

Thomas Granville Pullen

At the age of fifteen Thomas Granville Pullen came to Williamsburg to attend the William and Mary Academy, a preparatory school attached to the college. He stayed on at William and Mary, graduating in 1917. After service in the marines he taught school on the Peninsula (like many William and Mary students of the time he had been a state student, pledged to teach in the public schools for two years in exchange for a scholarship) and later went with the Maryland State Department of Education. For twenty-three years he was state superintendent of education in Maryland and after his retirement from that post was president of the University of Baltimore for about ten years. He and Mrs. Pullen, a graduate of the college as well, have been faithful patrons of William and Mary over the years.

This interview was recorded in the Pullen home in Catonsville, Maryland. The transcript was reviewed and approved by Dr. Pullen.

Thomas Granville Pullen, Jr.

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Catonsville, Md.

Williams: The first question I wanted to ask you, Dr. Pullen, is about the William and Mary Academy that we've been discussing. Why was it that you, a young man from the Peninsula, came up to the academy?

Pullen: Well, that's very simple. My father was a Methodist preacher, and in November 1913, he was assigned to what was known as the York circuit. He had ^{three} ~~two~~ churches: one in Seaford, which they called Crab Neck, another one in Dare, which they called Fish Neck, and another at Yorktown, where he preached every fifth Sunday. (Discussion of Mr. Crooks and Mrs. S. Smith, Yorktown residents). At any rate, we moved there in November 1913, and there was no four-year high school there. ^{There} ~~It~~ was a two-year high school, and I doubt that it was accredited. The nearest high school, I suppose, was in what was known ^{then and} now as Poquoson, but I don't think it was accredited. It was about fifteen miles away--almost as far as Williamsburg, and the roads were such in those days that fifteen miles was impassable and impossible both. ~~So~~ I did not have all the credits for college, ^{but} and I wanted to go somewhere. [§] Now in those days I think they required fourteen units for admission. I had ^{had} ₁ two years at New London Academy, one of the

oldest academies in the state, just out of Lynchburg. It was what they called a (congressional high school. There were ten of them in the state, subsidized or supported by the state and the federal government. It was classical and agricultural, too. . . . an excellent school. Every teacher was a college graduate, and some with master's degrees.

We moved then to Drake's Branch, where the high school was a good one, but it was not accredited. So I just didn't have the credits. If I had gone to college at that time I would have gone to Randolph-Macon, from which my father was graduated, but it was too expensive. Even with a scholarship, as a preacher's son I couldn't afford to go to that school. He could afford it, but I couldn't. (I tell you that because it has an important bearing on my whole career and my life.) At any rate,

one night there was a meeting down somewhere in York County ^{that} my father and mother attended, and they met two individuals whom I shall mention later: Jackson Davis, who later became the president of the General Education Board (I roomed at college with his brother in my last year [discussion of other family relationships]) and George Oscar Ferguson, who was the principal of the academy and who later, ^{after} he left William and Mary as a teacher of psychology, became dean of the college of liberal arts at the University of Virginia. My parents told them about me, and they said, "Send him on up to William

and Mary, and if he can't get in the college we will take him in the academy." Now I'm going to anticipate one of your questions.

Williams: Okay, fine.

Pullen: Why an academy? Well, it was very simple. The public high schools of those days were limited, and not many of them were fully accredited, which was necessary in order to get their graduates into college. Colleges were beginning to tighten up then and not take anybody who didn't come from an accredited school and who didn't have enough credits. So they followed the expedient of having an academy attached to ~~it~~ the colleges. *Oh*, several in Maryland had them: St. John's, Western Maryland, and I don't know how many of them in Virginia, but it was not an uncommon practice. *Over the* years (about in the '20s) most of them got rid of ~~them~~ *the academies* ~~for~~ *because of* accreditation purposes, but mainly because the high schools (the public high schools) became much better and became accredited.

So we went on up to Williamsburg. My father took me up there, and we talked with Dr. James Southall Wilson, who was the advisor for the incoming freshmen to college. He and my father agreed that I needed some more credits in order to be admitted. So I went to the academy February 1, ~~first~~ 1914. I was fifteen years old, lacking a few days of being sixteen. And that's the simple reason.

Williams: The teachers that you had once you got there -- were they

professors from William and Mary, were they former students ^{from} of William and Mary, or were they maybe boys practice teaching from William and Mary?

Pullen: No, no. It was an excellent school. And I'm going to tell you ^{about} every one of them, I think. The principal was George Oscar Ferguson, who was a professor of psychology. He taught in the college, but according to my recollection, no other member of the faculty taught in the college. William and Mary was very strict as compared with most colleges in those days (contrary to the opinion generally) about following sound academic policies and in admissions. So it was practically a separate faculty. Now here they are: I told you about Ferguson, under whom I studied psychology -- he was an excellent one. Two of his brothers became very good friends of mine. One of them, W.C. (Ferguson), died some while ago, having retired as president of World Book Company.

Williams: Yes.

Pullen: He ^{W.C.} was a very successful man, and we kept our friendship through the years. The history and Latin teacher I had -- I took Cicero under him and history and civics -- was "Cutey" Goodwin.

↓

"Cutey" they called him, but his name was Frederick Deane Goodwin.

Williams: Oh, yes.

Pullen: And he became the bishop of Virginia. The last time I

saw him was here in Catonsville, when he came to preach at St. Timothy's, ^{here in Catonsville} and I've heard from him a number of times over the years. I sent him the pictures I took of the bishops at the Lambertth Conference in London in 19 -- oh, I forget whether it was '54 or 1958. He was something of a liberal. He believed in ~~some of the~~ women's suffrage and some other ideas that were a little advanced. At the time, he wasn't an activist or anything of that sort, but he was an educated classicist. And I liked him. I found him to be a good teacher, and fortunately I liked him well enough and the way he was teaching ^{well enough} to study. I won't take time now ^[there were] ~~[to tell them all]~~ but several amusing incidents in his teaching -- one of them in particular. I was sitting next to a man that became rather well known in political life. He was a reactionary, or rather he was more conservative in his point of view. One night "Cutey," or Mr. Goodwin, was talking about women's suffrage, and this student began to protest. (By the way, William and Mary was always very free in respect to interchange between teachers and students, and you never hesitated to speak up -- except ^{with} one or two teachers.) ^{The student} ~~And he~~ protested what Mr. Goodwin was saying. Finally in exasperation ^[Mr. Goodwin] he [^]said, "Wait a minute." And he called the boy's name. He said, "I'm going to put all of your arguments under two headings." And he went to the board and wrote: "Ignorance" and the other side; "Prejudice". ^{all} the student said, "Oh, Professor" -- we called most of

them professors -- "I don't have a chance." At any rate he was a good teacher. [#] My English and French teacher was named Bloxton. I don't know whether he went to William and Mary or not. I think he did, but I know Mr. Goodwin (or Bishop Goodwin) did ~~later~~ and so did Ferguson. ^{Bloxton} He was very good, I thought. We had composition and literature under him. Let me see, I think they were the only ones that taught me ~~those~~. But there were other teachers: Amos Koontz taught biology. He was (I think) a full-fledged teacher, so far as I know; he had nothing to do with the college faculty. He may have been a lab assistant. Amos came to Baltimore ^{later} and graduated from Johns Hopkins Medical School, went to France with the army -- the Hopkins Medical Unit -- and became one of the best known physicians in the city. (Incidentally, my wife and the family knew him before I did.) [#] One interesting thing -- by the way, do you want these little --

Williams: Oh, these are interesting little side stories, yes.

Pullen: In those days if a teacher wanted to see a student, he put a notice up on the main board.

Williams: Outside?

Pullen: Outside of the main entrance ^{at the} Wren Building.

Williams: Yes.

Pullen: And one day (Saturday) about noon time, somebody said, "Listen, ^{Pullen,} you in trouble?" I said, "I don't know." He said, "Professor Ferguson wants to see you right away." I said, "Good heavens, I don't know of anything that I've done ^{wrong} (or right, either,

for that matter). At any rate I found out where he and Amos Koontz were living together in an apartment down on the Palace Green. (that was quite the thing in those days, you know, for young professors to have their own apartment.) So I hot-footed it down there on Saturday afternoon to see what he wanted with me-with some trepidation, I'll admit. When I got there he said, "Pullen, how are you?" "Well," I said, "Professor, I just found your notice. Somebody told me about it." "You wanted to see me." "Oh," he said, "I'm sorry, really you could have seen me next week. It's just a purely personal matter. I remember meeting your father and mother down near Grafton [where we lived] at this meeting, and I thought maybe you knew a lot of the people around there, although you haven't lived there very long." I said, "Yes, sir, but not too many." He said, "I'll tell you what I want to know." He said, "There's a very beautiful girl named Madison that lives over near Denbigh" -- which is about four or five miles away over in Warwick County. And he said, "I just want to know if she's teaching somewhere, and I just wonder where she is." Well, I was relieved and amused! He was quite an interesting fellow. He and Koontz and all of the rest of them were young bachelors, so I was glad to accommodate him. I said, "I don't know where she is, but I'll find out," which I did. I put him on the track of the young lady, who was by the way a very beautiful girl -- I had only met her. (they were seven

or eight years older than I.)[#] So I think that is the academy group. One other thing: they had a separate dormitory for academy students. It was the old Taliaferro dormitory.

Williams: Yes, I've heard of it.

Pullen: It was torn down later, and they built another one. The interesting thing to me from that standpoint -- am I talking too much?

Williams: You're doing fine.

Pullen: The interesting thing to me was that I was assigned to that dormitory and my great-grandmother was a Taliaferro. It was named for the family. And this is also interesting: my two brothers and my nephew -- Bob and Tommy (my nephew that my wife and I reared) -- all were assigned to Taliaferro dormitory, and nobody requested it. That's one of the coincidences of life.[#] Now I suppose that is the story of the academy. It was a good school. They had athletic teams. Goodwin coached one sport, and I forget who coached the others. They played high schools, but athletics ^{were} not a very important phase of the school's activities. We ate in the same dining room with the college students. We intermingled.

Williams: You were very close?

Pullen: Right, just as if you were in college, except that you could not belong to a fraternity. I believe (I think I'm

right) ^{that} you could be pledged in your last year.

Williams: Oh, really?

Pullen: Yes. I'm quite sure that's right. I didn't go into a fraternity until my second year in college, ^{and} my father didn't approve of them. Sometimes I wonder if he wasn't right, but that's another matter. So there is the academy. I did not get a diploma because I hadn't been there a whole year. That was a common requirement, most everywhere. I remember here in Maryland

when I was state superintendent we changed the law or the ~~rule~~ ^{by-law}, which is made by the state board of education, so that students who transferred from out of state or some other place to a high school within the year could be given a diploma, you see. So I didn't have a high school diploma. I don't have one now; I didn't go to that graduation. I was graduated in 1917 from college; I didn't go to that graduation. We didn't have any; it was called off.

Williams: Because of the war?

Pullen: Yes, ⁱⁿ 1917. I did not go when I got my master's degree at Columbia, and when I got my doctorate at Columbia I did go just to see how it felt to sit and get a diploma of some kind. But I have officiated at probably a thousand of them.

Williams: Probably, probably so. Was it assumed that all the boys at the academy would go into the college?

Pullen: It was largely preparatory to the college. It was a good bunch of kids there, ~~only~~ we didn't call them kids in those days. ^[was] A large contingent _^ from Williamsburg. Some of those boys -- let me see, I have their names here, I think: - Vernon Geddy, Henry Moncure, George Lane; Leonard Maynard, a Thorpe boy, Ed Spencer, -- **BOZART**,

Williams: All good Williamsburg names. [?]

Pullen: There are some others -- ~~Forrester~~ ^{FOSTER} boy -- quite a number of students from Williamsburg, and most of them went into college. Most certainly -- well, I don't remember how many of them graduated. -- ~~Not~~ all of them. College was rather difficult in those days; ~~it~~ still is, I suppose.

It was difficult to pay the cost. Of course, the boys living in Williamsburg didn't have the same expenses we had. I think in my class, Vernon Geddy and I were the only two -- I think he was the only one from Williamsburg that went -- Vernon went through college in three years, too. So there may have been some others that got the degree later. I know Henry Moncure did. But that's about all I can remember right now.

Williams: Specifically, why was it you decided to stay in Williamsburg and go to William and Mary for college?

Pullen: Same reason. I liked it. I have no bitterness or any regrets. It's stupid to have bitterness or regrets over things past. What was it Proust wrote -- Remembrances of Things Past? You'd just as well write it off and forget it. Randolph-

Macon --a lot of my people had gone there; my father was very fond of it, raised money to support it. But far more of my ancestors had gone to William and Mary than to Randolph-Macon. I enjoyed the teachers; I liked the town. Probably the greatest affection I had for the college and the academy is that it made ^{it} possible for me to have an education. And I don't know, I might have gone there otherwise, who knows? But I have no regrets.

Williams: You know I was very surprised: from what I knew about the importance of teacher training at William and Mary in that period and knowing that your career was as a public educator, I expected to ask you about the effect of William and Mary on your career and you say ^{[for] [to]} it pointed you toward education as a career. But as we were talking before we started the recorder, you said ~~no~~, you didn't intend to go into education.

Pullen: I don't think ^{but} very few of us did. ^{As a} matter of fact, William and Mary trained teachers for public schools, but it was not philosophically pointed that way. It was an expedient. Dr. Tyler was a far greater man than he is given credit for. I didn't know him too well, but there are two outstanding things -- I'm jumping all ahead of my notes and all, which is probably a good thing -- Dr. Tyler went over ~~to~~ to William and Mary, I think it was in 1888, wasn't it?

Williams: Yes, you're right.

Pullen: You see, Dr. Ewell had been president before the war [Civil War], and then he came back and they practically had no students. (Discussion of ^{Parke} Rouse books.) I suppose they have a very interesting story about Colonel Ewell, as they called him (his brother was a general, by the way), ringing the bell to keep the Charter. It was a technicality and how true that is, I don't know. But at least he kept ^{the} a charter. And by the way, you know William and Mary was founded as a Church of England school and has a royal charter (I think the only one in the country). it went through that period of two or three changes -- very severe changes. (I'm going back and bring^{ing} some things in that you hadn't anticipated and neither had I.) Along about 1750, William and Mary became very liberal. It had probably an outstanding faculty. Those were the days of Jefferson and George Wythe and John Marshall (of course, John Marshall went there only six weeks) and the others -- Monroe and that group, now William and Mary became so liberal that they referred to it as the seat of or hotbed of French philosophers and free thinkers. (I think Bishop Meade says that in his book. And he gives that as a reason for James Madison, whose parents were very strict, going to Princeton or the College of New Jersey. (Incidentally, James Madison's cousin was Bishop Madison, who was the president of the college. I've been reading some manuscripts over here in the historical society for the gentleman who is bringing those Madison papers together.)

~~At any rate~~ the church was disestablished with

Jefferson's bill, and things became rather precarious, so far as existence was concerned. Bishop Madison held it together. But ^{during} ~~in~~ the Civil War I think it was denuded of ^{at} most all its students.

§ Then they came back under Colonel Ewell, ~~and~~ along in the late '70s, ~~but~~ it had no students, I suppose. Now just why Dr. Tyler (he had an L.L.D., I don't think he had an earned ^{Doctoral} degree. He had an MA - I forget, I think from Harvard - but an AB I think from Virginia) ~~He~~ came and took it over ~~probably~~ -- well, he was interested in history. His father ~~went there~~ and his grandfather ^{went there.} Tylers have been closely associated ^[with William and Mary I.] and he

He had an idea, and that was that there were a lot of students who wanted to go to college but couldn't afford it, and he wanted to make it possible. At least that's my feeling about Tyler, ~~And~~ that's why I have a great respect for him.

§ And I'd like to get this in the record: when I retired as superintendent of schools in Maryland in 1964, I was sixty-six years of age.

I had no idea of taking another job -- didn't want a job. I ^{was} ~~was~~ ^{going to} do something else on my own. I went to the University of Baltimore, which started in 1925, ^{as president} after some persuasion and my ^{and my} wife's agreeing to do it, ~~and my~~ ^{and my} ~~being~~ it. And I give Dr. Tyler credit for that because out of his position -- out of his belief ^{and} [^] what he did for William and Mary I thought

I might do for this school. He took William and Mary out of oblivion almost and made it a good school. I took the University of Baltimore -- well, I won't go into all that -- but now it's an accredited institution. I took the Dean of the law school from William and Mary, and I took the librarian from Kent State in Ohio -- ~~but~~ ^{and} at any rate, it's an excellent school. We had nearly 8000 students for two years, and now it runs between 5000 and 6000 and it is a public institution.

I did it because Dr. Tyler had an idea. I took his idea, which was probably the greatest influence on me, not as an individual, but in my own philosophy. I went there to stay two years at this place, ^[the University of Baltimore] and I stayed five as president and then two more years as chairman ^{of the} executive ^{committee.} I was a member of the board committee until we got accredited, and then I retired on account of my wife's health, but after all, I was up in my seventies then. Now this to me is William and Mary. This to me is education. You see? [?] Now let's go back to the teachers. -- let's go back to the program and then the teachers. William and Mary primarily was an academic institution. It was an institution of education. I don't want to give you a speech or lecture, but if you want to know how I feel about education, why I stayed in it and why I ~~stayed~~ stayed in one job for twenty-three years -- six years as an assistant ^{-- [it was]} because I wanted to stay in a place long enough to make an educational impression, which Tyler did. I think that the heads

of all institutions should be educators. Dr. Tyler established a liberal arts college. What is a liberal arts college? Technically a liberal arts college is a college that gives bachelors' degrees in a number of subjects. I don't know how many you have to have, but say English, history, math, science and so on. Now they have brought in journalism and business and all, and I approve of that, but a liberal arts college ^{now} is a technicality and not an education. Now the substance of liberal arts is ^[courses] how many of the so-called liberal arts [^] every graduate is required to have. You go into a lot of institutions (liberal arts), and you find ^{the} a number of academic -- pure academic -- subjects required for graduation is limited. [^] one of the things we did here in Maryland with our five ^{teachers} colleges was to see that three-fourths or more of the subjects that these students, who were all preparing [^] as teachers with scholarships, were academic subjects, and then the professional subjects were on top of that. Now remember this, that professional subjects -- education in particular and medicine and everything else -- were instituted by classicists, by academicians, and not ^{by} professional educators. That's the charge that's so often made ^[and] why schools are criticized for being schools of education -- a lot of tommyrot! Half of the work taken out of medical school is clinical, you see. At any rate that's the point I'm trying to make. William and Mary was a liberal arts college. In substance, it gave

degrees in several fields, but thank God, there were not many. But ^{the} school had to run. It didn't have a big budget, so Dr. Tyler went to the state ^{and} and he was a pretty good politician, too.

Williams: He must have been.

Pullen: He went to the legislature and got an appropriation. Now it was a private institution. See, the church had given it up; it was a private institution. I don't know how much money he got, but he was pretty good at getting something. And he got it on this ground: that they would give so many scholarships to anybody that would teach in the public schools of the state for two years.

I had a scholarship. It was worth \$50. ^{annually} Anybody could get it if he just ~~planned~~ to teach. They did that all over the country; they did it here in Maryland. But don't forget that V.M.I. did the same thing; you could get into V.M.I. in those days with two years of high school if you would promise to work for the state roads, do military service in the state militia, and so on. Practically all the schools were ^{of} that type. ^[The University of] Virginia had scholarships also. ^[at William and Mary] Now they had a few education courses. I think in my career -- college career -- I took two courses in education. I think that's all I took. Not that I had anything against it, but I was interested in other things. ~~But I had the scholarship so~~ I would say that the fact that they gave courses in education did not make it a teacher's college,

but there's nothing wrong with it. I'm opposed to all these teacher's colleges falling all over themselves to become inferior, so-called liberal arts colleges. There are a lot of universities who give all sorts of courses, some of them very poor. It seems to me a university is supposed to have a liberal arts college, supposed to have ~~maybe~~ a law school, and some others, like engineering. ~~some~~ some of them are very poor, but ^{the institutions} they want to be ~~a~~ university^{ies}. North Carolina has thirteen universities, I think. In Maryland, we have two or three of them now. It's gotten so the accrediting agencies don't care anymore whether a school is called a university or a college. Well, I'm getting way off the subject.

Williams: Well, we'll bring you back to William and Mary at this point.

You've mentioned the president at the time, Dr. Tyler, and

I think you wanted to talk about some of the other professors you were associated with.

Pullen: I want to tell you one other thing about Dr. Tyler. I took two courses under him, I think: Constitutional History of the United States and International Law. There were only about seven or eight of us in International Law. I remember Dick Gale and Armistead Gardon were two of them; I forget the others. I wanted to take an exam in one of his courses to get a credit for it, and some of them said that occasionally he would let you do it.

He heard that I wanted ^{to take the exam,} ~~it~~ and he sent for me. ¹ [Came for you. He was] a little

In those days if Dr. Tyler sent for you, Greenhow ¹ a little

short, colored man that worked at the college and got the mail for Dr. Tyler and really I think spent most of his time in Dr. Tyler's home and office. ^{He} sent up word that Dr. Tyler wanted to see me in his home, ^{on the president's home} the first room, the room on the left -- that was his study. ~~I went to see him and I knew him and that was about all.~~ ^{And} the first thing he wanted to know ^{was} who I was, where I came from. He was not a snob -- anything but that. (These Tylers are not that way. I'm very fond of them. I knew them quite well -- most of them and my brother Bill roomed in the president's home with Gardiner Tyler [that's Dr. Tylers nephew].) At any rate I started naming all kinds of ancestors, and finally I hit on old Colonel Lindsey ^A of Albemarle, and he said "Do you know ^{he's} that's Armistead Gordon's ancestor?" I said, "Well, I didn't know that." I knew Armistead quite well, had been sitting by him and didn't know that we had this common ancestor. Then finally after we had gone ^{all} over the relatives and background, he said, "You want to take my exam?" I said, "Yes Sir." He said, "Why?" "Well Dr. Tyler, I want some credits. I want to get out of college as soon as I can. It's pretty expensive for me."

(by the way, remind me to tell you what it cost.) ^{So he said,} "Mr. Pullen" -- he had a funny way of talking -- "you probably could pass my course ^{all} right. Matter of fact, you might make an A, I don't know -- quite possible. But you wouldn't know any more then, than you know now. Am I right?" I said, "Yes sir, I wouldn't know anymore than I already know."

I don't think I ever did remind you. How much did it cost?
 \$14.00 books, laundry, etc.
 monthly tuition
 100(?) later come
 by scholarship
 I don't remember.

"Well sir" he said -- and this is the significance -- "Mr.

Pullen, the significance of my course lies in my lectures."

And that statement has ~~stayed~~ with me all of my life and is so much like the kind of thing my father taught me. I said

my father was typical. He could have been a member of that faculty and been perfectly at home with all of them, academically and otherwise.

If you're going to have a teacher, he must count; otherwise, why waste your time studying with somebody? Practically everything I have in this room is reference. I have a number of other books, but if I want to know something, if I can read and write I can go get it myself without having disturbing influences -- by

a half-intelligent teacher or somebody -- some columnist -- that's been bemused all of his life ^{who} tells me ^{that} the thing is true. You really educate yourself, but if you're going to study under somebody that person has to make a difference.

Now I want you to read, ~~if you want to know something~~ ^{first read about} about the education of two people. ~~I have the quotes. if you write me a letter, I'll send them to you. One of them is~~

Daniel Coit Gillman, who was the first president of Hopkins ~~and~~ the first president of ^{the} University of California. He didn't stay at either place very long because he was too forward-looking, I think. He said the object of education is not to turn out pedants or practitioners of dubious character and so on, but the idea is to turn out men who can think and who can move under their own because of the teach-

ings they have had. (Well, ^{there's} it's a little more than that.)
 And the other is Alfred North Whitehead, who was an English-
 man, math teacher, but he taught philosophy later at Harvard.
 He and Bertrand Russell, I think, take the position that
 mathematics really is the basis of philosophy ~~from~~ ^{on} the
 simple theory that the projection of ideas, ^{which} ~~reaches~~ philoso-
 phy ^{is} ~~in~~ a sense, ^{is} ~~in~~ the future. And as Phi Beta Kappa says,
 philosophy is the guide of life. Now the basis is mathema-
 tics, because math in a sense is synonymous with logic. Am
 I getting too involved -- indefinite?

Williams: You're stating it well, yes.

Pullen: I mean you understand? I'm making myself clear?

Williams: Oh, yes.

Pullen: this is what Tyler said, and this is what my father said.
 My father was a mathematician as well as a classicist. Now
 I think this is what I'm trying to get at: I hope and be-
 lieve that I became or that I attained or acquired a certain
 personal and professional integrity, which is based on a
 conviction, and a conviction becomes a commitment. If you
 believe something, you've got to do something about it. I'm
 not talking religiously, ~~but~~ that was St. Paul. And you
 know Shaw's Don Juan in Hell? ^{Shaw} ~~A man~~ said that every man is
 a coward until ~~an~~ ^{idea} takes possession of him. I'm
 preaching at you, honey, but this is the difference between
 the professional and the charlatan, I hope.

Williams: You say this is the way Dr. Tyler also felt?

Pullen: I don't give him credit for all of that, by any means.
In other words, it wasn't that, but it was what he represented.

Williams: -- to you, yes.

Pullen: -- and he was far distant from his students.

Williams: Yes, I gathered that.

Pullen: His wife was lovely. Oh, she was a delightful person. And the three children I knew. Mrs. Miles, I knew.

Williams: Yes, I've met Mrs. Miles.

Pullen: Mrs. Miles taught me to do the twirl in waltzing one night at about three o'clock in the morning at the final ball. Mrs. Wilson was a lovely lady, and I knew John quite well.
(Discussion of John's family)

Williams: I'm going to turn the tape at this point, and then I'm going to ask you about other professors you knew.

You talked about some of the other professors.

Pullen: Well, I certainly did. I had a tremendous respect -- I don't want to say that he was the guiding light in my life -- there were too many other factors. My father was my guiding light and what he believed in and what he knew and what he taught. I could have learned everything I learned at college from my father, with the exception of some of the scientific study and the associations. But it did make an impression. The whole concept of William and Mary is bigger than any individual. That's what William and Mary means to me. It was its purpose, its philosophy, its actions, its efforts, and what it did for others

Are you talking about Tyler here?

like me.

Now there were several of those teachers. They called them the "seven wise men." There were a small number of students. — I don't know how many, maybe two or three hundred, including the academy. My English teacher was John Lesslie Hall. He was an interesting fellow. He was a graduate of Randolph-Macon, and he had the same professors that my father had. He was a little bit younger than my father, and he was a first cousin, I think of Dr. Bright, who became a very famous teacher at Hopkins later. My father studied under Bright, too.

[Discussion of Bright family.]

Well, at any rate, Dr. Hall translated Beowulf shortly after leaving Hopkins. As I said he was one of the early Ph.D.s, and his book was used in many colleges in the country. He was very much interested in grammar, probably more so than anything else. I majored in English. When I really worked I could do well, and when I decided I wouldn't, I didn't do so much. But he and I got along all right. I admired him and we were friends all through his life. I used to go by and see him occasionally, and he'd talk to me about my work. I remember the last time I saw him we walked down that main walk there -- the concrete walk in front of the main building. And he was talking to

me about being a school superintendent. He said, "I want you to be a school superintendent." It ^{was} the last thing I wanted to be, I suppose.

But at any rate, I studied literature and composition both under him. He was very tough; he failed about a third or more of his class.

Williams: Yes, I've heard.

Pullen: And they were scared of him. But one year he taught Beowulf -- Anglo-Saxon -- and the students got so incensed they buried it. They used to have a little ceremony at the end of the year; they had a casket, and they buried Anglo-Saxon, and don't you know the next year there were no students? ^{Beowulf?} it upset him a great deal. He talked to several of us, and so four of us -- I think Vernon Geddy was one -- revived Anglo-Saxon at William and Mary after it had been buried. William and Mary owed him a lot. He always signed his name "John Lesslie Hall, Ph.D., JHU."

(The old Hopkins boys did that, you know. Just like Oxford -- if you went to Oxford, you put "Oxon" after your degree, or Cambridge, you put "Cant^aob" after that.) (Discussion of great-nephew.)

¶ Then there was Dr. Calhoun -- "Gippy" Calhoun. You sure I'm not talking too much?

Williams: No, go right on.

Pullen: Dr. Calhoun, John C. Calhoun was a great nephew of John C. Calhoun. He taught me French. He was married. I don't

know how much time his wife spent in Williamsburg; we didn't see too much of him. I don't know whether he had any children. He was very popular, ^{her(?)} ^[although] he was a little quick at times. I don't know where he went to undergraduate school, but he studied in France and Germany, and he was well liked and a good teacher.

My last year my fraternity rented the old Hansford House, which is the Custis House (it's right next to the Palace).

I had a brainstorm to have a dining department. No, I didn't do that. I took charge of it, but

I think Herbert Chandler had the idea. So we went down and got the old cook who used to be at the Hygea ^{at old Point} and later at the Williamsburg Colonial Inn and got him to run the dining department for us. We invited Dr. Calhoun, who ate any-

where, I suppose, to come down and eat with us, which he did. So I got to know him pretty well. He

said he had only three experiences in life, and these are worth recording. First, he was a student at Washington and Lee, and one day he was sent for by the president.

"Mr. Calhoun, I understand you've missed classes two or three days." "Yes, sir," said Mr. Calhoun. "I won't ask you the reasons; I won't go into detail, but do you think your mother would approve of what you did?" He said, "No, General Lee." And he said that took care of the situation.

(That was Robert E. Lee, of course.) He said his second experience was in Raleigh, North Carolina, one summer.

There was a young man who ^{had} had a year at Davidson College and wanted

You only told of two, so I've put an extra sheet to tell the third.

to go into Princeton, but he didn't have requirements in Greek. So ^{Dr. Calhoun} for three months he coached Woodrow Wilson in Greek to enter Princeton University. You see, in those days, ~~the~~ ~~professors~~ -- practically all of these people had English and history and Latin and Greek ~~and~~ mathematics -- some science, not too much. That was a deficiency, in a sense. But all of these men at William and Mary had pretty much the same educational background.

see much for this
Page 11

Williams: It sounds like it.

Pullen: Now let me take something else -- I'm talking of philosophy of education more than I am all these other things. These people reflected in their living what they knew; that's the difference in education of that date. Whether it's better or not, I'm not interested in debating. But what I'm trying to say is that out of that kind of education came a certain point of view -- I'd say mainly philosophical also I think for the most part the way the teachers lived a certain kind of life had an influence.

I don't think education is efficacious unless it does change ^{one} (Discussion of columnists.)

Williams: And you found this in the professors -- the seven wise men?

Pullen: I did, I did. Yes, but they all had a certain point of view. Now, let's see we had Hall, Calhoun. Dr. Stubbs was a Confederate veteran, I had mathematics under him, and he was fairly easy. He had certain tests he gave you, and you followed the pattern. He was a little bit formal. My father and his brother were great friends. Dr. Stubbs ^{brother} was on the

Sarah Bernhardt
Thru Calhoun

She had that experience ~~occurred~~ in Paris
when he was a student there. The papers
played up the debut of a greatly heralded
actress ~~De~~ Calhoun and a friend,
neither of whom had the price of admission
went to the theatre, hoping to get a
glimpse of the renowned actress. As they
walked around the entrance, they
independently looking in and out to see
if they were attending the play.
They replied in the negative saying
they lacked the admission price. Then
the gentleman said: "Would you like
to attend?" and they replied in the
affirmative. Then they were
employed as claqueurs at the
initial performance performance
of Sarah Bernhardt in Paris.

board [Board of Visitors]. He was very pleasant. I remember one day he asked me a question, and I was half asleep. He reached up and said, "Mr. Pullen?" Do you see anything green in that?" I said, "No, Dr. Stubbs, I don't see anything green in that." I don't know what I answered, but apparently he thought I was trying to give him an ^{erudite} answer, which I was. He was what they called a "blue-stocking Presbyterian;" he used to stand when they were praying. I, used to being a Methodist preacher's son, wondered how all the folks lived, what religion meant to them, and I used to go around to a lot of the churches: Episcopal, Presbyterian, and the Baptist. Probably the most erudite minister ~~there~~ in town was Dr. Moncure, the Baptist minister, whose wife became one of our librarians in Baltimore County. (Discussion of Moncure family.)

At any rate, let's see, who else do we have?

Williams: Dr. Garrett, the chemistry professor.

Pullen: Dr. Garrett--the thing I remember about Dr. Garrett more than anything else [even though] I didn't particularly like science was that he was a gentleman of the first order. ^(or water) Now I thought without a doubt-- well, he even looked like my father. They both had a moustache, both slender, about five feet ten, both gentle and very courteous, and it was just a pleasure to be around him. His class was kkind of easy in a way for me (even though I was not science-minded) because he gave tests every two weeks. (The first time I ever saw Baltimore [was when] I couldn't leave on Friday and come up with my friends because he gave his tests on Saturday mornings, so I had to stay over and take a train.) At any rate, Dr. Garrett was a very fine person. His daughter, ^{Alta} ~~Carra~~, taught with me later, and his son Van and I became very good friends. [Dr. Garrett had two sisters who were quite well known and lived down near the old Capitol. I would say it would be a nice feeling to feel that you knew Dr. Garrett.

Williams: Mr. Wharton and Mr. Bird were the other two.

Pullen: Mr. Bird was not there while I was there.

Williams: He had already left?

Pullen:

Wharton was supposed to be good. I think Wharton was a friend of my father's from Bedford County.

I think he came back later.

One of the best teachers I had was Wesley Plummer Clarke. He taught Latin and Greek, and the thing I can remember think about that man, ^[was that] he was as impersonal as intellectually as anybody I ever knew. If you gave him something new it almost thrilled him; he'd sit and ponder it and talk about it with you. I remember one day I used a word that he had never heard. He said, "What was that, Pullen?" And I told him. (I forget what the word was -- something like fettle -- it's not used very often. That was too commonplace, he knew that, but whatever the word was it was strange to him and we discussed it in class.) He taught Latin philosophically. I can quote today dozens of things from Virgil, from Horace and others because he stopped and we discussed them. ^[Quotes in Latin, then translates:] "Perhaps someday it will be pleasant to remember these things." Did you study Virgil?

Williams: No.

Pullen: That's the story of when Aeneas became discontented and upset and complained, and he said "Oh, just remember some day you're going to have a nice time reminiscing and talking about this." ^{Clarke} said "Does that mean anything to you?" And I said, "Yes sir." I liked him and I could talk with him -- Any of us could. He didn't take offense.

Williams: You said you had discussions in class. Was that the common method of teaching or was there one? Was it lecture mainly in most of your courses?

Pullen: It was quite frequent. A lot of them lectured; it's true you could have that. You see, you were in a group of educated people. You take a classicist ^(unless he's a pedant) and put him in front of a classroom, ^{and if somebody wants} to talk, ^{they have an idea, they'll talk.} ~~they~~ ^{he'll} talk. ^{to go back to the story:]} I said "Yes, Dr. Clarke, I'd like to tell you what it means to me. Last summer my father had an old Ford, and I was going down a certain place, or had a girl with me, I reckon, or we were going somewhere, the roads were muddy, and we had a flat tire in a mudhole, and I had to fix that tire. "Oh, did you have to take it off ^{and glue it and pump air back into it?} ^{"I was wearing a white linen suit, and} You can imagine what a mess I was in when that was done. I said yes, but in December, sitting around the fire, we were talking about this experience. He said "Well, that's about as sensible and commonplace ^{an} explanation. -- Now translate that into big things in life." I've lived a rather rough and tumble life publicly; I don't mean I ever had any problems that got rid of me or upset me. But being a school superintendent, (particularly state) is not easy. I mean it's not a simple life. Well, now when you stop and think, a lot of times that ^{thing} came back to me. ^{When} Now I go back over my Latin and Greek with Wesley Plummer

Clarke I've thought of that. Not being ignorant of misfortune, I've learned to aid or sympathize with the unfortunate.

Intellectually he was one of the most stimulating. He and Dr. Chandler fell out. Of course, Clarke was outspoken -- and so was Chandler. He didn't mean to be offensive. I knew him ^(for Chandler) well -- his children -- ^{his son, (herbert)} boy and I roomed together. [Clarke and Chandler] But they were both positive. Clarke left; he went to France for two or three years, came back teaching modern languages, but he wound up, I think, as the head of Latin and Greek at the University of Montana. (I ran into a preacher here in Baltimore that went to school ^{with} ~~to~~ him. A lot of my friends went to school out there.) I liked him. I got him to be my commencement speaker once.

Then there was a man -- Dr. James Southall Wilson. We called him "Pap" (I don't know why) but not to his face, of course; we were very deferential.

He had one eye. I think it happened when he ^{was at Princeton.} ~~was~~ ^{(He} went to William and Mary, and he took his doctorate at Princeton.) Once in a while they'd have these ~~hard~~ rolls. They'd take the fists and pull out all the dough and roll it into a ball and throw it. That was one of the college tricks of those days.

And so I think the story is that somebody hit him in the

eye, and he lost it. He had the most beautiful diction of anybody I ever knew. Dr. Wilson's the one who married Dr. Tyler's daughter.

(Discussion of John Mason Brown.)

They brought a young fellow there named Ogelsby. He was there several years, but I think he fell out with Dr. Chandler and went to the University of Virginia, where he is no

doubt retired now. He was actuary also for New York Life Insurance Company. I was scared to death of math, although I should not have been, and I needed analytics for my degree. He said, "I can teach you," and don't you know he did? He was an excellent teacher. Everybody signed your diploma in those days. Fifty years after I graduated, I knew something was wrong -- I discovered his name was not on my diploma. It took me fifty years --

Williams: -- to figure it out.

Pullen: Well, now you pull me back.

Williams: Okay, I'll pull you back to ask you this: it's been said that in those days that William and Mary was the poor relation of the University of Virginia. From the students that you knew, would you say that was true?

Pullen: Oh, I don't think it had any connection whatsoever. The University of Virginia was expensive.

→ Randolph-Macon was more expensive than William and Mary. William and Mary was the cheapest school in the state. Any of us could get a \$50 scholarships; we could borrow money, and we could work.

I had a collateral descendent of George Washington to wait on my table. I had the great-grandson of John Marshall to wait on my table. practically all of us -- not all of us -- many of us worked. And it was all right. We were mostly rural people. Most of

*Kuhle
Crawford*

~~of~~ ~~the~~ them were pretty decently bred. They had no money. We had a few city students, but not many. I roomed with a boy from Richmond one year; he was one of the wealthiest boys in the group -- J.D. Carneal -- dead now, but one of my closest friends. I roomed with ~~Herbert~~ Chandler, who was a city boy. We had a few from Norfolk, but most of the boys were rural. Then we had the "Northern Lights," most of those came down there because of money. The University of Alabama at one time had 5000 people out of New York. It was ^{the} cheap tuition. The University of Virginia wanted to be national, and it took people from all over. When I got out of the Marine corps I couldn't go to Law School. I wanted to go make money to go there. (And I'm going to get this in the record: ~~and get~~ Ted Kennedy, who hired somebody (or got his friend, rather) to take a test at Harvard, and they slapped him on the wrist by keeping him out for half a year, went into the law school at Virginia. He ran away from a dying companion. His father ran away from war -- First world war ^{he} went into a shipyard. He ^[Ted Kennedy] went to ^{the} law school there and I couldn't. And my people helped to build the University of Virginia Law School through taxes!) You see, Tyler and Virginia, these experiences gave me something.

I came to this conclusion which has much to do with my life. You see, I'm a teacher and I'm trying to teach somebody that no church

^{the moral}
 has a right to maintain any institution of function
 that any of its qualified and accepted members cannot
 have access to. No public function or public institu-
 tion supported in whole or in part with public funds
 may deny anyone ^{especially} the right of access for any reason,
 particularly financial. As I said, I have no bitterness
 on that at all, ~~but~~ that's my belief, that's my conviction,
 that's my commitment, and that ~~came~~ out of William and
 Mary. It's a lot bigger than any individual.

Williams: Right. But most of the boys you say were probably there
 because of financial reasons.

Pullen: Yes, but they wanted an education.

Williams: Yes, and this was the place they could get it.

(Discussion of Dr. Pullen's brother.)

Pullen:

At one time I felt far more
 at home ^[the University of] at Virginia ^{(I} spoke ^{there} several times to groups
 and all) than I did at William and Mary -- why? The president
 at University of Virginia was Lloyd Newcombe, a graduate of
 William and Mary and of engineering school. His brother
 married my first ^{dean} cousin. The dean of the college was George
 Oscar Ferguson, who taught me. This is what happened to our
 teachers; This shows you what they were. The dean of the
 graduate school was James Southall Wilson, the Poe Professor
 of English, who taught me. The assistant dean of the graduate
 school at the University of Virginia then was a very good
 friend of mine, and this was ~~Armistead~~ ^{whom} Gordon I was telling
 you about. The dean of extension and some other -- I'm not
 quite sure of the title, was George Baskerville Zehmer,
 one of my two or three closest friends.

*He offered
me
a
deanship.*

The dean of the law school was one of my close friends,
 Frederick Deane Goodwin Ribble. Now there were six or seven
 -- the top management of the University of Virginia -- who were
 William and Mary men. I think to say that William and Mary
 was a poor relation is wrong. University of Virginia was a
 rich daughter or son of William and Mary. Jefferson
 founded it. The difference between Thomas Jefferson and
 Ly on Tyler -- and I'm a Jeffersonian (His guardian was

a member of my mother's and father's family) -- was that
 Jefferson built the University of Virginia as a monument
 to Thomas Jefferson. Lyon Tyler built William and Mary
 as a monument to those who wanted to learn. You know
 Ecclesiastes^{1:18} "Consider that I labor not for myself alone,
 but for all them that seek learning ." Now in a sense,
 Tyler was a man of greater commitment. Jefferson was a
 politician, And a politician primarily thinks of himself.
 And no question he was a great man. I'm a Jeffersonian;
 I quote him all the time. But Lyon Tyler -- the older I
 get the more I respect him. And yet no one knew him;
 he was a rather distant man.

Williams:

That's important to note.

Now while you were a student -- I told you before we started
 recording that I found you were a cheerleader. Was there a
 great deal of athletic spirit when you were a student?

Pullen:

Oh, ^{we} used to have a good time. one time I was at
 William and Mary (I never went back to William and Mary except
 for formal occasions. Oh, just a few times, I'd say a
 dozen in all those years, except when I was president of
 Phi Beta Kappa.) One Phi Beta Kappa speaker was John
 H. ^{Finley} Findlay, who was an editor of the New York ^{He} Times, told
 us that he went to Knox College and he said -- and I remem-
 bered it because they reported it in the newspapers. -- They
 lost twenty-seven football games in a row. And he said,
 "It must have been a good college." Now in all the time
 I was at William and Mary I never saw William and Mary

win but one game (and that was pretty close -- I think [with] Randolph-Macon) and tie one. [≡] that tie was a great victory because it was Richmond -- Richmond and William and Mary. Then they brought in these different people, and they went out and recruited, and oh, they just -- they played Harvard and they played Syracuse.

But I have no objection to that, although I'm not orthodox about athletics in colleges.

Williams: Well, was there organized cheering at the games?

Pullen: Oh, yes. We had rallies [^] they called them, the night before [≡] and the professors would come in and talk. [≡] Clark would come in and say, "I went to Richmond, but I want you to win this game ^{for} William and Mary tomorrow." Wilson ^{would} get the professors to come in. And I got to be a cheerleader by default -- nobody else there. I didn't want to be a cheerleader. At any rate, I had a loud voice. My voice carries.

Williams: Yes, I'm sure it would.

Pullen: And I don't know what it was. So one night they had nobody to lead them, so somebody called on me and I got into it; I became a cheerleader. But I consider that the least important. In baseball we were very good. The country boys played baseball, and we won the state championship. I think I still have one of the balls -- one that they gave at Richmond. Well, I won't go into all that -- (the people ^{who} ~~that~~ played there),

but Zehmer was catcher and Garnett was the pitcher, and they were good. Garnett was the best college pitcher in the state. ^{that} they played some northern teams came down in spring training, like Lehigh and so on. ^{The} ^{team} track was anybody who got out in a track suit and ran.

I used to like to run. I'd run down to the lake and back just for the fun of it. But formal track wasn't much. Basketball was very good. Football -- no. And I don't know whether they had anything else or not. But I was small and skinny and I used to go out sometimes when they didn't have enough football players just to give them some opposition. I did that a number of times.

Williams: Much more casual attitude, in other words.

Pullen: ^{There} ~~It~~ was a good spirit among the students. But it was a pleasant experience -- my life at William and Mary. Let's talk about the students.

Williams: Okay, just a little bit on the students.

Pullen: ^{All} right.

Williams: The associations you have had.

Pullen: My closest friends, I suppose -- I'm going to miss some of them, I know -- but George Baskerville Zehmer, ~~with whom~~ ^{with} I worked a year after I left college, and we went into the Marine Corps together, and he went later to the University of North Carolina and Virginia. Each place he offered me a job, but I never went with him. But we remained close friends all of our lives, very close. John M. Presson -- we were fraternity

brothers -- John M. Presson was six feet, three and three-quarter inches tall and weighed 140 pounds.

we went around together a whole lot. John was much older than I (so was Zehmer), but John and I were friends ^[too]. He wound up as a professor at Girard College. He died some years ago. So did Zehmer. I was within sixty feet of Zehmer at a Washington hotel and didn't even know he was there when he died.

Dean Ribble, who became dean of the Law School at Virginia -- I saw a lot of Dean in the later years. We were in the national commission for UNESCO together, and we stayed together when we would go to these meetings all over the country. I heard from his sister the other day. He was a grand boy.

Herbert Chandler, Dr. Chandler's son, ~~who was first~~ president, and I roomed together for awhile. We were very close friends. He is a retired admiral living now in Spain. I used to visit in his home as a youngster in college and later, and we remained friends all these years.

Bill Tuck and I have been friends ever since we left the college.

Williams: A notable group of people, in other words.

Pullen: Yes, all of them.

W.C. Ferguson was another one that I was very fond of, and ^{He died.} Van Garrett. I told you about him. [^] He became an Episcopal

minister. Bill Tuck became governor. Vernon Geddy

became attorney for Colonial

Williamsburg. J.D. Carneal, whom I roomed with, died a little while ago. Brayshaw -- he was a good guy. He became an Episcopal minister, too. He died many years ago.

His ^{curse} pulpit was down here in Glen Burnie. Charlie ~~Bunker~~ ^{Manchester}

is still a doctor in Cleveland. There were two Smith boys that I was very fond of. Red -- we called him Red

-- he became Rex. I have his book on bullfighting. He

became the first AP man in Madrid. I think he's the

fellow that discovered Carmen Miranda. He came

back to America and became the first editor of Newsweek

first editor of the Chicago Sun. He transferred to William

and Mary, by the way, from the University of Virginia.

then he went with the Air Force. He wound up as first vice-president of American Airlines. He was a good boy. I think

he had four wives. -- He must have been good! ^{or weak} And then his

brother Howard was one of the nicest boys I ever knew. His

name was Howard Chandler -- they were some cousins of the

Chandlers. He became one of the best-known ^{neurologists} neurologists in

Baltimore. He dropped dead here a few years ago. Henry

Sims was a classmate of mine -- became head of the history

department at Ohio State. My brother ^{Billy} came after me -- was

the head of U.S. Energy. ^{Fidelity and Surety Company} of Baltimore; Dick, my youngest brother became a ^{multistate} minister. He died at ^{sixty} sixty.

Jackson Davis' brother became the state highway commissioner

of Virginia. Another one was Cecil ~~Hefner~~ ^{Hefner} -- a classmate of

~~He. Hefner?~~
HEPHERN

I can't tell
from the tape
if this is right
or not.

mine who became deputy United States Attorney for the city of Washington. I know ^{there are} some others I've forgotten.

Williams: How do you account, Dr. Pullen, for so many notable people coming out of a small group of men? Can you account for it?

Pullen: Motivation -- the thing in life. The thing in life in education ^{is} not go to a college. I've dealt in my long career with people ^{from} all kinds of colleges and universities.

But when you bring them all together in the rough and tumble of life there isn't much difference. You really don't get educated until you get out. It's motivation. Now all of these fellows -- these were fellows -- oh, I haven't told you there were a lot of those fellows ^{who} became rather prominent. That doesn't mean anything to me. My father was as well educated as any person, ^{I'm} being immodest, as I know. I mean he was an intellectual. But he chose to be a country preacher -- why? He was motivated, he was convicted and committed. He was a rural preacher by choice. He said, "I can do my best work there." And I asked him one time, "why is

it that you with your education and your ability and the most beautiful voice -- why is it (at the time I could appreciate it) you didn't you didn't try for some of these

could of
could it?

big churches? He said, "Son, that's not religion. That would be an unholy ambition." He wasn't a goodie-goodie.

No, he was very liberal. Now do you see what I mean?

You commit yourself. *Personal integrity.*

Now let me go back to something else. We ought to talk about the life of the student. Going on the theory that the professor counted and that you ought to go to class, if you had four cuts unexcused you were put on probation. If you had three more unexcused you were kicked out summarily, and they wrote on your record, "Dropped--not profitting." That goes for the student and that goes for the college, and you know, that's pretty powerful.

Williams: It's good wording, yes.

Pullen: "Dropped-not ~~profitting~~. There was a serious purpose, and there was no use fooling around. I don't know-- I'm not sentimental about it. I'm not a perennial sophomore. I've never been active in going to all these alumni associations. Oh, I've joined and I've given them money, and my wife and I have given them a manuscript collection which is probably the finest collection of its kind (King William and Queen Mary) (Sir Christopher Wren, Pepys, and some others). But it's the concept; it's what education was as represented by William and Mary that appeals to me.

Williams: That's what I'm glad that you talked about here today.

Pullen: Oh, I don't know. It's probably a little screwy to ^{some} people and all, but that's the important thing in life: what's happening to you. And it's not just one individual; it's a concept. It's an idea.

Williams: You've spoken quite eloquently of it today. And I have only one final question that really doesn't relate to your concept of William and Mary, but I mentioned it earlier before we started. You were president of Alpha of Virginia when old Phi Beta Kappa Hall burned, and I asked you at that time was there any thought given to restoring what was the old Phi Beta Kappa building?

Pullen: Oh, I don't remember too much. That was not particularly important. It was a very nice old building. I think it's right there by the president's office.

Williams: Right.

Pullen: But we held our meetings over in one of the auditoriums. I've forgotten ^{which one it} was now. And then one time we had Drew Pearson. (Story of Drew Pearson's appearance.)

When I was there students weren't taken into Phi Beta Kappa. Nobody was taken in until ^{he} you had been out several years, they wanted to see what kind of a fellow he was.

 In other words the academic record is not the test of what you're going to do. ^{As a} Matter of fact, the brightest ones, the ones that have the best records are not always the ones that shine. But you were taken in years later, ~~and~~ later on they began to take them on the basis of academic standing, which I suppose is ^{all} right. But Williams and Mary in those days didn't give an honorary degree, either.

The only other think I want to tell you, and I think it's important. I'll tell you one reason I'm doing this. I've been asked -- I don't know whether I'm going to do it or not -- many times at the Williamsburg Inn, where we go each Christmas, to write ^{about} what Williamsburg was in those days.

What was the life at William and Mary? They want to know [about] the college, the life, the town, and so forth. Well, I've told you the students were largely rural, ^[from] moderate circumstances, few city boys, ^[There were] certain groups, like the southwest group, ~~and~~ ^{which was} they were the political group on the campus, but generally [there was] very little politics in there. Each summer (and this is characteristic of the people of that day), the whole college would get on a train that had two or three cars and go up

to Dublin, which was in Pulaski County, for summer school. There were two purposes. Old Dr. Tyler was pretty smart on that. ^I told you about the scholarships to help keep the school going. (And all of them did it, all of these colleges that could get state scholarships did it, — V.M.I., V.P.I., William and Mary, and all of them all over the country.) One thing, in the first place it was cool. Williamsburg can be as hot as the hinges in summertime. (I lived the four years ^{near} ~~at~~ Yorktown. I used to go swimming off the dock.) Another thing was that southwest Virginia was a fertile ground for getting students, and a lot of those fellows were going there. A lot of people, Miss Williams, would go to William and Mary for two years, get a licentiate to teach, and then come back.

(A fair number of students taught two years and came back and got their degree. So they got a lot of school teachers. Look what Columbia University did in the wintertime. Look at Johns Hopkins -- eight or ten thousand people at night time that helped to support them. All of these schools do it. One thing I object to ⁱⁿ education [is that] people get so holy about education and the difference in educated people.

There was no hazing at William and Mary. They had a little later on. Some of these fellows from outside came in, and they had a little -- but there was practically none. The

only thing they had -- what they called an "Egypt fee" Did you ever hear of that?

Williams: Yes, I have.

Pullen: The "Egypt Fee" was a lavatory -- lavatory in a restroom. And they would charge you twenty-five cents, and if you had a friend he'd write and say this man has paid me his fee. Somebody gave me ~~that~~ and saved me a quarter! That was common -- that was a common name in all the state.


The dormitory living -- every room had a rocking chair or two, ~~if there were two~~ and right back of them was a lapboard that they laid over the side that you put in your rocking chair and write. I had ^{made} here. You called your roommate an "old lady." I roomed in Taliferro, I roomed in Brafferton, and I roomed at Tyler. That was the new dormitory the last year, and then I roomed in the Hansford House. You could live in town or out in the fraternity house.

The Dining Hall -- we had these fellows ^{who} waited on the tables. We had a head waiter who would read notices every morning ^{and} sometimes at night and would also lead you in prayer. You had to wear a coat and a tie whenever you went in the dining room. One hot June day a group of them went in without coats and ties, and the next morning the head waiter got up and called the gentlemen's attention to the fact that "coats

and ties are required in the dining room. Hereafter nobody will be permitted to come in without." You tipped your hat to the professors. I think that's a European custom, too; I'm not sure where it came from. The freshmen were called "ducs." I don't remember whether it was my last year or not that they had duc caps. I don't think so. But William and Mary was different from most colleges in the state. It was kind of grown up. You had no rules of any consequence, except to act in a gentlemanly way. You could take an exam in your room if you wanted to.

Williams: Really?

Pullen: Absolutely no question. I never saw any cheating. Two or three boys were shipped. One of them was shipped for stealing. He was a transfer from somewhere, and he was a nephew, I understand, of a very prominent English clergyman. ^{and writes} He wasn't in college but three months. (Discussion of boy.) But there were very few disciplinary cases. The only thing I remember [of that nature] was for some special reason they wanted a holiday. I think they got one or two during the time I was there. It was a very quiet sort of life--rather pleasant. You were not under tension, you see.

War came on and we got very 

W. Davis

~~Jusserand~~
 patriotic. We had ~~Jusserand~~ come down (the French am-
 bassador) to speak. They decided to drill, and Dr. Donald
 W. Davis -- I forget who his daughter is; she married a
 professor -- Dr. Davis was one of the men that drilled,
 and Ogelsby, I think. *W. F.* Ferguson had been
 to Plattsburgh. I was at Washington

~~J~~
 and Lee the day before on a baseball trip. Dr.
 Henry Lewis Smith was president. *Rous* We all had a convocation,
 and all the team -- half of the team -- oh, I don't know
 how many there were -- ^{went} to the convocation. We were playing
 V.M.I., and I remember Dr. Smith saying, "We've got to go to
 this war. My advice to you is not to go to [#]fast. Make up
 your mind where you can serve the best and go on." When I
 got back we had a meeting. I remember that that was my
 remark. I intended to go as soon as I
 could. My brother went right away, and I went a little later.

I did go down to Washington with Chandler and Brayshaw and Hefflin.

They went in to an ambulance corps of some kind -- medical.
 But, I later went into the marines, *and Chandler went to the Naval Academy*
 I don't know what it
 did to the college. Oh, they lost a lot of students, but
 they had the SATC and so on. But taking it all together, it
 was a pleasant part of my life.

Williams: I appreciate you taking the time to talk about it. It's
 been most entertaining. I really appreciate your doing it.

Pullen: Well, it's made me think about things I haven't thought

or WFL?



about for years.

Williams: Well, that's the greatest compliment anyone has given to something like this. They will say, "You know, I haven't thought of these things in years." I think it's marvelous.