemore very strongly and by the same ^{ke} ~~to~~ ^{an} opposed the President very strongly also. That was an event which marked the beginning of a conflict ^{which} ~~that~~ existed throughout Dr. Paschall's term of office. Fairly strict rules were written, I won't call them rules, fairly strict procedure, definite procedure was issued on the role of the senior class in nominating possible commencement speakers. And over the next few years, that procedure was followed. The Senior class did nominate speakers, but very, very

rarely was a speaker chosen who was nominated by the class.

This wasn't any lack of cooperation on Dr. Paschall's part; ^{it} was simply that very often the students were somewhat over-ambitious or unrealistic in their choices of speakers. The principle that the selection of a speaker lay totally in the hands of the president was never accepted by the students, although it was reiterated repeatedly by the President. The Flat Hat, of course, was involved in that conflict for a long period of time, and it was also involved in the conflict over social rules and over the students' statement of rights and responsibilities. All of this raised questions as to how much freedom the Flat Hat, and the editor to the Flat Hat in particular, possessed in the expression of opinion. And although Dr. Paschall believed very strongly that the publications committee had an important responsibility in determining the freedom of the editor and the staff, ~~Neither~~ the publications committee nor the Flat Hat editors agreed with him. So this was a persistent conflict throughout the entire eleven years of Dr. Paschall's presidency. ^{of that period} The social rules at the beginning, (1960) were fairly rigid, fairly strict. Alcoholic beverages were prohibited. The student ownership and use of automobiles was prohibited. There was no visitation between the men's and women's dormitories. The rules were virtually the same that had been employed, say, ^{thirty} 30 years earlier at the College. And there was a great deal of student pressure to modify those rules. Well, as a matter of fact, during Dr. Paschall's presidency regulations were pretty broadly modified,

But only after a great deal of conflict and hard feeling. The automobile regulation was modified in two steps, to permit first seniors and later seniors and juniors to own and operate cars at the College. The housing requirements were modified first of all in permitting students ^{twenty-one} 21 years of age and older to live off-campus in town. The liquor regulations were modified in 1967, I think, to permit students who were legally eligible to purchase, to possess, and to consume alcoholic beverages to do so. The social requirements proved the last and most vigorous conflict between the students and the administration. I say the most vigorous because the conflict culminated in a federal case. The subject of greatest dispute in the latter part of the period was over the statement of student rights and responsibilities. When Dr. Paschall became President, we had in existence a committee called the general cooperative committee. It had been formed in 1940, and it consisted of usually four members of the administration, four members of the faculty, and eight or nine students. There also existed a committee on the student activities fee made up of the administrative officer, (I was the chairman for nearly ^{thirty} 30 years), the editors of the ^h Echo, the literary magazine, the newspaper, the President of student government, and the chairman of the debate council. There were four faculty members on the committee, one of whom was financial advisor. The student activities fee committee was what was left of a student activities committee which was established in 1935-³6. I suppose I really should go back and raise the question of how that student activities committee came into being. In the early part of the Depression when J. A. C. Chandler was President, there was a Board of Control, which consisted of representatives of people who shared in a ~~compulsory~~^{optional} fee. That Board of Control regulated the financial affairs

~~That Board of Control regulated the financial affairs of the publications~~
of student government, of a dance club, and I suppose debate--I'm
not sure. Student government in the period from about 1931 to
1935 was, to put it bluntly, extremely corrupt. In the spring of
1935 the student leadership organization ^{O. D. K.} [Omicron Delta Kappa] wrote
a recommendation to President Bryan that resulted in the doing of
two things: First, the elimination of ^{the} existing student government ~~fee~~
and the substitution of a compulsory ^o fee for the voluntary fee ~~of~~
I ^{have} forgot the committee ^{who} that reviewed that but I know that Mr. Bryan,
through the acting dean of men, Professor Vaughan Howard of the de-
partment of government, appointed a committee consisting of Dr.
Howard and Dr. Fowler and Mr. Cox and Mr. Gibbs and myself and there
~~may have been some~~ others, which recommended that in general the
report of ~~the~~ Omicron Delta Kappa be accepted. This had the effect
of taking out of the student's hands all self-government. We wrote
the requirements for offices, We prepared the budgets for the various
organizations receiving funds from the student activities fee,
And in general, I took over a great many responsibilities that students
had had and should have had. The *General Cooperative*
committee came into effect in 1940, and at that time we returned to
the students a great many of the rights and responsibilities
which we had removed in 1936. The student activities committee
was modified to be called the student activities fee committee,
And the general cooperative committee had the general responsibilities
of communication between faculty and administration and students and
very little in the way of strict policy-making authority. It was

really a communicative organization. Well, now, the reason I mentioned this is that throughout the period of ^{Admiral} Dr. Chandler's ~~[Admiral]~~ presidency, that general cooperative committee had become less and less effective. Issues arose which could not be dealt with by that committee. This had the effect of undermining the authority, ^{and value} the worth of that committee, and by the end of Admiral Chandler's term of office, the general cooperative committee was in general quite ineffective. In the early 1960s we began to strengthen that committee by more frequent meetings and by slightly more responsibility. It became a fairly effective organization, but still there were issues which could not be dealt with by the general cooperative committee. The general cooperative committee had the right to recommend, to transmit recommendations to the President of the College, and ~~Now~~ in the early '60s that committee began to concern itself with the way in which the students were regulated in the dormitories, and it began to concern itself with the total issue of rights and responsibilities. I think it was about 1962 that the American Association of University Professors published a little pamphlet on student's rights, and about 1964 the students began to agitate for the acceptance of a statement of students' rights. In 1965 this was the central concern over of the general cooperative committee, and in 1966, after a number of very lengthy and heated meetings, the general cooperative committee prepared and forwarded to the President a statement of student rights. In the meantime the whole issue of student rights was gaining prominence throughout the entire United States. The statement prepared by the general

cooperative committee was forwarded to Dr. Paschall in the winter of 1966, But he did not deal with it. And by 1967, the Association of Governing Boards of American Colleges, the National Association of Student Personnel, and the American Council on Education all had become involved in the issue of student rights. And there were two or three sample documents (model documents) prepared by these organizations. By the fall of 1967, Dr. Paschall was fully aware of the whole issue but did not take action on the statement which had been submitted by the General Cooperative Committee. In the spring of 1968, he began the preparation of another statement called the statement of Rights and Responsibilities. Now the "and responsibilities" added to the statement of student rights was to emphasize that every right that the students had carried with it a related responsibility. And the statement which Dr. Paschall prepared was presented to the Board of Visitors and adopted by the Board at its meeting on August 12, 1968. This statement was different in a great many respects from the one which the General Cooperative Committee had prepared. And the statement carried in an appendix the elimination of the student activities fee committee and the general cooperative committee and the substitution, therefore, of a Board of Student Affairs. The Board of Student Affairs had a membership which was not markedly different from the membership of the General Cooperative Committee.

The Board of Student Affairs began functioning in the fall of 1968, and I should think that almost the first order of business was to review the statement of Rights and Responsibilities adopted by the Board of Visitors without student cooperation this was repeatedly brought up. And it contained a great many things that the

Is this organization concerned with personnel and other administrators, or is the concern in the right place?

students did not want to accept. Throughout that that year, '68-9, a committee of students met with a committee of the Board of Visitors. And there were many points of agreement reached, and a statement was carried to the Board in the meeting of June 1969. But, in the meantime, the officers of student government had, as usual been elected, and the old officers who had participated in the preparation of the Statement of student rights and responsibilities went out of office, and the new ones who came in raised a totally new set of objections. As a consequence there was a great deal of disagreement still persisting between the Board of Visitors and the students. So we began with that in 1969-70, and I don't think that throughout that entire year we made any real progress at all, primarily because in the meantime the whole matter of students rights to self-regulation in the dormitories had become far more important to the students than the statement of student rights and responsibilities.

The issue of self-determination in student residence halls arose first with the right to hold open house, that is, a time when men or women might visit freely in one another's dormitories. There had been one or two instances of open houses in the dormitories in the very early '60s. These had been affairs in which the students were very careful to keep the bedroom door open, and the dormitory was generally dressed up for the affair, and they were not matters of personal self-direction but rather activities carried out by everybody in the dormitory; It was an open house. However, ever in the late '60s ('68, '69) open house had come to mean that the dormitory would be open virtually all day long and much of the evening for students to come and go as they wanted. In other words, throughout the daytime

and into a good part of the night women could visit in the individual rooms of the men, and the men could visit the private rooms of the women in their dormitories. For a long while the issue centered on what hours, what days, how long, and when open house might be held. But the term "open house" as the students used it in the late '60s was entirely different from the term "open house" as they had used it at the earlier stage. A real climax arose ~~in~~ occurred in late October, (I would think it was October 27, 1969) when the students simply defied the administration and held open house on a Saturday night without conforming to ^{of the} any regulations which had been stipulated for the open house. This had been pretty well announced, there wasn't anything ^{surreptitious} ~~surreptitious~~ about it. It was quite broadly publicized, and as I recall it, the Board of Student Affairs had been presented with a memorandum ^{of} support which the student members of the Board did support. Dr. Paschall knew that this was coming, and so did the ^{Dean} Dean of men Barnes, the ^{Dean} Dean of Women Donaldsen, and I. Dr. Paschall worked out his own scheme for dealing with this, and it consisted of ~~with~~ arming the dean of men with a statement which he was to read in the presence of any violation ^{of} of college regulations to the effect that he or she was in violation and that if he or she did not immediately leave the area that person would be considered suspended from the College. Despite the fact that it was a lengthily worded, lengthily prepared, lengthily ⁺ stated document, it wasn't totally clear, and it caused a little bit of trouble later on. ~~There were ten~~ ^{Ten} students ~~who~~ were placed under arrest, so to speak and the President suspended them. The students appealed directly to the President after that. The Board of Visitors finally heard their cases, and I'm not sure of all the details, but they were in effect ~~re~~ ^{re}instated. About

surreptitious

the same time that that happened, a boy and a girl were found guilty of violating the regulations at the [#]Dunbar Building which was used as a dormitory, the James Blair Terrace Building, And that became a disciplinary issue. The conduct of the ten people who were arrested on that so-called "dorm-in" was never brought before the committee on discipline. But these other students--I think there were four of them altogether--were brought before the committee on discipline. We took action and suspended all four. Now those four students brought suit against the College, the President, the Dean of Men, ^{and} the Dean of Women. I felt somewhat slighted that as chairman of the committee on discipline

which had acted to suspend them, I was not also the subject of the suit. However, the suit was brought on violation, on violation of the civil rights of the students, and it was heard by Judge McKenzie in the Federal Court in Norfolk. The students were reinstated, the College was told that the action taken was improper in that it, (the College) had not given due notice of its rules and regulations. I thought it rather odd that in the trial when I was asked to testify, the judge said to me at one point, "When the matter of the College regulation was concerned, the judge said, "Well, neither you nor anybody else had any doubt whatever about the College's regulation against men and women visiting freely in the dormitories, had you?" And I said, "no, we certainly had not." But despite the fact that we had no doubt about what the regulation[#] was, the regulation was not publicized, promulgated in a way that satisfied the judge. The students were readmitted to the College. And I was then instructed to prepare a new booklet on student rules and regulations and spent a number of weeks with a committee in doing that. Again the issue of self-determination underlay the preparation of that

whole booklet because ~~of~~ some students ^{--a great} many students felt that the students, in effect, should write their own rules and regulations.

Well, the climax of the entire affair occurred in the spring of 1970, when on a March evening a number of students met first in an unscheduled rally, so to speak, over in the campus center and subsequently about ^{two hundred} 200 of them staged a sit-in on the first floor of James Blair Hall. I was called out to speak with the students and deal with their concerns, and I did so for an hour and a half or two hours. And yet that issue, ^{(the} that whole issue of self-determination) at that time died down just a little bit. And of course, in the fall of 1971, a new President came in, and an entirely new system of dormitory security and visitation was established. Now I have failed to say anything at all about the students' concern over military duty and the Viet Nameese affairs. Let me go back to say that student activism was rampant throughout American colleges from the early 60s--at William and Mary from perhaps 1962--until about 1970. I suppose the climax was the Kent State affair in the spring of 1970. There were a number of organizations at the college that arose, developed, were active for a little while, and then shifted about or disappeared or took a new name. The first of those organizations was the SIA, the students for liberal action. This came about through the attempt of a few students in the college to develop a chapter of SDS. This was ^a students for democratic society. The organization nationally was the most radical of all ^{of} the student organizations, ^{it was} the most aggressive, ^{it was} the most active of all of them. And there were

several of us who simply did not want to see a chapter of SDS at William and Mary. We ruled out the existence of an SDS chapter at William and Mary on two counts, one that the College would not tolerate an organization with allegiance to another student organization which was not a part of the campus, not a part of the college. The second count was that we would not tolerate an organization which indiscriminately admitted to membership students and nonstudents. It was one thing to deal with students who had a responsibility to the College; it was something else to deal with people, outsiders, who would have no responsibility whatever to the College and who were, in effect beyond college discipline. The students, for whatever reason, seemed to accept these two principles, and the organization that came into being was the SLA, students for liberal action. There were other organizations which were related to that over the years, but SLA was the most persistent, the most permanent of all the organizations. And I should think that it gradually ran down about 1970. But some of the organizations brought together both faculty and students, and from time to time they held public demonstrations. This became an important issue with the College as to whether or not students and faculty could picket, and if they could picket, what conditions must they meet? Well, the statement of students' rights and responsibilities passed by the Board of Visitors barred the students from holding a demonstration on the old campus, that is to say in the neighborhood of the Wren Building or in front of the Wren Building. The statement of students' rights and responsibilities had hardly been out three months when that statement was withdrawn. There was another issue, well, let me go back just a moment to say the demonstrations were held, generally speaking,

on the walk between Jamestown Road and the entrance to the campus center. A principle I held to with these picketers was that they might picket whenever they wanted to, provided they did not interfere with normal access to the campus center. In other words, the people who would come and go without let or hinderance. I managed some difficulty on that because the President felt that simply having to walk by the picketers was offensive. Well, I wasn't much concerned about how offensive, how much that offended people, and I did permit agree to the students picketing that area, sometimes on a fairly regular--say once-a-week basis. Related to that was the attempt of the students to bring various speakers to the college campus. Again I took the position that they might hear anybody they wanted to, that if somebody came along and advocated the overthrow of the government or was--I don't know how to say offensive because most of them were offensive in one fashion or another--but did not interfere with the operation of the College, they might speak. The policy was contrary to the statement of student rights and responsibilities, and that policy was also modified by the President. We had a number of activists who did appear on the campus, but they didn't set fire to any of the buildings, and they didn't cause any permanent damage to the College. Well, it seems to me that in the latter half half of that decade--say from 1965 to 1970--I spent a very large part of my time listening to students and discussing with them the issues which they brought up. I felt that it was a whole lot better to have them continue talking in my office than it was to have them taking more vigorous action somewhere else. I came through that period, even after some fairly very difficult tests of the disciplinary committee, with a whole skin and with the feeling in the long run we had

accomplished a great deal in ^{bringing} about a social change which was very much in the wind and in producing a degree of communication with the faculty, and administration, and ^{the} students. There were other aspects of this whole thing, as for example, the conflict which ultimately arose between the administration and the dean of men. I really hesitate to get into the discussion since documentary evidence of the dean of men's position and of the faculty's position is available, and it is quite clear and fully expressive. Furthermore, the dean of men was transferred from his position not during the presidency of Dr. Paschall but the presidency of Dr. Graves. Well, all in all, that was an exhausting period, and I would have been happy in 1962 to leave the office of dean of students and avoid all of the conflict, but having lived through it I am not sorry for having seen at first-hand an extremely disruptive period in college life.

I continue to believe now as I did then that the severity of the protest and activism was a great deal less at William and Mary than at some other institutions, and I felt that the president and the deans in a sense got off lightly. Well, why was this so? Well, I'll give two or three reasons for it. In the first [#] place, I have always been impressed by the fundamental character and good conduct of William and Mary students. I don't know how I would define this except in terms of a form of behavior which is traditional with William and Mary students. In the second [#] place, I think that there were several of us--myself included--who were willing to sit down and talk with the most active of the activists and hear their side of the story. As I said earlier, I spent many [#] hours, many days in talking with people, and I think that this was important. In the third [#] place, despite the criticism of the discipline committee, which really wasn't very severe, students in general felt that they were

~~that they were~~ treated fairly by the committee on discipline. Now I have to give credit ^{for} to that to Dr. Woodbridge. There was no committee on discipline at William and Mary when I went into the Navy in 1943. During the war, Mr. Pomfret established a committee on discipline, and when I came back, the committee procedure was quite well established. I think maybe I had heard two or three cases of misconduct when Dean Woodbridge came to see me and wanted to discuss the cases in terms of the fairness of the trial. ~~And~~ I heard him out and he and I were personally very close friends, and I felt that the arguments which he presented were reasonable and appropriate. It occurred to me that he would greatly strengthen the committee on discipline by membership on it, and so I asked Mr. Pomfret to appoint Dr. Woodbridge a member of the committee on discipline. Well, now, Dr. Woodbridge left his imprint on that committee and on the procedure of the honor councils. In the committee on discipline, we were in 1948-9, doing all the things that the activists elsewhere were proposing in the handling of the discipline in other institutions. We were giving a person a clear statement of the charge on which he was held. We were permitting him to ^{hear} give the testimony and evidence against him and to cross-examine his accuser. We were inviting him to present witnesses on his own behalf, and we were assuring him the right of appeal. As a consequence, the only kind of ^s dissent I ever heard about the committee on discipline was that the penalty was too severe; it would be a difference of opinion as to whether or not the penalty was appropriate. It was not a matter of whether the student was guilty[#] or

not. It was not a question of what rule or regulation he had violated and if that regulation ^{were known,} ~~went on,~~ except in the case of the students who carried the case to the ~~Federal~~ Court. ~~And~~ I must say that to this day I think they had an extremely weak case, and I think we lost the case because the young assistant to the attorney-general ^{ed} ~~superseeded~~ the college's attorney and defended the college very, very weakly. So the strength of that committee on discipline and the fairness of its operations had a great deal to do, I think, with reducing the intensity of student ^{i s} ~~descent~~ at William and Mary. Now I've mentioned ^{tangentially} that Dr. Woodbridge was also important in the ~~pro~~ ^{modification} of the honor code. In the early 1950s Admiral Chandler had appointed a committee to set forth a procedure for the honor code, the honor system. And that committee consisted of three or four of us--I was the chairman--and the officers of the honor council. At that time there were two councils, one for men and one for women. And we prepared in the '50s a fixed procedure for the hearing of honor council cases, and we embodied in that procedure all of the principles of civil rights that became a matter of concern in the 1960s. So William and Mary, aside from having a superior group of students, had some procedures that were right, ~~And~~ I think that students generally understood this and responded accordingly. The principle underlying all of it, I suppose, was the recognition of the rights of the student and the willingness to communicate fully with them. We didn't have as many issues. We didn't have as much activism as many other colleges had. And I think that the reasons I have given would go a long way toward explaining our somewhat more fortunate situation.

#17,26
C-23, C-24

INDEX SHEET

Interviewee J. Wilfred Lambert
Date of interview March 18, 1975
Place 1184 Lamestown Rd, #5
Interviewer Emily Williams
Session number 7
Length of tape 65 mins.

Contents:	Approximate time:
Student attitudes, 1930s - 1970s	
Jak's overall view of student as learner influences on student behavior	6 mins
historical periods to be discussed:	2 mins
WWI - depression	15 mins.
student attitudes, customs, social activities, public events, student govt, student behavior	
1930-1934	5 mins.
student strike	
1939-1940	10 mins.
discipline committee formation, selective admissions set up by Chandler	
effect of J. S. Bryan on students	
student govt. charges	
social activities	
1940-1945	5 mins
impact of war, Bryan's resignation	
World War II - veteran era	5 mins.
fraternities and societies, student govt, discipline	
1950s	
Chandler as pres. elect, discipline and student govt. under	14 mins.
1960s	
protests, social life, discipline	8 mins.
overview	1 min.

See back of sheet for names and places mentioned in interview

INDEX SHEET

Interviewee J. Wilfred Lambert

Date of interview March 25, 1976

Place 1184 Jamestown Road, Williamsburg

Interviewer Emily Williams

Session number 8

Length of tape app. 55 mins.

Contents:

Approximate time:

- stories of:
- : Henry Billups
 - : "Uncle Alec" Woodall
 - : Henry Billups (cont'd.)
 - : Lyon G. Tyler
 - : John Hesslerie Hall
 - : L. B. Wharton

March 18, 1975

Lambert: I'm going to devote this concluding session to a discussion of the student attitudes, student behavior, student character, and so on over the past ^{fifty} 50 years. It may be presumptuous for me to undertake anything of this sort, but if so, we'll just have to tolerate that and recognize that this is not a careful, scholarly analysis but rather a somewhat impressionistic response that I make to having known students for a long time. It is worthwhile to use a sort of background against which to place my description of student attitudes, and I shall do so by trying to give my understanding of the student as learner. Regardless of legal considerations, (such, for example, as the fact that a student at ^{eighteen} 18 is able to vote and able to be married and so on) he has achieved a great deal of legal independence, ^{regardless of} and any other considerations ~~that a student may have~~, including his own view of himself, he is, nevertheless in college in a situation in which learning and development are his primary objectives. This may not be so evident in some generations or some periods of student life as in others. Of course, there was a time when a college education was considered to have distinct^t social value. There were ^{also} so-called finishing schools which were not really directed toward the growth of a student in any respect except his social development. And ~~yet~~ ^{the} yet the purpose of the college and university is to organize, ~~and~~ conserve, and transmit knowledge, and I take it that for us to describe the student as learner is simply to describe him in the situation in which the acquisition of knowledge and his own growth and development are the primary objectives. In this sort of situation, the teacher and administrator serve somewhat as a master craftsman and the student as an apprentice. I know that the more usual ~~position~~ position today is to consider the student and the teacher as joint

fellows in the exploration of knowledge (And I think this is true --
 This is a good attitude), But the fact remains that one of those two
 (student and teacher) has a great deal more training, has a great
 deal more learning and knowledge than the other, and ~~that~~ the lesser
 of the two in the ^{pursuit of} ~~role of~~ knowledge hopes to benefit by his association
 with the other. So the teacher ^{and} administrator have the role, the
 function of guiding, assisting, and teaching the student in the
 achievement of his objective. Under these circumstances then, and
 talking somewhat as a psychologist, it seems to me that the student's
 behavior is a consequence of two sets of factors. These two sets of
 factors are by no means mutually exclusive. I'm simply emphasizing
 the differences in the two overlapping sets of factors for purposes
 of description. The one set of factors I will call the internal, --
 that is, the student's motivation, his ideals, his expectations,
 and his objectives. The second, the external set of factors, I
 would say make up the milieu or ~~the~~ environment in which the student
 lives. And that, in turn, is subject to further analysis. But first
 the immediate environment would include his fellow [#] students and the
 faculty and administration of the College, and the second, his remot^e
 environment, consists of everything we put together in the social ag^e
 or the character of society or whatever you want to call it that
 refers to the environment in its broader reaches. Now with that sort
 of background upon which I can hang some of my thinking, let me
 proceed^e to a description of the historical periods that I have known
 at William and Mary. [#] The first would be the post-World War I
 to the ^{[period].} Depression. It's true that I did not come to William and Mary
 until 1924, but as I shall explain later, the effects of World War
 I were still apparent in the college environment. And then I shall

continue with that until the Depression. The second period would be the Depression to the death of President Chandler; This would be roughly 1929 or 1930 to Dr. Chandler's death in 1934. Then the period in which we underwent some recovery from the Depression, The third period, would continue through Mr. Bryan's early days until perhaps 1939 or '40. The fourth period would be the World War II period, which would include Mr. Bryan's later years. This would be a very brief period but a period that is rather sharply defined, And it would be terminated by the beginning of World War II in the session 41-⁴2. The fifth period would be the World War II period and the veterans. In other words, for convenience I have extended this period from about '42 to perhaps '52, and I would call that the Pomfret era. The sixth would be the "Age of Apathy", and it would apply to the Chandler era. I'm going to point out, however, that many of the things that occurred in this arbitrarily named "Age of Apathy" were anything but expressive of apathy on the part of the students and the faculty. So perhaps the sixth period might more accurately and more simply be called the Chandler era. And the seventh would be the "years of protest", the Paschall period from roughly 1960 to 1971, although the protest did not begin with Paschall's becoming president in 1960; It began a little ^{bit} later than that. Well now, in each period I hope to say something about the social life of the period and the life of the students under discipline and their own drive towards self-government. # When I came to William and Mary in 1924, there were a number of World War veterans on the campus, ~~The~~

men such as Frank Nat Watkins and ~~Larry Green~~ ^{Debe} ~~there was a Bailey~~ ^{Henry Green} [* Henry Green]

-- and there were others who were veterans of World War I. Now because of our status as freshman and because these older men were veterans there was a considerable social gap between us. And we looked up to the veterans with a great deal of respect, and the veterans wore their experience with a great deal of poise and a great deal of expectation that they would be respected because of their olderage and their experience as veterans. The individual student during that period had a very considerable respect for both faculty and upper-class students. This I suppose was a consequence of the rather strict freshman rules under which we lived for the entire year. But also because social life had a formality that was never achieved again during my day in college. I expect the best way to characterize that degree of formality and the degree of subordination that existed among the freshman would be to draw a picture of a freshman attending a formal dance in a tuxedo and wearing a freshman cap. He was never allowed to forget that he was a freshman. When he became a sophomore he carried into that second year a position of subordination^e superiority, that is to say, he was superior to the freshman, but he still recognized the superiority of the senior. And of course, when he became a senior and either on occasion wore an academic robe (he did that for one day a week in the later '20s) or as a man he carried a cane, he had with him the visible signs of his station in life. The group life, the social groups of the college were fairly small and their social activities were somewhat limited. But again, it was interesting to see the way those groups would behave, as for ^{example} instance, when a fraternity would get dressed up and attend church in a body on Sunday. I haven't seen anything of that sort happen in the last ^{post forty} 40 years at William and Mary. But they were highly conscious of their

~~of their~~ group affiliation, and although they didn't have the money or the facilities for social activities, they had a strong group feeling, ^{which} ~~and that strong group feeling~~ even extended on occasions to a sort of conflict between the fraternity and the nonfraternity students in college. [†] The public events of that first period were generally, as I said, formal affairs. They were not so numerous, and they tended very well to cut across all lines within the college. The dances--there must have been three or four formal dances every year--and other things such as the May Day exercises were well-arranged, and they involved a large number of students, and by ~~in~~ ^{and} large they came ^{out} ~~up~~ pretty well, despite ~~the~~ absence of the physical props and the competence as stage managers and so on that students have today. I think that the interplay of these two sets of factors--the personal and the environmental--were never stronger than when you viewed the student in confrontation with the faculty and the administration of the college. The faculty ~~were~~ generally very well-regarded, and they were considered to have positions of great respect. The president of the College, Dr. Chandler, was respected, but he was also feared because Dr. Chandler was the source of all personal regulation, all rules that applied to students, and he was also the ^e ~~en~~forcer of those rules. ^{The} ₁ Students did not take the same sort of attitude toward the rest of the administration; ^{It} was recognized that they were, in many instances, the tools of Dr. Chandler, ^{But} it was also recognized that this was part of their job. But they were more highly respected than Dr. Chandler was, and I don't think that

they were feared as Dr. Chandler was. There was not really a well-organized student government, at least among the men, ^{during} ~~at~~ that time. There had been committees back in Dr. Tyler's day of men who had a voice in self-government. In a sense their self-government consisted of little more than administering the rules and regulations which the president ^{and} of the faculty had established. But when Dr. Chandler became president, there was no organized student government among the men. There was an organized student government among the women. A number of women in 1918 and 1919, I think it was, -- the first year of ² ~~co~~eds, the first year of women in the college, -- got together and decided that they would like to have a voice in their own government. And they set ^{up} ~~out~~ a sort of constitution or charter, (it would be better said), which Dr. Tyler approved. Now, ~~you~~ I have never been able to find any written expression of that, and yet the women who participated in that have told me over the years that, ~~told~~ me of its existence. In any event, the Women's Students' Cooperative Government Association was the organization of women for their self-governance. Dr. Chandler in the early '20s agreed to the formation of a body among the men for self-governance. ~~And~~ this appeared to get along pretty well, ^{I am told,} until about ¹⁹²³, and at that time, ~~the~~ students failed to deal with what was considered a very flagrant case of bootlegging, and the student self-government was disbanded. So that in that early period--in the first period I'm talking about--the only kind of self-government that

existed among the men
was that which was exercised by the honor council. Now that was a well-regarded body. The principles of the honor code were generally well-respected, although there were two or three instances during this period when serious violations of the code did occur. One occurred in the spring of 1925 when some upper-class students got hold of the freshman English examination and sold it. I think perhaps ^{eight} or ^{ten} upper-class men were involved in that, and all were expelled from the college. There was later in this first period an instance of the ~~president of the honor council, or the chairman of the honor council~~ being found guilty of violation of the code, and this was at that time (I think it was '30 or '31) a very serious blow to the respect in which the code and council were held by the other students. So there wasn't much in the way of self-government for the men. The students' group behavior, aside from social activities, occurred only as a sort of response to the control which Dr. Chandler exercised. What I'm saying is that when things went along normally there was no real organization of students. When Dr. Chandler and the students were in conflict, Dr. Chandler's regulation of their conduct proved to be a stimulus for their organization and for their rebellion. There were a couple of instances of that: ~~There was the first strike that I ever knew of~~ occurred in the spring of 1925 when a number of students published an anonymous newspaper, and it was highly critical of many of the ^{faculty} ~~faculty~~ and some of the athletic staff and so on. I guess I'd say, instead of being critical of the faculty, it tended to poke fun at some of the faculty. Well, Dr. Chandler became very much exercised over this and identified a number of the students and threatened them with expulsion but permitted them to continue on probation. In 1926 another paper--a different

name, but the same kind of paper--was published. ~~And~~ Dr. Chandler then identified the people and found some of them to be persons who had been involved in the 1925 paper, ~~And~~ he separated those students. He expelled or suspended--I'm not sure ^{which} at that moment. In any event, ~~sc~~ they ultimately were suspended and did ultimately return to the College. When Dr. Chandler took that action, ~~the~~ the male student body came together as it never had in the earlier two years of my attendance, ~~And~~ the men simply defied the president and went on strike. I recall attending a very crowded meeting in the Wren Chapel when the male student body was addressed by Dr. William Angus Hamilton, who was the Marshall-Wythe professor of government and economics, ~~I guess it was~~. ~~And~~ Dr. Hamilton spoke with us and attempted to persuade us ~~and~~ to return to classes and resume our work. I'm not sure how that conflict was resolved; I know that the men who had been involved were suspended for I think one semester to a year, ~~And~~ that may have been the resolution of the conflict.

There was no other open group conflict at the College until the spring of 1932, and at that time there was [#] a head waiter in the dining hall who was very ^{arrogant} ~~elegant~~ and very autocratic in his dealing with students, ~~And~~ this created a great deal of resentment on the [#] part of the students. So one evening after dinner--supper as we called it then--a number of students went into the dining hall to find the head waiter to dump him in the fish pond beside the dining hall. ~~And~~ he barricaded himself behind a butcher's block with a meat cleaver and for a moment held off the crowd. But the students ultimately got hold of him and took him out beside the dining hall and ducked him in the fish pond. (Perhaps I ^{should} ~~ought to~~ explain that that fish pond was the basement or what was left of the basement of the deanery. There had been a house on that ^{site} ~~sight~~, the

deanery, which was removed and the cellar of the deanery was made into a fish pond. That would be right beside the eastern boundary of Trinkle Hall, ~~eastern wall of Trinkle Hall~~ and about ^{twenty} 20 or ^{thirty} 30 feet behind the campus center.) Well, the activity of this large group of students attracted the attention of both Dr. Hoke, the dean of the College, and Dr. Hodges, the dean of men, And they went to the dining hall and saw these students, apprehended three or four of them and either then or within a very few hours[#] expelled them from college. The students resented this very much, And they charged that Dr. Hoke and Dr. Hodges had not captured the ring leaders but had simply found scapegoats to punish. And Dr. Chandler^{was}, at that time, was away from college. A general meeting was held in Phi Beta Kappa Hall, and students expressed their resentment and their concern at this action and pressed Dr. Hoke to tell them where Dr. Chandler was and when he would return to the College. Well, Dr. Hoke, and I think this was in complete honesty, said that he did not know where Dr. Chandler was but that he would be back in the next day or so. The students were not willing to accept that and thought that Dr. Hoke was deceiving them. The strike continued over the next day, and Dr. Chandler returned from a trip which he had made up in the neighborhood of Washington, Baltimore, and I don't know where else, But he returned to the College to find the students on strike. He then sent for students to come to his office, and when the students came in, one at a time, he had one single question to ask them, "are you on strike? If you are, you may go home. I will not deal with you when you are on strike." Well, the backbone of the strike was broken immediately. But those two periods were the only periods

in which, as I saw it, students had any sense of solidarity.

In both instances they were solid in their organization because of ^{the} their opposition which they met from Dr. Chandler. Well, I would conclude the discussion of this first period really I suppose of the two periods up to the time of Dr. Chandler's death (it's not quite as true for the second as the first) by saying that we were a provincial student body. It was amazing to me how many of the students in college in that first period were from small towns and from the rural areas of Virginia, ^{also} just as it was amazing to me that so many were working to earn part of their way through college.

Now this is not to say that there were not a few out-of-state students and some ^{quite} wealthy students. But they were pretty well-known, pretty well-identified; Nobody cared whether they had money or not. But I could name ^{twenty} 20 or ^{twenty-five} 25 men that I knew were extremely well-to-do. Toward the end of this first period, say at about the beginning of the Depression, the College began to draw more out-of-state students. Now there were several reasons for that: One is that up to 1930--^{that is,} from 1919 until 1930--the College had grown tremendously in its physical capacity and of course, by the end of that period--by 1929, ^{or} 1930--the College was beginning to feel the Depression. And it was, in effect, ^{ed} overstaffed for the enrollment that it had. Consequently, it became necessary to draw in more students to fill dormitories and keep the faculty busy and so on. More students from out-of-state were admitted to the College.

Again I would think that there was a strong suspicion that during this period, in order to maintain the enrollment at a productive level, the standards of admission were lowered. In any event, student misconduct and the lack of homogeneity in the student body appeared to me to be parallel characteristics of the student body from about 1930

until Mr. Bryan came in in the fall of 1934. ~~New~~ Dr. Chandler recognized that these changes were occurring in the student body and in the spring of 1933 went to the Board of Visitors and delivered a paper which set forth his idea^s of what should be done in order to improve student conduct and to improve the quality of the students. Among other things, he recommended that a faculty committee be appointed to deal[#] with matters of discipline. This was a very sharp change from the policy, the practice which had been employed up to that time, when Dr. Chandler himself had delt^a with all matters of discipline. The committee actually[#] was appointed, and I've forgotten the names of all the members of the committee of discipline, but I think it was Dr. Hoke as chairman and Dr. Guy and Dr. Jackson and there may have been one or two other members. -- I recall those three as being members of the discipline committee. (Notice that there was no student representation on that committee at all.) Dr. Chandler also recommended that the College move to a selective process of admission, and he specifically named the process of admission which was employed by Dartmouth College. Note that it was not until 1938 that a faculty committee on admissions was appointed and a selective process of admission instituted. So there were changes^s occurring in the student body as a consequence of a number of things. The economic considerations of that pointed to the rather rapid, growth^s, undigested, unassimilated growth in the students, possibly to some slight degree the development of Colonial Williamsburg (because by 1931 some of the public buildings had been

had been completed, and Colonial Williamsburg began to have some attraction),
And of course, the broader economic considerations, the Depression
and its impact on the College. When Dr. Chandler died in the
spring of 1934 the College was without a president until that summer,
when Mr. Bryan was appointed President. And so the second period--the
depression to Dr. Chandler's death--^{was a} very brief one and a period
of great change. The third period simply represents the early days
of Mr. Bryan's term from, say, 1934 until the pre-World War period,
until ^{about} 1940 or '41. Now Mr. Bryan's early days involved at first
the period of the Depression. ~~And~~ ^{as} I have mentioned earlier,
when I became an ^{administrative} ~~enlisted~~ officer in 1935, one of the major tasks
I had was the administration of financial aid, and I was highly
conscious of the financial needs of students in those days. Now
there was an enormous change, an almost immediate change, in student
attitude toward the administration. In Mr. Bryan's early days as
president. Where Dr. Chandler had generally been aloof and author-
itarian and severe in his attitudes towards students generally
(though not necessarily to students individually), Mr. Bryan, on the
other hand, was an extremely warm personality. He developed an
enormous amount of respect on the part of students for the president.
He generated a great amount of loyalty on the part of students. I
never knew Mr. Bryan to become specifically involved in the students'
academic problems; ~~And~~ yet his effect on the students was to
make them see the importance of ~~an~~ academic progress but along with
it the growth and development of a gentleman. So in the immediate
and in the more general activities of Mr. Bryan, in his personal
activities, in his relationship with students individually, he had
an enormous ^{wholesome}, and warm attraction. Now that was also, of
course, shown in the major activities, (the social activities) that he

~~that he~~ developed or sponsored. Now it was during that period that two important steps were taken for the development of student self-government. The first was in the appointment of the committee in the spring of Mr. Bryan's first year--that was the spring of 1935--to study the whole activity of student affairs, to study all the student activities at the College and to make some recommendations for their improvement. That committee simply abolished student self-government if there was any--I don't think there was--altogether. It was ^t not student self-government, it was political government by a self-constituted group of students that Mr. Bryan did away with. And he developed the student activities committee to clean up the mess, so to speak, and to work toward the development of student self-government. The second step was the development in 1940 of the General Cooperative Committee, in which students and faculty and administrative officers came together in a single body for the administration of student affairs. In other words, the first step away from the strict administrative and faculty control of student affairs occurred in that development of 1940. ~~So with~~ ^{at} that time also there was developed a student government with a constitution and a fixed set of officers, ^{officers} officers who were, I believe, quite representative of the students and expressive of the students' choice. ~~The~~ ^{New} discipline during Mr. Bryan's period (from 1935 to 1946) was exercised by the subordinate administrative officer^s. In other words, in 1935 I was the administrative officer held responsible for discipline, but my acts were subject to review and modification by the President of the College. I don't think there was any very serious objection to this. I never ^{found it} counted even on

~~I never found it even on the part of the students.~~ But of course, it still was an autocratic form of administration of college rules. I'll just bypass a little bit for a moment to point out that ~~about 1946, or~~ ~~it~~ must have been during the war¹ when I returned to the College in 1946 there was a discipline committee which was responsible for the administration of government. So ~~the~~ tendency, the movement in that direction was going on in the latter part of Mr. Bryan's term of office. ~~Now~~ ^I think the social activities of the College were never at a higher peak than they were in Mr. Bryan's day. Mr. Bryan enjoyed social activities, and he thought everybody else should, and he saw to it that the students had their opportunities at social activities. The fraternities and sororities were no stronger than they had been before, but their social activities began to be somewhat more sophisticated. ~~And~~ ^{it} was during that period that sororities and fraternities began to give dances as they had not during Dr. Chandler's day. The closest thing to a social activity of a fraternity or sorority during Dr. Chandler's day had been a reception or ~~even~~ on occasions² a lawn party. ^I ^{have} talked of this as the third historical period and to point out that it stops about 1940. My reason for stopping at that period and describing the fourth period as the ~~Pre-World War II~~ and Mr. Bryan's later days is that beginning about 1940 there was a very considerable deterioration in morale on the part of the students.

Just as the ~~Depression~~ is a very good illustration of the force of the external environment on the students in ^{the} College, so is the impact of the war, which was felt to be impending in the session ⁴ 40-1 and of course, ~~it~~ came upon us in December³ 1941. The students were still loyal to Mr. Bryan. They were generally well-behaved, whatever that means. We didn't have any riotist^{ous} misconduct or personal misconduct

of any great intensity, But still there was a feeling of insecurity, and there was a consequent loss of morale in the ~~last four years,~~ last two years of Mr. Bryan's day. It would be ^{really} from 1940 to 1942. I recall that very often the Wednesday evening chapel talks were devoted to ~~the~~ ^{restoring} morale or to building morale. I recall that rumors were rampant over the campus. I recall, it was my impression at least, that the academic work of the students suffered quite considerably. ~~that the academic work of the students suffered quite considerably.~~ Once the draft (^{ive} selected service) came into effect, ~~the~~ the attitude of the students just deteriorated altogether. There was the greatest confusion created when individual students received through the mail the notice of induction. Those who weren't inducted soon ^{came to} realized that unless they made some provision ^{for} of military service, they were not likely to be able to stay out of the ~~draft~~ ^d draft. So in the beginning of the spring of '42, I ~~guess it would be~~, men began to withdraw from College in order to enter military service and hope that they could be assigned to an Army or Navy training unit and thus complete their education, at least to the point of getting their degree. By the end of 1942, there had been a considerable reduction in ^{the} enrollment of men and that would apply also to a fair number of the faculty. I ^{have} talked about the scandal at the Norfolk Division that came to a head at that time, and I have shown its effect upon Mr. Bryan and his resignation from the College in 1942. It always seemed to me that Mr. Bryan left the College with much less enthusiasm, with much less peace of mind than he had when

here?
yes
1942.

than he had when he came to the College in 1934. I don't know that he or anybody else has analyzed what was happening at that time, but throughout that period from approximately 1934 until 1940 life had been rosy at the College. Everything had gone, I thought, mightily well. It was a period of growth and development. The faculty was recovering in numbers and quality from the impact of the Depression. The students had responded to the leadership of Mr. Bryan, and it was a very happy affair. ^{However,} From 1940 to 1942, much of the progress which had been achieved seemed to be adversely affected by the impact of the war. So in 1942 Mr. Bryan resigned, and Dr. John E. Pomfret became President of the College. Elsewhere I have said that Mr. Pomfret said that when he was President of William and Mary he was not running a college, he was running a hotel. And there was much to bear that out in the kinds of responsibilities that the president had to keep the College in tact and operating despite the disruption of a normal life by the activities of World War II. A great many things stood still during World War II.

The fraternities had been disbanded toward the end of the war.

A few local chapters were established, but fraternities were not a vital force. The sororities were involved in various drives to support the war effort; their own social activities deteriorated quite a bit. So far as I know women's student government continued pretty well, but men's student government was considerably weaker when I returned in 1946 than it had been in 1943 when I left the College to go into the Navy. The really exciting time of this fifth period was the last five or six years of President Pomfret's era, when the veterans came to the College in great numbers beginning with the spring of 1946. The enrollment of the veterans grew by tremendous increments, throughout the period from February 1946 to perhaps June

of 1949. That's not to say there were not veterans at the College thereafter, But the great tidal wave of veterans passed through the College during that period. In many respects this was like the period after World War I when there were veterans at the College. These older persons were on the campus; They exercised a great deal of influence; They were, generally speaking, looked up to. They also, generally speaking, were quite diligent as students, and they were serious about their activities in College. The fraternities had difficulty returning to their earlier state. There were no fraternity houses. ~~And~~ I'll not repeat my story of the establishment of the fraternity lodges but simply point out that the fraternities had a strong sense of unity in their very lack of living quarters. ~~and~~ they became quite aggressive about this. In disaster they joined hands and helped one another against the administration, which, as the fraternity men thought, was doing nothing to solve their problem. It was during this period that President Pomfret was hanged in ^{effigy} ~~epathy~~. That was the only thing close to a riot or strike in that entire period from 1934 when Mr. Bryan took office until 1951, when Mr. Pomfret resigned. Student government became a little bit stronger during this period, but it did nothing significant during Mr. Pomfret's term of office. I would have difficulty even naming the presidents of student government at that time. Discipline was, on occasions, a difficult undertaking--difficult especially where we were dealing with veterans. In the first place veterans had experiences which were far more sophisticated and sometimes more severe than the other students, And they sometimes were much less amenable to discipline. I hasten to point out,

however, that by ^{and} ~~in~~ large, they were older, more serious, and better behaved than the other students in college. But the other great event of that period was the so-called football scandal (or the athletic scandal) and the culmination of that with Mr. Pomfret's resignation in August of 1951 and Admiral Chandler's assumption of the presidency in October of that year.

Where Mr. Pomfret had been a quiet, gentle, and rather easy-going person, Admiral Chandler was an entirely different personality. To begin with, he came in to office with a considerable portion of the faculty opposed to him, partly because of their knowledge of what his father had been like and partly because they felt that they had not been given an adequate opportunity--had not been given any opportunity--to participate in the selection of a president. Furthermore, Admiral Chandler was never one to sit back and leave a situation alone, regardless of how difficult it might be or of how much ^{dis}sent or criticism he might ^{stir up} ~~start~~ by his own activity. As a consequence, the early period of Dr. Chandler's presidency was disrupted by conflict with faculty and students. To begin with, the students were abusing the freedom which they had had with respect to ^{the use of} alcoholic beverages under Mr. Bryan and Mr. Pomfret. The fraternities had gone into their lodges and were using them as places of social activity on the weekend, and their misuse of alcoholic beverages immediately excited President Chandler's concern. From 1951 to 1955 the student body was in almost constant turmoil, principally over the alcoholic beverage situation. The turmoil was terminated with the establishment of the rule banning the use of alcoholic beverages on campus in 1955. The student organizations

grew in force a great deal under their opposition to Admiral Chandler. Student government had several rather strong presidents during that first four years of his office. The dislike that many of the students ^{harbored} ~~hovered~~ persisted even after the settling of the alcoholic beverage question. I don't think that the students ~~really~~ really changed as a consequence of the passing of the regulation; I think they were more discrete in their drinking, and they retained their dislike of the Admiral for his manner of ^{dealing} ~~dealing~~ with them. ~~Now~~ Now the Admiral was forthright and was firm, severe, and he tended, I must say, to let the committees of the faculty who worked under him with ^{delegated} ~~delegated~~ responsibilities perform as they wanted to. There were two major committees in which I had responsibility. One was the committee on academic status; the other was the committee on discipline. The Admiral never overruled those two committees during his entire term of office. As a matter of fact, the only criticism he had of the committee ^{of} ~~of~~ academic status was that the standards of the College were less high than he felt they should be. He was a rigid disciplinarian, and he had high academic standards, but his manner of ^{enforcing} ~~enforcing~~ those high standards was through the technique of punishment or separation rather than through any of the more usual forms of behavior modification. ~~‡~~ The last few years of his term of office saw ~~the normal student activities,~~ the normal student government activities somewhat quiescent. I think that the term "the age of apathy," which was applied ^{very} ~~very~~ broadly to college students during that period applied quite appropriately from

say, 1955 or '56 down to about 1960. It was a period in which there was nothing of real distinction in student government. It was a period in which the activism of the earlier period had simply been overcome by the president. And I do not look upon it as a period in which self-government, self-direction, and so on achieved any substantial development at all. As a matter of fact, aside from the conflicts between the President and the students on the liquor regulation, the only kind of mass activity was ^{the} a so-called panty raids ~~raids~~. They began about 1952, and I think that the last one occurred in the first year of Dr. Paschall's term of office--that is 1960-1. Well, these were generally not enormously disturbing. As a matter of fact, my chief concern about the panty ^{raids} ~~raids~~ was ^{the fact} that nonstudents were almost inevitably drawn into them, and this posed a kind of disciplinary danger that we college people weren't able to deal with. The activities were sometimes childish and sometimes annoying, but they did not represent any profound disciplinary disturbance. They weren't anything that one should ~~anything that one should~~ be too upset about for very long. Well, Admiral Chandler in 1960 became the ^c ~~chancellor of colleges~~ of the Colleges of William and Mary, which involved William and Mary in Williamsburg and several branches, And Dr. Paschall became president. [#] Now Dr. Paschall's early years--and I mean by early years about the first two or three years--were a sort of era of good feeling. Student government became somewhat more ^t ~~substantial~~, became more active. Student conduct was pretty good. But by 1962, the beginnings of protest were felt on the campus.

Those beginnings of protest were centered first of all about concern over the Vietnam War. They were not directed at the outset against the College in any respect. The College permitted the various demonstrations which they ^[students] undertook. They were not disruptive; They were an expression of personal opinion; They involved both faculty and students, And frankly I did not feel any great concern over them. The students, however, had an object against which they could protest, and this was a unifying force. The students also were aware of the effectiveness of the protest. In the civil rights movement, particularly to the south of us. And the protest, the demonstration, the parade, or whatever you want to call it, became a not unusual form of behavior after about 1962. However, moving from the expression of dissent with respect to the Viet Nam conflict, the students began to give expression to their dissent over what they considered restrictive college regulations. There were protests, sometimes emanating in student government, sometimes out of student government, sometimes documented with a great deal of evidence, and sometimes expressed rather as "we want thus and so." They ranged from such things as concern over the prohibition of alcoholic beverages, the prohibition against the use of automobiles by students, and of course (and in particular) the regulations regarding visitation in the dormitories. Well, both the automobile and the regulation against the use of alcoholic beverages were modified by Board ^[of Visitors] action. A great deal of documentary support for those two things came from the student Association and from the General Cooperative Committee. I would think that in general, the way that the students worked out their dissent and their protest in those two items was exceptional. Now the other protest over the rules and regulations governing visitation of men and women into the other sex's dormitory was a

great deal more vigorous and resulted in much more open conflict.

The ^{session} year 1969-'70 (~~the session~~) saw a climax to that kind of protest. It really began with the so-called "dorm-in" in the men's dormitories in October of 1969, and it progressed to the federal court hearing in the spring of 1970. The culmination of that was the requirement that the college formulate and promulgate its rules and regulations in complete clarity so that students would know what it was they were expected to obey. Now in the fall of 1970, Dr. Paschall indicated his intention to retire at the conclusion of that session, and as a consequence, the session 1970-'1 was a sort of holding session when nothing very much occurred. ~~But~~ of course, the issue was unresolved, and it remained unresolved until President Graves came in and the rules and regulations were modified. I would say that the social life of the students during that period underwent a quite considerable change. It underwent a change that somewhat paralleled the shift from the dancing forms that had existed through the days of the war and into the '50s to the rock concert, which became popular in the 1960s. The group activities of fraternities and sororities also underwent a change. There was a great deal more group activity in which fraternities and sororities individually paired up for social activities. This had begun with the lodges back in the '50s, and it achieved its full development in the '60s. The public events that the students enjoyed also underwent changes; the class dances and the seasonal dances that students used to have became much less popular. Ultimately with the development of William and Mary Hall

and the large rock concert, those smaller dances almost disappeared. There are a few now and then, But they are nothing compared to what they were before the '60s. Discipline, the administration of discipline, underwent a fair amount of change. The change was toward the direction of a better guarantee of the students' rights than was the case in a great many institutions. Now I say in other institutions for the reason that beginning in 1946, when Dr. Woodbridge was appointed a member of the discipline committee, that committee employed a procedure which assured the student the protection of his civil rights in ways which did not become generally applied until way into the 1960s. As an illustration, students were clearly informed of the charges against them. They heard the evidence and testimony against them. The accused cross-examined the people who testified against them. The students were guaranteed the right of appeal and so on. The guarantees of civil rights which many colleges had denied through the '60s had been guaranteed to students at William and Mary as early as 1946. Still this was not student self-government; it was a form of government in which there was student participation, and I think most students who took part in that would say, ^{that} it was participation ^{on} an equal footing with the members of the faculty and administration who were also on the committee. So we were moving toward a ~~better sense,~~ better kind of self-discipline and self-government than we had had in earlier years, But the full development had yet to be made. The rules and regulations of the College became successively more ^{palatable,} ^{prominable} and I suppose that

that could be explained as due to a number of factors, including most particularly the very extensive social change which characterized American society during and after World War II. This is another illustration of the way in which student attitudes, students conduct, and so on reflect the force of the external environment. There is no doubt in my mind but what the things that students considered to be original with them were in many instances absorbed from the broader social culture. So if I look over these various changes that have occurred from 1924^{down} to the present, I would say that the most persistent and significant change has been the relaxation of social rules and regulations and the assumption of a higher degree of personal responsibility in self-government.

Session 8

"The Story telling Hour"

March 25, 1976

Williamsburg, Virginia

Lambert: I suppose this ought to be called the "story telling hour." By way of introduction to the topic let me say that I undertake the project with great reluctance and some degree of fear lest the stories may be a little disappointing. Stories such as these are most amusing when one knows the characters personally or when the story illustrates a point or has some other appropriateness to a situation. Also, anecdotes are best told to a group of listeners rather than to an unresponsive recording machine; of course the listeners stimulate the storyteller to elaborate details and to embellish what Gilbert and Sullivan called an "otherwise dull and uninteresting narrative." These comments express my reluctance and also constitute a warning lest the listener be disappointed by what I have to say.

The oldest anecdotes I know about William and Mary center about Henry Billups, who was the old bell ringer, Dr. J. Lesslie Hall, professor of English from 1888 until his death in 1928, and President Lyon G. Tyler. All three were at the college when it opened in 1888 after having been closed from 1881 to 1888. Dr. Tyler served as president from 1888 until

Dr. Chandler succeeded him 1919 (Dr. Tyler lived on until the mid-'30s). Dr. Hall joined the faculty in 1888^{and} served as professor of English and dean of the faculty until his death in 1928; And Henry Billups worked from 1888 until 1951, but he remained in the vicinity of the college until his death in 1955. There were others at the college during this period who were leading characters of stories, but Henry continued to be the source of stories until his death in 1955. There's a wealth of *equally* good humor among these three. They were amusing characters; They knew it, and they played their roles with great good humor.

Henry was often accused of tipping the bottle a little too frequently. I recall seeing[#] him when he showed signs of having been drinking, but he was never less than a gentleman. This leads me into what might be called "ethnic stories," and I have to enter a caveat at this point. The telling of these stories doesn't indicate anything^{about} my attitude toward the races, and I certainly don't mean to make derogatory remarks about Henry. I'm telling what I think are amusing^{things} about the way Henry behaved during the time that I knew him. # John Stewart Bryan had a great love of Henry, and on one occasion he gave him a black derby. So on several homecoming day parades Henry rode in the parade in his own private car. He sat in the back seat; the top was down, and Henry bowed and tipped his derby to the alumni and friends standing

along the street. He enjoyed this a great deal. I suppose you might have said it was ^a little exhausting because right beside his feet on the floor of the ^{back} seat. Henry had a little brown bag and a pint of bourbon whiskey, and inevitably there would be places along the parade route where Henry could refresh himself against the arduous activities of the day. ^f Dr. Hall always said that Henry conducted a class in boozology and that he reported his grades on the bulletin board in front of the Wren Building, as all of the professors did in those days. Henry gave everything from a double F to a person who ^{was} would be a member of the W.C.T.U. up to a double A, and Henry posed no objection to those who failed the course ^{taking} it over again. He said on occasion, "If they get an F, don't worry. Just enroll in the next semester and go ahead with it." Well, Henry was very careful to let his friends know that he never bootlegged, but during the period of Prohibition, alumni would come back ~~to~~ ^{on} homecoming day, and a great many of them in the course of the day would see Henry and say to him, "Now Henry, I know you don't bootleg." And Henry'd say, "No, sir, that's against the law." "Now Henry, you could find a little whiskey for me if I wanted some, couldn't you?" And he'd say, "Yes, sir. Yes, sir. You just give me \$2.00, and I'll meet you back there behind the Wren Building ~~in~~ about half hour from now." So Henry would skip somewhere across the street there in the neighborhood of Scotland Street ^{where} ~~or~~ he lived on Armistead

Avenue, and at the end of the half hour Henry would come back with a pint bottle of ~~corn~~ whiskey. Well, I think it was in 1934 repeal occurred, and it seemed to me that every alumnus who came back to the college had a bottle of whiskey on his hip and was very proud of being able to do this legally. One of them met Henry and said, "Henry, I'm not going to ask you to get me any whiskey today. I've got something right here on my hip. Now Henry, I can't give you a drink out of that bottle." He said, "No, sir. No, sir. You can't let a colored man drink out of that bottle." And the alumnus clapped Henry on the shoulder; "It's awfully good to see you," and so on and passed on. A second one came along and pulled that same story. "I'm not going to ask you to get me any whiskey. I've got my own whiskey. I'm sorry I can't give you a drink, Henry." "No, sir, You can't give me a drink out of that bottle." When the third one came along and pulled that story, Henry said, "It just so happens I have a glass right here," and he reached back to his hip pocked and pulled out a little four-ounce cheese glass, and he had his drink with the alumnus.

When John Stewart Bryan became president in 1934 he took it upon himself to entertain the staff of the college a great deal more than anybody ^{else ever} had, even back to Dr. Tyler's day. We had a couple of picnics down at the Lake Matoaka picnic shelter and entertained the maids and janitors and

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various other people. I remember on one occasion that Mrs. Epps², who had had five sons and a daughter all working at the college at the same time, occupied the most important place. She was greeted by everybody who came down there. I don't think Henry minded it; Henry knew it was just a special occasion. Mr. Bryan also invited many of the people to come to "Laburnum", his home in Richmond, to celebrate Christmas. Always on the day after Christmas or thereabouts Mr. Bryan and all of his family got out of "Laburnum" and turned the house over to the servants of the several Bryan families. On one occasion he made arrangements for a station wagon-load of the William and Mary servants to join those of the Bryan family at the party. Mr. Bryan had an old retired retainer -- I don't think he ever did anything but open the front door at "Laburnum" -- who was the central character of the Bryan people, and naturally Henry gravitated to him.

The old man remarked that with Mr. Bryan the president, William and Mary was going to be a very ^{great} college, would show improvement with Mr. Bryan there as president, and so on. Henry took some issue with it and said, "William and Mary was a great college long before Mr. Bryan was ever born." And there came to the ^{surface} ~~service~~ a very quick and hot argument which had to be broken up by Ernest Cumber and some of the people from William and Mary, along with some of the cooler-headed ones at "Laburnum." In other words, Henry considered

the college and even his role in it a great deal more important than that of this Johnny-come-lately who had become president of the college. ~~And~~ And then one Christmas -- just before Christmas -- Mr. Bryan had a big bowl of eggnog made and told Charlie Duke, the assistant to the president and bursar, to invite people over to the President's House for a little eggnog. So Charlie said to Henry, "Henry, Mr. Bryan has a little eggnog. Won't you come over after work this afternoon and have a cup?" And Henry's reply was a classic one: "Mr. Duke, I've been brought up too polite to refuse." And so he joined in the party. Apparently it was^d pretty good party.

There was another old man on the staff at that time, "Uncle Alec" Woodall. "Uncle Alec" had come to the college with Dr. Tyler in 1888, but he had gotten into some sort of argument, and he left the college about 1895 or 1896 and had gone ~~up~~ to live with Colonel Ewell up above town. After the death of Colonel Ewell, Alec came back and joined the college staff, but the older members of the staff -- Henry and Ernest Cumber and some of the rest of them -- weren't at all cordial toward "Uncle Alec" because "Uncle Alec" wasn't as loyal as they were. he had left the college and gone somewhere else to work for awhile. Nevertheless, "Uncle Alec" lived near the campus. (His wife was dead).

He strolled around with a little white poodle dog that slept in the coal bin; it was one of the most disgraceful things you ever saw. I don't know what "Uncle Alec" did; I suppose that he worked somewhere on the grounds or in one of the buildings, but he used to walk across the campus, and he would call out at the top of his voice, "Hey, yop!" and students would answer him from somewhere else on the campus, "Hey, yop!" And he ^{always} was accompanied by that little dirty white coal-dust black dog. Well, "Uncle Alec" in his later years got married again, and his new wife found that he had one room of his house filled with cast off clothing given to him by the students. "Uncle Alec" would come up to you on campus and say, "That's a nice looking suit you've got on. You got any

Is this what you meant? *Yes - J.W.L.*

suits in your wardroom you want to give away?" And you would be cordial to the old boy and give him suits you'd discarded.

He was running a good second ^{hand} clothing business with the suits that he got from the students. [#] "Uncle Alec" attended that party at the President's House that Charlie Duke had ~~been~~ ^{Henry} invited to. The next morning William Cumber, who was the butler for the president, came to see Mrs. Duke-- Mrs. Duke was Mr. Bryan's hostess-- and he said, "Mrs. Duke, you through with those flowers in the back living room?" Mrs. Duke said, "Well, yes, William. I wanted to ask you to throw them out and replace them." He said, "Do you mind if I give them to Mrs. Woodall?" And Mrs. Duke said, "No, that's perfectly ^{all} right, but why do you want to give those old flowers to Mrs. Woodall?" "Well," he said, "You know 'Uncle Alec' was over here at the eggnog party yesterday, and he took just a little bit more than he should have. [#] When he got home and Mrs. Woodall sent him out in the backyard to get some wood for the stove, [#] he brought it in, sat down in his rocking chair, and he just went off sound asleep right there, and Mrs. Woodall was a little bit upset about you letting 'Uncle Alec' get drunk like that." So Mrs. Duke said, "Well, William, you take those flowers over to Mrs. Woodall, and tell her I'm awfully sorry about 'Uncle Alec,' and I hope he feels better this afternoon."

To go back [#] to somewhat earlier days, Henry had charge of the Wren Building; [#] he carried the key, and on one occasion

Henry had had a little too much to drink one Saturday night, and Dr. Tyler was called to deal with ^{the matter} ~~it~~. Dr. Tyler saw Henry and said, "Billups, you're fired." Henry thanked him and went on home. On Monday morning when time came for the college to open, the Wren Building was locked. So Dr. Tyler said, "What's the trouble? Why is the Wren Building locked? Go get Billups!" Well, they went down the street -- Henry lived on Nassau or perhaps Henry Street at that time -- and asked Henry ^{to} come up and open the Wren Building. So Henry came up, went to see Dr. Tyler, and Dr. Tyler said, "Billups, why haven't you got that building open?" And Henry's reply was, "Dr. Tyler you fired me." He said, "If you don't open that door right away I will fire you. Get in there and open it ^{immediately} ~~again~~." And there are ^{other} instances when Henry got fired on Saturday night and was reemployed on Monday morning.

In those days Henry had to be on hand to open the building at night if there was a meeting there. There was a discipline committee meeting (that ^{meant a} meeting of the entire faculty with Dr. Tyler), and Dr. Tyler went over to the chapel to attend the meeting, and he turned to Henry and said, "Billups, what time is it?" And Henry said, "Dr. Tyler, I ain't got no watch. I don't know what time it is." "Well," he said, "Billups, do you know where the sundial is?" "Yes, sir." (This was the sundial which was given by the ^{Flat Hat in} ~~class of~~ 1911 and stood out behind the Great Hall, the northern wing of the Wren Building.) "Well," he said, "Go out and look at the sundial and see what time

it is." And Henry said, "Why, ~~Dr. Tyler~~, you can't tell nothing by a sundial at night." "Well, take a lantern, sir, take a lantern and find out what time it is."

That event came back to attention in ~~I think it was~~ 1938, ^{which} 1938 was Henry's fiftieth anniversary of employment by the college. Colonel John Womack Wright, who was an alumnus of the college back in the first decade of the century, ^Iguess, thought that we should do something to recognize Henry's long and devoted service to the college. So on homecoming day that year a ceremony was held in old Phi Beta Kappa Hall, and Colonel Wright presented Henry with a watch and ~~a~~ chain, with a bell on the chain. Well, Henry and all of his family and all of his friends were there. Henry and Colonel Wright and perhaps the alumni secretary, Charlie McCurdy, were, as I recall ~~it~~, the only people on the stage, but the first row or two of seats in the audience were occupied by Henry's friends and his family. So Colonel Wright made a very nice little talk and presented Henry with the watch and chain and the little bell, and Henry bowed graciously and accepted it and expressed his appreciation, and then went to the lectern. Now while this was going on the audience had all risen, they were about to take their seats when Henry moved up to the lectern, so everybody remained standing. Henry said, "I just want to say one thing: ^{there's} no college anywhere in America that has been as nice to people as William and Mary. It's the greatest college in America, and we all ought to be very, very

proud of it." And he turned to go back to his seat and the audience turned to sit down, but Henry changed his mind before getting to his seat, and he ^{said} ~~says~~, "One more thing. There's no place anywhere in America where the alumni are as kind and thoughtful to the people who work for them as William and Mary. This is a great institution, and we all ought to be proud of it," and so he started off just like that. Well, Henry went back and forth between his chair and the lectern for about twenty minutes, and the audience alternately started to sit down, ~~got ready to squat,~~ and then had to stand up again to hear Henry through another twenty minutes or so. It wasn't ~~all over~~ ^{before} ~~until~~ we realized ~~and found out~~ that Henry had had a few drinks just to fortify himself against the rigors of the event.

It was very hard to find Henry ~~except~~ during the daytime, ~~except~~ when he rang the bell in the Wren Building. He would be there at the bellrope. He would ring the bell, and the most familiar recollection ^{I have} of Henry is of Henry holding his watch in his left hand and pulling [#] that bellrope with his right hand. He was usually on time. If you tried to find Henry between hours you might try him about mailtime. Now mailtime was something like quarter of 11:00 or 11:00, and for the last twelve or fifteen years of his career Henry broke in a substitute to help carry the mail. His substitute was young Alfred Epps ^l, whom Henry called "Ikie." Now "Ikie" was about five feet tall and Henry was about six feet tall, and the mail

the college got in those days would fill up, say, a third of the average mail bag. . . wasn't very much to it. One person sorted the mail and distributed it up in Marshall-Wythe Hall, which was later renamed James Blair Hall. It was quite a sight to see Henry slowly walking up the campus, smoke^{ing} a cigar, trailed by "Ikie," much shorter and with a heavy bag of mail over his shoulder. If you asked Henry how it happened that he had that little fellow carrying his mail, Henry's reply ^{was} always ^{that was} he's breaking in on the job ^{him}.

Now to go back to finding Henry at other times when he wasn't ringing the bell or getting the mail, ^{or} taking the mail downtown, you had to be a real detective. You'd ask Ernest, "Ernest, you know where Henry is?" "No, sir." "Ernest, we have to find Henry right away." "He's over in the building." "Where Ernest?" "Over in the buildings. Over on the other side of the campus. He's over in a building." "Well, can I go get him?" "No, sir, you can't find him." Well, it would turn out that Henry, after ringing the bell at 10:00 in the morning, would go to the Dodge Room of Phi ^[old] Beta Kappa Hall, and there he would have a brief meeting with his friends from the other buildings. I got in there once, and I was amazed to find that every maid and janitor of any building near at hand was sitting around, smoking and talking with Henry. Henry had the position of the central person in the show, and he was smoking a cigar and having a fine time about it. That went on in Henry's later days.

I once commented to Henry ~~that~~ -- this must have been some time in the late '40s or '50s after Henry'd been on the staff for sixty years or more -- ^{that} it didn't seem to me that he did very much work. And Henry said, "No, sir, ^{have} I did my work." He did his work, and he didn't intend to be bothered by any young instructor calling him for neglect of duty.

Well, Henry, as I say, retired in 1951. He'd been at the college sixty-three years when that happened. He was sixteen years old when he came to the college, so he was right far beyond the retirement age. Some years later when his successor was about to retire, there was some discussion over how long the successor, Arthur Hill, had rung the bell in the Wren Building. And so I went to the personnel office to find out when Henry had retired from the college, and I noticed that the college had its personal retirement system in operation at that time. Under the ^{retirement} system, ~~as a state employee you were compelled~~ ^{had} to retire at age 70. ~~The young man in the personnel office who looked up the record said, "This is interesting. Looks to me like this man never retired." I said, "What do you mean 'never retired?'" "Well," he said, "right on the ^{top of his folder} ~~face of it~~ is a letter from the governor of Virginia saying that in view of his long and devoted service to William and Mary, he should be retained on full employment until his death," so Henry received full pay from 1888 until he died in 1955.~~

I said earlier that Henry lived down on Henry Street.

That was then the area near the restored area of the city, so when Dr. Goodwin was buying up land for Mr. Rockefeller he explained to Mr. Rockefeller that Henry was a devoted and highly regarded citizen of the city of Williamsburg and that he, Mr. Rockefeller, should make some recognition of that in giving Henry a good price for his home. So Mr. Rockefeller agreed and told Dr. Goodwin to do whatever was right under the circumstances. So he ^[Goodwin] went to see Henry, and he said,

"Now Billups, Mr. Rockefeller knows you're a good citizen, and he has authorized me to offer you \$20,000 for your home. I have the check here if you'll accept it." Henry said, "You better give it to me before you changes your mind." So he took the \$20,000 and ~~then~~ bought a plot of land on Armistead Avenue. He decided that he would make an investment of that \$20,000; He would build a home and rent it to a faculty member. It was good and close to the college, and it would have ^{had} a good rental value. So he went to work and actually had made a tentative agreement with a member of the faculty to rent the house. Well, as the house came along it looked more and more attractive to Henry, and finally one day as he stood there and saw the men put the finishing touches on it, Henry said, "That is too good a house for a member of the faculty. I'm going to live in it myself." And so he lived in it until his death, and his family -- his daughter, who is a grandmother now -- lives in the house to this day.

I had the kind of relationship with Henry that a great many alumni had. He was a source of great information and help. When I came to Williamsburg to teach in January 1931, I called on the people I knew for assistance. I went to see Dr. Morton and asked where I might live, and he told me where Dr. Guy lived and that he thought that Dr. Guy had a room he wanted to rent and so on. So I rented a room from Dr. Guy. And then when I went over to the college and went to work there arose the problem of having my laundry done. I sought out Henry and said, "Do you know where I could get my weekly laundry done? It doesn't involve the bedding, towels, things of that sort, just my personal laundry." He said, "Rebecca'll take care of that. You bring your laundry over to the office -- and bring it on Monday morning, always on Monday morning. Rebecca'll do your laundry, and I'll bring it back to you Wednesday afternoon." I said, "Fine, Henry. How much ^{is} that going to cost?" Well, we did a little arguing, and it ended up \$1.25 a week. Well, ~~in~~ ^I in December of 1936, I was looking forward ^{to} Mrs. Lambert's and my wedding, and Henry stopped me on the street one day and said, "I hear you're going to get married." I said, "Yes, Henry. We're going to get married in Richmond, and by the way, I hope you'll be there for the wedding." "Oh, yes, I'm going to be up for the wedding. I'm going up with lots us boys. We going up there in a college station wagon. I ain't talking about that; I'm talking about your laundry." "Well," I said, "What about my laundry, Henry?" "Well," he said, "you're getting

married; There's going to be more laundry." I said, "No, now Henry, I don't think that's going to happen that way." "Well, there'll be a little something here and little something there. It'll add up. You're laundry going to be a quarter a week more." Well, I hadn't much choice, so I went on and accepted it. Then in 1939 my sister came to college. She lived at my house, and Henry again stopped me on the campus one day to say, "You got a sister in college?" I said, "I have, Henry." "She live over at your house?" I said, "Yes." He said, "Your laundry --" I said, "Wait a minute, Henry. She's not going to send out any laundry. She's going to take care of her own laundry, or send what she needs to back home. He said, "There'll be a little something here, a little something there. It'll add up. It's going to cost you a quarter a week more." So right ^{away} on he got us up to \$1.75 a week. And then after her graduation in '43 there was no adjustment made, and at that time I went into the navy.

Well now, I stayed in Williamsburg throughout the war, and Rebecca continued to do my laundry. I was with the chaplain's school as personnel officer and had a lot of other minor administrative duties. One day the officer of the day came to my office and said, "There's an old colored gentleman out here who wants to see you." I said, "Lieutenant, what's his name?" "Well, he wouldn't tell me his name. He said you'd know who it was." Well, I didn't know who it was, but this piqued my curiosity, and I said, "Well, bring him in."

← It was Henry. Now when the navy started out in Williamsburg we had two uniforms: the blue dress uniform and the white summer uniform, but we soon got a third uniform, the working uniform, which would be khaki or a little bit later on, gray. In any event, when we got the khaki uniform, which was very appropriate for summer wear, we also got a khaki shirt to wear with it. So when Henry came in to see me I said, "What's the trouble, Henry?" He said, "You ain't wearing a white shirt." "No, Henry, this is a khaki shirt." "Well, gentlemen wear white shirts." I said, "Henry, this is the summer uniform of the navy." "Who says so?" I said, "Henry, it's the rule." "Well," he said, "Change the rules. Change the rules. Gentlemen wear white shirts. Becky don't like to see you in those khaki shirts." "Well," I said, "Will you please tell Rebecca that for the duration of the war I'll have to abide by the navy rules and wear the khaki shirts. Tell her I understand they don't do up as nice as the white shirts." "Well, I'll tell her, but she won't like it."

There are many other stories about Henry. I doubt that you could get together two alumni of the period before 1930 or '40 without stimulating two or three stories about Henry and Dr. Tyler and Dr. Hall.

Dr. Tyler was a most gracious gentleman. I was shocked and surprised at a reception at "Laburnum," Mr. Bryan's home in Richmond, when this very handsome gentleman came up to me and

introduced himself. He said, "I'm Lyon Tyler. I understand your name is Lambert." I said, "Yes it is." "Well," he said, "You're my successor." I said, "No, I'm not your successor. You couldn't possibly mistake me for John Stewart Bryan. (John Stewart Bryan was about 6'10"; I was 5'3 3/4".) "No," he said, "I don't mean that. You're teaching psychology aren't you?" I said, "Yes sir, that's right." He said, "I was the first to teach psychology at William and Mary." And later I went back and got out an 1889 catalog -- the first catalog to be published after the college had been closed for seven years -- and sure enough, Dr. Tyler had taught a course in psychology at that time.

¶ I didn't meet Dr. Tyler on any other occasion during his lifetime, but a biography of Dr. Tyler will show that after the death of his first wife he married a Miss Ruffin and had two sons by her. The older was Lyon G. Tyler, Jr., and the younger one was Harrison Tyler. About 1942 when I was dean of men and director of admissions, Mr. Duke from the president's office called to say that Mrs. Tyler wanted to see me, and she was on her way down to my office. So I met Mrs. Tyler, ^{and} this tall, slender adolescent, and Mrs. Tyler said, "Mr. Lambert, this is my son, Lyon Tyler, Jr. I have decided that he will come to William and Mary and upon getting his degree here go to the University of Virginia and study law. Will you please make the necessary arrangements?" And that was that. He did just that, but he

[Civil War]

subsequently after the 1961-'65¹ memorial years entered Duke University as a graduate student in history and achieved his doctorate and has for some years now been teaching American history.

Dr. Tyler was noted for his forgetfulness. He would come to chapel in the morning -- and by way of explanation let me say that until 1926 the college had chapel every morning. Before Dr. Chandler's coming to the college every man went to chapel every morning. When Dr. Chandler became president ^{and} they increased the enrollment, we attended chapel by class: Monday the seniors, Tuesday the juniors, and so on. This was made necessary by reason of the fact that the chapel would seat only about 100 people ~~anyhow~~. Well, Dr. Tyler attended chapel quite regularly, and on occasions he would be in a hurry to get to chapel on time and would go over to the chapel without his collar and tie. He would take his place on the little stage at the front of the chapel, and Henry would come up to him and whisper in his ear that he "wasn't wearing no collar and tie," so Dr. Tyler would defer the opening of chapel while Henry went back to the President's House to fetch the collar and tie.

One of Dr. Tyler's daughters married James Southall Wilson, who was, I think, about the class of 1904 or so. Wilson in later years was on the faculty at University of Virginia as professor of English and subsequently as dean of the graduate school. In those days there were a number of

graduates

William and Mary [^] who went to the university for medicine or for law or for other academic subjects, and Dr. Wilson and Mrs. Wilson would have ² ~~the~~ reception for the William and Mary people who were just entering; This was a regular occasion in the fall. About 1931 or '32 a William and Mary alumnus by the name of Bowen went up to the university to study law. With the group of other William and Mary alumni he began to pass on some of the stories he ^{had} heard about Dr. Tyler and his forgetful ^{ness}, and he told the story that I've heard from other sources that on one occasion Dr. Tyler had gone to Richmond with two ^[of his] children, and when he returned in the evening on the train Mrs. Tyler met him at the door to welcome him home, and then said, "But Lyon, where are the children?" And Dr. Tyler said, "Lord bless me, I left those two children standing on a corner at 7th and Main Street in Richmond!" Well, Bowen told this story and got his laugh, and then he said, "I suppose there's not a word of truth in it, but it makes a good story anyhow." Mrs. Wilson came into the conversation and said, "Young man, I'll have you know there is a word of truth in it. I was one of the two children left standing on the corner in Richmond!" (You have to beware about telling stories about Williamsburg to Williamsburg residents; there is always a fair chance that a cousin will be in the audience.)

Dr. Hall, who was a Richmonder and who attended McGuire

School and then I think Hampden-Sidney and then took his graduate work in history and English at Johns Hopkins University, joined the faculty in ¹⁸⁸⁸1892. Dr. Hall was devoted to Virginia, Phi Beta Kappa, and the Episcopal church, and since he wasn't a graduate of William and Mary he couldn't be quite as strong in his allegiance to the college as he was to the first three. If it hadn't been for that he would have had four keys to heaven: the church, Phi Beta Kappa, Virginia, and William and Mary. He had strong likes and dislikes. He had been a student at Johns Hopkins when the ^{Eastern} Utah Street Savings Bank collapsed; he lost his savings, and he never forgave Baltimore for that. Along in the early '20s Dr. Joseph Rowe and Mrs. Rowe joined the faculty (Dr. Rowe taught mathematics for several years here). One morning as Dr. Hall was walking up the center walk of the college yard to the Wren Building --he always came up at 10:00 in the morning -- he met Mrs. Rowe, and he said, "Mrs. Rowe, I understand you come from Baltimore." She said, "Yes." He said, "I went to Johns Hopkins, you know." She said, "Yes, I've heard that." "I just want to say. I don't like Baltimore or any of its people in the city. Good morning, m'am" and walked on his way. That is a very brusque and perhaps discourteous thing to do, but it was Dr. Hall.

I said he came up that walk at 10:00 in the morning. When he did he had his coat thrown over his shoulders. ~~Didn't~~

stop to put his arms in the sleeves at all. He just put the coat over his shoulders like a cape and walked along. And one morning a student was walking up the walk with him. The student kept glancing sideways at him, and Dr. Hall said, "I suppose, young man, you wonder why I wear my coat like that." The boy said, "Well, frankly Dr. Hall, I was wondering ^{about} it." "Well, it's to keep myself warm, you jackass, to keep myself warm" and walked right on.

On a similar occasion he was coming up the walk and he met Dr. Guy. Now Dr. Guy came from Newfoundland. He had attended college in Nova Scotia and had won a Rhodes scholarship from there and then had ~~been at~~ Oxford and finally took his doctorate at University of Chicago. No where along the way had he had the opportunity to join Phi Beta Kappa. He was made ^{an} honorary member of Phi Beta Kappa by William and Mary in later years. But Dr. Hall met Dr. Guy on the way up the street, and he said, "Morning, Guy." And Dr. Guy said, "Good morning, Dr. Hall." Dr. Hall said, "Guy, are you a member of Phi Beta Kappa?" And Dr. Guy said, "No, Dr. Hall, I'm not." "Well, you ought to join. It's a good society. You ought to join. Good morning," and walked on his way.

I had, I think, at least three classes with Dr. Hall. I know I took Virginia history, and I took an extensive course in Shakespeare and an intensive course in Shakespeare, and I don't know exactly how I happened to graduate without having taken his Anglo-Saxon. I should say how I happened to graduate as an

English major without having Anglo-Saxon or reading Beowulf.

I suppose it occurred because I had graduated in a summer session on the basis of three year's work. But I graduated in August of 1927, and that fall when I was at Johns Hopkins

I came back to visit the college and went over to the Wren Building between classes to see Dr. Hall. ^{When} I had

met him, ^{I said,} "Dr. Hall, glad to see you, sir." "Yes, yes," he ^{replied,}

^{I said} "Why aren't you taking my Anglo-Saxon?" I said, "Dr. Hall,

I graduated." "Humph," he said, "There must be some mistake."

Well, that took all the wind out of my sails that there had been some mistake about my graduation.

His heroes included above all Edgar Allan Poe. He was very much impressed with the notion that he, Dr. Hall, had attended McGuire School in Richmond, where Edgar Allan Poe had also attended school. "Just think," he would say, "I may have sat in one of those chairs that Edgar Allan Poe sat in." He was just as intense in his dislike of Longfellow as he was in his love for Edgar Allan Poe. When Dr. Hall graduated at Hopkins his thesis consisted of a translation of Beowulf into modern poetry. He was very proud of that.

He thought he was a pretty good poet, and when he was made a member of the ^{London} alumni society of poets and artists this really went to his head. Well, he thought one of the best essays

he'd ever read was one by Poe called "Longfellow and Other Plagarists." He thought that was just wonderful

writing. Well, this story is centered about John Latané Lewis,

Jr., who graduated around 1930, I guess it was ^A maybe a little bit later. He studied law; He was later a librarian at the law school and a member of the faculty. He is retired and lives here in Williamsburg. But one day in class Dr. Hall asked one of his general questions to which the entire class was expected to respond, and the question was: "who is the greatest poet that Virginia has ever developed?" And the answer was perfectly easy, Edgar Allan Poe. And then: "who is the greatest poet ever in America?" Well, the answer again was Edgar Allan Poe. Then: "who is the greatest poet in Virginia today?" Nobody said a word thing, and the old man leaned forward over his desk, and he said, "Some people say that I am." Well, John Lewis in the back row said, "Ha, ha, ha, ha." He hadn't meant to be discourteous, but he simply was amused at the idea. The old man put his hands on the front of the desk and pulled himself up and said, "Thou ^{putting} milksop. Thou damned fool." Well, John regained his good graces and graduated ~~with~~ in order.

Just as he disliked ^{Eutaw} Utah Street Savings Bank and the city of Baltimore and Longfellow ^{, Dr. Hall} he also disliked Toano because Toano at one time had tried to get the county seat of James City County up there. It was located in Williamsburg; Williamsburg wasn't even in James City County, and some of the Toano residents felt that the county seat should be moved. Dr. Hall didn't think it should be moved. He thought the county seat should be right here, and he made no bones about

it. He had a great way of asking the members of his class at the beginning of the year, "what's your name, where're you from?" and if somebody said "Toano," he said, "You can't pass my class. You can't pass my class." And so far as I know it was a regulation that was fully observed: Toano people simply didn't stay in his class.

He had a great way of saying, "Move up front, brethren, Move up front." And I know of instances ^{where} students who sat in the back row the first month, I got a grade like $71\frac{1}{2}$, moved up midway in the classroom and got a grade the next month of about 80, and then took their seats on the front row in the final month and graduated with an "A". He was a little cantankerous about his grading. My first year in college he gave numerical grades (I guess all three years we followed numerical grades) and Dr. Hall gave fractions. He liked to make wisecracks, but he disliked for students to make a wisecrack back at him. On one occasion, Edward Lamberth, with whom I was in class, was rash enough to wisecrack back at the old gentleman, and he failed the course with $74\frac{1}{2}$.

Dr. Hall had very little warm feeling about the girls, about the ladies; he did not think very much of William and Mary's having gone coed. He taught during the summer term, and he usually called his school teachers his "ancient lambs" and he meant it as derogatory term. Those school teachers, old school teachers -- they must have been thirty, thirty-five years

old -- would simper and smile and be pleased about it; He was making fun of them. Others he would say belonged to the "club of the mature minds." He had picked that up from the patients at Eastern State Hospital. There was a group of patients of Eastern State Hospital who called themselves "the mature minds," and Dr. Hall, if he was being critical of students in the class, would call them members of "the society of mature minds."

There were two sisters in the college in the '20s, the Berkeley girls. The younger was a perfectly beautiful little girl, and she knew it, and Dr. Hall went out of his way to puncture her sails or to deflate her. He was reading Macbeth one day, and he came to the section ^{with} of the three witches. He said he wanted the students in the class to read that passage, and he turned to Miss Berkeley, and he said, "Miss Berkeley, you be the first witch. You look like a witch." Well, of course, nobody ^{was} ever more completely deflated than little Miss Berkeley was when being told she looked like a witch, but that was Dr. Hall's way of ^{putting} her down.

Dr. Hall used to attend the meetings of the discipline committee; the whole faculty did. There were only six or seven members on the faculty, and they ^{discipline} constituted the committee. So ^{there} they had been one night a prolonged and difficult case, and Dr. Hall went home tired, irritable, exhausted. He had two sons, two young boys, and he immediately pulled them out of bed and began to spank both of them. And Mrs. Hall,

sweet gentle soul that she was, said, "Lesslie, why are you doing that? Those boys haven't done anything." "No," he said, "they haven't, but they will" so he gave a ~~proslactic~~ *prophylactic* spanking, a spanking in advance to protect himself against any misconduct on their part.

He wore wire-rimmed glasses which were never, never fitted to his face (They may have been the first time he got them at the optometrist) and they usually were dirty. About 1928 or so the Colonial Echo wanted to have Dr. Hall's photograph in the yearbook, so he was given an appointment to see the photographer and have his picture taken. The photographer got Dr. Hall seated in the chair and went around behind the camera and pulled the black cloth over his head so he could get the picture. He tried to see Dr. Hall's eyes, and he couldn't. He took the black cloth off and went around to see Dr. Hall and said, "Dr. Hall, something's wrong. I can't see your eyes." Well, when he got close to him he saw the reason: the glasses were just filthy. So he said, "Do you mind, Dr. Hall, if I wash those glasses off for you?" Dr. Hall said, "No, you can wash them." So the photographer took the glasses over to the basin in the corner of the room and washed them off thoroughly, dried them, and put them back on ^{him-} Dr. Hall said, "Ha! Haven't seen so well in years! I was thinking about going to an optometrist. Now I won't have to." I'm sure he never took any care of his glasses, never made any attempt to clean them.

He was an arrogant and a high-handed, self-sufficient teacher. He gave occasional tests, and if you happened by any chance to turn ⁱⁿ a paper that you had written with a hard lead pencil, ^{he} he sat at his desk, received the papers as you finished -- he'd pick the paper up and look at it and say, "Humph. ~~Nothing~~ ^{Nothing} written ~~a nickel~~ on this paper," and drop it in the wastebasket. So it early became known to every class that if you ^{were} ~~were~~ going to write a paper for Dr. Hall you'd better write it in ink or else in a pencil with ^a sufficient soft lead to make a real black mark because if it was the light mark of a hard lead pencil Dr. Hall would never read it.

Despite his somewhat questionable pedagogic techniques he really taught people a great deal about English. I suppose we learned by osmosis or absorption or something of the sort, but so many of his people came out with distinct love for Shakespeare ^{and} understanding and love for Poe and an understanding and a love for early colonial history. He seemed to give you very little material in class, but he was demanding in his expectations of you, and somehow or other you learned things.

Henry Billups and Dr. Hall and Dr. Tyler -- they fall together in a class. There were others in the olden days about whom other stories were told. There's a story of Dr. Wharton, L.B. Wharton (^{this} was back in the first decade of the century), and L.B. Wharton was called "Lima Bean" Wharton -- never to his face, of course. And there was Dr. Bishop, who was a very

clerical -looking minister. Dr. Geiger, who joined the faculty in 1916, and who was ^{my} math teacher ⁱⁿ and philosophy and with whom I worked when I returned to the college on the faculty in 1931, used to tell this story ~~and~~ I never can remember whether it was ^{about} Wharton or Bishop; I think it must have been Wharton. Dr. Geiger had a friend visiting him, and they went downtown. Dr. Wharton was in the post office getting some stamps. Dr. Geiger went up to him and said, "Dr. Wharton, when you're free I'd like to introduce a friend of mine." Dr. Wharton said, "Don't want to know him. Know damn too many ^{with} people already," ^{And} that dismissed him.

I think that the college underwent right sharp changes with the enrollment of women. Dr. Hall's language tended to deteriorate a little bit when he had classes of men only. I'm sure this was true of others that they felt a freedom in their classroom with the men that they never experienced again with the women. There were occasions when for reasons we men never knew ~~when~~ the women were absent from classrooms for a few classes of the day, and anytime Dr. Hall ran into something like that he would begin to use a little rough language; ^{He} was a little careless. He seemed to enjoy it. It was his way of expressing his masculinity.