

W. MELVILLE JONES

Dr. W. Melville Jones joined the English faculty at the College of William and Mary in 1928, retiring in 1971 as vice-president emeritus. He was director of the college's John Marshall Bicentennial (1954 to 1955) and director of program planning for the Jamestown Festival in 1957. In 1958 he became dean of the faculty. When the 1964 Self-Study recommended an administrative reorganization with a dean of the college responsible for all academic aspects of the college's programs, Dean Jones became dean of the college. This title was changed to vice-president in 1968 (later to vice-president for academic affairs), and he served in this capacity until 1971. Since then he has worked on J. E. Morpurgo's Their Majesties' Royall Colledge, a history of the seventeenth and eighteenth centuries at the college.

Dr. Jones made a few omissions and stylistic changes in the following transcript.

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Interviewee W. Melville Jones
Date of interview November 19, 1974
Place Dawson Room, Swem Library, Williamsburg
Interviewer Emily Williams
Session number 1
Length of tape app 60 mins.

Contents:	Approximate time:
Coming to William & Mary, 1908 J A. C. Chandler	20 mins.
Williamsburg before the Restoration	5 mins.
early classes	
Chandler's office, dealings with English faculty	7 mins.
assessment of Chandler	3 mins.
Depression	10 mins
Bryan's selection as president	15 mins.
Charlie Duke's role	
faculty life	
Bryan as president	
social life	

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Interviewee W. Melville Jones

Date of interview November 26, 1974

Place Dawson Room, Swem Library, Williamsburg

Interviewer Emily Williams

Session number 2

Length of tape 75 mins.

Contents:

Approximate time:

Founding of A. A. U.P.	080 - 201 (8 mins.)
John Stewart Bryan - relations with faculty	202 - 319
Charles Duke's role	320 - 343
"Kitchen Cabinet"	344 - 386 } (10 mins.)
relations with General Assembly	387 - 400 (1 min.)
entertaining, gifts, generosity	401 - 480 (5 mins.)
suspension of accreditation	481 - 588 (7 mins.)
World War II, Bryan's resignation, Bryan's character	589 - 659 (9 mins.)
Pomfret's selection as president	660 - 745 (6 mins.)
World War II at William & Mary	746 - 1015 (12 mins.)
post-war period	1016 - 1077 (5 mins.)
re-accreditation (1942)	1078 - 1122 (2 mins.)
law school dissolved and revived - 1939	1123 - 1246 (8 mins.)

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Interviewee W. Melville Jones

Date of interview January 7, 1975

Place Dawson Room - Swem Library - Williamsburg

Interviewer Emily Williams

Session number 3

Length of tape 35 mins.

Contents:

Approximate time:

changes in athletic program - 1939	13 mins
Rube McCray's ^{early} tenure in athletic dept.	3 mins.
changes in deanship, 1947, 1949	10 mins.
Marshall's investigation into athletics	5 mins.
faculty committee	5 mins.
McCray's resignation, Board of Visitors' hearings	2

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Interviewee W. Melville Jones

Date of interview January 9, 1975

Place Dawson Room, Swan Library, Williamsburg

Interviewer Emily Williams

Session number 4

Length of tape 100 mins.

Contents:

Approximate time:

1951 - Board of Visitors' attitude toward president	4 mins.
writing of Faculty Manifesto, distribution of	8 mins
Pomfret's resignation	2 mins.
appointment of acting president	18 mins.
Board's election of new president, reactions of faculty, attitude of Board	12 mins.
Chandler's relations with faculty	8 mins
revival of law school, Marshall-Wythe-Blackstone celebration, 1954	20 mins
Jamestown celebration, 1957	12 mins.
beginning of Draper's Scholarship, other exchange programs	11 mins.
becoming dean of faculty	1 min.

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Interviewee W. Melville Jones

Date of interview January 15, 1975

Place Dawson Room, Swann Library, Williamsburg

Interviewer Emily Williams

Session number 5

Length of tape 65 mins.

Contents:

Approximate time:

as dean of faculty under Chandler

23 mins.

Colleges of William and Mary

20 mins.

dissolution of Colleges

8 mins.

role of William and Mary - changes since 1925

13 mins.

teaching in extensions (1930s)

expansion of programs in 1960s

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Interviewee W. Melville Jones
Date of interview January 17, 1975
Place Dowson Room, Swain Library, Williamsburg
Interviewer Emily Williams
Session number 6
Length of tape 92 mins.

Contents:	Approximate time:
role of William and Mary, expansion in 1960s, extension centers	6 mins.
Faculty in 1960s	7 mins.
Colleges of William and Mary, branches	5 mins.
development of physical sciences program	20 mins.
history graduate program	3 mins.
School of Education	12 mins.
business school	17 mins.
administrative changes in 1960s	20 mins.
retirement of Paschall and Jones	2 mins.
search for new president, 1971	7 mins.

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Interviewee W. Melville Jones
Date of interview January 22, 1975
Place Dowson Room, Swem Library, Williamsburg
Interviewer Emily Williams
Session number 7
Length of tape 52 mins.

Contents:	Approximate time:
search for new president, 1971	35 mins.
overview - William & Mary in 20th century	17 mins.

W. Melville Jones
November 19, 1974

←
Emily: Now I wanted to start with when you came in 1928. And ask you how it was that you came to William and Mary.

Jones: Oh, very interesting I suppose, ^{always} that everybody always thinks that the way you came to some place or other is interesting. But I was at the University of Richmond. I had come to the University of Richmond from Ohio State, where I had done my masters degree in English. I came to the University of Richmond in 1925, and I was there until 1928. In 1927 I married, and we had spent one year in Richmond. At the end of that year during the summer, I was teaching summer session at the University of Richmond, and at the end of that year I had a telephone call one day from ~~from~~ ^{at} the place I was staying during the summer.

φ [My wife wasn't up with me at that time; she had gone up to her home in Pennsylvania. I'm ~~from~~ ^{from} Pennsylvanian by birth, you see.] And this was Dr. J. A. C. Chandler on the telephone, and he wanted to know if I would come down to the Richmond Hotel and talk with him. Well, it just happened (and this is silly to say), I had had my tonsils out just the day before, a couple of days before, and I didn't feel very good, but I thought, Well, maybe I can go down to see him. So I did, I went down. And he met me. I was wrong. My wife was still with me because that was very important. A little incident that occurred with some interesting point to it. ~~(Want me to talk on like this)~~ My wife hadn't left yet, φ [that's right.] So I went down to the Richmond Hotel, (the old Richmond

Richmond Hotel) and met this little man, and he asked me if I knew anything about the College of William and Mary, and I said, I know where it is.

I said, I have been there once, and I had. I had come down with a friend of mine a couple of years before and explored Williamsburg and Old Carters Grove that was then nothing like it is now and so on. He said, Well, would I be interested in coming to the College? I said, I really don't know because I don't know the place. Right offhand without ^{very} really much more he offered me an appointment here as an associate professor of English, which was a promotion for me, a young instructor. I said, Well, I can't accept now; I want to come down. He said he'd like me to come down, so we arranged two or three or four days a week later or something that I would come down. Well, in those days, as I remember, I didn't have a car. So I borrowed a ^{T-model} Ford from one of my friends. -- A T-model Ford, you've probably never seen one.

Emily: Only in a car show.

Jones: But anyhow, I borrowed this thing. And he said, bring your wife along. So we ^{drove} rolled down in a T-model Ford, and I pulled up in front of what is the Brafferton because his office was on the second floor of the Brafferton. The Brafferton at that time had been taken over as the kind of administrative offices of the College because the Dean of men, the dean of the College, and the President of the College, and the treasurer of the College had their offices in that building. So I pulled up and got out and went up myself up the stairs to his office. He had the office in the room that is now the Vice-President ^{for} Academic affairs has ~~is now~~, George Healey. [So] he shook hands with me, and ~~he didn't say~~ ^{very much} he said, where's your wife? That's why I wanted to get this in. I said,

she's down sitting in the car. He said, Let's go ^{right} down there. He was a little short man, he carried a little cane with him. He picked up his cane, put on his hat, and ^{he and I} toddled down the steps. I introduced him to my wife. And he didn't fool around very long. He said, Well, I got a house for you, I've got a house for you. [So he said, Let's go ^{around} there, it's just around the corner on Richmond Road. ~~I was on Jamestown and it was~~

~~around on Richmond Road.~~ I don't know if you know the little house, but right next to the Kappa Kappa Gamma House on Richmond Road there's a little white cottage, still sitting there yet very much as it was then.

And he said, This is the house I'm going to get for you. Well, we looked at that. He said, the seamstress for the college lives in it now. But he said, Come on, we'll go show you. She wasn't at home, I guess. He couldn't get in. The windows open ^{ed} from the bottom, you push ^{ed} them up;

And he just pushed one of these windows up, and we crawled in and he showed us around. He said, I tell you what I'm ^{ll} going to do. I'll knock this wall out here and that will make this room a little bigger and so forth and so on and just remodel the place. We didn't know anything about

Williamsburg, and if he was going to do all this, I guess he was going to do it anyhow, it was quite all right, fine. We had no furniture because we lived the first year in Richmond in a furnished home, which we rented from a doctor who was on leave from the Medical College ^[of Virginia]. It was very

nice, and we didn't have to bother about buying furniture the first year we were married. So he said, that's all right. I'll take care of that. Mrs. Jones, you go up to ^{y o} Sidner and Hundley in Richmond. Now ^{y o} Sidner

and Hundley then was a very different store from what it is now. ~~Now~~

~~it's a sort of discount [I don't like to say anything about it] but~~

~~it's not a top-rate furniture store. It was then, it was ⁱⁿ an old home.~~

~~somebody else bought it and changed it.~~ ^{y o} Sidner and Hundley was an old

line sort of store like Miller and Rhoads. So he said, you go up there and pick out what you want for this house, and he said, I'll buy it and then I'll rent it to you for so much, some percent of what it cost.

Now this sounded pretty good, too. In the meantime we hadn't even decided whether we'd go or come or not. So I looked ^{around} and talked with him a little bit more, ^{--talked} spoke with nobody else, didn't even talk to the head of the English department. That indicates ^{something of the way} how the College was operated in that ^{case} day. And then he just said, would I accept the job and

I said, Yes, I will. And one of the reasons, of course, was I'd rather have been in many ways at that time in Richmond. But one of the reasons was that ^{+ only} ~~now there~~ was a promotion, there was a considerable increase in salary, and ⁱⁿ those days, just on the edge of the Depression (1928), salaries were not too good for young instructors ~~for anything else~~. So

I accepted. Well, we went back, and it puzzled me about why he offered me a job without ^{knowing} anything more than he could have know about me. But I

finally worked out what had happened. A Dr. Grace Landrum, she was dean of Women here, but she had been previous ~~to two years before she had~~

~~been~~ at West Hampton College, the University of Richmond. She was in English there, she was not dean, she was a professor of English. And

the year before I'm just talking about now, she had come to William and Mary as Dean of Women, which also carried with it, she was also able

to teach at the same time. It was a part-time deanship and a part-time pprofessor of English. She was able at that time to teach the courses she wanted, which were Chaucer and Shakespeare, those were her two favorite

courses. ~~And this was what she was going to teach.~~ So he came here.

Now I knew Grace Landrum very well up at the University of Richmond two years before she came down here. We were very close friends. I admired

her very much, ^{apparently} and ~~granted~~ she liked me. So she must have come down here
 and told J. A. C. Chandler that why didn't he go up and bring down this
 young man in Richmond that she knew? That's how it happened, I
 figured it out. So anyhow, that's how I got here. ~~And we didn't~~
 occupy the little cottage because after my wife had gone up to her home
 in Pennsylvania, one day I had a telephone call from Dr. Chandler in
 which he said, "I'm sorry I can't rent you that cottage because the seam-
 stress who lives in it has threatened to leave and do no more work for
 the girls and so forth if I take her out of that house. So I can't do
 it. ^{I've got to keep her,} She is very important to us. So I have to have her. ^I I said, ^I "What
 will I do." ^I He said, ^I "you come down here sometime, and we'll figure it
 out. We'll find you a place. Don't you worry, you come down. Why
 don't you come down so-and-so date. ^{I said, "All night," so} ~~So I did.~~ I took a train that day
 after my classes in summer session ^{up there,} came down to Williamsburg
 again. I remember walking up from the station and going up to the
 President's House, which had a porch on the front of it then and a swing
 on the porch, and there he was sitting out there on the porch waiting for
 me. So he and Dr. Ed ^{Gwathmey} ~~Walthmey~~ ^m Ed Gwathmey was at that time a
 Williamsburg person ^{and} (lived in Williamsburg for sometime) ^{and} He had a
 house down at the other end of town near where the Capitol is, it's
 gone, the house is. The Capitol wasn't there then. ^{-- nothing was there} The only thing that
 was there ^{with} of any sign of restoration was the Wren Building, which had a
 big green fence around it, and they were just beginning work on the
 restoration of the Wren Building. The rest of the town was a very, very
 unattractive, pretty much run-down, quiet, charming little place. But a lot
 of the houses were beginning to run down in spite of their, they were
 old. And then this modern sort of thing had come in, a wooden structure
 on the Duke of Gloucester Street, and not very attractive. In fact, quite
 unattractive, the service station on the corner there was right across
 from Casey's.

from
~~Gasey's on that other corner, service station over there. The bank was down~~ ^{held way}
~~in the middle of Duke of Gloucester Street. There was an old church.~~ ^{Toward where Capitol now stands}

~~Emily: The Baptist Church?~~

Jones: The Baptist Church was still further down. That's gone now, too, of course. Well, Dr. Gwathmey ^m said he would find me a place, ^{so Dr. Gwathmey} and he took me into some houses that I couldn't have possibly taken my wife to him because she wouldn't have lived in them. They were ^{just} dirty, messy, unlive^d in, as far as I could see at that time, and I suppose they would have been ^{repaired} prepared maybe, I don't know. I don't remember where they were. Boundary Street and Henry Street and so on. Well, they were run down badly, and I knew they wouldn't work. So I was beginning to get pretty desparate about it, and oh yes, he said, "Well, come on home with me for dinner and he said, We'll look into something. We got down there (he lived at the other end of town), And he said, Oh, I've got an idea. He said, Mr. Lane has an apartment on the side of ^{her} our house. Now that ^{cloned} house he was the ^{treas}reasurer of the college. He was a very old Williamsburg resident, and this Mrs. Lane was, I believe, his second wife, Emily Lane was her name. Well, he took me over there, just down if you go down Duke of Gloucester Street to the end and turn at the Capitol and go on down you come to, I can't remember what the name of the street is now, I've forgotten, but it's the one behind the Capitol. Do you know where Mrs. Campbell's place is? Waller Street, that's the street. And just across the street catty-cornered from Mrs. Campbell's was the Lane house. It was a white house, rather large, rambl^{ing} house with on a pretty good-sized lot that's all cleared now, nothing on it at all. Took the house down a long time ago. ^{Colonial Williamsburg bought it} It was an old sort of place. I wouldn't call it an ^{eighteenth-}old 18th century house, I don't think it was. I think it must have been

a nineteenth -
 ^ 19th century house; But it was a ramplly place and cold in winter and
 so forth. But anyhow we met Mrs. Lane and she had this little apart-
 ment on the side and it had a bedroom (kind of what you'd call it) with
 a great big high ceiling and a living room and a little kitchen off to
 the side with an oil stove in it. If you've ever used an oil stove you'll
 know what I mean. So then the bath though was on the second floor. We
 had to go into the hall of the main house and up the stairs it was a
 private bath; it was our bath all right, [but we had to] and walk up and there was the bath.
 It was a good-sized bath; but it was big and private but not very convenient. It was the best thing
 I had seen so I said, well, I'll take it by all means. I would work on
 it. So that's how I came to Williamsburg. We came down (Helen and I
 came down) two or three days before college opened and went to the Lanes
 on Saturday.

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 give substance

did in finding a place to live we lived there that year. The next year
 we moved up to an apartment of the college that Dr. Chandler said he would
 fix up for us in the next year. That's that little pretty much run-down
 place on Richmond Road next to the Theta House. It's still there; It
 used to be called the Montiere Cottage. He fixed that place up and it was

very comfortable)

and we lived on the second floor. At that time Billy Gooch, who was the Director of Athletics here [just came the same year I did] he and Elizabeth lived on the first floor. So we really lived in the middle of things at the College, in the middle of the sorority houses because one was on one side and one on the other, and sorority court was just a few doors down the street ^{We were} and right in the middle of things. [It was good because we ^{lived there six years} were definitely secure.] That's how we came to William and Mary. When I first came here ^{twelve hundred} [when I first went to class] the college had around 1200 students at that time, co²education ^{as} of course. It had become co²educational back in 1919. I went to my first class, which was a survey course in English literature. The class was scheduled to meet in room 100 in Rogers Hall. It's downstairs in the big lecture room in Rogers, ^{cal} very big lecture room. There was no James Blaire, ^{or} what we call James Blaire now. Washington Hall, the Old Phi Beta Kappa Hall, [only the front part of it now where the President's office is] There was a building back of it, the big auditorium was back there, which burned later. What's there now was not there then. That was built and is used now by the music department and so on. And of course, the old buildings in front. And there were two buildings in front on the front campus that are gone now. One was called Citizenship on one side of the Wren Building, and to save my life I can't remember what the other one ^{was} is called.

Emily: It was Ewell, Old Ewell Hall, I think.

Jones: Yes, it was Ewell Hall

Emily: Now we call Phi Bete Ewell Hall.

Jones: But those buildings are gone, and I taught in those old buildings, and sometimes I kind of liked them because they were so ^{Nickety} pretty, and they had a lot of atmosphere. ~~[But we did not, the Wren Building was used, of course.]~~ Well, when I went to the first class here ~~I was told~~ I had been told that classes averaged about ^{thirty-five} students. I went into that class, that room was nearly filled ~~[the big lecture room.]~~ I couldn't believe my eyes, and I started the class, ~~[went ahead with it,]~~ ^{but later} and I told the head of the department, ^{who was then} Dr. Gwathmey, told him that I couldn't put up with that ^{large} size class, that I couldn't do that, it wasn't a lecture course particularly. It was not to be that, and I didn't want it to be that. ^{So} He finally relieved me of a lot of those students ~~and moved [it was just after registration] straightened it out.]~~ ^{with I} I was still in that room but a smaller group. Well, now what shall we do?

Emily: Then you moved into the Wren Building after it was restored?

Jones: No, ~~The Wren Building.~~ As I said, ~~I told you~~ when I came here in 1928 it was fenced in, and they were restoring it. It took a long time. It was not really finished, I think, for use until about 1932 or '33. I'm not sure, ^{mem} I can't remember if it was '32 or '33. But I do know that Dr. Chandler died in '34, ~~and he,~~ when the building was finished, he moved his office into the Wren Building. He was only there, I believe, one year. No, I didn't move into the Wren Building until much, much later. Dr. Chandler moved in there, though. His office was on one side of the first floor. He moved his office out of ^{the e} Brafferton and was in the Wren Building, and then he was also in what is now Phi Beta Kappa, what was then Phi Beta Kappa and is now Ewell, ^{IT IS NOW} in the same room that the President uses now except that it was not cut up like this. During Dr. Paschall's

period a ~~petition~~ that large room was petitioned. There was a room
 for the secretaries made there, and the President's office was cut down
 in size. But before that ^{The partitioning} ~~petitioning~~ and so on that was Dr. Chandler's
 office in there. And this was a very imposing room, a big room. And as
~~when~~ you went in he had his desk in the far end of the room so that you
 walked actually down a carpet. You know the old phrase about ^{being put} ~~going~~ on
 the carpet? Well, you really were put on the carpet. You entered
 in the doorway, and you walked right down this carpet to the desk which
 was ^{way} at the other end of the room. And there sat J. A. C. Chandler. ^{Now it was}
 while he had his office there that he became head of the English
 department, took over the headship of the English department because
 Dr. Gwathmey ^m ~~was~~ this was, I believe, just a year after I came. I ^{think} took it
 was ^v 29, but I might be wrong, ^{it might be} perhaps ^v 30, But I think it was ^v 29 ^m Dr.
 Gwathmey was transferred from the College to the Norfolk Division, where
 he was made Director or whatever they called him in those days, I've
 forgotten, Director of the Norfolk Division would be the same thing as
 President of the Norfolk Division, but it wasn't President. And that left
~~the College (left the)~~ English department without a chairman, without a
 head. We didn't call them chairman then, ^e but we called them heads of
 departments. For a long time this went on, too, ^{by} called ^m that title.
 The reason there wasn't a head of the department was that Dr. Chandler
 had brought in a man by the name of Jess Jackson, Dr. Jess Jackson from
 Harvard, who was an instructor or something at Harvard, had brought him in
 with the idea of his becoming head of the department, but at the time he
 wasn't ready to make him head of the department, so he ~~served~~, he came in as a

professor of English. Of course, Dean Landrum was also a professor of English, you remember. The department was very small: There were in all ^{not more} ~~than~~ ^{than} ~~about~~ ^{about} five people. So ~~he~~ ^{you} might say, he became head of the department in that he had the department meetings in his office. And when we had a meeting we ~~would~~ ^{sat} all ^{assemble} in a semicircle around his desk in front. There were just about five or six chairs there, and we all sat in a semicircle. And he would conduct the affairs of the department briefly, I don't know how often, but not too often. One, do you want little incidents?

Emily: Chandler stories? Yes.

Jones: Well, one of these meetings was very interesting because he called the meetings, ^{usually} at about four o'clock in the afternoon, something like that.

He called the meetings, and we were all in there (only about five or six of us), including Jackson, Jones (I'm trying to remember), McClane^e (there was a man named McClane^e) and I'm not sure whether Horris^{ace} Reynolds^{yo} had come yet. ^{Glenwood} ~~Concord~~ Clark was here. He had just come a year or two before I had. He had taught at the Richmond Division (Richmond Professional Institute) before he came here so he had, he used to claim connection with the College long, long before he ever came to William and Mary here. ^{in Williamsburg}

~~He was at Richmond related. And I don't know, I'd have to go back to the catalogs, but I think this was pretty much the group. This day we were all sitting there, but Dean Landrum hadn't arrived. It wasn't very long -- we were, just chatting there. ~~And it wasn't very long before~~ in came Dean Landrum, bustling in, you know. She was a cute little person. She sat down and looked around, and Dr. Chandler looked at her and said, Dean Landrum, when was Chaucer^c born? ^{Well, it} That scared the poor little lady to death to have this question thrown at her. She said 14, 1349, she said 39 --~~

Sometimes people think '39; but we think it's '40, 1340. He said, you're right, 1340. This was so funny, and just ^{out} ~~at~~ of a bombshell he popped this question at her deliberately to confuse her, no question about it, ^{and it did} She couldn't even remember when her poor, dear, close friend ^{Go e} Jeffery ^C Chauser was born. She forgot for a minute ~~but~~ But not long.

^{Chausier} He was a very interesting man in many ways. I don't think I need to go into that, but he was an ingenious person in many ways. He built the College, really. ~~He~~ Not only was he able to get funds, but he was able to use funds where they were needed, not where they were always appropriated for, but this ^{was} ~~is~~ one of his problems, he got into some trouble later. But he had an uncanny ability to put the funds where they were most needed whether they were appropriated for that or not. I think all the funds that were used were used with no question of honesty, but the point was that they were sometimes used not ~~for~~ where they were supposed to -- like, ^{maybe} ~~not~~ for this purpose but they needed it for this purpose, and this ~~is~~ ^{so} ~~was~~ ^{where} ~~is~~ where it went. The plan of the College on the old campus, (not the new campus) the plan, back of the Ween Building and the sunken gardens and the buildings there, all of those and all of that was planned. He had plans for all that ~~that~~ The College really didn't go much further than the old library. Do you know where it was, just across from the old Phi ^{Beta} Kappa Hall?

Emily: Right.

Jones: It's now the law school, ~~But the old building was not like anything~~ →

But the old building was not anything like the size it is now because that building was added to several times. It was really just a small square building at that time, but it was gradually added to. Dr. Swem managed to get it done so it was now much bigger and was before we moved out of it and into this library. But that was and right in the center of that that was the end. Washington Hall was open, I think the year I came (1928) I remember that it opened then. We did not have James Blaire it came later. And right in the middle was an old tree, I remember and there was no sunken garden. The campus just ended there.

Now most of that part of the college and so on was all Dr. Chandler's doing. The new campus though, of course, was all really beginning

(Confused)

with '57. It dates from '57. Phi Beta Kappa was open the new Phi Beta Kappa. All right. Now in 1929-30 in 1930 we began a session Dr. Jackson who was a specialist in Icelandic-Anglo-Saxon and

(That part continuing belongs to Phi Beta Kappa and the new buildings in the center were...)

so on, got a fellowship, received a fellowship from one of these (I think) Icelandic societies or something of the sort, and he was off for the year. So you see, he didn't become head of the department that year, he would have normally, but he was off. They went to Iceland

first. So the department went along without a head again for that year. He was in Iceland for a while, and then he moved over to Denmark, and he was supposed to be doing some sort of research there on the Icelandic language.

And Copenhagen had the big library that he wanted to work in, so he was there for a while. I visited him there in 1931, the summer of 1931. Then he came back. Well, when he came back,

Jackson came back he became head of the department. And at that time, then, most good number of our offices were in Washington Hall. He had we had one side of the first floor and several offices along the side.

I remember I had an office there with somebody else. It was really one of the

classroom buildings, Washington was. Rogers was the chemistry building. The physics department was in the basement of Rogers Hall. Rogers Hall had been built several years before.

At the end of that year (1931, session of '31) ^{Dr. Jackson} he came back. He left in '30 in the fall and came back the next September during the summer of '31 and he became head of the department. Well, there's nothing special until ^[when] '31 I went on leave. I had been here three years and I requested a leave of absence to continue my graduate work toward the doctorate and I was going to Harvard. I received a leave of absence and but now remember that 1931 was the period that the depression hit worst. The 1929 ^{market} stock crash really did not become evident to most people until a year or so later, you know, it took a little while for the conditions to develop. We had very bad. I hope we never have another one. I hope this is a recession we're having, I hope it never gets to the state like that one because that was not only in this country, but in Europe, too. Anyhow, that was at the beginning ^{it was} the worst time to go off on leave, but I had planned on doing this. In fact, I don't think it would be anything wrong to say that when I came to the College of William and Mary in 1928 I had no idea of staying at this college. I thought it was and again as most young people do in the teaching profession, when they are younger, they are looking for new opportunities and new jobs and better jobs and so on. So I had the feeling that when I left here or shortly thereafter when I left on the leave that when I finished my doctorate I would be going somewhere else ^{up north}, probably. That didn't happen, and I think I know why now. Well, that year (1931 ^{to 1932}) we were in Cambridge and I was working on my doctorate. Toward the end

of that year the Depression was very bad, very, very bad. We just managed to squeak out that year and made it financially. But Dr. Chandler wrote to me at the end of that session (the spring) and wanted to know if I was going to return to the College. He was going to have to reduce the faculty, ~~that~~ the Depression had hit so hard, and the state was cutting the funds. If I returned he was going to have to let somebody else go in the English department, which made me feel pretty bad, of course, but on the other hand, I needed a job, too. I couldn't go on at Harvard then. I did go back and finish, of course, but I couldn't then, I couldn't financially do it. So I wrote back and said, Yes, I intended to return to the College in September. Well, that's what I did. I came back here in September ^{in the middle} of the worst part of the Depression. I guess to return then was what (although I wouldn't have recognized it at that time) but the return to the College then was probably what was ^{the} a turning point in a way in that it probably was the reason we remained and have remained ever since. Of course we like it, too, and liked it all along. The most vivid thing that I remember between 1932 and Dr. Chandler's death in 1934 (He was really in many ways an ill man then, He was not well) but I remember that the College took (we on the faculty took) two cuts, five percent cuts, in our salary. This was not to be a permanent cut, but it was temporary ^{ies} and we took two five percent cuts, ^{They} that were made. We didn't have any choice about it; The state did it. The state just cut salaries all over five percent and then another five percent. Now I remember one day -- it must have been ¹⁹32, ~~must have been~~ that Dr. Chandler called a faculty meeting. He had the faculty meetings in those days in the Great Hall of the Wren Building. ^{Great Hall?} ~~Have you been in the Wren Building, the Queen Anne portrait, that was much much later.~~ The tables ran along the

Confusing

Φ

Φ

wall, they still do, tables and benches. We used to meet and sit on those benches and have the faculty meeting there. And why I don't know, I don't remember why it was there, but it was just big enough to hold the whole faculty, I remember that he called this meeting, and he presented this to the faculty. He said, Funds, have reached the place where we cannot, we must save more money. Therefore, I am giving you, the faculty, the opportunity to decide what you want to do. Either you will take another five percent cut (which we hope will be temporary and we hope we can return) or I will have to dismiss five members of the faculty, one or the other. Well, this was, pretty serious and awful thing to place before a faculty. Either it voted to take a cut or it voted to dismiss five of its members. And knowing what that meant at that time, there were no jobs to be had for five people. And one of the questions was asked, what five will you, are you going to choose the five. The last five appointed, he said, will be the ones who would have to go. ~~They were the last five appointed.~~ Well, of course, the faculty voted to take a five percent cut. ~~He~~ wouldn't have turned anybody out if he could have helped it. I'm not going to tell you who those five were, one or two of them are still here. Anyhow we voted to take that. Now that cut was, maybe this was as late as '33, that this happened, again I'm just not sure, because we received that cut was returned to us just after Dr. Chandler's death in the spring of 1934 (that last five percent). Later we got the other back, too. ~~But that last five percent.~~ Dr. Chandler then became so ill that he had to have ~~he did not have his faculty meetings in the building.~~ He had them in the President's House, and we used to go into that President's House in those two main ^{living} rooms there, and we had enough room for the whole faculty.

Confessed

unpleasant

~~φ [that went to the meeting.]~~ He ^{Dr. Chaudhry} used to sit in the other room and talk very weakly. Then later he went to the hospital in Richmond and died there in the spring of 1934. It was at that time and this was customary in his day and the days that I remember we always had a faculty meeting on the day after commencement ~~[of all things.]~~ This was partly to keep the faculty here until after commencement. They wanted everybody to go to commencement and so he always had this faculty meeting you had to be there, you just had to be at this faculty meeting unless ^{that was all there was to it} there was some good reason why you were excused. So he died in May (I think it was May) and this faculty meeting that was held after commencement was addressed by Mr. Charles Duke, who was then on the Board of Visitors from Norfolk. Mr. Duke was the ^{ed} I think, I'm not sure whether he was the rector of the Board at that time or Vice-Rector, but I have a feeling he was the rector. He addressed the faculty at that meeting and informed us that the Board had decided to restore the five percent cut that we had taken voluntarily. When you say voluntarily put quotes around it because we had to, there wasn't any question about that. But anyhow we had taken that and were pleased about that. ^{Go have it book 20} The problem came then, who would be the new President? (I said that Mr. Duke was the Rector) I would have to go back and take a look at the catalogs.

Emily: I think he was secretary of the Board at that time.

Jones: Probably you are right and probably I am wrong. Secretary of the Board. And I wouldn't have been surprised if Mr. Bryan hadn't been Rector.

Emily: He was Vice-Rector.

Vice-rector. Probably Mr. Shannon was rector.

Jones: Then there was a lot of discussion about who was going to be President and so on. ^{I'm sure} And Mr. Duke was very anxious that Mr. Bryan accept the Presidency. In fact, he said so. But Mr. Bryan had not yet done so. It was not very long after that ~~after the news meeting at the end of the summer~~ that it was known that Mr. Bryan had been elected by the Board to be the new President and that Mr. Duke would be his chief assistant here. Mr. Duke therefore, was going to move here and be on the grounds all the time. Mr. Bryan ~~was~~ also ~~also~~ owned the Richmond Newspaper, and he lived in Richmond and would have to spend some of his time there. So he would not be an altogether ~~shall~~ we say full-time President as far as actually living here. Mr. Duke and Mrs. Duke (Virginia Duke) moved into the President's House. They occupied (I'm not sure I think) the third floor of the President's House, at least certainly. Yes, I think it was the third floor, maybe part of the second. ~~They occupied the third floor and Mr. Bryan, of course, came.~~ He used the President's House, entertained there and so on.

This was a very different administration from Dr. Chandler's. Dr. Chandler's administration was a ^{the} atmosphere was frequently tense. The social life of the college was not extensive. ~~We used to~~ among the faculty we had some little social life. We used to make formal calls in those days when we had new members of the faculty coming (which was not too many) we always called on the ladies always called on the wives, and in a formal way you returned the call. This was done. I can't remember how long that went along, but it died out somewhere along the ^{line} run. I guess so many people came in new that...

Well, Mr. Bryan devoted himself to developing the faculty and developing in many ways the academic life of the college and to a certain extent,

although I don't think he intended it deliberately, but the social life of the college. He was wealthy himself and could afford to entertain a good deal and entertain well. ~~So the faculty had~~ I think this was a very good thing for the faculty. It brought them out and gave them a certain dignity and gave them a feel^{ing} of something of their importance to the college. This was not felt before. There was less emphasis placed on buildings and so on and developing the physical aspect of the college and more on the internal college. Mr. Bryan himself -- this was his general influence. He himself was a cultured person; I wouldn't say^a scholarly person, you understand, but a cultured person. Mr. Bryan could speak ~~out~~ at a moment's notice. He was a wonderful speaker. He had great wit, wonderful wit. He could quote a lot from the past and even go back to the Greeks and so on. ~~quote~~ The quotations

~~I'm sure are often the things~~

he had a wonderful retentive memory, you see. And he had a charming personality, charming. ~~He~~ ^{It} wasn't very long after he came when he would come down, maybe ^{spend} spend a week, maybe three days, he would bring his secretary with him. For a while she lived with us, as a matter of fact. We moved from the ^[it was] ~~Maybe~~ a couple of years after Mr. Bryan came that we moved to what is gone now, a corner house down across from the old Methodist church. ^{There's} That's a vacant spot in there even yet, but not as big as it was. The street was widened; the street was much narrower; and we had a very old house, one of the houses that was occupied by the head of the English department (I would guess) until the year before I came, old Dr. Hall lived in this house. Then it was occupied by various faculty members and finally by the Southwolds th ~~who was in economics~~

Wife Dr. Southworth

The corner house

He completed his house, he left it and we moved into it. ~~It was a corner house there was an old thing~~ the floors of the house, you got sort of seasick looking at them if you didn't have furniture in them when we first moved into it and they redid the place, floors and all just kind of wavy, the floors were so old. The house was in many ways a ^(ful) wonderful place, wonderful place to live in, if you could stand the wound of rats running through between the ^{doors} doors. Once in a while they sounded like a chariot was going through. We never saw them much. ~~Don't mention take that out of there.~~

*Much sold
It's rather interesting
OK*

It was a nice old place, comfortable and big and all that. We had a couple of rooms and Miss I've forgotten her name now, Mr. Bryan's secretary, a lovely person. When he came ^{down from Richmond,} she came. She wanted a place to stay, so we ^{gave} would give her this room. So we got to know her very well. Mr. Bryan entertained quite a lot when he was here. He didn't like to be along, ^e so he was always having dinners of one sort of another. He invited faculty members, administration, and a whole lot of other people and he hooked up somewhat with the restoration and he mixed in he knew a lot of people, and he was very well known in the East, particularly. So Mr. Bryan was a wonderfully social person. And once a year he entertained the faculty ^{UP} at his home in Richmond, and the faculty ~~traveled~~ ^{traveled} to Richmond for this dinner party that Mr. Bryan, wonderful party and we ^{OK} ^{On} tracked back. One occasion a couple of faculty members had accidents on the way back. ⁿ May attributed that to the fact that they had too much champagne at Mr. Bryan's house or something of the sort. But anyhow, this was the general atmosphere. He also had parties for the students.

I remember around Christmas (before Christmas) Mr. Bryan would have this wonderful party ~~in the evening.~~ I've got some pictures of it. We'd have one of these pageant affairs. Everybody had to dress up in colonial clothes, and the lord of the manor put on this party. Mr. Bryan was the lord of the manor, you see. We had to wear wigs.

A New York firm came down here and rented us these colonial clothes, and we all had to go and get them. In those days we had to pay five or six dollars to ^{rent} get these things. ^{That was} They were rather expensive in those days. He put this big party on for the students, ^{everybody} And then in the spring we had an outside ball, a big ball for the students. This was outside in the sunken gardens. We had a special platform made for the dance floor. There were all sorts of decorations all around up in front. By that time we had got ^{ten} the sunken gardens, Mr. Bryan had developed it. ^{Most of} The boxwood, you see, ^{was given by} on the side came from Mr. Bryan.

Mr. Bryan brought it from northern Virginia and had it moved down here. It was much ^{smaller} longer then. And we had this big dance there, and he had the fine arts department make this big ^{that was set up there} urn, with all the fancy lights and what not. Oh it was beautiful, beautiful party. Refreshments were served. Mr. Bryan paid for most of it, put this party on every June, usually around commencement, for all the students and everybody. This is the kind of atmosphere... And he brought into the faculty a number of very good people, very good people. ~~This was the year in which he~~

~~brought in~~ ^{During a period of} two or three years in which he brought in people like Charles Harrison ⁱⁿ of the English ^{Murray Bonish} in English later. ^{Jim Fowler came} during 1934 or '35. There were several others who came in from good schools and good people. The faculty was considerably strengthened during Mr. Bryan's years.

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November 26, 1974

Emily: Last time we had talked about when you^{f r} first came to Williamsburg, what Williamsburg was like and about J. A. C. Chandler. And you had talked a little bit about Mr. Bryan and about how he was selected as President and you told about his parties and his entertaining...

Jones: I told about ^{his} being a different type.

Emily: Right, a different type of person.

Jones: change, altogether a change. Is that on now?

Emily: Yes.

Jones: Altogether a change in the atmosphere of the College Mr. Bryan brought that. There was a ^{easier} more easy relationship with students. The faculty for a while after Mr. Bryan came ^[there] were much easier relations.

Let me tell you this: ~~[I didn't tell you before, I forgot it.]~~ But the American Association of the University of Professors (AAUP) when I came here it was a secret organization. It was sub-rosa on this campus. The reason it was ^{sub-rosa} you see, I hate to say these things because it steps on somebody's toes. Now Dr. Chandler (that's J. A. C.) was a remarkable man, he really was a remarkable, energetic man, did much for this college. But he also had ideas that were not always Democratic and open and liberal you know. But one thing that Dr. Chandler did not like was the AAUP. He looked at it, I'm sure as a sort of labor union of the college faculty. This is why his son is still living and I'm very fond of Alvin Chandler. ^{Here I have} I hate to say things about his father that I wouldn't want him to know.

Emily: Well you know that anything that you say can be sealed up and put in the Archives like you talked about Dr. Paschall doing anything

Did this change later? when? why?

This doesn't step on any toes because it is a legit fact.

can be sealed.

Jones: I think this ^{story} ~~affair~~ about the AAUP in those days was very interesting because the AAUP has changed so much. Well, when I came ^{here} I didn't know much about the AAUP ^{when} I was a young associate professor I didn't know ^{anything} ~~much~~ about the AAUP. Nobody ever told me anything about it. I didn't belong to it. As far as I know at the University of Richmond ^{Virginia,} we didn't have a chapter. In other words, ^{particularly,} certain institutions in Virginia ^{after I came here} were always a little behind in things like this, I think. Well, two or three years ^{I was asked quietly sort} of, would you ^{It is well known that} do you belong to the AAUP? ^{See you can belong to the} AAUP as long as you're a college professor, ^{teaching college.} All you have to do is be recommended by somebody, and anybody can recommend anybody. You pay dues and that's it. So they wanted to know if I'd like to belong, and I said, "I guess so." Well, we meet down in the Wythe House in town. Well, I went to the first meeting of the AAUP, and here was a group of faculty members whom I knew. ^{then; it was really} See, the faculty wasn't as ~~big~~ ^{big} ~~small~~ ^{very small}, You knew everybody. So I went down there, and here I was in this kind of smoke-filled ^{little} room, and here were all these people sitting around and sort of hush-hush, and one of the people who was one of the ring ^{leaders} was Dr. Goodwin, who was ~~so~~ ^{responsible} here for ~~the~~ ^{He} was professor of religion at the College, as well as the ^{Rector} director of Bruton. I can remember that the ^{had} restoration was just started, and we were in the middle of it then. So I became a member of AAUP [#] nationally, and I went to the meetings. Because ^{under} Dr. Chandler, ^{you} ~~you~~ were suspected ^{was} if you belong to the AAUP, that's about it. Well, this went ^{on} until Mr. Bryan came. And when Mr. Bryan came, a year or two

or ~~two~~ after the AAUP opened up, you know, became out from underground up on top, and we had meetings in Phi Beta Kappa, one of the rooms, it was the Apollo Room and the other room, I forget the other room.

Emily: Dodge Room,

Jones: The Dodge Room, that's where we met. The Dodge Room was a big room with sofas and chairs, it was a nice room. ^{then it was known as a meeting room} We used to have faculty

~~meetings in there. That's where Mr. Chandler, for a while I remember going to faculty meetings there in that sort of, in the Dodge Room. Then I told you later he had them down in the Great Hall, And finally when he became very ill I remember going to the President's House. But~~

Confused

~~Anyhow~~ so it opened up as we elected officers, and everybody came in and do you know that there were some members of the faculty, looked upon this as very, very wrong, that the AAUP still should remain a closed organization, that

Everybody shouldn't be able to come into it, you should be able to pick whom you wanted. So it took a long time to get over that. But that all happened during Mr. Bryan's administration, that's one of the things.

That and as I said Mr. Bryan was a very social person. Many of the faculty were invited to Mr. Bryan's home, when he was here, for dinner, oh, he also did some terrible things. See in those days, you know, Prohibition

was just getting over. In '34 or '35 Roosevelt came in, and one of the first things he pushed was to get the prohibition out of the road. Well, Mr. Bryan used to serve wine, and things like this, which shocked many of the old ladies in Virginia and Williamsburg. They always

blamed Mr. Bryan for doing things like this in the President's House, serving wine and liquor. ~~It is not clear whether he served just or not. I can't remember.~~ Mr. Bryan was always social, and he always brought faculty in there

and many people enjoyed this, of course. This made a different atmosphere.

IT (AAUP) SHOULD NOT BE OPEN TO EVERYONE

7

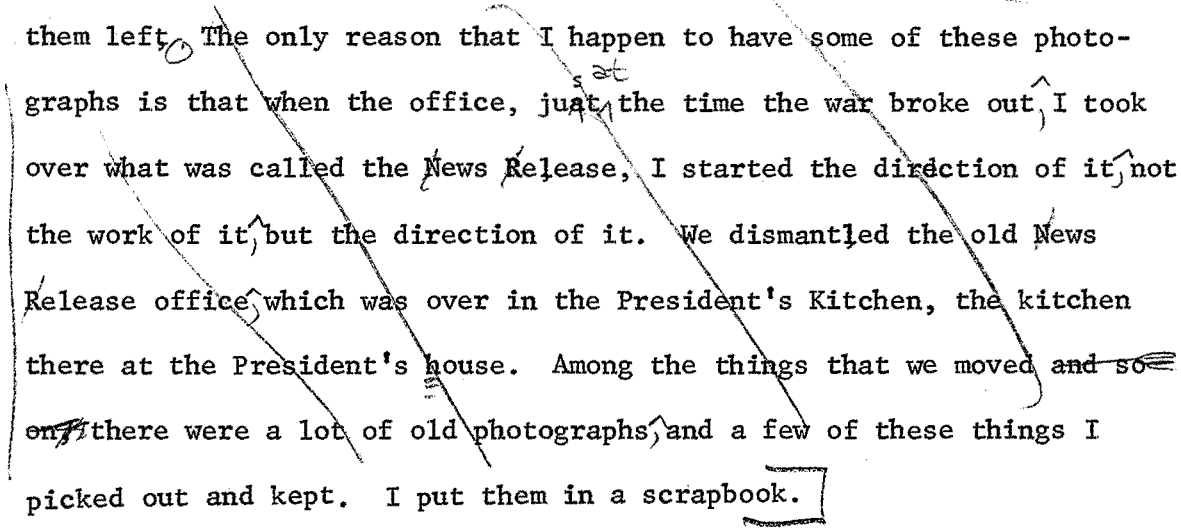
Mr. Bryan improved the faculty. He had connections ^{at} (in Harvard) He was on the Board of Overseers at Harvard, I think, for a while. And so he had connections there, and he would go out and bring these people in himself and would build up the great departments. I don't think we ever recruited that way again. During that time Mr. Bryan was responsible for bringing some very good people. This went along for say, I think Mr. Bryan came in '34, I'd say along toward '37, '38 these social affairs students, I told you about having the Christmas party. Gradually, ^[there came] the feeling on the part of some of the faculty that Mr. Bryan was showing favoritism toward other members of the faculty more so than he should have done. ~~I don't know whether this is going to be too thick.~~ But anyhow, this gradually grew up. You could feel it, you could see it. Gradually it came to place ^{the} ~~that~~ some of the members of the faculty would speak of Mr. Bryan as Lord of the Manner, a sort of thing. Now he considered himself in these Christmas parties, got all dressed up in the wigs and all this, and he'd be Lord of the Manner. ^{The whole} That old thing was just to a kind of recreate ^{the eighteenth} 18th century again, again, and I told you we all got costumes and went to this party. ~~I've got photographs of it, I treasure them very highly because I don't think there are very many of them left.~~ The only reason that I happen to have some of these photographs is that when the office, just ^{at} the time the war broke out, I took over what was called the News Release, I started the direction of it, not the work of it, but the direction of it. We dismantled the old News Release office, which was over in the President's Kitchen, the kitchen there at the President's house. Among the things that we moved and so on, there were a lot of old photographs, and a few of these things I picked out and kept. I put them in a scrapbook.

don't know

Can't understand word on the page.

omit

omit



All right, let me get back to Mr. Bryan. Being a wealthy man Mr. Bryan contributed frequently to the college in various ways, but he did come to have favorites.

I don't know how you avoid this. I guess you just do.

Well, this didn't please all the members of the faculty.

And then, of course, he was also known as an absentee president. One of the complaints that developed was that Mr. Charles Duke was running the college. And he was, in many ways, because Mr. Bryan was frequently not here. We might go on for two weeks, and Mr. Bryan would be absent. Mr. Bryan would be in New York or somewhere else. Generally he ~~XXXX~~ averaged three days a week at the college, I should say. I told you about the secretary who came with him and was a very nice person. We all knew when he was here. But he was a lonely person. But I think Mr. Bryan when he

took
the Presidency took it with the understanding that he would not be able to spend all of his time here, and that if Mr. Duke would come with him and serve as kind of bursar (treasurer) and at the same time do many of the things he would do if he were here all the time. I think that was

point of criticism

the understanding (when he came with the Board) And so, but this became, as I say, kind of ^{and} It gradually grew to be a kind of sore spot. Mr. Duke's running the college and his way of doing things. I

knew Charlie ^{Duke} very well. ~~By just by really~~ for no reason except social reasons either Mr. Duke and I can't remember whether it was Mr. Duke

or the President (Mr. Bryan) encouraged some of us a group of us (I guess ^{MEMBERS OF THE FACULTY} maybe twelve) to come over to the ~~old~~ kitchen of the President's house.

CHARLES DUKE

He fixed that up ^{WITH} and had a big fireplace in it then and used to build a fire. ^{It was sort of a lounge room} It wasn't a bedroom. It was very nice, very pleasant. And we would go over there about once a week and meet and just talk. We

didn't do anything else but talk. I guess we had a drink or ^{now had them} something.

maybe ~~I guess we did~~. But there were about ten or twelve of us. Jim Fowler was one of them. Jim Miller, who ^{was} ~~used to be~~ dean, ^{of the faculty} became dean for

EMILY

a while. I can't remember the others, ^{Dean Hoke} ~~Dean~~ Corey, ^{who's now retired} Bill Guy, Lambert. Those are the ones I can think of now there were

others too. We would go over there, maybe once a week in the evening.

Usually Mr. Bryan wasn't there; it was Charlie Duke who ^{acted as host} was there. We'd

talk and chat around. But it got to be known that we met over there and we were very close to Mr. Bryan, and so we got to be called the

Kitchen Cabinet. It was generally known that there was a Kitchen

Cabinet. Now this was very ridiculous because we didn't run the college ^{during these meetings} at all. We may have talked about things at the college, and we may have

talked about certain things that needed to be done or something of this

Kind of but
 group it was a social group, that's all. [It did not.] I suppose you
 might say it was the favorites of Mr. Bryan's, yes, maybe. But anyhow,
 that Kitchen Cabinet became a very scandalous thing thing in a way.
 It was talked about among the people who were not in the Kitchen
 Cabinet. It caused the dicotomy, I'm sure. While we were not too
 oonscious of it, but looking back on it now... Then, well, the College
 prospered in many ways during Mr. Bryan's day, although the commonwealth.
 Mr. Bryan was not the kind of person to go up there when the General
 Assembly met and work out hard to get money. That's what most
 presidents have had to do. Neither Mr. Bryan or Mr. Pomfret enjoyed
 doing this. Mr. Bryan wouldn't do it. He had friends up there who
 helped him, I'm sure.

So out of

THOSE PEOPLE WERE

in the faculty

to

to Richmond

obtain funds

how was

Emily: Did Charlie Duke do any?

Jones: Charlie Duke. Charlie Duke was a politician, there is no question
 about that. He was definitely so. We got our share at that time. It
 was a bad time really, '34, just moving out of the depression. Well,

probably through Mr. Duke's efforts

~~I'm just trying to remember when this happened. You probably read
 about it and can probably place it. One of the things that often happened~~

omit

~~Mr. Bryan (he wasn't a bachelor) but he was alone when he came down~~

at five o'clock in the afternoon and
 call you up and say, come on over for dinner. You and Helen come over

here for dinner. We would go over and maybe there would be two or

three other couples that would be there from the faculty. I remember numbers of

times

sometimes on weekends in particular he would call up and say, come on

over here for breakfast with me. I don't like to have breakfast by

myself, come on over here. So Helen and I would go over. We lived

close. He was always nice in giving some faculty in particular, I

turnover

assigned to

don't know how many he had, gifts at Christmas

I

Every Christmas morning ~~I used to remember~~ somebody, one of the boys from the President's House, would arrive with a basket or ^a package of wine, Portuguese wine, or something like this, very nice. And I guess he did this for a lot of people; I didn't know how many. ^{Mr. Bryan and Mr. Duke} They did a lot of things for the colored employees, ^{for} the college, too. ~~It was~~ always known that the, we had a bellringer, Henry Bellups, ^{who} had been here for years and years, wonderful person, wonderful old gentleman. Well, Henry and his ^{friends} ~~colored~~ were always told that they could come over to the President's House on Christmas Eve and Christmas morning and go down into ^{this} ~~now~~ ^{Tom} ~~Mr. Graves has got it all~~ fixed up.

Emily: The playroom?

Jones: ~~No, it wasn't even that. Then it was just a hole in the ground.~~

And they had a bowl of eggnog down there for them and that sort of thing. ^{ground to be} It was this sort of thing that got the Lord of the Manner, ^{sort of idea} you see. Well, I just can't remember whether it was '38, '39, or whether it was as late as '40, it may have been as late as '40. I'd better mention my own personal incident there. I was working on ~~the 18th~~ ^{the 18th} eighteenth-century folk literature, ^{then was} most of this was known as chap books. They were little folk books that were sold by itinerant peddlers. There were two big collections of these: ^{at the} One is in Harvard Library, and the other is at the British Museum. ^{I had wanted to} I was working on my doctoral thesis, and I had wanted to go to England to work with ^{the chap books} I had already done most of the work on ^{the} Harvard. So I wanted to go to England, and I wanted to do it for a year, but I couldn't afford it then. So I mentioned to Mr. Bryan that I'd like to work at the British Museum. What did Mr. Bryan do but go ^{after} the Carnegie Foundation, ^{I think} it was the Carnegie Foundation, ^{there} somebody he knew, I guess. He said he had

[a man]

on the faculty who wanted to do some work on this kind of thing. ^{at British Museum}

couldn't they give him a fellowship? And of course they did. Mr.

Bryan got me this wonderful fellowship to enable Helen and my son ^{I said} (not

quite ^{at 2 years} (six years old) to go to England to work for a year. So all this ^{at the British Museum}

is extremely grateful to Mr. Bryan for getting me that. ^{was a very good fellow} Well, what ^{obviously I was}

happened of course was that ^{that} was the year the war broke out. In

September of 1939 war was declared and I couldn't go. ^{to England} This was the

year I was going to have my fellowship. ^{and} I couldn't go. ^{to England} So I talked

to Mr. Bryan and he said, "Why don't you go up to Harvard and do the ^{and work up there}

best you can and if it gets so you can go, of course you can. ^W

Of course ^{the way} it didn't get over. And so we did spend a year in Cambridge.

Well so much for that. That is just personal, nothing to do with the

College except that it indicates something of the considerations ~~of~~ Mr.

Bryan ^{tried} trying to give to the members of the faculty. [#] It was somewhere

in there, it must have been after '39 (somewhere in there) that I'm

going to say this because this is the how it happened. Another thing

about Mr. Bryan, I hope everybody who talks about him and knew him --

Lambert, Fowler and so on will point out that Mr. Bryan was a strong

southern Virginia gentleman. He loved Virginia and loved its

traditions and its history. [^] And he was very proud. One of the reasons

I think he came to this College as President was that he thought

William and Mary was the old college ⁿ and that it had for many years

been the center of Virginia cultural and Virginia political life ⁱⁿ

~~Williamsburg~~ []] Somehow or other this was one of the things that he

so loved and was so proud of. So Mr. Bryan ~~when he came~~ []]

~~was one of the things he was very proud of~~ []] was the history of the College

of William and Mary. He was very proud of this, maybe more so than he

than he should have been, let me put it this way: Sometimes you can be your pride in something can carry you away into things, you know what I mean? I mean you sometimes do things because of your pride in something, for something. It may not be the best for that particular institution or whatever it may be. ~~Mr. Bryan was anything, any way~~ ^{through any dispersion} ~~through any dispersion~~ of the

College of William and Mary caused Mr. Bryan to flare up and be very upset. Nobody, no institute, no ~~committee~~ ^{agency} can say ~~throw any dispersions~~ ^{on} on this college, you see. The first I knew about it, and I don't know if it was the first (I think it was) that anybody in the group, the faculty one evening Mr. Bryan invited a group of us to dinner, and it was a very wonderful dinner, I'm not sure I can tell you who was there, and I don't know if I need to, but there were members of the faculty, and they there were also close friends of Mr. Bryan's. Helen and I were there.

Charles Harrison, who is no longer here, who is now at Sewanee and retired there [wonderful man in English], he was there, he and his wife. I think there must have been six couples, maybe twelve. During the course of the dinner Mr. Bryan said to somebody on his left or right, he

said, "Do you know what a Northern body of some sort, American Association of Colleges and Universities, you know what they have done to this college?"

They have put us on the black list. Can you imagine a Northern group like that doing that to this ancient college, you see? We looked at Mr. Bryan and I remember somebody said, "Mr. Bryan, what did you say?"

And Mr. Bryan repeated it. And it was obvious that Mr. Bryan did not realize the importance of this act. We didn't know, But I don't think he ever realized how important it was to an academic institution to be

put on what was known as the disapproved or black list or whatever it was, we didn't know why; Later it came out. It seems that Mr. Bryan had just received a letter. Now in those days, you didn't have the Southern Association of Colleges and Schools or the New England Association ~~on or the wherever it is,~~ the Midwest or the far west, divided up into various areas, it got so big that it had to be ^{divided} In those days there was one accrediting association and that was

~~association I think the Association of American colleges and Universities.~~

Sometimes that's broken up, too, into national, American Association of Colleges and American Association of Universities, But they not the accrediting, the local bodies like we're accredited by the Southern

Sociation of Colleges and Schools. And that's why the college has to go through the ten year self-study. We did it back ten years ago

and you have to do it every ten years in order to keep your accreditation good. Okay, this was the national association. What happened, it

wasn't the College in Williamsburg, it was our branch college in

Norfolk, ~~That had been, finally we had been,~~ since we were responsible

for it, the branch college. It had a very, very poor, almost impossible

library situation. For whatever reason, people don't know what the

reasons are, All they know is that the College of William and Mary is

not on the ^{ac} credited list of institutions ~~of American colleges~~

And you know, that's pretty serious, and we all knew this was terribly serious

omit

Emily: Dr. Bryan didn't realize it?

Jones: I think he gradually came to; oh, yes. Oh, yes, he came to it, but at first he didn't. That's what I mean. That's why I was telling you about his pride in the institution, that he felt that no group or body like that

blacklist
 like that should ever ~~this is~~ the College of William and Mary, couldn't
 do it, ^{JUST} couldn't do it. Your feelings about these things sometimes cause
 you to over ^{to} fail to see the importance of some things. It wasn't
 his fault. ^{Mr. Bryan wouldn't be expected to} Mr. Bryan wasn't an academic man. He had not been associated
 with, except on boards and things, he had not been closely associated with
 the academic phases of the College. He left that to others, rightly.

Well, there we were. We got into the war in 1941, Mr. Bryan's
 President, and of course things got more and more mixed into it even
 though we weren't actually in the war, ^{more and more preparation} we
 could see it coming and finally ^{no declared} during the war the college, like every
 other college, was seriously hurt by ^{this} because it lost so many of its
 men. Many of the boys who were in college would have to go and serve.

They were the right age and everything else. So the college, as you know,
 gradually came to be a college of ^{with} women, some men that were either too
 young or were handicapped in one way or another, ^{or were not well or}

~~able to do service. There's a respectable name for them, but I
 can't remember it.~~ We had a lot of those. Gradually as the war went
 along Mr. Bryan, I'm sure, came to feel that he could not cope with the
 war situation at the college and that ~~he~~ this lack of

accreditation was ~~enough~~ hanging over him and he came to realize how im-
 portant it was that something had to be done. All these things I
 think came to ^{a head?} I'm not sure what else may have entered into it, I really
 don't know whether Mr. Bryan was not well, as far as I know he was then.

But whatever it was, Mr. Bryan resigned as President. And I think it
 was simply that he did not feel he could cope with all the conditions
 the war was bringing as well as ^{being} a need to bring us back to the

accredited ^{of Colleges.}

The Vis.

Photos

DVT
 entrance
 into the war

being

on

get us

Emily: Was this a surprise to the faculty when he resigned?

Jones: You know, I can't remember. ^{1/42} Just after the winter of ^{1/41} Mr. Bryan

I think ~~left~~ ^{he stayed on} until the new president was elected. ^{but it was}
~~But~~ I think it was September, ^{or maybe} before that. Mr. Duke may have
 served sort of as acting president.

Emily: Now the College was faced with finding a new President.

Jones: Mr. Bryan was then made ^CChancellor. I was trying to remember--I think
 that the man in Norfolk, ^{-- he was} John ^CChancellor, ⁻⁻ Colgate Dardan, ^{e--} from ^{1/46} to

^{1/47}, just a year before he became President of the University of Virginia,

he was governor, and then in ^{1/46} or ^{1/47} he was ^a ^{John Stewart} chancellor. ¹ Bryan was

chancellor from '42 to '44, from the time he resigned and retired until

he died. So that was it. Now we were really distressed, terribly

distressed about Mr. Bryan. Many of us loved him, ^{He was} a delightful ^{delight-}

ful man; ^{He really was.} He could talk about anything; ^{He could} make

some wonderful speeches; ^{He was} widely cultured. How deep the culture

was one never knew, ^{but he was} widely cultured. He would meet you on

the campus, ^{in the} morning, ^{early} morning sometimes, and he'd startle you,

maybe speaking in French. Or one morning he met me, and he said, "Mel,"

(it was early in the morning, it was cold), Mel; what are the first lines

of Sampson Agonistes? ^W

I knew the first lines of Sampson Agonistes; ^W

but when ~~Mr~~ Mr. Bryan popped the question at me I couldn't think of

them to save my born days; ^{And so he} quoted them for me. I'm just

giving you an illustration of the kind of person he was. ^{The cold}

^{then came} who we'd ^{get to be the} question, ^{who we've got to get} a new president. Who is it going to be and

so on. Well, in those days committees weren't appointed to select a

President; ^{The Board} did this. The faculty had very little to do with

it. The faculty could play that they did but they really didn't.

Who would
 be the
 president?

sharp division
(the faculty)

concerning
the MSW
president?

As I remember, when Mr. Pomfret was elected we had almost nothing to do with the elections. It was a fight between certain members of the Board. But one that we were very concerned about ~~it~~ naturally ~~the~~ faculty ~~and~~ one of the ^{matter} things that concerned us so very much was that there was some reason to believe there was a certain man whom none of us on the faculty ^{or} (a few of us) had much respect ^{for} [and he] ^{has been} elected for political ^{reasons} ~~business~~. This Board was strongly political. ~~This~~ Board, ~~this was a board in which the rector of it at that time was Judge~~ e Shewmake of Richmond. That was 1942. ⁴²⁻⁵¹ ~~was more than what a rector of the Board should have served and more than any board members should have served.~~ ^{Judge} Maybe Shewmake was not the rector of the board at the time at the time. He couldn't have been; It must have been somebody else, Bohannon or someone else.

Judge Shewmake
of Richmond was
Rector of the
Board

Probably Mr.

Emily: We can look it up.

Jones: I don't remember. This went ^{al} on. We heard rumors and rumblings about it off and on. I don't know, I don't remember ^{whether} the faculty was ever consulted or not at that time. I suspect it probably was, at least in a superficial way. ^{But I never heard} There wasn't anything about a faculty committee going to the Board for Mr. Pomfret. Finally it was announced that a man by the name of John Pomfret, who was at the time dean ~~of~~ ^{of} ~~something~~ of the graduate school at Vanderbilt, had been elected President of the College. Now this was unusual in many ways: He was not a Virginian. He was not an alumnus. He, as far as it was known, had no connection ever with this college. And the big question was where and how did it happen that John Pomfret would be elected? He

was from Princeton, ^{with a} New Jersey ^{background} (just, by the way, published recently a book, ^{for} just is about to publish, ^{is} as part of ^{this} series for the bicentennial thing on the history of New Jersey) ^o It came out finally that one of the reasons that this happened was that a certain man connected with the Richmond newspapers who was ^a somewhat influential man in the Richmond newspaper (Mr. Bryan knew him well, you see) ^{and} many of the board -- ~~and people on the board~~ and he had some influence because his sister was Mr. Pomfret's wife.

Emily: I think her ^{mother} name ^{was} is Wise.

Jones: Wise, that's it. That's the man's name. So he may have at least recommended ^{Mr. Pomfret} to the board ~~Mr. Pomfret~~. He was elected President, ^{at 1906} and we all ^{ought to think} ~~thought~~ very highly of Mr. Pomfret, ^a many of us did. Mr. Pomfret was an academic man, for one thing. He had a doctorate, he was a dean of ^a graduate ^{school} work, and had written some things. He was an academic person and a historian to boot. So we all, I think, felt generally quite pleased about this [#] election. But ~~there were some things~~ we did not know [#] that the Board of Visitors was divided on this election and that some of the board did ~~not~~ (definitely did not) want Mr. Pomfret. One of these people, I think, I'm sure ~~sure~~ one of them was the later rector, Judge Shewmake. I don't know why, except that maybe they felt he was too much of an academician and not of enough of a politician. Maybe they thought he could not, that they needed ~~some~~ more of an outgoing person. I don't know, ^{the Board members} But there was a very strong division. Many of them ^{wanted} this other gentleman, whose name

Most of us did not want him here.

I can't think of. ¹ He was Virginian; I think he was President of a college somewhere at the time in Virginia. [#] Anyhow ² Mr. Pomfret came, and for the first time we had a woman in the President's House, Mrs. Pomfret [#] (Sarah). She was a lovely person, just lovely. And they had a son who was in Princeton at the time, young, his first year. And all in all ^{we were quite pleased} ~~it was a great pleasure~~ ¹ to have Mr. Pomfret here, and of course he had the war to contend with and conditions. [#] He used to say about his administration that it was a housekeeping ~~in the~~ administration. In other words it was ^{just} a matter of keeping house, keeping the place together during [#] the war. We lost all the lower student body and most of the women and all ³ this kind of thing. (And he was borrowing and ~~lending to the service institutions all around. And we'd take up folding~~ ~~beds if we had them we'd lend them to the town and everything else.~~) →

which was
done on 11/11.

(As it stands,
it doesn't
make sense)

It was that kind of thing. He tried to keep things going, finances were bad and so on, But we struggled through. Now ~~during~~ during that time, during the ^(ASTP) I would start at '42 or '43 sometime, an Army unit was stationed here. Now this was supposed to be very good because we needed people.

We were fortunate in some ways of getting these ^{military units}. We had the Chaplain's School, the Navy Chaplain ^{is} School. ~~That was~~ they had their headquarters in what is now James Blair Hall, what used to be called Marshall-Wythe Hall, but is now James Blair. (That's where they had their headquarters) and the then Dean of Men, Mr. Lambert, joined the Navy and just moved from his office downstairs upstairs to the second floor and became a sort of liaison between the College and ~~this~~ ^{The} Naval Chaplain's School. He was a young lieutenant in the Navy. Have you got ^{ten} that far with him?

Emily: No, I haven't talked to him yet.

Jones: Well, he'll tell you about this. He knows all about ~~this~~ ^{The} Chaplain's School and ^{would} be very interesting. He was here all through the war. He was stationed up in ^{the second floor} and he was in uniform ~~and~~ they used

to march [#] to meals and ^{all} this kind of thing. I don't know how many of them ^{of these Marshall-Wythe}

they ~~had~~ ^{they} I guess at one time ^{there} they must have ^{been} had one hundred of them.

And they'd move out and a new ^{group} bunch would come in ~~or new people would~~

~~come in.~~ ^{it was} And they were here right till the end of the war. They were trained here, and sort of chaplain Naval training, you see, here.

They had different training than the other people [#] because they were going to be chaplains.

Emily: Did they take any courses with the students, [≡] would you have taught any?

Jones: Oh, no, I don't think they took any courses, as I recall. They could on their own, but no. I don't know how long the training period was; Lambert can tell you that. It was not too long. I think they would ^{Went} be here maybe for a couple of months, three months or something like that, and then off they were ^{later} stationed in the Pacific or wherever it ^{was} ^{was} all over the world. ^{EV} So they were trained here. They were young ministers, most of them. They came in and got this Naval training and in Naval procedures and things like that, you know, that they got. They marched around to meals and what not, ^{unit we had during the War} at least that was one thing. Then we had ^{an} this other Army ^{Training} group. They came in one summer, during the summer of, it must have been 1943, it just must have been. I ~~wanted to be able to tell you what they call that program.~~ I have it in my head that ~~it was the letters heading it was~~ ^{were} ASTP but I cannot to save my life, I tried to think of it this morning what those letters stood for. But I have that in my head ^T ASDP, but it just doesn't make sense, because what could T be? ϕ

Army Scholastic Training Program?

Emily: Training

Jones: Army something Training Program,

Emily: Specialized

Jones: But these people were young these were boys who were brought into the Army and who had ^{or} either had had some college or ^{college education} wanted, and they had the intelligence to take college work in, they were given tests, and they were ^{selected} picked out. A lot of colleges had units of these. We probably had as many as I suppose five hundred of them here. I don't remember now, but there were an awful lot of them here. They used to march around the campus, ^{and they'd go, 'h-p, h-p, h-p, h-p'} and it was military all over the place every time you turned around. They ^{all} ^{red} used to march to class. They had their ^{classes} but in groups, you see, maybe ^{thirty} 30 of them would go to class, and they'd march in all at once and ^{thirty} 30 going somewhere else, another course, maybe ^{thirty} chemistry and 30 to history or something.

not together,

~~30 going somewhere else, another course, maybe chemistry and 30 to~~

~~history or something.~~ Then they'd switch around. Well, I'm telling

you, it was a very, very ^{difficult?} ~~unfortunate~~ very serious period. I used to see

~~these boys,~~ ^{they were} nice-looking kids. Anyhow, they were here for, I can't

remember, six months, seven months, maybe. I know they were taken out

during the year, during a session, while the other people were going

to college (girls). But we would place them in the dormitories ^{that were empty} and

~~all around if we had to.~~ I got very attached to some of these boys.

Many of them were quite nice. This was a fine program. They were being

trained as officers, no question about it. And they were permitted to

go to college classes, and what was going to be done with them I never

did know, whether they were ^{opportunity to be moved} going to be moving and new ones come in, I

suppose, but the same group stayed until they were ^{stripped} taken out. And I'll

never forget the first class I went to in the Wren Building, I taught

them English, you see. I had that summer, I had three or four, a day, I

think, ^{at least} And they'd fill that room. That was the first room on the right,

the big room, the ^{Room} ~~Hall~~ ^{Memorial} Leslie Hall, there was a tablet on the wall,

~~what is now the grammar school, they fixed up.~~ They had filled that

room, just jammed. You'd come in there, and there they were, just about

^{forty fifty} 40 or 50 of them. It was a hard teaching, awfully difficult teaching

because there were too many in class, and ^{the} there wasn't any good room, anyhow,

and acoustics was ^{ere} very bad in there. Well, we struggled through the

summer, and after that summer session was over I was exhausted. But

they were here ^{into} until ~~end of~~ the fall, and I'm sure it must have been

pretty late in the fall. With the Naval Chaplains and this Army group

we were doing pretty well, ^{because} we were getting revenue from both.

We were feeding them, educating them, we were doing something ^{for} to them.

^{was} They were paying us for all this.

Emily: How did the girls who were here react?

Confused

In the
reconstructed
building

The Army

Jones: I can't remember. I guess it was fine for the girls, it must have been. We wouldn't have had them otherwise. The Chaplains seemed to me that they were much more to themselves, I think. I don't remember them being... But one man who came with the Army, ^{unit} one of the officers, was Dr. Richard Brooks, who was until this year Dean of the School of Education. I ~~ve got~~ ^{brought} Dr. Brooks from Longwood College here some six, seven, eight years ago as Dean. But he had been here before. He ~~was~~ at that time he was the officer who was known as the Personnel officer. He was supposed to, I don't know what a personnel officer did, but he was supposed to ~~watch~~ ^{ed} their grades. He met with our faculty. Brooks ~~did~~ while he was here, he was a member of the faculty. He came to the faculty meetings ^{reported on} and all things pertaining to the Army group. Dr. Brooks ~~he~~ looked after, and he watched their grades and all this sort of thing. He was personnel advisor, counsellor. After the war, Dr. Brooks ~~he~~ came back here. He came here in psychology and counselling and was here until ~~until~~ ^{College} he went to Longwood. I don't remember when it was. 1947, he came after the war and was here, I really don't know how long because it, ^[College Catalog] doesn't give me that information, But I would say four or five years. I'd say in the '50s somewhere he went to Longwood College. During that time he completed his doctorate and was ^{at} Dean of Longwood College but came back here in 1967 as Dean of the School of Education ^{until his} and retirement. He was the first of that group. Anyhow, whatever happened, they pulled ^{the Army unit} them out, pulled them out all at once.

Emily: The next day they had to leave or something.

Jones: We heard, I don't know. When did the Battle of the Bulge occur, in 1944?

It was the last gasp, the push the Americans made into Europe
 ^ The Battle of the Bulge was in the winter of '44. When did we invade
 France?

Emily: June of '44.

Jones: All right then, this was after that.

Emily: Six months later.

Jones: And it was in the winter and these boys were all pulled out of here,
 and we understood they were all sent ^{over} home. Many of them were killed. It was
 terribly tragic because ^{we knew} ~~there~~ were so many of them, ^{and} we liked so many of them.
 Anyhow, so much for that. So when the war came to an end the Chaplain's
 school ended, and of course we gradually got back to normal.

Then was the period of the great influx of the service people. We had
 a lot of them come here, come to the College. Many of them, some of
 them had been a year before they had to leave ^{freshman} and they came back
 again on the G.I. bill. We had a lot of them who had never been to
 College at all. Now this was a very wonderful experience for us, the
 faculty. At least I thought it was, because for the first time we had
 a group of people who were older, and they knew what they wanted: they
 wanted an education. They ^{were} would grim about this education, and they
 were serious about it. Nothing would they allow to get in their way of
 this education. They had a chance, and they were going to take it. ~~They~~ They
 might not have ever had it. ^{again} We had a lot of these boys, and I remember
 them very well because sometimes they would get very discouraged.
 They'd come to you and ~~tell~~ and tell their problems. - I can't make it,
 I can't make it, They would be frustrated, the ^{war} ~~word~~ left them and in
 this kind of situation, ^[that] they were confused anyhow. The return to
 civilian life and then plunging into the college here - - everywhere else, too.

They would
 say

it was difficult. There are two or three of them still in Williamsburg.

One boy I remember very well who teaches at the high school here. I

haven't seen him for a while; ^g But I ^l meet him on the street once

in a while. He was one of the people who had a ~~very~~ bad time for awhile ^o

~~while~~ I think he came to me and said, I have to quit, I have to quit.

I can't make it, I can't make it. ^v And I said, ^v Oh, yes, you can, yes

you can. Stick at it. Keep right with it. If you're not understanding

something, come in here, ^v and we'll talk about it. ^v

Well, we pulled him through, and here he is teaching. He had an unhappy

life. He was married and his marriage didn't work out very well and

that was one of the problems, ~~the marriage didn't work out very well~~ ^o

Some of them were married, some of them weren't. It was really a

wonderful experience to have these people, older than most of the college

students, ^{and} that ~~have~~ certainly much more mature. They were serious about

education, ^v And it was wonderful to teach them. That started around

'48, '47 and even as early as '46, but certainly '47, and went on ^{four five} ~~until~~ 4 or 5

years, we kept ^{getting} ~~having~~ these GI's. It was quite a period, a wonderful

period for the college. ^v Well, that brings us up to ^v this comes pretty

close to the end of Mr. Pomfret's administration. Now one thing that

~~I~~ ^{tell you,} did not ^v say, and it slipped my mind. As you would expect (and this I

think was what Mr. Bryan may have ^{thought} ~~got~~), somebody had to do something

right away to get the college back on the accredited list, ^{of the American Association} And of course,

Mr. Pomfret realized the seriousness of this situation. ~~You know what~~ ^v

~~it meant~~, all of this ^v it means ^v two things. First of all it meant that

report of
college in 1942

If they could help it, would not come to a college that was not accredited, faculty people were not counted. ^{For} Whatever reason, it wasn't the sort of place they ^{would} didn't want to be. Maybe if they looked into it carefully and found out what the reasons were, they might, but other than that, no. It was very difficult. And second, ^{the} same with the students. Many of ^{the} your good students were finding out that this was not accredited. (We have a reference book of accredited ^{institutions} schools when I was in the dean's office and ~~some~~ people would be looking ~~that~~ up all the time if we ~~were~~ a college were ~~college~~ accredited and by whom. ^{Some} Many of them ^{aren't} weren't so Mr. Pomfret was the man who knew how serious this was. He set himself, - the first ^{and} one of the ~~big~~ big job was to get this college back on the ^C accredited list. ^{on this} And he worked hard, real hard. He traveled some and worked with the committees and so on. We made our report, ² big report, put together and made ~~it~~ to the ^A association, and finally we improved the conditions that brought it about in Norfolk to meet

^C the accreditation requirements. A committee came here and spent some time and went back and recommended that we now get ^{be placed} back on ^{the - or} accredited ^{list} list. It took us ^{I've forgotten} - It must have been two years before we got back, and that was during the war, about two years before we got back on the ^C accredited list. [#] Now the other thing that happened in Mr. Bryan's administration that I guess I should mention is the matter of the law school. Mr. Bryan, among other people that he brought here, he brought a man by the name of Cox, ^{theodore} Theodore Cox, as ^{Dean} Dean, we didn't have a [#] law school, really. It was a department of ^{the} Jurisprudence in the Marshall-Wythe School of Citizenship, ^{or something like this} or something like this. So Cox came here ^[the University of] from Virginia, I think it was. He was quite a person. He wanted to

to see how they converged on ^{old} Phi Beta ² Kappa Hall. That's where the Board meeting was.

Emily: Were there a lot of them?

Jones: There were quite a number of them. They were supposed to be alumni of this ^{law school} and what did the Board do with this influence?

~~with this influence?~~ The Board reversed itself and within a week had put the law school back on good standing. ^{This pleased} Mr. Cox and all these people ^{what people?}

Emily: What about Mr. Bryan?

Jones: Well, I don't know. I think Mr. Bryan felt that the law school was - - ?

I think he felt that the law school might as well go, [#] (too), But he finally changed his mind. He was forced to change his mind, and the

Board changed its mind, and it put the law school back. It's been back ^{developing} ever since. Now we'll come to ^{the} a time when it actually became a school

again, if you want to, in 1954. That's when they really revived it, and it was taken out of the ^{into} Citizenship school and brought ^{een} independently

And ever since it has been pretty sound. That's an interesting

development which I'll have to tell you about later. But one other thing, most of us, I don't think, ^{thought} never struck too much about the law school

maybe it was ^{all right as} always the department of jurisprudence, ^{but} It was a weak law school, and had very small faculty. It couldn't compete with the

larger law schools, and therefore because of that and because the commonwealth of Virginia was going to put money into law schools, ^{had} it better put

it into established ones, ^{the} at university of Virginia, in particular.

That was the law school that was well known. And there was also the

law school at Washington and Lee, a rather old one, Not as old as ours, but rather old. Then there was also one at the University of Richmond

There was [#] T. C. Williams school of law there. So there were three law

is established
law school
at Washington and Lee

schools, two private ones and one state one. And it just seemed -- why continue a weak, small law school?

Another reason that really until now, until recently (in the last ten years) ^{that it} has survived is because of its historical nature and its tradition. The claim that it is the first [#] law school in the country may be a little doubtful, but there isn't anybody ^{who} ~~that~~ can contest that. That was tried back sometime back and they failed at it. It was said that there was a man in ^{Massachusetts} the North who had a kind of little law school in his office or something, and this ^{could be considered} must have been the first. It was a year or two before ^{The} ~~this~~ ^{of William and Mary} one was established with Wythe as the first professor of law in the country. Well, I think that's been pretty well dispelled now, and I think it's pretty well recognized that William and Mary had the first professor of law in the country and that was George Wythe.

January 7, 1975

Jones: ^{up until} I can tell ^V the coming of Coach ^V Boyles ^{at} Athletics at this college

had been minor. We were playing relatively small schools. I remember we played Bridgewater every year. You know, Bridgewater College, ^{way out in the western} ~~part of the state~~

~~I~~ don't know if it's still there, I guess it is, But things like that.

~~We used to~~ ^{some} ~~over there at that field where it is now was this wooden~~ bunch of seats, and I think they had fights and used to play games at night of all things. ^{We didn't have} ~~But you know that stadium,~~ ^{didn't come until} that stadium came after

I came here. It was built during the Depression. ~~The stadium was built, and this may have been one of our problems, this may have been.~~

^{helped} The stadium was built, you know by, W. P. A. ^{they} These were the people who didn't have jobs, and ^{who} were employed by the government.

They did a lot of fine things. ^{Here, for instance,} They cleaned out our college woods and put paths in it, and we had ^{beautiful} places to walk, and there were bridges

over the little streams, ~~and all this kind of thing.~~ They did that, and they practically built that stadium. J. A. C. Chandler got some of that started. The design of it wasn't very good, and I think ^{it was} pretty awful in many ways. ~~But~~ ^{in that thing} a lot of wasted space, But nevertheless, that's

how it got built. During Mr. Bryan's day, and I can't quite remember the date, it could have been 1936 or '37, somewhere around in there (maybe you'll run across this in your reading) when Carl Boyles came ^{as coach,}

Emily: 1939.

Jones: '39? Was it that late? I didn't think it was quite that late.

Up to that time, as I say, we played football and basketball. Basketball, I think, we played better teams than we did in football, as I ~~really~~ remember. Nobody was fussing about ^{our} athletics. It was not big-time. I don't remember ^{that we} if they gave very many scholarships. It was always a feeling here that athletes, I was shocked to find that sometimes ~~after~~ ^{on the faculty} we were expected to do things for athletes ~~on the~~ ~~and faculty~~. One particular college official here at the time was quite dishonest about this, and his dishonesty showed up later when he ~~when he~~ finally had to be removed from the Norfolk Division. He was sent to the Norfolk Division as director of our Norfolk Division, and there was some dishonesty there, too. So he had to be removed. I'm not going to give you the names, but you may run across it. His son, ^{one of his sons} is right here now on the faculty. He was in the Army, retired, and now is director of rooming and housing. But he was the PMS here for a year or two (professor of Military Science), and he retired from the Army and just stayed because, I guess maybe he was born here, his father was here. His mother, I don't know if his mother is still living. If she is, she's in a nursing home. But anyhow, ~~we~~ ^{whether I should} I'll never forget one incident, and I don't know if you want to put this in, but there's one incident ~~that~~ that shocked me terribly long afterwards. People were, in a way, expected to give athletes better grades.

Emily: This was special treatment in the '40's, ^{you're} talking about?

Jones: No, no, I'm talking about something much earlier than that, when I first came here. I ~~was~~ just said as far as I know athletics was never any great shakes here. But there was always the feeling somehow.

(and I got this earlier^y) that athletes were^{to be} given special treatment. I'll never forget for one^{thing} the first class I met, which was a big survey course, lecture course of a certain football player, who was a sophomore at the time, sat in the very first row, I remember. And later on he came to be a member of the Board of Visitors at this college. He's dead now. We used to give monthly grades at that time, and the first month, at the end of the first month, I gave a quiz or ~~something along~~ ~~in there~~ and I flunked this fellow right badly. He met me in the hall after ~~that~~ ~~he received his grade~~. He was a great big man, he met me in the hall and wanted to know if I knew who he was. And I said, "Yes, I know who you are. You play football, I know." Well, I'm just not used to being treated like that. I'm not used to being flunked." I said, "I'm sorry but you flunked, and that's it unless you can improve." Well, he finally did it. He got to work and improved his work. He came out pretty well before everything was over, but he expected me, and there must have been some kind of feeling through the faculty, but I'll skip that and come back to it.

⌘ In 1939 Mr. Bryan brought Carl Voyles here. ^{'m not sure where} I ~~don't know how~~ Mr. Bryan got Mr. Voyles. He was apparently ~~a~~ pretty well-known then in football ~~circuits~~ circles.

He was a nice enough person to meet, stocky, dark, sort of, I would say, kind of sinister-looking man, but nevertheless quite pleasant in many ways, and he tried, I think, to get along with the faculty. I think he did. Well, Mr. Bryan seemed to think that this was going to be one of the great things for the college. I'll never forget when he introduced Mr. Voyles to us (to the faculty generally) in the Dodge room or ~~and~~ the Apollo Room, and I think this was in the Dodge Room. ^{in old Phi Beta Kappa Hq}

The Dodge Room, he introduced us to Mr. Voyles, made ^a the speech about him in Mr. Bryan's ^{inimitable} innumerable way, and Mr. Voyles answered it very nicely. ^{He} ^{he could} I hoped ^{he could} I can get along with everybody and ^{that} football-the athletics ^{will} ^{could} improve and so on. Well, it did, of course. Mr. Voyles built a football team

Where he got the money I never did know ^{if} it was entirely alumni money ^{it} it must have been. ^{Could be} Mr. Bryan was ^{helping} ^{giving} some. And he brought a lot of really good athletes here to play football. Gradually we got into a ^{bigger} ^{bigger} ^{league} group of teams to play. Billy Gooch was director of athletics at the time. Billy came ^{to William and Mary} the year after I did.

He was from ^{he} he came down here from the University of Virginia. He was director of athletics, and he had a relationship with the Navy, and so we got onto the Navy schedule. Then gradually onto other bigger teams and so on, and Voyles then came to really develop a really kind of football team like you have in most of these big institutions. They have ^a a separate training table, and they have ^{id} ^{...} Voyles demanded this and demanded that and so on.

Emily: Mr. Bryan wanted this type of program, is that why he brought in Voyles?

Jones: Well, I think he must have. Well, I think it got out of hand. I don't think Mr. Bryan ever thought it was going to get where it did. But I think ^{he} he must have. ^{wanted it} And I think maybe the Board helped push it some, ^{certainly d. do} And I think alumni, ^{if} I don't think Mr. Bryan cared too much about athletics as such, ^{but} But I think he was being pressed ^{pretty heavily} by alumni and so on ^{to} to develop our football, it would be good for us and so forth. ^φ

Well, this certainly was the beginning of what might be Voyle's^S error because we had an All-American; ^{Ransley was an All-American} first team all-American during that period. You don't get that unless you have -- unless you're paying these boys.

We started bringing them in and giving them ^{to} tuition. Nobody quite knew it was all subrosa then,

But we suspected things and so on and then after Mr. Bryan retired, he [Voyles] left -- I guess it was just after the war or maybe before that because there

weren't any men. He went off to coach Auburn ^{and then he went from there with a professional team in Canada.}

~~Then he went to Canada and so on.~~ I don't know whether Voyles is still living, don't have any idea, ^{where he is} He was succeeded by his assistant, ^{who was} Rube

McCray. Rube McCray was one of the nicest people you'd want to know.

He was a great big giant of a man with a hand ^{so huge -- b} on you, my golly, he might crush you with a lovely, lovely wife, ^u just as sweet and nice as she

could be, and a nice family. We knew them well because they lived directly behind us in one of the college houses while we ^{lived} were in the

college houses for a while. So we knew them quite well that way, and we always liked them. But Rube McCray was ^a ^{imbibed} involved with Voyles's idea, and he wanted this college to have a top football team, and he wanted to get as ^{far with it} forward as he could. The further he went, shall I say, the more autocratic he became McCray. At home, no. Around his neighbors, no.

But with the football players and so on he was very autocratic,

treated them like they were slaves of his. You do what I tell you, that

sort of attitude. That's the way these chaches, ^{- Tim} slot of the big coaches do.

of that bowl.

So McCray went right on ^{with this} and he developed a winning ball team ^{with} we were ^{beating} leading schools way out of our class, and we went to a bowl once we went to that in the earlier days. ^{Now} I know it's a big one, one of the

bigger ones, but in those days it wasn't so big. It was in Florida, I think I can't remember the name of the thing. It's still going on, they had one in December. Anyway we went to a bowl, and I think we won it.

During McCray's era I was on the athletic committee, ~~I guess~~. I ^{maybe for a year or two} I can't remember -- I think I was so think I was chairman. So on one trip we went (the football team went)

to Houston, Texas, and they invited me to go along. Quite a number of other people went along, ~~alumnus and alumni~~, some of them in town. [Phone rings.]

Well, McCray then succeeded Voyles and went along in the same way.

We were just developing the same way, ^{thing, and it became obvious} and we had a lot more, we had various kinds of coaches, you know had coaches. We didn't have one or two coaches, we had one coach at one time. Now we had three or four assistant coaches and so forth, the

usual kind of organization ^{was} developed. McCray, as I say, ~~I~~ would have

never McCray, I always thought ^{Wayne} he was a nice person. Some of us, including ~~Mr.~~ Kernodel (he's a professor here now) ^{and} he and I ^{went} wanted to

Houston with the team. It was my first airplane flight, as a matter of fact. We went on a four-motor thing, we went all the way down there

to Houston. We played Houston, which was out of our class, ^{And} even then they beat us, and beat us right badly. But we were playing ^{schools} things

like University of Cincinnati. Cincinnati was not too much out of our class, ^{the University of} but Houston certainly was. Navy, of course, and one time ~~one~~ time in there we had beaten Navy.

In fact we have beaten Navy more than once. We've beaten them two or three times. ~~But anyhow it finally~~ we had a dean at the time who ^{was} ~~was~~

Φ

St. Mone/was

Nelson Marshall. This was Mr. Pomfret's... Jim Miller, I was trying to remember why Jim Miller left the deanship when he did. I think I know. Jim had to leave because he was ill. So Mr. Pomfret ^{appointed} first made Mr. Sharvy Umbeck, dean. Now Sharvy Umbeck was ~~another nice man, nice person~~ ^{and} he was a sociologist, ~~he was~~ head of the department of sociology here at that time. ~~It wasn't a big department.~~ He was a ^{fine} very tennis player and he coached the tennis team. And it was during ~~this~~ Mr. Umbeck's deanship and so on that we developed the fine tennis team that we have that ^d ^{became} was nationally known. ~~It~~ they won all their games and played everybody. Not long ago, I think it was just last fall that they brought the tennis [#] team back at homecoming, the old group of five or six ^{of these} ~~or eight~~ boys who played on this famous tennis team. Well, the appointment of Mr. Umbeck was one of Mr. Pomfret's setbacks. I don't think Dr. Pomfret ever wanted Mr. Umbeck as dean. He recommended to the board another man from the faculty who was a mathematician here, and his name ^s slipped me now ...

Emily: Phagland

Jones: Phagland and the board turned it down, ~~apparently~~ ^{he} turned his recommendation down. Now this is unheard of. When the president makes a recommendation, ^{of} a man for dean of the college, at that time it was dean of the college, we didn't have any other administrative ^{or} except Dean of the College and the board turns him down and elects somebody else, it is almost an insult to the president. This was the first indication ~~of~~ perhaps that Dr. Pomfret ^{had} ^{with the} trouble ~~was~~ board. He might very well have resigned then and maybe should have. I'm not saying whether he should have or not, but I mean normally that would have been

~~the~~ resignation reason, you see. Well, we lost some good people on the faculty at that time, one particularly good man who left because of disappointment over the deanship appointment.

You might say why? Well, it was the feeling that Mr. Umbeck was not the ^{kind of} academic ~~kind of~~ person that many of us wanted, you see? That's the reason. That ^{was} the chief reason. Later of course, as you may know, Dr. Umbeck left here, not long after that, ~~left here~~. He wasn't dean very long and went to become President of Knox College in Michigan, ^[Illinois] and developed Knox College to a really, very fine place before he died. He died about three years ago, two or three years ago. He was President of Knox and really became quite a distinguished President in many ways, probably for different reasons. Umbeck was a developer and expander, ~~and that is one reason why he was able to get funds~~. Knox College is a private school and developed greatly under him, and he got quite a lot of money quite a lot of money.

Then Mr. Umbeck resigned because he was going to take the Presidency of ~~at~~ Knox College. So I don't think Sharvy Umbeck was dean for more than, you can look this up and find out, but I don't think it was more than a year or two at the most, two years certainly. All right, the deanship became vacant, and this was now about 1948, '49, and who was Mr. Pomfret going to appoint as dean? He surprised us all by going over to the Marine Science. At that time we had a department of Marine Science. It was a state department really, it was a state agency, but it had started at this college in a small way and then moved over to Yorktown on the other side of the York River, Gloucester, I should say. And it was a rather small operation, operation. But nevertheless it had some scientists over there, and one of ^{those people} them was Nelson Marshall, who was the Director of the Institute of Marine Science. I don't think it was called the Institute -- I think that came later with ^{Dr.} Hergis, the present Dean.

and so on. ~~I think that Nelson Marshall,~~ I think it was called simply the State Department of Marine Science or something, with some academic relationship to this college, of course.

Emily: So he wasn't even involved with the faculty here, ^{at Williamsburg?}

Jones: Yes, that's right. He was a member of the faculty here only because

he was teaching, and ^W he had a few students there. It was a very small operation at that time and so on. This became much more important

later. ^[Dr. Pomfret] And he brought Nelson Marshall over here as Dean. And he was a marine scientist, a biologist. Well, ~~nobody knew him,~~ nobody knew

Nelson Marshall. ~~Nelson was a serious man.~~ Nelson was very serious - took his job seriously and gradually became generally respected ^{because of} by the faculty, as he had academic standards, very high academic standards.

So one of the things he watched, apparently, ~~was keeping his eye on~~ was this athletic situation. And one day I got to know Nelson Marshall pretty well, I think. ^{He and his family} They lived in Yorktown, and they kept their

residence in a little ~~down in Yorktown in a little~~ house just off the side ^{of the} big Nelson house down there, then owned by Mrs. Blow.

One day, and ^{here} I hear Lambert ^{will clear up} the details more than I can

~~more than I can~~ I think it was Lambert who ran across, as registrar,

he was registrar, ^{then} and maybe also Dean of Men, I don't think he was Dean of Students yet, I think he was registrar and Dean of Men, but I may be

wrong. He had two jobs. But as registrar he ran across some records of some entering students ^{there were} some strange, curious things in these records.

It looked to him as though there had been changes in grades on these

records. So he reported it to Nelson Marshall. Now I say Lambert can

collaborate this. Some of these ^{details} ~~things are things~~ somebody else knew

knew more about than I did.

Emily: I'll ask him about it.

Jones: And Nelson Marshall took this very seriously and went to Dr. Pomfret with it ^{before he did} ~~Why do~~ anything else, apparently. And Dr. Pomfret asked him if he would go ahead and investigate further, which he did. ~~And in the~~ he made a careful investigation in the department of athletics, ^{secretaries, some of the assistants} and finally he found that there had been actual ^{deliberate} changes of grades going ^{on}, not only among high school ~~and~~ people applying for entrance (their grades weren't good enough, ^{so w} they could change the grades to get them in, you see) but this was true not only with football but it was also true with basketball. A man named Wilson was the basketball coach. All right. Once this became clear, then Nelson Marshall was determined, I mean absolutely determined, to do something about it. Now another dean could have hushed this all up. We might say that Nelson Marshall was a crusader in some ways, and ^{this I think} ~~was~~ crusader tag stayed with him after he left ^{here} ~~him~~, unfortunately. I had a lot of respect for him and certainly a lot of respect for his honesty in this thing, ⁱⁿ this whole thing. We all did ^{many of us did} I should say, Not all of us, but many of us. But he was determined that this was going to be rooted out, ~~and it was going to be~~ we were going to get rid of this. So he reported it, of course, the whole story to Dr. Pomfret. Well, Dr. Pomfret recognized this ^{as} ~~to~~ a very explosive thing, ^{it was} terribly explosive. It was the kind of thing that you had to call, really, for the resignation of the coaches, the people who were mostly involved. McCray ^{at that time}, I believe, had become not only athletic football coach but he was also director of athletics, this two-in-one which is always bad. So Dr. Pomfret called ^{and Wilson} McCray, and ~~sat with him and~~ ^{them} faced ~~him~~ with this evidence. ^{They} ~~McCray~~ denied it, of course, naturally, denied they'd done it, but

It became obvious that something rotten was going on ^{over there}. Now here's the part that I think you're going to get different opinions ~~one~~ ^{about} Mr. Bryan (I think if I knew Mr. Bryan) would not have tolerated this. Mr. Bryan, ^a once he found out, [;] would have called Mr. McCrey ^{ing} and he would have asked for his resignation right then and there. He wouldn't have waited until the football season was over or something else, ^{but Ted} ~~to call him in right then~~ ~~that afternoon~~ and said, "I'll have to have your resignation? unfortunately. No matter how much I like you, I can't help you." He did that with a man, a person, in the Norfolk Division. Once he found out that there was something going on there that was not honest, he asked for this man's resignation, and he got it. Well, he was right. You can't temporize with that, you see, with that sort of thing, you can't do it. But I think Dr. Pomfret wasn't sure if the Board would go along with him. [#] He was uncertain about that Board. And the Board did treat him very badly. I thought the Board treated ~~the~~ Mr. Pomfret very badly. How long it had been going on, I don't know. But I do know ~~know~~ that when he recommended Harold Phaeland, ^e I know ^{as Dean} that was the first thing that came out of it, ~~was~~ the feeling about the Board and Mr. Pomfret and so on. And some of the people on the Board, I think, did not want Mr. Pomfret as President in the first place. One of them, ^{allegedly} was the rector. Nevertheless this went on. So I think Dr. Pomfret hesitated about this. In order to clear the matter up, he appointed a committee of the faculty [#] to investigate the charges made

the charges made against the athletic people, particularly McCray^a and Wilson and most particularly McCray^a. This faculty committee was to hear all the evidence and hear McCray^a and hear Wilson^a hear their side of it, and then make a recommendation to the President. Well, this committee was made up of (I can't remember all of them); Dr. Morton, Dr. Jess Jackson was on it, I was on it, I think Dr. Guy (but I'm not sure) and I can't remember the other fifth. There were five of us. They'll have it in the records somewhere.

Emily: Yes, they'll have it in the records, so don't worry about it. *

Jones: All right. That committee never functioned really. We met as a committee, I think we elected Jackson as chairman, but I'm not quite sure about that. I don't remember now. But the committee never actually heard the charges for or heard the defense of McCray^a. The reason we didn't was that McCray^a and those people refused to appear before the committee and refused to have a hearing on that. So this was in the spring, and we sort of went on into June, and the committee waiting, the Board now getting into the act, of course (the Board of Visitors), very much. And the newspapers, not really getting the whole story. This was the problem, keeping this out of the newspapers, you see. Finally we went through June without any real action and finally on the 4th of July, it was on the 4th of July, Dr. Pomfret called a committee into his office, this committee, and he said, I have had a talk with McCray^a and Wilson. They have agreed to resign, if as McCray^a as soon as the football season is over (the coming football season), and Wilson as soon as the basketball season is over, but that at this time they would be unable to find other jobs, it's too late. So in order to permit them to have time to find other jobs, I will have a signed statement from each one of them

* See Faculty or Board of Visitors minutes for summer 1951.

that they will resign. I will have their resignations, that's it, dated. That's the way it was. I will have in my hands their resignations, signed to take effect ^{on} so-and-so dates. What does the committee think? ^{Does} The committee approve of this? Well, we had no time to discuss it. He said, I'm going to call McCray in this afternoon, and I'm going to have him give me his resignation if the committee approves it. Well, we knew, of course, what this all meant. We knew that it meant keeping this out of the papers. We knew it meant an easy way of easing out of the situation. But we also knew it was the wrong way to do it because we were temporizing with the situation and so was the President. For good reasons, you understand, but nevertheless temporizing with it. If it ever blew up, it would blow up badly. And there ^{was} a danger ~~that~~ ^{would} if it blow up because there was ~~old~~ ^{old} of talk going on under cover. But we agreed to go ahead with this ^e situation, much against our really best judgments.

Emily: Were you the only ones he told?

Jones: Yes, the only ones he needed. ^{To tell} He had appointed the committee, so he wanted ^e our advice, that's all.

He might have done it anyhow. He could have done ^e without our approval or anything else, but he felt ^e he was a man who always wanted to consult the faculty, ^{he} and was that sort of person. We ^{agreed to} gave him the go ahead, so he called McCray and Wilson in and got their resignations, dated. ^[It was an] But, uneasy quiet. We kept hearing rumors of somebody ~~telling this~~ ~~story~~ and telling the story somewhere else and somebody meeting somebody in Newport News, ^{or} and out on a boat or on a ferry or something else. You know,

All these things kept cropping up, and we would hear them. I can't remember when it was, but it was in August, I think, that all of a sudden we heard that Mr. McCray had called a press conference at his house on Saturday or something a few days away. A press conference with the press people. And at that press conference he announced his resignation, ^{to} ^m that immediately take effect. Well, you see, ^{what} that did, ^{it's} the whole thing blew up. This had gone on and ^[been] kept quiet and all of a sudden, ^{Wilson, too} And that was when we realized what a terrible situation ~~situation~~ we were in. Now we get into the Board here, the hearings that went on, you can read them. I don't know if you have read them, but you can. The Board treated Mr. Pomfret ~~quite~~ very badly at that time. They heard McCray, and they heard all the people.

Emily: Why do you think that McCray went on and resigned ^e affectively immediately? I never found anything to say why.

Jones: I didn't know at the time why.

January 9, 1975

Jones: ~~[Then I suppose I simply assumed that]~~ McCray at the press conference resigned, and Wilson did the same thing at the same time. This of course, ~~for~~ got into the papers. There was a whole lot of it that was known by ~~these~~ by these newspaper people, more than we ever knew they knew about it. ~~And the~~ board then began having its meetings on this thing sometime ~~I~~ think in ~~August~~, late August. They held a number of them in Richmond. Almost all of them were held in Richmond, ~~and~~ I think up there ⁱⁿ Mr. Shewmake's offices, ~~are somewhere around, I don't know.~~ I never did know where they had them. Have you ever read those things?

Emily: Yes. Your committee, too, the one that Dr. Morton was chairman ^{of} ~~of~~. Dr. Morton was trying to be admitted to some of these meetings, too, to hear the ^e ^e allegations.

Jones: But we never attended a board meeting, ~~never attended a board meeting.~~ I don't think I'll say anything about my opinions ^{on} ~~about~~ what went on, except that I know the board treated President Pomfret badly.

Emily: Do you think ^{they were sort of laying} ~~it was their blame~~ for him, that the purpose of the hearings was to blacken him? Do you think that's true, [?] you don't know?

Jones: I wouldn't want to say because I don't know. If I knew I would say, but I don't know. I do know that the ~~rector~~ ^{ector} of the board at no time in Mr. Pomfret's administration was in sympathy with him or particularly supported him. There was another thing that happened there that I don't know whether anybody has told you, ^{but} ~~that~~, I think it was important, ^{in interesting} as the feeling of the board, particularly the ~~rector~~ ^{ector}. Did you run across a name ~~and~~ I cannot think of this man's name to save my life. His wife is still living in Williamsburg right now. She's almost a neighbor of mine. She's a widow. This man is dead. But the Board of Visitors, particularly the ~~rector~~ ^{ector} of the board, sometime before this now (say two or three years before, maybe and as much as four years before perhaps) appointed a certain

gentleman from Richmond. I don't know why he wasn't working at the time, but now he was free to come down here. ^[the board] But ^{the} sent him down here ^{as} put him in charge of all maintenance at the college. And also said that he would report directly to the Board of Visitors, not to the President of the college. Now this was an indication, ~~now~~ looking back on it, what some of the Board people thought of Mr. Pomfret, don't you see?

This is an intolerable situation to have a man in charge of maintenance at this college who was not responsible to the President of the college, but responsible directed to the Rector of the Board and the Board.

I have always thought, and I think a number of people also at the time thought, that this man was appointed here ~~as~~ in charge of maintenance also to make reports back, ^{was} to what was going on to the Rector particularly.

Bemiss this was?
Emily: I ran across his name in these hearings, and I wondered why he was at the hearings, and that explains it.

Jones: He was a very important man here at the time.

Emily: And I couldn't figure out why.

Jones: We had a maintenance person, but he was pushed aside, and Mr. Bemiss was brought down.

I don't know what Mr. Bemiss did before he came here. ~~I don't know.~~ He was a neighbor of the Rector and a friend, I know that. The reason I wanted to get that in is that it will lead me up to something else in which Mr. Bemiss is very much involved.

I suppose he was at those hearings or at a good many of them. ~~He~~ I don't know what his role was there, and I can't tell you because I don't know. But anyway, didn't you get the impression that Mr. Pomfret was questioned and really badly, badly treated at these board meetings?

That's the impression we had. I won't say any more about that. You can read the story there.

anyhow as for as I knew no was to
 But I was not part of that nor ~~was any~~ faculty member here, part of ~~that~~

The only person who was not on the board who was part of it

was Professor Oliver ~~at the time~~. McCray, I suppose, I don't know whether

McCray was there or not. Was he? I don't remember. I doubt it. And

Mr. Bemiss, ^{and} ~~from the board~~, and the President, ^{of course,} ~~from the board~~

When this was all finished they finally ended up by appointing Mr.

Oliver as Director of Athletics, temporarily. He served most of the next

year, however. ~~Director of Athletics and that~~ made Billy Gooch

probably business ^{manager,} ~~amateur~~ which he was until he died or almost.

~~Now that brings us, it wasn't very long~~ that comes to the end of August,

and we were getting close to the opening of college. The then dean was

Nelson Marshall, I remember. Nelson Marshall was very much under attack, however,

at the time, and he called a faculty meeting. Now in the meantime, some

of us (we were doing this in August) some of us on the faculty, not

altogether on the faculty, the only other person ^{outside of the faculty} involved in this other

work was Charles McCurdy, who was alumni secretary at the time, Jim

Fowler, and I think Jim Miller. (I'm not sure; I think Miller was involved

in this.) We decided that something had to be done about this athletic

situation. In other words, it had to be exposed as an example of what

was going on not only here but in a lot of other ^{[colleges].} ~~places.~~ And that the

faculty of this college felt that the athletic situation was undermining

the academic standards of this college badly, and it was probably doing

it other places as well and that our role, what we had learned out of

all this should be made known to the public, not only in this state, but if possible to the nation.

So we sat down and spent, I remember we did almost all the work in my office,

which was then ~~was done up~~ on the third floor of the Wren Building. (I had my office up on the third floor of the Wren Building for a long, long time, and then I moved down to first floor for a while. That was before I got into administratin. I was teaching English.) We sat up there afternoon after afternoon and ~~mornings~~ ^{SOME} ~~between sessions~~ ^{during the late summer of 1951} and wrote what was called the "Faculty Statement." Have you ever seen it?

Emily: Yes.

Jones: We wrote this statement, and we went over it and over it and over it.

What we wanted to do with it was to get it in shape and present copies of it ~~and have an official copy of it and present copies of it~~ to the faculty at ^{its} ~~the~~ first meeting ^{in September} and ask the faculty (individual members of the faculty) to sign it. Once we got it signed we felt we had to get it approved by the faculty, ~~voted, approved~~ as a statement from the faculty of the College of William and Mary. Once we got it done, then we hoped to mail and telephone newspaper editors all over the eastern half of this country. We couldn't go clear over to the ^{for} west, but we went as far west as Chicago, Cleveland, Buffalo, and places in the south, Atlanta and so forth, Pittsburgh, Washington, Boston, New York ^K everywhere. We were mailing these out to them as well as calling them on the telephone. We had divided up the job. Four or five of us took the job, but we couldn't do anything until we got this ~~approved~~ approved by the faculty.

(I remember all this so well because it was at the time that my son was beginning his first year at prep school in Massachusetts ^{up} at Mount Hermon School, and he had to be taken up there ~~and~~ we had to take him up.

He was only fifteen years old or something like this. And we had to take him up and see that he got settled in and all this sort of thing.) So ~~the faculty~~ we got this statement written. The faculty met for its first meeting. Now at the same time Nelson Marshall appeared before the faculty at this time, And as I remember this was when he turned in his resignation.

Emily: No, it wasn't until Chandler was elected ^{that} ~~and~~ he resigned.

Jones: I guess you're right. Things like that got mixed up.

Emily: Let me ask you one thing about the "faculty statement." Did Dr. Pomfret know that you were writing it?

Jones: No, I don't think so. Pomfret didn't know anything about it, Not until it came out, And by the time it came out and got really going he had resigned. The events there ^{CAME} were pretty quick. It was one thing on top of another and very fast. The faculty met, and we presented this to the faculty and asked that each member before he left that room ~~come down and~~ sign it. We got the vote, and we had a unanimous vote except for one or two people. And I don't know that there is any reason to name those people, frankly. One of them, his family is living in Williamsburg now, and I don't know that I would want to name ^{him} him. But it was almost ~~practically~~ unanimous, and then we asked that each ~~one~~ ^{ab} ~~one~~ who had voted favorably for it, ^(and that was practically everybody) to come down and put his name on this long sheet. And they did. They all lined up and signed it. Once we got it signed we reproduced it, and I don't know how many copies were made ~~of~~ ^a of it. You've seen ^a printed copy. I know there are printed copies around in the library. Those were mailed. ^{We} ~~They~~ had the things all ready to mail. ~~All we had to~~ mostly to newspapers, with covering letters,

~~we needed to get them reproduced.~~ Then the next ^{day} we spent two or three of us spent all day on the phone, ¹ talking to ¹ editors, telling them that we had mailed ^{them} a statement about what we called the Football Scandal and what it was doing to ¹ the College. We felt that it was ¹ ~~wordy~~ ^{worthy of editorial comment, and} We hoped we would get editorial comments. Most of the editors were very favorable. It was a hot subject.

I remember taking this myself ^{up} to Tennant Bryan in Richmond of the Richmond newspapers. ~~I did~~ Two of us ^{made the visit} ~~went along~~ - Maybe Fowler went along, I don't remember. We had lunch with ~~the editor~~ the then editor, Mr.

Tennant Bryan, who was then the owner ~~because Mr. Bryan had died in between~~ there and someone of the people at the Richmond newspapers. ~~And~~ we talked to them at lunch and told them all about what we were doing, gave

them a copy, and they were very enthusiastic about it. Yes, they would editorially comment. ~~Yes, and so forth and so on.~~ I remember we did this one day, and the next day I had to go to take my son up. ^{to school.} But this appeared in a lot of newspapers; ~~we~~ never did know how many; ¹ but we got a lot of editorial comment. This set the Board of Visitors on its ear, particularly

the Rector. This was the sign of the faculty stepping outside of its role as ^a the faculty, ^{end} ~~the~~ trying to take over the college and run the college ~~at~~ when ~~the~~ ^{faculty} ~~did~~ not run the college, [the Board of Visitors did.] ~~Ø~~

This went on, the controversy there. In the meantime Dr. Pomfret took off to ~~for~~ California. We thought he was going ^{to} just to get a way, but he wasn't. He was going for something else. ~~He had already been interviewed~~ ^{already} was being interviewed for this job as Director of the Huntington Library.

So he went to California, and ~~he was gone~~ ^{he was probably} I think he was gone about a week, a period of about a week ~~and~~ in the meantime we were getting all this editorial comment ~~and~~ we had Tennant Bryan ^{in Richmond} for us. ~~Mr. Bryan called~~ ^{EDITOR, BUT} me, I had told him that I felt we had had two discussions about this ~~faculty making this statement and so on~~ Tennant Bryan felt somehow ~~he~~ got the feeling ^{maybe} that the faculty had stepped out of its role that the faculty had gone too far. He was all in favor of what the faculty had done but that it had done it in the wrong way and should have done it through the Board of Visitors and all this kind of thing. We should not have taken the bull by the horns this way. I remember talking to him on the telephone about it ~~I may want to cut this out later~~ ~~But I~~ ~~remember talking to him on the telephone about it~~ and I said, "I'd like to talk to you, Tennant, about this." And he said, "Mel, the door is open any time you want to come up and discuss it with me." He said, "I'll be glad to discuss it with you." I never did go because ~~the~~ things developed so fast there that ^{there} ~~it~~ wasn't any point ^{it was} ^{old} ^{by} news the next day. So Mr. Pomfret returned, I don't remember what day of the week it was, ^[in] ^[that] but I know it was ^[in] about a week ^[that] Mr. Pomfret returned, and when he returned he immediately turned in his resignation to the Rector of the Board. It happened in the early afternoon of the day of his return ^[in] And it was announced ^[in] late afternoon sometime.

Emily: How was it you found out about it? Did Mr. Pomfret announce it to the faculty?

Jones: No, ^o it got into the newspapers. I think the Rector had let it lose.

Subsequent
to the original
meeting

Yes, he let it ^olose. He announced right away that the ~~President~~ of the College of William and Mary ~~and so forth~~ had turned in, ~~had given me~~ his resignation that afternoon, ^{with} out much explanation [#] about where he was going or anything else. We knew later where he was going. So at five o'clock that afternoon (I remember this so well) I was called on the telephone by, of all people, Mr. Bemass, and he said, "Mel, the Rector would like you to come up to Richmond, ^{to} for a meeting with him tonight." I said, "well, what do you mean?" (His name was ~~Walker~~ ^{Leckert} Bemass.) "Well, what ~~do you mean?~~ "What is this all about?" Well, he wants to talk with some of ~~of~~ you people on the faculty, and he's asked me to bring you up. You, Dr. Guy, Dr. Fowler, not Morton, ^{That} Morton wasn't there, somebody else. — Jim Miller ~~was~~. He was it. He said, "I'd like to ^{take} bring you up. I'll pick you up at seven o'clock." It took me so much by surprise I didn't even know what it was all about. I knew I did not want to go to see the ^eRector at that particular moment. I had no authority to talk ~~to~~ with the Rector. And that's the way ^{all} the rest of ^{felt} us. And it wasn't long after that I got telephone calls from the others. "Did you get telephoned by ^{Leckert} Walker Bemass?" I said "yes." "Well, I don't think we ought to go." This was the general feeling. "We are not representing the faculty. The faculty has not given us any authority to represent them ^{to} for the Rector." He knew the ^wPresident ^{had} resigned, of course, ~~just about the same time almost,~~] ~~o~~

And the general feeling was that we had no business going up to see the Rector. But on the other hand, ^{was} there was a general feeling also that maybe we ought to go in order to find out what's up so we ^{we'd} ~~will~~ keep our hands in there ^{We were undecided} ~~whatever it is.~~ So we decided finally among us that we would

go, But that we would in no way give the impression that we represented the faculty and that we would request the Rector not in any way to give [word of] our meeting to the press. All right, we went up, and we met with him in his home. I've forgotten where it was, now. And we sat, I remember, outside on a little sort of a patio, it was a nice evening, in early September. And he told us about, he said, "the President has resigned, gentlemen. Now there has to be somebody. He's resigned affective immediately." He said, "you have no President, so now I've called you here." We did, however, I might say, make it clear to him (and he promised) that he would in no way give any story to the press about our meeting, that this would be kept completely quiet that we had met with him [and all]. He promised this. φ

"Well, I know there is a newspaper reporter running around here now, he said. He's been trying to get in touch with me, and I told him I have nothing to say." Then we asked him to please not say anything and somebody knew we were there, you see. He said, "now gentlemen, I've now Bryan called you here to ask you to recommend to me who should be made acting President of the College." He said, "I have decided that it should be one of you people right here." He said, "you people discuss it, and we will talk about it, and we'll decide who it is." Well, we were really shocked, all of us. We made clear to him that we had no authority to do such a thing. He said, "I'm going to let the faculty decide on who they want. I figured you people are representative of the faculty. That's why I've called you here." We told him we were not representative, and we did not represent the faculty in any way, that we had been picked out, and we had agreed to come up there, there but that we had not been elected in any way, shape, or form.

~~And~~ we could not take into our hands such authority as to recommend to him and to the Board who should be the acting President of the College. "All right," he said. This is the kind of man he ^{was} ~~is~~. He said, "all right, gentlemen. In that case, if you will not recommend to me who you would like to have for President, then I will pick the President, and you may not like it. I'll pick him." And he said, "it won't be one of you." None of us wanted ^{to be} acting President of the College. But then when he said that, we decided we'd better discuss this with him. All right. The thing went around from one to the other. First Bill Guy. Dr. Guy was a very shy man, very wonderful person, wonderful man. I was very, very fond of him--everybody was.

But he was very quiet and very shy and a person ^{whom} ~~in~~ administrative work would have made ~~him~~ nervous and upset. He just couldn't do it. We all knew that it wouldn't be good for him to try ~~to~~ even take it. Then we moved to Miller. Then we moved to Fowler, and then we moved to me, and so on. We all moved right around. We talked about it, "you should be it." Then somebody else. So finally we settled--I think we settled on Jim Fowler. I'm not sure, but I think so. Then for a while it was to be Miller. ^{I think} ~~Then~~ we settled on Fowler. Fowler said, "all right, he'd try." ~~he'd try~~ But this was not to be known (this meeting) ⁱⁿ of any way, shape or form, and it was to be understood that it would be an acting presidency. We left and went home. What do you think? When we got up the next morning and got the Times-Dispatch there, ^{were} ~~was~~ headlines saying that a committee of the faculty ^{of} at the College of William and Mary had met with the Rector of the Board the evening before and had decided on an acting president for the College to replace Mr. Pomfret, who had just resigned. Well, there was nobody in the world who could have given out the story except

~~out the story except the Rector~~ and he promised, ~~he said~~ he wouldn't.
 Well, we were all just furious at first and so ^{were} ~~was~~ a lot of people on
 the faculty ~~furious~~. I don't blame them. We knew it. So after a little
 while discussing it between ourselves, ^[we] decided that I should call the
 Rector and tell him that he had not kept faith with us ~~And~~ ^{that} now we would
 need a signed statement from him explaining that he had called us individually
 himself and that we had nothing to do with representing the faculty in
 any way, shape, or form ~~and that~~ this we would have to have in order to
 clear our names with the faculty. So I told him that I would be up
 there at noon, ~~I would be there at noon in his office.~~ All right. He
 was very upset and sorry it happened, but he couldn't help ~~and~~ ^{to} the press
 had got hold of it and so on. He would give me a statement. ~~So~~ [#] in the
 meantime there was a faculty meeting called for that afternoon. It was
 called for one or two o'clock, early in the afternoon. I went on up to
 Richmond, and I had to wait a little to see him. ^{Then} ~~But~~ he called me into
 his office, and he dictated the statement to his secretary in front of
 me. Then he asked me if that would be all right. This was a pretty
 clear statement that he had individually called the members, ^{some} certain
 members of the faculty to advise with him, that in no sense were they to
 be considered representative ^s of the faculty, that he would like to clear
 their names of anything. He didn't want to do it, but he knew he had to.
 So I got this. As soon as I got hold of it I went ^{down} back to Williamsburg. ~~He~~ ^{couldn't}
~~didn't~~ ^{as fast as you do now} come to Williamsburg. It took about an hour and a half, two
 hours sometimes to drive. ^{# To Williamsburg} At the faculty meeting I

The fact that ~~we~~ could see what was going on. As I recall, I think Jim
 Miller had taken the chair. I'm not sure ^{whether} ~~if~~ this was the meeting in
 which they had Nelson Marshall's resignation or not, I don't know.

Emily: I don't think so.

Jones: You don't think he resigned until after Chandler was appointed? I had the impression he had. But maybe not, maybe not. In that case he was still in the chair, ^{he} he must have been.

Emily: He must have been because he gave ^{his} the resignation to Miller the day that Chandler was sworn in in October.

Jones: Miller was acting President for a few days only.

Emily: ^{Anyway,} The meeting was in an ^{uproar,} ~~they had switched it.~~

Jones: Now what went on was that as soon as I came in I told whoever it was -- I can't remember if it was ^{Miller} Marshall on the chair or not, but I have an impression ~~confession~~ that somebody would know. But he wasn't dean, of course; Marshall was.

I said I had a statement from the Rector that I wanted to read. So I was recognized, and I read the statement verbatim.

I said, ^{this} now I think, ~~this~~ should clear the names of the faculty of any complicity with the Rector. Then ~~they~~ ^{the faculty} decided that they would appoint a committee, ~~the faculty~~ to consult with the Board and the

Rector on an acting president and on a new President. And the committee was headed by Dr. Moss, I think. I believe so. I've forgotten who else was on the committee. None of us was ^{put} on the committee, naturally, since we had gone up there and talked ^{with} to the Rector. We weren't on the committee. In fact, we asked not to be on the committee. So in the meantime ^{now} here is where I can't quite remember when it was decided to recommend to the Rector ^{that} Jim Miller be made acting President until such time as a new President was elected and that the faculty would like to have a hand in the selection.

I'm not sure ^{whether} ~~if~~ it was done then or a little later, but it was done by this committee or maybe by the whole faculty, I can't remember.

MEMBERS CONCERNED

He was recommended, and the Rector accepted ~~this, accepted~~ that appointment. And so Jim Miller for not long, a week, something like this, moved into the President's office. The Board, of course, ^{presumably,} they weren't meeting, but they did have a meeting at which time they did ^{admit} ~~add~~ the faculty committee to indicate their ideas of a new President, ~~and~~ what we should have and so on. But I'm sure ^{that} the Board ~~even then,~~ and certainly the Rector and some of his group ^{on} ~~and the Board,~~ ~~were strongly,~~ there was [#] a feeling that the faculty had got ^{ten} out of hand and that what the College needed was a person to keep the faculty back in hand, ~~would~~ get the faculty back where it belongs ^{ed} as a faculty, ^{not} trying to run the college.

Emily: Do you think the Rector had Chandler specifically in mind for this?

Jones: Sure. I can't think of the man's name on the Board who would be the

person who was in contact with him. I'm not sure if it was, I'm not

going to name any Board members, but I think I know pretty well who it

was on the Board who knew Admiral Chandler and who had probably been in

touch with him already ^{as} ~~and~~ to when he ^{would} give up ^[ship] his retired admiral from

~~the Navy.~~ He only had a little time left before he would have gotten ^{get}

his admiral's pension. But he hadn't quite lived it out, ^{yet,} not quite, and

he wouldn't for a little time, maybe six months. ~~That was the one meeting.~~

Then the Board met a week later, ~~and in the meantime the faculty committee~~

was busy (not more than a week in here) the faculty committee was busy

trying to decide to recommend names and so on if they got a chance to. ~~do so.~~

And then the Board met. I don't remember what day it was and when it was,

but you can look it up. ^{They} must have it.

Emily: It was early in October, 9th, I think it was.

Jones: The Board met one afternoon, and one of the things they did was to

again hear the faculty committee. ~~And~~ from what I understood the hearing

with the faculty committee was very pleasant. The Board agreed to, or seemed

his active
duty and
retire
from the
Navy.

to agree to) listen to the faculty recommendations and ^{were} was very glad to have them and so on and so forth. And I believe the faculty committee came away from the meeting with the feeling that things ^{were} are going to be pretty good after all. We ^{were} are going to have the opportunity to work with the Board on this thing. Immediately after the faculty committee had left, the Board went into what is known as executive session and elected Chandler. That was the thing that hurt us so badly and upset us so much was that they had given no indication whatever of this kind of action to the faculty committee. It was like a slap in the face, you see, to the faculty. And that is what the Rector wanted, ^{obviously} And they went ahead and elected Admiral Chandler. Now somebody must have known that Chandler would accept. They must have had somebody dealing with him several days before and all this. And I'm sure Chandler accepted. You might say, "why did he accept?" ^{Why did Alvin Chandler, you'll get that from him when you talk with him.} ~~I always wondered how it was going to~~

I knew of course that he was the son of his father and that had something at least to do with it. He was partly, at least, an alumnus of the College and he had gone to school here before he had gone to the Naval academy (for a ^{or so} years). He was due shortly for retirement from the Navy, or could retire from the Navy. He had a very long period, ^{very illustrious} and lost his career as a Naval officer. And he was a comparatively young man. So I suppose in a way this had an attraction for him in that he would have a position after he retired.

Emily: You hadn't known him before he became President?

Jones: I never knew Alvin Chandler before. I knew of him. I knew Chandler had this son, as well as two others, Herbert and Julian, three boys.

I knew Herbert, and I knew Julian, / But I did not know Alvin because he ~~was not~~
~~was never~~ in school when I came here on the faculty. He had already gone.
 When he came back, ^{he} he must have come back because of his father to visit
 his father. ^{I never saw him.} All I knew was that Dr. J. A. C. Chandler had a son who
 was a Naval officer.

Emily: How was it that you did find out that Chandler had been elected
 President?

Jones: How did we find out?

Emily: Yes.

Jones: Don't you know?

Emily: I want to know how you found out. I know how some of the other people
 I've talked to found out.

Jones: I'll tell you how we found out: We found out by hearing it on the
 radio at about ⁸ We had a faculty meeting that afternoon, that was the
 interesting thing, and the faculty committee to work with the Board made
 a report, and they had come almost directly from the Board meeting, and
 they made a report to the faculty saying (more or less favorable) that
 "we had a very good hearing and a very good meeting with the Board and
~~that~~ we had the feeling we ^{will} ~~would~~ all be able to work with the Board in
 the future on the selection of a President." ~~And~~ we got home around six,
 and the news was on. I heard the radio blaring in my home when I came
 in. My wife came running to me, and she said, "Do you know what's happened?"
 I said, "what's happened?" She said, "they've elected a president." I
 said, "What? Something is wrong. That isn't true. Because," I said, "we
 just came from a faculty meeting at which the faculty committee told..."
 She said, "I don't care anything about that. They've elected a president,
 and he's the son of Dr. J. A. C. Chandler." ^b About that time my telephone
 rang, I think it was Jim Miller, I'm not sure, one of the people

to see the history

like that that went up with me. He said, "did you hear the news?
did you hear that news?" I said, "yes, I heard it, but it's hard to believe."
Well, you can imagine what went on that evening around here ^{on} and the faculty.

Groups met in different places, and I remember meeting at --
because it sounds like Stan Williams' place but it couldn't have been
Stan Williams. I think it was Douglas Adair. ~~(Douglas Adair was in~~
history. He has died since. He went out to the west coast but I remember

house, across from President's house. P

he had that little house down across from the President's house. I
guess it's still there, I think. ~~He lived in that house~~ and quite a
number of us got in there and got to talking. We were all upset at what
the Board had done and the feeling we had. None of us knew Alvin

Chandler. We all felt, I think, generally sympathetic about that, --
about Alvin Chandler. We wondered, of course, why there wasn't more
if he had ever been down here. But later we found out he had but not

for any great length of time. We all wondered, of course, about why he
would accept this without, in a situation that existed ^{as} and it did,

accepted it without looking into the thing to find out, whether he would want to
try ^{to} and handle the situation that we had here. Things were very, very

mixed up and confused, as you can see it would be: the resignation of
a president, the sad athletic scandal that had just ^{developed} ~~come~~ the confusion
with the faculty, and everything else. It was a bad situation to come



into. But ~~what was~~ what mostly was in our minds was the way the Board
had treated us, and the way the Board had acted toward the faculty. In
other words, this simply indicated that you people are the faculty in this

college, but you don't have anything to do with choosing administrative
officers. We do, and we're doing it, and that's why we ~~did this~~ did it
this way. This was the general feeling. How could you help but think
of it in any other way?

Emily: Do you think that this manner of selection affected Chandler's relations with the faculty afterwards?

Jones: That's a hard question to answer. ~~See~~ Alvin Chandler is a very good friend of mine. When I say very good friend, yes, I think we're very good friends. I would think that it would have; it must have affected, I would think that he must have sensed, ~~must have known~~ when he came. I'm sure the Rector told him, and I'm sure other members of the Board told him that he had a very recalcitrant faculty here. "They had caused a lot of trouble. Look what they've done! They went and got this all plastered all over the country and in the papers and everything else, and we've got a problem. ~~And I'm sure that the Board, I wouldn't want him to see this or hear this, Calvin, I mean. I don't think he will.~~

[relations]
[I think this should be a quotation]

omit?
[]

~~Emily: No, I don't think so.~~

[The Board]

Jones: But I'm sure that he was told that one of the things we want you to do is discipline that faculty. And I think that was one reason why they chose an Admiral in the Navy. I'm sure this must have been lying in their minds ~~or~~ ⁱⁿ some way or other that we've got to get a good disciplinarian down there, you see, ^{to} get that faculty back in line. Do you see what I mean? And I'm sure that must have been in the back of their minds, if it wasn't in Alvin Chandler's it certainly was in the back of their minds.

[The members of the Board]

And I know that he knew when he came ^a the good deal about the situation,

~~[I'm sure]~~

because they told him, briefed him ~~very much~~. The only surprising thing about it all is that he ~~under~~ under the circumstances, ~~that~~ he would accept it. He didn't need to. He ~~had to give up, we thought~~. I think he thought he was going to have to give up his Naval pension because he left, although he had the approval of the President, ^[Truman] in taking this position. He did. He got the approval of the President to resign from the Navy and take this position. And as it turned out later, I believe, his pension was restored to him. How much later, I don't know, but I think

~~How much later, I don't know. But I think~~ it was. That he's never told me, and I didn't know, ~~But~~ I'm pretty sure. In fact everybody can almost say it was, yes. In other words, you might say ^{that} ~~as far as the faculty was concerned,~~ ^{that} Alvin Chandler had two strikes against him before he ever arrived on the campus ~~as far as the faculty was concerned.~~ Unfortunately, Jim Miller was only in the presidency a very short time, and this upset him, too, I'm sure. I think in many ways, ~~Jim~~ Jim wanted to be President of the College. I do. You haven't talked to him, have you?

Emily: No, no. But I will ~~soon~~.

Jones: Well, there's that. That's the story on that. Now, of course, I think the atmosphere quieted ~~down~~. People thought, ~~The Board~~. "We have no respect for that Board of Visitors and particularly for that Rector, ^{give him} but we're going to give the new President every chance we can, ~~and~~ every opportunity, every chance. We don't know him. We're not going to ~~although he comes to us under a cloud,~~ ^{no question about it,} ~~although he comes to us under a cloud,~~ ^{no question about it,} He comes to us with a good deal of prejudice, largely because of the way it has been done.") I might say, ~~I think~~, that I don't think that Alvin Chandler ever really had ^{the} support of the faculty. And this I don't think he ~~(quite ever)~~ understood. I think that his whole life, at least his professional life, had been ⁱⁿ an altogether different situation, he had been the commander or whatever it was, the Captain of a ship, ^{and} ~~or~~ later Admiral. He had been the one who gave the orders, you see. That isn't the way you operate in a college, or at least in a college like this one.

Emily: Did you find ^{that} this put you in a difficult position when you became Dean of the faculty?

Jones: Oh, yes. Well, ^{we'll go into} ~~more about~~ that in a minute. But Dr. Chandler ^{resided}

at the faculty meetings for a while, quite a while. Most of them, as a matter of fact, almost all of them from the time he came in, as we did not have divided faculties then. It was all one faculty; ^{even} law was part of the faculty.

Well, it was after that, of course, almost immediately after that that Marshall resigned, and Admiral Chandler asked Jim Miller, who had been Dean before, if he would at least take it for a while to sort of ease things along. This was a good move, ~~that was good move~~ on his part there. And Jim agreed to do it, to take it over, to serve as Dean for a while, at least until something else could develop. This was a good thing, for a while it was a very good thing, because Jim was a faculty member anyhow and had been Dean and certainly helped a good deal ^{to} bridge the gap. But the faculty never, ^{--- [Chandler]} he never understood the faculty mind and the faculty attitude, the individuality of the faculty members for instance, you know, which is very strong. They're individualists, faculty members are. They have to be by virtue ^{of} what they do. They have to think their subject is the most important ^{there}. They have to think that we have to get buried into this and therefore they are of a different Kettle color of fish from the average ^{business} man or Military man. Do you see what I'm getting at? This is what Alvin Chandler didn't quite understand and was temperamentally unable to understand, ^{say}. I'm trying to be as sympathetic as I can be about it. He was President from 1951 until 1960. He was chancellor of the Colleges of William and Mary from 1960 to 1962, when that ^[The Colleges] was dissolved, ^{were} the colleges were dissolved and he returned to private life in '62. Let's go back to '51 now. Things quieted down. They had to. Nelson Marshall left and so on. He went to a place, a

college up in New York state ~~for something like that.~~ ^{Later} Then he went back into Marine Science where he came from.

He began one of those state Marine Science institutes up in Rhode Island. I don't know what's happened to Nelson. But he had problems because this stayed with him, you see, this background.

~~He came to me,~~ the idea of his being a ^{crucader} ~~crucader~~ you see. He wanted to clear up the situation. People are always afraid of that ^{kind} ~~sort~~ of thing, you might upset the apple cart ~~somewhere else.~~ It depends on the place. It depends on the people. Some people admire that very much; some people don't, probably afraid of him. ^{Crucaders} ~~Crucaders~~ are generally not very popular ~~and~~ where the status quo is the general order of things. Don't disturb that ^e apple cart. It's going ^{along} ~~on~~ pretty good. I know it's got a hole in the bottom, but we can get it out, ^{pump it out.} Don't ^{point} ~~point~~ to the hole too much.

Emily: This is skipping on ahead a bit but the Admiral seems to have had a sense of history in wanting to celebrate ^{ical} ~~historical~~ events, and I found that you were chairman of a Marshall ⁱⁿ ~~celebration~~ of 1955. What were some of the activities of that?

Jones: Yes, he was. He liked England very much. ^I He liked England. He had gone to school in the ^I ~~Imperial~~ college over there, so he enjoyed that. He became very close to the [#] ~~people~~ in England and so on, understood them. He did have a sense of the history of this college, there is no question about that. He had a sense of tradition. He ^{and Mrs. Chandler} ~~loved~~ the President's House. Just as it was, ~~He and Mrs. Chandler loved,~~ they didn't want to remodel it. They loved it the way it was, no question about that. ~~All right.~~

~~I~~ can't ~~see~~ it's a little hard for me to remember how long Jim Miller served as Dean, but it couldn't have been more than a couple of years.

It became ~~he~~ he couldn't get a long with Alvin Chandler. It was impossible later. They had quarrels, and it upset Jim a good deal, and Jim finally had to give it up. He ^[Chandler] made Charles Marsh dean, and it must have been from somewhere around '52 until '58, when he left to be President of Wofford college. ^{Wells} about '53 in there, certain alumni of the law school, some of them ~~had~~ ^{from the} influential people, law school, one or two members of the Board, law graduates of this college decided that the birthday of Marshall ^[John] he was born in 1754, I think. ^{was} This ~~is~~ ^{two hundredth} the 200th anniversary of his birth in 1954. ^{9/5/54 -} ^{earliest} He went to law school, ^[but] he was a student of Wythe's, not for long, he was chief justice. After all, we claimed him as an alumnus of this college ~~there~~ ^{the} ought to be a we ought to do something about, bicentennial of Marshall's birth. Furthermore, this was an opportunity to revivify this law school.

[Marshall was born 1755. We began the 200th anniversary, 9/5/54 - earliest]

[I think the date may be in error]

It was ^{at that time} a department of jurisprudence; it should be a school of law ^{was the thinking.} We needed to develop some special programs and give it some distinction and so on. So the movement got going and finally ^{it} was decided that 1954-55 would be known as the Marshall Bicentennial year. ^{There} It was a federal commission appointed ~~from this~~ and there was a movement in the state and the college, particularly, and ^{it} was decided that there should be ^[a celebration]

(Chandler was inaugurated when -- '52, '53? Eisenhower came in ^{deal to do} and several of us had a good ^{bit} in organizing that inauguration. We had a big time ~~We had a big time~~. There was a big crowd of people, Eisenhower and Mrs. Eisenhower went ^{back} by after the ceremony went ~~back~~ into the Great Hall of the Wren Building. ~~The chapel but it couldn't have been the chapel~~ We went in that side but I guess it was the Great Hall, it must have been. Everybody went in and shook hands with him and spoke to him. It was very pleasant. It certainly boosted

Chandler's ~~style~~ stock in general around the state.)

It was decided that we should have a big ^{celebration} time in ~~October~~ ^{September} of 1954 and

call it the Marshall-Wythe-Blackstone ~~celebration~~ commemorative celebration.

Some of these alumni decided that the law[#] school should be revived

and called the Marshall-Wythe School of Law and that we should bring in

some special people. ^e Dudley Woodbridge was ~~then~~ had finally become Dean

of the Law school, but the faculty was quite small, ^[with a] very small, small

enrollment. ^[in] ~~And that~~ we should develop a program ^{IT WAS RECOMMENDED THAT} taxation law,

which would be a masters' graduate program and that somebody ~~whoever~~

~~these people were~~ knew of this man in Washington at the IRS ^{[Internal}

Revenue Service] ^{who} and had been there for years and knew more about taxation

in this country than anybody else. He wasn't ^{THE} a director; he wasn't a

political appointee; he was a working man there. He was second to the

director and had been there for years. His name was Dr. Thomas Atkinson.

He had taken a doctorate, not in law, he wasn't a lawyer, a doctorate in

I guess economics or government, I don't know which ^{it} he was, at George

Washington University, or was it Georgetown? ^{one or the other.} We should

get him here, ^{it possible} get him to retire from the IRS because he was ready to re-

tire ~~and quit~~ and come here and take charge of this new program called

Law and Taxation. This should be advertised and developed ~~and so on~~

Tom Atkinson agreed to come. As I say he was ready to retire anyhow.

He had been so many years in the service and could ^{retire and} come here and teach,

he had never taught, and he would like to learn. I was very fond of him

from the beginning and still am very fond of him. He's a ^{wonderful} tremendous man.

He's ^{been} retired from college now for a number of years. He lives in town.

~~So all this~~ Then Dr. Chandler, ~~they~~ asked me, I don't know why ~~they~~ asked me, but asked me if I would sort of direct this Marshall-Wythe-Blackstone thing. So I can't remember why he asked me to do it. I hadn't had any real experience at it, but I worked all summer on the thing. I started as soon as college was over in June, and ~~I had~~ ^{established} an office on the first floor of the Wren Building, and I had a secretary, a couple of secretaries towards the end. It was a

Really big thing. And we invited the Supreme Court, all the Supreme Court. Now remember this was just before the ^{great} ~~late~~ Supreme Court decision on education, ^{the} of 1954 decision. It hadn't come out yet. But we invited them all, and they practically all agreed to come. This was in ~~October~~, ^{September} 1,

wasn't it? Yes, I know it was because I've got all sorts of things around here on it. So we worked on the program, and in the meantime certain alumni in Washington decided that we ought to have busts

made of Marshall and Blackstone and Wythe. These should be presented by the alumni of the law school to the College. ~~And they should, and~~

they were going to get one of the best sculptors up there (His name was Deweldon) ^{do it} to build. He was very well known and expensive, I guess.

I know he was ^{fr} frightfully expensive for what he did. So Deweldon, I don't think he took it very seriously, ^{he didn't pay much attention to the assignment.} in payments. Every time we would go up to Washington to have a look at the sculpture we never saw them.

I don't think he had ever started them. Finally he did finish them.

They're around somewhere. Where are they? They're over in the law school,

I guess. The state has never approved them, never accepted them. The State Art Commission has never accepted them because they didn't think

because ~~they didn't think~~ they were any good. But Deweldon collected a lot
~~lot~~ of money for them. We had him down here, too. He made a little
 speech when they were presented. Since that time he's ^{done the} ~~been a great~~
~~thing up there in Washington;~~ the raising of the flag on Iwo Jima --
 that's one of Deweldon's things. I don't know what else.

other than that he ^{was} ~~is~~ connected with one of our alumni up there, who
~~directly commissioned him to do this work.~~

He was supposed to have ^{done} ~~given them~~ the job with much less than his normal
 fees; But his fee was high enough then. ~~All this came to a head in~~

October ~~and~~ ⁱⁿ the meantime the Supreme Court came down with its decision on the
 schools, ~~with~~ the segregation business; and therefore, Mr. Warren was not very
 much liked around here.

~~And~~ ^{also} we invited the Lord Chief Justice of England, Lord Goddard, ~~his name~~
~~was~~ We brought him over ~~[this was very expensive]~~ we brought him over ~~we~~ P
 on the Queen Mary and paid his expenses and everything. Now I can't
 quite remember whether the ^{Restoration gave} ~~Restoration gave~~ Churchill the first and only
 Williamsburg ^{or} award before this ~~and~~ after it.

Emily: I don't remember, but I can check.

Jones: I have a copy of that Churchill award book. I don't know if I've
 got it here.

I'm trying to remember if the Draper's Company had anything to do with us
 during the 54 thing and I'm inclined to think they did not, no. So the
 Churchill thing had not come up yet. It was that important to us for another

Jones: We did invite one of the distinguished lawyers and professors of law in
 England and that was the man who was ^{then} ~~is~~ master of ^{University}
 College, ^{Oxford} the first American to be made a master of ^{an Oxford College} ~~the college of~~
^{Pro fessor} Oxford, Arthur Goodheart. He was a well-known legal mind and editor
 of one of the big law reviews ⁱⁿ of England, which had a lot of influence
 over here. He and his wife came over. We had a big time. ~~We also tied~~ ϕ
 ϕ ~~it up with Marshall, and~~ ^{also} ~~We~~ invited, somebody thought we ought to have
 all the Marshall family. ^{It} ~~We~~ started out not to be very big, but it turned
 out to be an awful ^{big} big family. ~~We found out a whole lot about them and~~
~~found out where they were, the sons and so forth of John Marshall. And~~
~~we invited them all to come. They had their~~ ^{own} celebration here, you see,
 too. ~~Then the ceremony,~~ the Supreme Court came, all but one or two. ~~I~~
~~think they all came, particularly Warren and Goddard. We had a dinner~~
~~the night before, down at the Inn, and then~~ ^{The ceremony} ~~this thing~~ was in the morning ϕ
~~and~~ ^[in] ~~in the afternoon we had a symposium,~~ which four or five noted ^a ~~jurors~~ ^{jurists}
~~(one of them being Dr. Goodheart) read papers and so on. [That was one of the~~
 ϕ ~~lots of things we did.]~~ Later in the fall, then, since I had been mixed
 up with this thing I finally went on to plan some other programs. We
 had a symposium here in which we invited a number of ~~legal~~ eminent legal
 people, mostly from the various law schools, to come in ^{here} and ~~bring and~~ read
 papers on ~~Marshall,~~ the various phases of Marshall's life, work ^{and} ~~and so on.~~
 Some of these people were very fine, distinguished people. We had this
 in the Great Hall of the Wren Building. We had an awful time with the
 acoustics there, but we invited quite a number of other people in from
 various law schools to listen to these ^{papers} and to make comments on them and
 so on. This thing went on all day one day. That was another nice thing.

And out of it I got a book. That's that book on John Marshall: A Reappraisal. The

Cornell Press published it. ~~I don't have a copy of it here, but anyhow~~

~~I do have it.~~ It was published the next year in 1955. Well, that was my 1956

part in that thing. There were some very interesting things that went

on ^{at} during the time ~~during this~~

we had both Warren and Goddard

here. Mr. Warren was most gracious. You know ^{the} ~~this~~ Commonwealth of

Virginia almost chose to almost ignore this ^{Program} ~~thing~~ because of Warren. Un-

fortunately, ~~the Governor particularly~~ the Governor couldn't come, ~~he~~

~~didn't come~~

The Governor had something else to do, and so he sent somebody else (the Lieutenant Governor), and he didn't stay too long either.

Goddard got very upset. He was a strange man, Lord Goddard. He was

a rather elderly man, not well. He was a bachelor and crochety ~~in a lot~~

~~lot of ways~~. I think he was quite upset because Warren was getting more publicity. They were here together, and the newspapers were playing

Warren up, ~~and~~ Warren made the speech for the occasion. Goddard, however,

brought greetings from Oxford and also made a speech, too. We had him

make speeches elsewhere. We took him up, for instance, to the Common-

wealth Club in Richmond, ~~and we said~~ there was a big luncheon held by the

league of lawyers, ~~and~~ the Law Association of Richmond, ^{gave it to} ~~together~~. He made

a wonderful speech up there. But he was difficult all the time, And

as I said, I think it was partly because he thought Warren was getting too

much publicity, and he wasn't getting enough. We took ~~him~~ ^{them} up to church.

This went on on a Friday or Saturday, and we took ^{them} ~~him~~ up to church on

that Sunday ~~(that~~ Memorial church on Broad Street as you go up the hill--

an older church. ~~[You probably wouldn't have seen it or don't know it unless you happened to be there.]~~ It's one of the old churches there.)
 We had this memorial service there ~~in the morning~~ ^{on Sunday}, and then we went over to the Commonwealth Club for lunch. But Goddard wouldn't go to the service. Instead he went to the Commonwealth Club and fell asleep over there in ^athe chair. Then he wasn't going to come back to Williamsburg. He was going to go on to New York and go home from Richmond. Colonial Williamsburg had planned a dinner for him that night and had invited all these people, and he wasn't going to come back. ~~So~~ I had to get Arthur Goodheart from Oxford to talk with him and so on. I told Lord Goddard ~~I said~~, "You've got to come back. There's no question. I think those people will be upset, ^{and so}. ~~And so, no~~, he wasn't going to come.) He was going to take a train to New York. ~~And~~ ^{that's} all there was to it. ~~Mr. Warren was leaving and so he decided he would go.~~ But we finally got him back here. He was quite delightful that evening with everybody, and he made a big hit. Well, ~~so what was the occasion?~~ It was a good occasion in many ways. It worked out beautifully: It established the law school. We got the law school on its feet then, and ever since then it has been a separate school, the Marshall-Wythe School of Law, ~~and had this tax program, which is very good and which was very successful as it went along. A number of people have taken it and finished it and so forth and had this great law tax masters degree, Master of Law and Taxation, it was called.~~ ^{The Law and Taxation graduate program was initiated,} Then we had the symposium to mark the Marshall year and things like this. Then we got this publication out and so on. The College did a whole lot during the Marshall celebration. Harvard had a big affair, too, later in the year. I went up to that. They had a big dinner, ^{is it} which they had some of the Supreme Court. They had Warren, too.

② I'm not sure I understand this sentence.

I'm NOT certain what I meant. As it stands it does NOT make sense. Please omit all of it.

~~They celebrated it because the law school up there did more than anything.~~
~~Well, that was one thing in the Chandler regime.~~

Emily: I wanted to ask you about the Jamestown Celebration, too, ~~but would~~
~~you rather wait until next time?~~

Jones: That's another story. I don't mind.

Emily: But would you rather stop here and wait until next time or would you
rather go on and talk about it now?

Jones: What do you want to do?

Emily:: I'm willing to go on

Jones: All right.

Emily: It goes in with this and ties in nicely.

Jones: Well, of course, that was outside the College. The only way it was
related to the College was ^{that} the College had some of the ^{programs} ~~affairs~~ during
that period. But I was off from the College at the time. ~~I was off~~
~~from the college.~~ I was having a year's leave of absence.

But I suppose it was because of the Marshall-Wythe thing that I got into
that ^{later}. ~~Things went along then and Chuck Marsh became Dean and~~
~~Chandler.~~

delete

It must have been in 1956 that Colonial Williamsburg created what they
called the Williamsburg Award, which was to be given to a distinguished
person, ~~regardless of where in the world, anyplace,~~ who had done ^a great
deal for peace, ~~and a lot of things like this.~~ Then there was going to be,
the award was in the form of a bell made by our craftsmen here, a silver
bell. I don't know, but I think there must have been some money that went
with it, too. ~~But I can't remember that, the money part. But anyhow,~~
they gave the ^{Winston} first award to Churchill, ~~and that was the only award.~~ it
was the only time they have ever given the Williamsburg award. I don't
know why they didn't continue it, [^] but they haven't. They decided that
they would have to go over there to present it to Churchill (Churchill

at that time apparently couldn't come over here). The reason I'm talking about this is ^{because} ~~that~~ it is the beginning of the Draper's Relationship to the College. From Williamsburg quite a number of people went. Colonial Williamsburg took them over to this ^{Presentation!} ~~thing~~. ^{One} of the persons who went ^{was} ~~was~~ Admiral Chandler, President of the College, Mayer Stryker, of course, ^{then} Kenneth Chorley, ^{then} the President of Colonial Williamsburg, Carl Hummelsine, who was the Director in Williamsburg ~~on hand, not the President but~~ -- a whole lot of other people. I'm not sure if the Governor went, I don't think ^{maybe} he did.

Emily: You didn't go, did you?

Jones: No, I didn't go. And this was quite an affair, and they invited anybody in England, ^{who} ~~there~~ was anybody apparently. ^{There} ~~It~~ was a very formal dinner held in Draper's Hall in London. ~~Draper is the Guild, a company, Draper's Company, ancient company of Drapery in their Hall in~~ ^{their} the beautiful ~~oval~~ dining room, beautiful thing. ~~And it's very big, very big and high ceiling~~ ~~sailing portraits of kings and queens and so on. It's a wonderful place. So they took that and had it in Draper's Hall. And Admiral Chandler was there and during after the dinner, he met the Clark of Draper's Company. (Clark, you know, is the same thing as the Executive Director.) They call him Clark. Take care of all the business of the company and these companies have a lot of business because they are old. They go back to the middle ages~~

~~There are nine I think in all, origin: the fish and the grocers, merchant tailors. They were given land, estates so most~~

O.K. to delete this explanation?

of them are quite wealthy and their affairs are extensive. They have what they always had back in the old days. They have a court of the company. These are the people who make the decisions and various things, the Clark, the . The is sort of the Marshall and takes care of a lot of things and ends it all. The master of the company is an honorary position to a member of the company who becomes master for a year. It was at ^{Pomfret's} Dr. Pomfret's inauguration that we had the master of the Draper's company and the beetle of the company and so forth came over for that. ~~But our relations goes back to this 1956 thing I was talking about.~~ Admiral Chandler met the ^e Clark, who was then Hugh Farmer, and Hugh Farmer was the ^e Clark until a year or two ago. He went down into Farmer's office after the dinner was over and got to talking to him and made a proposal, saying, ~~Why don't we make an arrangement between the Draper's Company since the Draper's goes back to the, before or it had something to do with the Virginia Company,~~ ^a why don't we make an agreement ~~to send a student,~~ you send a student over to us from one of the preparatory schools to take a degree program at the College and we, in turn will send a student (a senior student) ^[and] over to go to Oxford or Cambridge, ^{and} you people will pay his expenses, ^{we} we'll pay the expenses of the one you send over. Well, Hugh Farmer picked it up and took it to the court of the Company, and they approved it, ~~and~~ thought it was a good idea, ^{because} all these companies do have exchanges, ^{of} and various kinds, and they support some preparatory schools and so on. So ~~this~~ Chandler started this arrangement ~~and we did not have a Draper's student, however, we had. They sent one here. They had the first exchange student in this arrangement came from England here. The name is Malcolm Robinson. He was in history. In 1958 we went our first student in 1958 over, That's where it began, this arrangement. And it went on, and we became more or less~~

omit

gradually closer associated. Now we send two students a year. ~~And we have at the present time, then on this campus we have~~ ^{We} usually have about six to eight of them on the campus at any one time because they come every year and take some, usually three years, I'm sorry three years, ^{now} we have six on the campus at any one time.

Emily: Is there a special scholarship set up for them?

Jones: Oh, yes, I'm sure. Some of it comes from state funds; Some of it comes from private funds, and some of it, particularly some of it, comes out of the fund that was known as the ^{'54} Chancellor's Fund, which ^{Amiral} Chandler had charge of until he just resigned recently as chancellor. He was very generous with that, and he provided funds for one of these people, there were two of them as a matter of fact. The Chancellor's Fund pays for two of them here. Well, I worked on that I got into that thing when I became ^PDean particularly, and I got into that and I worked with ^{the} British Institutions.

One of our problems with the Draper's exchange has always been to get ^{our students} them into Oxford and Cambridge; and the more contacts you ^{it} have with the colleges over there and the masters and so on of these different colleges and their admissions people, the easier it is to get them in.

~~You can have first count.~~ So I used to go over there and develop these ^{contacts} things and meet people so that when we had somebody to recommend I could write ^{to} somebody I knew. You know ~~at that Penbrooke College~~ we made almost an arrangement with Penbrooke College, kind of an informal association with Penbrooke College, Cambridge, ^m And ^[with] University College, Oxford, through Arthur Goodheart, who became a good friend of ours and so on.

He was here in 1954, and then became a very good friend over the years.

~~The law school presented him with their medal, the law school medal.~~

~~They give one each year to a distinguished lawyer. They did this two~~

~~or three years ago. They brought him over for it. Anyhow, then I also~~

~~worked on other exchanges for other institutions. We had an exchange~~

~~with the University of Exeter, and have worked out a sort of junior year~~

~~with Exeter. Then we also worked out an exchange with St. Andrews in~~

~~Scotland. We've had a number of these over the years, and the Draper's~~

~~Company has been pretty close to the College, and if we have any special~~

~~occasion we invite them. Usually they come. They came for Bonfret's~~

~~inauguration. They came when we celebrated the 175th in 1968, and they~~

~~also sent the master and someone when Tom Graves was inaugurated in~~

~~72nd Charter Day, 1974. *19720~~

I think these should be omitted

with British nice

Dr. Paschell's [anniversary]

5/82

delete

Emily: Were there any other events that the College was concerned with the 350th Anniversary celebration Jamestown Exposition or was this,

Jones: That came

Emily: Yes, the next year.

Jones: That came in 57, 56, along in there.

Emily: Right.

~~Jones: Well, now coming along, what I was trying to do was to indicate~~

that that period in there was a period when I don't think there was ever any real I mean the feeling between faculty and President was never very good but it was it didn't erupt seriously at all, particularly. Marsh, I think, had his problems, I know, Chuck had very serious problems, as I did, too, with Dr. Chandler, with Admiral Chandler (his doctorships were honorary).

~~There's nothing special to mention in there.~~ [#] Now when ~~the state,~~ the
 commonwealth of Virginia decided that the 350th anniversary of the landing
 at Jamestown should be celebrated very much during 1957 (which was the
 350th anniversary year). They appropriated funds to build Jamestown Festival
 Park down here. The federal government got into the act and they appointed
 a commission on the Jamestown celebration and that brought the Park
 Service into it. ~~Jamestown Island and so on.~~ A commission was set
 up in the state, ~~the commonwealth~~ headed by one of the general assembly
 people ^{↑ Lewis McMurrin} ~~Louis~~ from Newport News. I suppose you would say he was
 the inspirational man on that thing and the master mind of it as far as
 the state was concerned and the general assembly. This all developed
 and gradually got going in '56 and Parke Rouse was appointed as
 director of the Festival Park and director of the celebration. ~~Louis Lewis~~
~~McMurrin~~ was chairman of the commission. The commission was made
 up of a number of mostly general assembly people Carl Hummelsine was on
 it and other general assembly people. They took over the old Travis
 House. ^{as central headquarters} The Travis House used to be located on Duke of Gloucester Street.
 It was a restaurant; It was a very good restaurant, like the King's
 Arms. Then they found that the Travis House didn't stand there at all
~~down there.~~ ^{originally} It didn't belong down there, and so they moved it, actually
 moved it up across from where it is now, across from the post office on
 the other side of the vacant parking lot, that's where it was. in 1957.

This is
 similar to
 what has
 just been
 said.

And the thing was about to fall apart. There were cracks in the floors, ^{cold air}
 came up ¹ ~~But~~ it wasn't very satisfactory, but that became the main central office
 of the Jamestown Festival instead of the office out there. It was run
 by somebody directing the park out there. This was the office during the
 festival year. Colonial Williamsburg just turned it over to the committee
 and so forth. I suppose because I had done the work on the 1954 ^{Program} ~~thing~~
 they wanted somebody to direct the program for the 1957 celebration, ~~to~~
~~get up the program and direct it.~~ So Lewis McMurrin and Parke Rouse
 asked me if I would do it. Well, I think Chandler probably may have made
 the suggestion. I think they wanted somebody from the college. They
 wanted to bring the college into it, so I think he must have suggested
 talking to me. I don't know, you'll have to ask him.] So after talking
 about it a while I decided I'd go ahead with it, it was sort of interesting
 and a change; I didn't know if I could even do it. ~~I was back on the~~
~~track. So we set up an organization and I asked if they would give me a~~ ^{the college}
 leave of absence. I started it in the summer of '56 after the session
 was over, then I was off from the beginning of the fall '56 through '57
 until February of '58, when I came back to college.

Well, I moved myself down to the Travis House and set up an organization
 down there, two or three people--not enough to do the program right, but
 anyhow it was all we could afford. We started then arranging programs
 first to set up days when certain things happened, such as the first land-
 ing at Cape Henry, ~~down there when they first landed.~~ Then the landing
 at what is now Fort Monroe, and the landing ^{at} of what is now Newport News,
~~They had a special landing there.~~ Then finally the landing at Jamestown
 on May 13th, 1607. ~~Well, these days were supposed to be special days and~~

interesting man that he was. He was from Massachusetts. ~~He came down here from Massachusetts.~~ He still comes through every now and then.

Emily: But he was not the one who wrote the founders?

Jones: Oh, no. That was Paul Green.

Emily: Oh, yes, that's right.

Jones: No Paul Green wrote the Common Glory, and then it was decided that we'd have a special show during the festival year, ^{which would be known as The} ~~no it was the~~ founders. They built a special place for the Founders. It was supposed to be performed in the afternoons. That was a mistake because you can imagine how ^t those afternoons were, and ^{and it was} you couldn't stand the heat out there. But still it was performed all summer. It failed badly, and it never has ^{been performed} ~~come~~ again, I don't think. I think it was a bad idea to start with. There were a couple of bad things that we did. The founders ~~was one~~ I think was a bad one. And also bringing in certain theatrical performances, ~~we brought in here.~~ They never worked out very well because ^h ~~people~~ the visitors were were tired at the end of the day and didn't much want to go to shows. So we lost money on some of those things. But anyhow, the whole thing was a complex program. I finally got together a scrapbook on it. It's in the library here, and you might ask to see it if you're interested. I put in that everything that went on, newspaper stories and everything that went on. I didn't know what to do with it after I finished it. So I finally decided the best place was ~~I would~~ ~~give it to~~ the library, and they have it now. ~~I gave it to Pollard,~~ the archives. I just thought it would be interesting to have a record of all

I

that for later days. ~~So that was the thing I got into and then came back~~ to the College in '58, in February of '58. I taught English ~~that year~~ ^{during the second semester of 1957-58}. In the meantime Dr. Jackson, who was head of the department, had died during the festival year, the fall of that year. No, ~~yes in the fall.~~

Mr. Clark. ^{Dr. Marsh} The Dean at that time ~~Marsh~~ came down to see me ~~about it~~ and wanted to know if I would like to take the chairmanship. And I said "well, I'm tied up here in this festival. I can't come ~~off~~. I think you'd better get someone else." So Mr. Glenwood Clark ^{know dead} ^{because} was head of the department. And the end of that ~~year~~ ^{session} Marsh resigned to take the

presidency of Wafford College (in '58, the summer of '58). And during the summer Alvin Chandler asked me if I would accept the deanship ^{at that time}

it was dean of the faculty. We had not had a dean of the college since Nelson Marshall. That particular thing had been dropped, ^{and} the law school was separate, ^{was} and the marine science gradually being separated, but the other schools were not created yet. ^{Although} it was during Chandler's administration that the school of education was created, although it had sort of a stormy career in there as a school for a while. And so he asked me if I would ~~accept and~~ take the deanship. I'd always said I would never

take a college administrator's job because I liked teaching too well. I did; I enjoyed it. But somehow or other, ~~I thought~~ I knew how things were with Chandler, ^{meaning the faculty}. I had been, of course, a member of the faculty for ^{thirty} 30 years then, you see. ~~A little more than 30 years.~~ I felt that maybe I could help, ^{someway} ^{somewhere} or other. I might be able to bridge ~~reach~~ the gap between the President and the faculty. Generally I ~~think~~. So I thought, maybe I could be of help there.

Emily: This would probably be a good place for us to break.

Jones: That was 58.

omit

January 15, 1975

~~Jones: What you want now, we're going to talk about when I first became Dean and so on.~~

~~Emily: When you became Dean of the Faculty.~~

~~Jones: You said something about how did I become Dean?~~

Start here →
Emily: You had just finished telling about how it was that you became Dean of Faculty in 1958.

φ
Jones: We didn't do things in those days like we do now. Now we have a search committee. The search committee comes up with the recommendations and then these ^{are} ~~were all~~ acted on. ~~Now we didn't do those thing.~~

Emily: The President selected you?

Jones: Yes. That's the way it was always done ~~up until~~. The first time there was anything like a search committee was when this president ^[Graves] was search ~~for and elected for and elected was a search committee.~~ (I'll talk about that. That was the last thing I did for the college) ~~or helped the College.~~ Now, I became Dean in 1958. I ~~just~~ think it was a fairly acceptable choice ^{to} ~~of~~ the faculty. I don't know. You never know, but I think so. I knew a lot of the faculty. I'd been here a long time and I knew most of the older people. And those days we knew many of the younger people because the faculty hadn't got ^{ten} so big. This was, at that time ^{The College} ~~it~~ was still under Alvin Chandler, Dr. Chandler, Alvin Chandler, the President. Those two years ⁽¹⁹⁵⁸⁻⁶⁰⁾ were I would say somewhat stormy from the standpoint of the faculty and its relationship and its reaction to the President mostly. I don't remember many things of that two years except that there was always a feeling, always a gradually growing --

not resentment so much as a critical attitude to the President ~~that was~~
~~growing and~~ that put me in the middle of the ^{Controversy} ~~thing~~ because I had been a
faculty member. I understood the faculty attitude. In fact, five years
before that, ~~maybe~~ ^{even} maybe in less than five years before that, I would
have, if you had told me that I would be Dean of the College or Dean of
the Faculty, ~~then~~ I would have said, "you're crazy, just absolutely crazy,
because I have no desire for any such thing. I wouldn't know how to do
it. And in the second place I'm a faculty member. That's where I be-
long. I want to teach." What impelled me to go into the deanship, ~~and in~~
~~then~~ the administration, I don't know. I really don't know except
possibly my attitude changed a little bit because I had been off from the
College for a little while, and I'd got^{ten} into some sort of administrative
work with the Jamestown affair, you see. I had a taste of it, I guess,
and I rather liked it, you see, ~~I really liked it,~~ although I wasn't sure
~~assured enough and~~ that I liked it,
and I wasn't sure that I wanted to have it. And I'll remember very well
when President Chandler called me in and asked me if I would take the dean-
ship ^{of} for the faculty, ~~and I remember that~~ the deanship of the faculty
~~then is~~ ^{was} a very different one than it is now. We don't have a dean of the
faculty now. We have a dean of the faculty of arts and sciences and
the dean of the law school and the dean of this and that. Then the faculty
was all in one. There was no schools, remember this, except the law
school. It was ^emerging as a school, but its faculty still belonged to the
general faculty. It was not separate until later. ^{The} Education department

department was a department. It was not a school. It became one during the last days of the Chandler administration. I'll mention that in a minute. Business was not; ^{a school} It was ^a business department. As a matter of fact I don't know whether it was still economics and business, I think it was divided. It was the department of economics and the department of business administration, yes. Because ~~Dean Marsh~~ Charles Marsh had been in the department of business administration, and I'm not sure if he was not for a while head of the department. ~~I can't remember now whether he was or not because he was dean during those years, too. I don't think he was both.~~ Anyhow, so you must remember that it was a different sort of a situation. ^{Then we have now} Well, when he asked me if I would accept it, I remember calling my wife. And I said, I want you to meet me

top line 103 →

~~down, I guess those days, you wouldn't know about it, nobody here unless they had been here then would remember. But down on the College Corner across from the wall and so forth over there, the old green house used to be. It's gone now. Do you remember where the road turns in and cuts across, well there used to be a green house and they took that away a couple of years ago. In turn we gave the city the right to put in this. That cut that off. But right there in that corner there used to be a little brick affair with a flag pole up there and you could sit around on there's a little seat around on this brick thing setting there and this flag. This was put there by the Klu Klux Klan. That's what it was, way back in the other Chandler administration. It had been given to the College by the Klu Klux Klan, of~~

delete?

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~~all things. This was the flag pole. And I said, meet me down at the~~
~~that flag pole because I want to talk to you, I don't know why I said~~
~~that, I can't remember. I don't remember. I'm sure I did. And she came~~
~~down and I said, now listen, I'm going to tell you something. I knew~~
~~she wouldn't understand. She was very opposed to my getting into any~~
~~administration. And we talked about it, and I said, what do you think I~~
~~should do? So we discussed it, and finally we decided that I should talk~~
~~to him a little more about it and possibly maybe go ahead. Well, now~~
~~she feels that she opposed it then. I guess she did, in a way. Well,~~
~~all I'm telling you is that it was a difficult decision to make going~~
~~into administration. ^{Finally I did accept the appointment} ~~But I did take it and I think, well, it was~~
~~simply a matter, what I thought I could do, I don't know what I thought~~
~~I could do, having been a faculty member for so long. I thought I might~~
~~be able to bridge the gap which was growing bigger all the time between~~
~~the President and the faculty. Now if Dr. Chandler ~~or Dr. Chandler~~~~
~~heard this now ~~the~~, he would have to agree that there was such a~~
~~thing existed ^{ing} such a gap and that it was too bad it couldn't have~~
~~been bridged, you see. But I thought I could do some good, ~~that's what,~~~~
~~I mean in that way more than anything else.~~~~

Emily: What do you think caused this gap?

Jones: Well, what had caused it was President Chandler's attitude was
 President Chandler's failure to understand ^{that} ~~or~~ a college or a university
 is not and cannot be operated like the Navy. Now I'm saying this because
 he used to say ~~he~~ he was going to run a good ship. He ~~didn't~~ use that term.
 This is nothing against Admiral Chandler. It simply was ^[that] his whole back-
 ground had been discipline and in the Navy. He hadn't been used to this

omit

I'm trying
 to read your
 mind here
 supposing
 you'll want
 to remove
 these.

He had been used to this kind of life, ^{to} when you are accustomed and actually ^{become} inured to this sort of life, it's very difficult to change and ~~become, shall we say and let and deal with individuals as individuals,~~ not as part of a crew or as part of a big organization where there is a very definite step by step ~~[shall we say]~~ authority. ~~That's never been,~~ that's not the way a college operates and develops. So that's what it really was. Things that many of the faculty members would do naturally ~~irritated~~ ^{opposed to his ideas} the president if they were ~~not, you know, the kind of things that he wanted,~~ ~~if they were opposed to his ideas.~~ He was a very strong-minded person (Admiral Chandler) very strong-minded man, and his ~~ideas were very definite~~ his ideas were very definite about education. ~~He had a lot of ideas about education,~~ Some of them were probably pretty good, but some of them weren't. Some of them ~~were very~~ they just were not in harmony with the kind of thing ~~with a college or any other educational institution represents.~~

Emily: Could you give an example?

Jones: Well, yes. Of course he did not believe, you see, in ~~faculty.~~

~~Faculty control of the say~~ even academic phases of the college. He felt that ~~those were,~~ that was not altogether the role of the faculty to run the academic things. ~~Of course,~~ that is the role of the faculty. This is one of the big struggles, one of the big places where there was such a difference between the faculty and the president at faculty meetings, for instance. Faculty meetings were ~~not~~ conducted in something of an autocratic way; the president ran the faculty meetings, dominated them pretty well. This did not go down with many of ~~them~~ ^{the faculty}. ~~See,~~ faculty members are individualists; they have to be. They have to be egotists because they are so tied up in their own work and their own ideas. They're different from people in business, you know, very different.

~~If you don't see that, if you don't understand that, then that is the first hurdle you're going to run into. That's the hurdle I think that President Chandler always ran into. ~~I always felt that because his ideas of, of course ^{he} it was very conservative in his ideas, conservative. He was very opposed to the so-called mixing of the races. I don't know whether he still is, but he was then. This is bad things to get into, but this was true. I mean, I remember time and time ^{again} he told me that when you, the races were mixed and ⁱⁿ where a family where you had intermarriage ^g and so on all went downhill, down down hill. Well, that is probably true, was true. Maybe, I don't know whether that's a reason or not. I don't know.] But anyhow. We got into, he and I got along. I tried my best to present the faculty point of view to him, so that he I tried to get him to understand. And in a way I tried to defend him to the faculty, not to the ^{faculty as a group.} ~~group of the faculty~~, but to individuals of the faculty who were~~ Well, nevertheless, the Chandler administration became, I mean (gradually ~~it~~ towards the end of it) there was more growing away, the gap ~~that~~ developed more and more between faculty and ^{between} other administration, but particularly, the faculty and President. And also President Chandler did not, I think, get along as well with the members of the General Assembly and with the, shall we say, I wouldn't say the Governor as I would the various committees in the General Assembly ^[that] had to be and had control over funds and giving when you present a budget you know. There is a way when ^{one} you can get along with those people. He never really cared to try to get along with many of them ^{[the members of the Assembly].}~~

omit
 please
 ===

Consequently our appropriations never weren't ~~very~~ very good during those years. No wonder we didn't build any ~~of those~~ buildings! As President Paschall used to say, There hadn't been a building built on this campus since 1935, ~~until we built Phi Beta Kappa~~, except for Phi Beta Kappa, that was ~~built just around the time~~, finished just around the time of the festival ^{year} here ⁽⁵⁷⁾ 56-57. None of the new campus existed ^{you know} very long.

Emily: Though Chandler did have plans for it.

Jones: Oh, yes, ~~he~~ he did have plans for it, ~~but~~ but our appropriations were always cut down, and I think ~~it~~ partly because some of the appropriation committees did not like the attitude that President Chandler used to take with them. I can't prove this, ^{but} ~~this~~ this was certainly one of the feelings that many of us had, ~~and~~ the results were pretty obvious, I think. On the other hand, President Chandler had a very strong ^{more} following, too, among the ~~very~~ conservative elements in the state and on the campus, ~~those~~ those people on the campus who were very conservative and believed that the President, after all, is the ~~chief~~ chief executive officer of the college and therefore, he should run the college. ~~This caused, there was a good~~ therefore, that two years ^[as dean] was a difficult period for me because I tried to be both I-guess administration and faculty, too. That's pretty difficult. It's ^{an} kind of ^{an} intolerable situation ~~and~~ while I think President Chandler and I understood each other ⁱⁿ many ways ~~I think we did. I think this helped, too.~~ But it was a period ⁱⁿ which I personally was pulled both ways, and sometimes it was very difficult. I'm surprised sometimes I lasted out. But anyhow I suppose we all have prejudices about people. We like people or we don't like people. But these prejudices ~~and so forth~~ frequently affected

President Chandler's actions in some of his promotions and approval of promotions, ~~rather and~~ ^{and other} things like this. They were not based always on, shall we say, sound academic ^{on} or sound ground, whatever the ground may have been, whether it was academic or not. One tries, if he can, to avoid personal prejudice in evaluating a person's ^s abilities, if you can. ~~Sometimes can't always. But nevertheless you should.~~ But I think very often this was not the case with him. And these are the problems that we ran into. I ~~should be able to remember all kinds of incidents,~~ but ~~right now I can't remember any particular incident. I wanted to~~ I wouldn't want to put in here anyhow. And I think that would be by any member anybody. Howard, I'm sure. I'm not sure about Lambert. ~~But Fowler, I'm sure. These things I'll have to cut out, you see.~~

Now we went through those two years, and at the end of the two years ('60) that was the year of ~~the General Assembly meeting and it was the~~ year that the General Assembly created the Colleges of William and Mary. Now this was in part, of course, recommended to them (They didn't think this all up) by President Chandler, ^[who] was very much in favor of this. Other people were, too. ~~Other people saw~~ ^{There were} these divisions of ours, — Norfolk, Richmond divisions. Then ^[The General Assembly] they created, you see, the two junior colleges or two-year colleges, they were called then. They were called ~~Junior Colleges I believe. I'm not sure but I think so because that was~~ before the community college thing. We had these two branches, one in Newport News and one over in Petersburg. These ^{made up} ~~created~~ a group of ^{institutions} ~~things~~ called ^[of William and Mary] the Colleges. It was a very unsound organization to begin with because ~~Richmond~~ R.P.I. (Richmond Professional Institute) ~~under this~~

~~college then~~ was in a way a very separat^e institution from this college;
It should have been all along. It should have been separate. The
Norfolk Division¹ developed as a Division for a while; But again
it should have been an independent institution. There wasn't going to
be any change in establish^{its status,} instead of creating this normally, conglomerate^{anomaly, this}

I guess you would call it of colleges of William and Mary. Nevertheless,
it was created by the General Assembly, recommended by what was then the
State Council of Higher Education, although the State Council was not
very influential at that time. ~~it~~ did not have very much power, did not

have [it's taken a long time for that State Council to get the influence
it has at present.] Well, so ~~he~~ ^{the General Assembly created} these and they made ^{this conglomerate}

Hugh Sisson, who was our then bursar, we called him (what really was
business manager, but we called him bursar) was ~~the comptroller,~~ became
made the comptroller of the Colleges of William and Mary; I'm not sure

when Dr. Oliver became President of Virginia Commonwealth. Virginia
Commonwealth, that came after. I'm not sure whether he was President
of R.P.I. before. I think he was. I think Dr. Oliver who was then head
of the department of education here, had been for some time because he
came from the State Department of Education here as head of our depart-
ment. He had taken, he was a graduate of this college way back, [and]
became President of R.P.I. as part of this conglomerate and so on before
of course, it became V.C.U. He was President of V.C.U., too, later.

Norfolk, I was trying to remember what happened in Norfolk, who was the
President down there. I think he was called the President then. It
was simply. What did they call it? I can't remember now whether they
called it Old Dominion or not.

This does NOT make sense at all. I do not know what I wanted to say here.

omit

Just President
Chairman
bursar
the Chancellor

O.K. just see this

Emily: I don't think they changed the name at that time, no.

Jones: I don't think so. They were simply part of this college,

and I can't remember now who was the ~~President~~ ^{INSTITUTION} or head of the ~~thing~~ down there. I should remember, too, because it was during my time.

Emily: Webb was in Richmond, wasn't he? No, he was in Norfolk.

Jones: Webb, Webb was down there. Lewis Webb, that's right. Lewis Webb was sort of the director or whatever it was, ~~President~~ or whatever they called it of Norfolk ~~Division~~, part of this conglomerate. All right. The ~~Board~~ elected Paschall as ~~President~~ of this college, ^{the} Board of Visitors. The General Assembly met in 1960 (January). They created this conglomerate during this session to be effective, I think, the first of July.

Emily: That's right.

Jones: President Chandler became chancellor. He moved his office from ~~what was then Washington~~ what is now James Blair Hall over to Phi Beta Kappa and created the two big rooms there, one on each side. One was his office and one ~~(the old Phi Beta Kappa. The part that did not burn, the front part which did not burn down.)~~ ^{we had a fire, you know, and the other part burned.} Mr. Sisson and the chancellor moved over there. The Board of Visitors in May* of 1960 elected Dr. Paschall. Now Dr. Paschall was at that time ~~State Superintendent of Public Instruction~~. He ~~had become~~ ^{was} appointed to the ~~State Superintendency of Public Instruction~~ by Governor Stanley ~~in~~ ⁱⁿ about 1957 or '58, I think, somewhere in 1957, I believe. So ~~and~~ he was an alumnus of this college. He had taken his bachelor's ^{degree} and master's ^{degrees} here, his doctorate in education at the University of Virginia. His wife also was a graduate of this college. All right. The election of President Paschall was entirely done by the ~~Board~~. There ^{were} ~~was~~ other candidates that many of us heard about who ^[we] were much afraid of, I won't name names. This election

*June

~~generally~~ was, we thought, generally favorable.

Emily: There was no protest as when Chandler had been elected?

Jones: No. Is that what you mean?

Emily: Yes.

Jones: The Board took it over, and ~~they finally selected~~

DA Paschall accepted and came ^{into office} ~~in~~ the first of August. All right. Now this ~~was the kind of a setup that~~ was impossible from the very beginning.

THE In the ^s first place this college was an independent institution and had always been independent and to have it as part of a conglomerate like ~~this~~ ^{the colleges of William and Mary} and to have the President of this college under the chancellor of the colleges was a situation I do not even think the President. ~~I never asked him but I had forgotten to ask him I guess, but that President Paschall he may tell you about this at the time, he may tell you what he did, just couldn't have anticipated~~ when he first accepted this

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OK*

position. He couldn't have anticipated what it was going to mean. But that is what it meant, finally. And President Paschall, in a way, was never President of the College as long as the chancellor was the chancellor because everything that he did ^{or} ~~and~~ everything that I did had to be approved by the chancellor. ~~The Board of Visitors when it met, the~~ President of this college was on call to the Board of Visitors just like the President of R.P.I. and the President of Norfolk Division was. In other words ⁱⁿ what I mean is that he did ⁱⁿ take part in the Board meeting. The chancellor was the presiding officer, And President Paschall had to cool his heels outside until he was called in. This was a kind of situation that we were not used to at this college. We were used to a president who was the executive officer at the college. Furthermore than that ~~in~~ the development of this sort of thing went on and ~~was really a~~ one had very little say about anything at all. ~~I had more problems actually~~

DELETE

D/S/T

~~And the fewer things that I tried to do during those two years, I had more problems after the creation of the colleges than I had done before with the chancellor, shall I say.~~

This Chancellor?

Emily: ~~Because of having to clear things through him?~~

Jones: ~~Yes, because of having things approved.~~ I'm sure that President Paschall was a most unhappy man. He and I discussed ^{this} the situation time and time again, and we knew that it was the kind of situation that could not continue ^{in spite of the fact.} In 1961 President Paschall was inaugurated as President of the college. We had his inauguration ^{and} it was a big affair. We had a number of people here ^{even} the Draper's Company sent over its former master. We had really quite a big affair. That was also ^{at} that time that ^{SPAC 101} the so-called the big group ROTC, what do they call it?

Emily: The Queen's Guard.

Jones: The Queen's Guard was created and uniformed ~~and all this thing~~ for that inauguration and then it continued after that.

Emily: What then was the position of the faculty under Dr. Paschall? Did they feel that they...

Jones: Oh, I think the faculty, generally speaking (the people that were influential on the faculty) ~~the faculty~~ generally felt the situation was intolerable, too. I mean ~~this kind of situation.~~ They were entirely in sympathy with President Paschall at that time (very much) in his opposition to this kind of arrangement. I don't know what to tell you on this. There was a movement ~~the Board of Visitors, very interesting.~~ The Board of Visitors at this time was in many ways an interesting Board because it was a divided Board. Part of the Board was strongly in support of President Chandler and the Colleges of William and Mary. Some of

the Board was very much, gradually ~~became~~ to see that it was not a good, healthy arrangement and gradually came to oppose it. That part of the Board was not, ^{perhaps,} ~~that~~ the majority. The majority still supported the creation of this. ^{The College} All right. But there was a lot of work being done under the surface to overthrow this situation that existed. The State Council ^{of Higher Education} came more and more to oppose this, although the State Council had recommended it in the first place to the General Assembly. During that two-year period in there from '60 to '62, ^[the council] had turned around and changed its mind and was in a sense opposed to the system and wanted to do everything it could to break it up. President Paschall was at work on this with many of his friends, and he had a number of friends in the General Assembly. ^{To the General Assembly} Our representative here, for instance, was in favor of breaking this thing up ~~and so on~~.

Emily: Did Chandler know this was going on?

Jones: You know, I never knew. I don't know. I'm inclined to think he didn't. I'm inclined to think he did not know that this was going on until very late, very late. Now he may have, but if he did I never knew that he did. But I did know, we were all in a way mixed up in this in one way or another, not because of Chandler, ~~or chancellor then~~ but because this situation was unworkable. ~~It was unworkable.~~ This College couldn't develop under that kind of situation, tied up with the ^{se} other institutions ~~and so on~~ and under the same administration of a group of colleges. If they had been branches of this college, that would have been different, but they were not branches. They were all part of a conglomerate, don't you see? ^{Branches are 2} ~~That's a~~ very different thing, ^{number} ~~branches.~~ As for instance, the University of North Carolina has a ^{lot} of branches, but they are under the President or chancellor whatever he's called, ~~of the University of North Carolina.~~ All right. So during that period, ~~I say the inauguration,~~ there was this ^{growing} ~~very difficult~~

dissatisfaction. ~~We really~~ very little progress was made at this college pretty largely because of this situation which existed. Most of the progress, if you want to call it progress, was towards ~~making~~ getting this changed, if possible, ~~getting this thing changed.~~ Anyhow, when the

General Assembly met in 1960 there was a strong movement already on foot at the beginning ^{for} ~~to reverse itself,~~ the General Assembly to reverse itself and break up ~~up~~ this system into three parts. Some of the ideas here were generated by the state Council. This thing was all worked out by various people, and put into the form of resolutions ^{PROVIDING THAT} ~~or~~

~~whatever they're put in, ~~that there should be three separate institutions~~~~
There should be a separate and independent institution in Richmond.

There should be one in Norfolk, and ~~there should be this college,~~ this college should be independent entirely of any system. I mean, most people in Virginia understood this, too, because they ^(our alumni, didn't) understand our college being under anything but its own president, you see. I mean it wasn't difficult to ~~get this,~~ explain this and get it over to people. So I think there was a great wave of support ~~here~~ for this ^{among} besides the people right here, ~~the people~~ who were close to it.

So the General Assembly broke up the system by a resolution, changed the whole thing. Admiral Chandler then was no longer chancellor. Mr. ¹ Sisson was no longer comptroller. In other words, that central office was broken up. The two branches ^{or} (the two colleges - junior, two-year colleges) were put under the College of William and Mary ^{2nd} ~~It may have~~

~~been a bad mistake right there.~~ That may have been a mistake. As it turned out for Christopher Newport, no. But for Richard Bland, I

think yes. Because when the community college system was created ~~(and~~ I think it was in that '62 General Assembly) ~~I think it was~~ Certainly

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~~It was started then, or something then~~ Richard Bland and Christopher Newport probably should have been put under the community colleges.

Instead of that they were left, put under the College of William and Mary, ~~under the branch~~. They ^{was our} are two-year branches, and ~~they~~ ^{The Gen. Assembly} created finally V.C.U. and ~~they~~ put the Medical College with it, you know.

This has never been very successful; I don't think, administratively because the Medical College again was always an independent institution, and I think still wants to be independent. But we'll ~~leave~~ ^{let} that go. Norfolk

~~This~~ finally ^{became} came Old Dominion. Both of those are now bigger than the parent institution. Thank goodness, it's bigger there ^{instead of} ~~than~~ here.

That's what happened and we were all very happy that that happened because the situation ^{had been} ~~was~~ intolerable. So that meant the retirement, in a sense, of the Admiral, and he was elected, ^[honorary chancellor] by the Board. But part of the Board was very bitter over this, very bitter. I don't know if you can even read this in the minutes. Even yet sometimes it will pop up

with people who remember those days. There's hardly anybody now who was on the Board then, ^{but} living, ^{now and then} one or two, not many. But they will mention back and ^{think} ~~take it~~ back ^{to} about 1962, what happened. Many of them ^{believed} attributed

~~the factor~~ that it was Norfolk people who broke up this system because they wanted their own ^{independent} institution down there, you see, and that they ^{started} ~~created~~ this movement, which got going very rapidly, ~~and~~ very fast and finally overwhelmed the General Assembly. That was the feeling that

some of the Board ^{members} had that this ^{was} ~~was~~ created from down there, or just remember. You hear this once in a while, "I remember what happened in 1962 ~~and~~ with Norfolk Division." All right, then. But this left this ^{change} [Norfolk] ①

^{in Williamsburg}
college free ~~and~~ and independent, left President Paschall free to operate as he should. ~~be able to do.~~

Emily: Perhaps this is a good spot for me to ask this question: ~~The self-study that was done a couple of years later said that, it finally came out, it was begun at this time, however.~~

Jones: ~~Yes, it was. About 1963 I think it was.~~

DS/ST & OK
Emily: ~~It said that~~ ^{the} shifts in administration had meant shifts in policy ^{that} and this had fragmented the faculty. How would you react to that statement from your position as ^u Dean of the Faculty at this time? ~~that shifts in administration had caused shifts in policy and that this had fragmented the faculty. Did you find this true?~~

Jones: I guess Emily, I hadn't followed you. Do it again.

Emily: Said that the changing in administrations, Chandler to Paschall had meant changes in policies and perhaps they also referred to this Colleges of William and Mary and breakup of the colleges. That maybe this was a shift in policy that was referred to. And that all of this change had fragmented the faculty.

Jones: Fragmented the faculty?

Emily: Fragmented the faculty. I wondered as Dean of the Faculty if you saw this.

Jones: I'm trying to think what that meant. You mean that changes fragmented the faculty.? This was in the self-study?

Emily: Right.

Jones: In the introduction?

Emily: Yes.

Jones: I don't remember. What I was really doing was looking around for a

Let's just delete this part.

OK delete

delete

copy of the self-study. I thought I had one here somewhere but I don't seem to.

DELETE

Emily: You didn't feel that you were presiding over a fragmented faculty?

Begin → Jones: Well, I don't know quite what that meant. That's the point. If it meant a gradual movement towards schools and so forth, yes, if you call it fragmented in that way. If you mean fragmented in the sense that ~~it~~ the various groups ^{in the} ~~and~~ faculty grew up in opposition to each other and so forth, that kind of fragmentation, well, I suppose that ^{has} always ~~had~~ been the case in many ways here. There has always been a

omit

~~It's funny I don't know where my copy is of that first self-study. It ought to be right here. I ought to have some here but I don't. I wanted to take a look at that to see what is there one up there? There one is.~~

Take this out, ok?

It tended to become fragmented in that it ~~is~~ tended to break up into different groups regarding the way the college should go, ~~and so on~~ and that the only way we ever made any progress was by actual administrative ~~actions~~ rather than faculty action, you see. Well, yes, ~~I think I~~

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~~can talk about that all right if you want to talk about that because I think that is what's meant there is, to a certain extent that's true~~

~~I don't know more than other institutions or what other institutions~~ but looking back ^{during} ~~at~~ my time ^{it} on this college there ^{have} ~~has~~ been a varying directions which administrations have taken, ~~instead~~ and frequently ~~it~~ we ^{were} was never quite sure ~~what we were~~ whether we were a state institution which had to do a number of things or whether we were actually a college of liberal arts and sciences devoted entirely to ~~a~~ quality ~~of~~ education.

~~of that kind.~~ That's what President Graves right now is talking about, the idea ^{that} of this college ~~really~~ ^{is} primarily devoted to "excellence," he calls it. And well, look at what Paschall called it, ~~look at what he called it.~~ You see it in the quotes from his inaugural address.

DATE [I never thought we lived up to it.] He talked about the educated man a great deal and about the development of the man in all around development, the educated man to take his place in the modern society. But I never thought we actually devoted ourselves to that aim and purpose ^{all} along,.

to take on these phrases seems to make it clearer [1919-1933]

Look at what we were doing as early as the first ~~Dr.~~ Chandler administration. ~~We developed there, it's what might be called we were doing extension~~ We developed extension work ^s ~~We were doing extension~~ all over the ~~place~~ ⁸⁷⁰⁷² and that, without doubt, was draining the faculty. I mean it was draining the faculty of the effectiveness it should have on this campus.

DATE

And let me give you an illustration: ~~When~~ my first years here at the college ^s [in 1930, '31, '32 in those years] I was teaching extension ^[courses], ~~at the time~~ ^{at the college} The first year I was here ~~I was in Richmond.~~ I went up to Richmond ^{for an extension class} once a week. That was all right for me at that time because I had come from Richmond. I had come from the University of Richmond, and I had taken the job ^{of} the editorship of the Times-Dispatch book page up there, and I had to be up there two or three days a week.

DATE ~~That's what I spent. The first year I was here I spent two or three days a week in Richmond working on the Times-Dispatch book page.~~

So I was very glad to go up there one night for a class and then stay over the next day (that's what I did) and work on this ^{the book page} other thing that I was doing. But that isn't what I ^{was} supposed to be doing. ~~I was~~ supposed to be here on this faculty working here. All right. Another

year I went one afternoon, way over to Waverley ~~over here~~ and the roads were not the roads ^{there are} ~~they were~~ now. We had to have a driver. I remember this very well. Professor Jackson, who was then head of the department, and I ~~we~~ went over to ~~the~~ place over there, beyond Waverley, anyhow and this driver would drop me at Waverley and go on and take him out to this place ^{and} wait for him. When he got through with his class, ^{Dr. Jackson [he would]} bring him back, pick me up, and come on home. We'd have to stop for dinner over there at Surrey and then finally come across the ferry. And the roads in the wintertime were just awful. Our driver said we could go just as fast sideways as you ^{could straight ahead} ~~can front~~ because we were just sliding all ^{the way along} ~~day long~~. All these things were strains on you. Then another ^{year} ~~time~~ I went down one afternoon to Portsmouth, taught a class from four until six in Portsmouth, teachers mostly hurried down and ^{took} ~~got on~~ the ferry. ^{TO NORFOLK.} ~~Did I drive?~~

~~No, I didn't drive. I can't remember whether I did or not. I must have because but I also remember being picked up in Norfolk and being taken back from there. So I must have got to Portsmouth some way or other, maybe with somebody from here, I don't know and then rushed down, got the ferry.] You had to take the ferry across from Portsmouth to Norfolk,~~

[I] ran into some restaurant there and had something to eat, and I was out at the Norfolk Division at 7:30, teaching a class from 7:30 to 9:30, and then getting in a car and coming home. I'd get home at 11:30 worn out, ~~worn out~~. Four hours of teaching and traveling around was bad, ~~And a lot~~ ^{And a lot} of the members of the faculty were doing just that, a lot of people in those days. What I'm trying to get at is that you see what I mean. The college tried to be so many things ~~and this went on in a way~~ although

2/19/72

o. A to take out?

Φ

the policies changes^d and the purposes seemed to frequently change a little, ~~but~~ the College still went on with the divergent purposes, ~~so~~ it was very difficult to be sure what this college really was doing or attempting to do at any one time. And the same thing was true, I think, with Mr. Pomfret's administration ^{of course,} because that was a wartime period, so that was different. ~~Then~~ ^{When} we got to President Chandler ^{Final} there was a divergence of opinion among the faculty and among the administration and among the Board of Visitors. ~~It was still just exactly.~~ We weren't unified. Now I don't know ^{whether} if this happens with other colleges, ^[it] too. ^{probably} does, ^{did} but it certainly has with this one. So that's why it was so hard when the self-study came up ~~here~~ to get a statement of aims and purposes that everybody would agree on. We just couldn't get agreement on it because ~~what~~ if you were trying to say what the College was doing in aims and purposes, then you ran into a number of people on the faculty who felt that ^{it wasn't} ~~isn't~~ what the College should be doing. ~~And that is not what its aims and purposes ought to be, don't you see.~~ So I think that's what that statement is about. I don't know if I have been very clear about it, but that's what it is. And it's been true — no doubt about it. I don't know, but I guess that right now ~~that~~ the College is devoted maybe to an aim or purpose in which there is more unity about it than there has been. ^{But} ~~And~~ [#] on the other hand I'm not sure about that because once I think about it, I immediately think about the schools — the law school, in many ways has divergent purposes. The school of business administration [#] with its sponsors, ~~and all this sort of thing,~~ the school of education, and the faculty of arts and sciences, [#] Now these schools ~~things~~ all came about during President Chandler's administration during ~~my~~ ^{out} ~~period,~~ all these schools, ~~and~~ also the scientific development came about

~~What?~~ ² ~~1951~~ ^{Paschall's}
 during that period. We had remarkable development; whether it was the
 right kind of development or not, I don't know. I sometimes think it
 might not have been. I think we stepped out of our role ^e ~~and there~~ ^W
 I say our role then I begin to say, well, "what was our role really?"
 Had we known what the role of this college was we would then have been
 able to make a decision about the development in physics, ~~shall we say~~ ^{SREEL}
 and ~~the~~ VARC, and ~~the~~ SREEL down the road and all that. We would have
 been able to say, "no, That isn't our role." But we couldn't say that
 because we weren't sure what our role was, ~~except that~~ I knew that if
 we went into the physics development with these ^{highly promised} ~~high-time~~ boys, ^{big}
~~boys coming in in physics as it was and all this down here~~ ^{business} ~~and~~ ^{and} all the
 research, ~~the SREEL and so on,~~ ^{was} I knew it was going to make a big, big
 change in this college. It ^{was} bound to. And it did, it really did.
 I remember telling President Paschall this one day, saying, "what shall
 we do about this? ~~I said well, whatever we do, and~~ ^{if} we go into this
 then I think you must know ~~I think~~ that it is going to make a big change
 in this college because ~~we have never been~~ up to that time ~~we had never~~
 been strong in the sciences. We have just piddle along with the sciences.
~~They were all right.~~ We taught science as a liberal arts subject. Now
 we were going into it as a professional subject, and we developed a
 doctoral degree in physics, you know, ^{one} of the first of our doctoral
 degrees. I remember that very well, and I remember how we went up to the
 State Council and sold them ^{the council} on ~~it~~ ^{it}, sold them on it.

The doctoral program

January 17, 1975

Jones: ~~That everybody agreed to. That's what is meant. I guess because~~
 the College under various administrations had done various things, ^[and] ~~had~~
 had been various things, ~~and~~ it differed from a private institution like
 say Amhurst or Swarthmore where the aims and purposes had been pretty
 much the same ~~and followed~~ administration after administration. Here,
 you see, the College went through some bad periods before it became a
 state institution, you know. It was closed ~~practically closed~~ not long
 after the Civil War until, ¹⁸⁸⁸ ~~the~~ state appropriated some money for it, ^{TO VZOPZU.}
 And you know, of course, that when that money was appropriated ~~(which~~
~~wasn't an awful lot of course in those days it was more~~ it appro-
 priated ~~this~~ in order for the College to ~~become a, to~~ train teachers for
 the public schools, you see. It got, ^{its} purpose got changed there, and
 it took quite a while for it to get out from under that one purpose to ^[become]
 a college of liberal arts and sciences, don't you see. So ~~that's what,~~
 when we speak of the ~~word~~ "fragmentation issue" it simply means that
 different people saw the college in different ways. This was true; it
 may still be true, I don't know. I rather think it is. But it was
 certainly true during the '60s because there were people on the campus
~~who were very~~ who believed that the College should ~~be~~ should perform a
 service to the state, and therefore should develop its ^s extension programs
 and go out and establish branches in the Military establishments. ~~And~~
 because we were a state institution, ^{it was believed that} this was part of our role; ~~And that~~
 that was the trend of the times. If we insisted on being a ^{ing} isolated

ourselves here and being a kind of, shall we say, a college devoted to one purpose, we were just going to lose out. That was the feeling some people had. Well, you see what I mean by this fragmentation. Now

fortunately, at the end of, near the end of my period as vice-president for academic affairs and dean of the College, right in that period, the

last part it became obvious that something had to be done about this extension and this development of centers around, you know. For instance, the Fort Monroe for two years there developed a center down in Fort

Monroe and offered courses for the people at Fort Monroe could obtain a degree without coming up here at all. We've got a regulation in the

catalog which says that no person shall receive a degree without being a resident of at least one college session. Well, that was one of the

stumbling blocks. But if we established a center and called this a residence center then we got a fireback. All these problems.

Emily: This is all tied up with expansion and acceptance of business.

Jones: What were we going to do? Were we going to try to be everything to everybody, or what we were going to do? So it became obvious that we had to have a decision on the whole thing. And at that time we appointed a committee, a study committee, a big committee which met for over a year or more, trying to come up with a solution to these so-called extension educational centers, all that, one conglomeration. And when I left, when I retired the thing was still up in the air, although the committee had come out with some recommendations, they were not very good, were not

-- The study of liberal arts and sciences --

S work

at every service institution.

a center was proposed

offering courses

FAP

ever

in residence and half of the required credits

MUST BE

TAUGHT IN RESIDENCE.

This word wasn't clear on tape.

I do not know

(The present)
~~not very good.~~ So this administration took that problem right up (And I'm glad they did), carried it on, and finally came to the conclusion that we ought to drop all of our extensions. We have ^{S COURSES} no business being in all this extension ^S as maybe the University of Virginia, V.P.I., but not this college. And in doing so, then, of course, we weren't being pressed by Fort Monroe and Fort ^E Mustis and all the rest to develop our college work on their bases, ~~and all this.~~ We had a lot ^{at E} at Fort Mustis, Fort ^{of COURSES OFFERED} Monroe, Langley Field and so on. All right. And that left to me that was good; ^{I think} that was fine. ¹ That was one, ~~I think one~~ important decision that was made at the beginning of Tom Graves's administration ^{the} decision finally to eliminate extension ^{S COURSES} entirely. ^{Let} And anybody who wanted ~~all the men around who wanted anybody else take it over, and to therefore,~~ at the same time ^{THIS} to eliminate the possibility of our establishing centers anywhere. ~~The only thing that we've done or changed, and we used to go down to VARC down here and have courses down there for credit.~~ What we did with VARC was to make it a center for adult education and give courses that were not degree courses, simply courses that a lot of people might be interested in, various languages, history, literature, and a lot of other things, you know, without ^{was} any credit. Now I think this ^{is} a good thing. I think ~~this~~ there is nothing wrong with this ^{as long as} as long as ^{THE REGISTRANTS} you don't get college credit for it. ~~Okay, now,~~

Emily: ^{ting} Get back to the period when you were Dean of the faculty, there had been ¹ not only while you were Dean of the faculty but historically ¹ it seems William and Mary has had trouble keeping young professors who come here. Is this, do you think, a salary problem? There is a large turnover in the faculty. What would you attribute this to?

Jones: When you say a large turnover in the faculty ~~do you know~~, I'm not quite sure what you mean because I never did think that the turnover on this faculty was ~~too bad~~, was too high because ~~in~~ that period ~~there~~ from '60 to '70 roughly was ^a difficult period because we were having expansion of enrollment^s; more and more students were coming to college. This was the World War II baby business, and we were reaching the peak of it. ~~And you~~ know how hard it was for people to get into colleges, certain colleges, ~~for~~ anyhow. ~~And~~ this expansion required more faculty, and it absorbed most of the available people with graduate education, and a number of people ~~then~~ that went into graduate education. ~~And~~ now what's happened is that we have ^(faculty applicants) too many, instead of too few. But there ^{we were always} were opportunities, better opportunities, for people somewhere else, I'm sure, largely because many institutions were paying higher salaries than we were. It was not until President Paschall was able to get us free from what was called the ^{Solely System} ~~Step~~ System Salaries and get us into a peer-grouping where we ought to be and where we should be competing in salaries and faculty with a certain group of ~~people of~~ institutions. It was not until we got that, and then got into graduate work enough so that we could gradually develop towards what was to be called a university, ^a small university, to be classified as such. That brought us higher salaries. The more graduate work we had, the higher the salary scales could be. ^{do you see what I mean?}

Emily: And this would have all been tied into the discussion over what was the purpose of William and Mary, wouldn't it?

Jones: Yes, in a way. There has always been, I suppose, as long as I can remember, particularly in the last twenty years, ~~there has always been~~

the feeling that William and Mary, unfortunately, became a training
 ground for people who came for a year or two or three and then went some-
 where else. That feeling was *rite* around, and ~~you heard a good deal,~~
 you heard it ~~more~~ particularly among the more outspoken faculty members
 who said, "well, what we are is a training program, and we can't keep our
 people because other people take them from us." Well, to a certain extent
 some of that was true, ~~also~~. We lost some good people; There is no
 question about it. During that period when all institutions were ex-
 panding ~~h~~ much too fast. The government was in education in a big way
 during the '60s. They were giving grants all over the place, you know --
 NSF ~~and everything else,~~ (National Science Foundation), ~~and~~ NASA, ~~and~~ they were
 all giving ~~you~~ big grants ~~and~~ for ^{scientific} science development, but also for other
 things, too, ^a whole lot of other things. We were branching out in that.
 We got into that. ~~We had to~~ We had to get into the business of trying
 to get as many federal grants as we could. ~~And so~~ I remember very well a
 young man by the name of Warren Heemann, ~~who was in English,~~ who was in
 the English department. I remember we talked about it: We needed some-
 body to study these things and come to know what was available and help us
 to ^{obtain these grants} ~~get them~~ (get these grants). So I remember talking to Warren Heemann
 about it, ^{that} Maybe he would like to do this sort of thing. And he did; he
 went into it. And that was his first step towards, shall we say, ~~the area of~~
 development that he is in right now. This gradually developed ⁱⁿ to quite a
 big thing because there were so many ~~government~~ federal grants available
 that if you didn't know what they were and ^{kept} keep your fingers on it all
 the time you would lose these ^{grants} things. And the college did, I think, ^{gradually} get
 its share of these grants, federal grants, mostly, true, for science rather
 than anything else. But nevertheless, this was a big help in developing
 the college. I don't know any other answer to that question ~~to that question~~

that you asked me about the faculty, except for the fact that I suppose, too, that there has always been a feeling that ~~the college somehow~~ wasn't always ~~being~~ a state institution we couldn't always develop very much, and we didn't have the funds to expand in the ways we would like to, and we couldn't ^{give} ~~get~~ people leaves of absence and all this kind of thing. We had so little money, for instance, for research. I remember year after year when I was chairman of the ~~research committee~~ ~~the~~ committee on research grants, ~~summer grants~~. Well, we only had a limited amount of money, and we had to try to divide it up as best we could to ^{allow} ~~a lot~~ of people to spend the summer on their own work, ~~and~~ doing their own research. All these things ^{meant that} ~~made for~~ other institutions that had more money ~~for research~~ could take our people. But I always felt at the end of each year when we counted up our resignations (people going back to graduate school and people actually going elsewhere) I never thought that the percentage was in those ^{days} ~~were~~ too high. Compared to other institutions I never thought we were out of line particularly on this. ~~We have had~~ I don't know what the policy is now, but we used to bring in a ^{good many} ~~number~~ of young people in the lower ranks. They would stay for two or three years and then they would go back to graduate school again. That took a number of our people. Let me get back now to, ^{did} I talk about President Paschall coming in?

Emily: No. You might want to start with that.

Jones: We talked about --

Emily: About the reorganization.

Jones: ^{the} Colleges of William and Mary and the final ~~bit of disillusion~~ ^{dissolution} ~~which~~ ^{everybody} ever after that breathed a big sigh of relief. That took an awful lot of work. It took great deal of work to get that done. We never could have done it on our own. It had to be done on the ^{the} state Council level and from ^{the} General Assembly level ~~and various~~ ~~things of this kind~~

and from local pressure, such as ^{THE PRESSURE IN} Norfolk to have its own institution, ^[and] R.P.I. ^{in Rich-} to be a separate institution. So that happened, and we were left with ^{MOND:} Christopher Newport and Richard Bland College. Christopher Newport ~~from~~ from the time it started in '60 ~~it~~ was a successful institution. It was bound to be because it had wonderful support from Newport News, ^{people} ~~people~~ themselves and the people in the general assembly from Newport News. It was in the right place to develop. ~~It was where,~~ (as a two-year college at first) -- ~~that's what it was~~). So it saw, ~~it~~ experienced a very rapid ~~rise in~~ expansion. ~~It was inevitable, I think, after it got started~~ ^e ~~two or three years going,~~ it was inevitable that eventually Christopher Newport College would ~~eventually~~ ^t become a four-year institution and that ~~eventually~~ probably it would be a separate institution. It is not yet; ~~it~~ is still Christopher Newport College of the College of William and Mary. I don't ~~think they~~ feel yet that they want to break loose. I think they feel they need the prestige and the name of the ~~College~~ behind them down there. But they have nevertheless developed into I think a very good institution. Richard Bland never really did. Richard Bland had problems of all kinds. It didn't have the support for one thing that Christopher Newport had. It was always in a way ~~being~~ running into criticisms and so on with the black institution ^{in Petersburg,} ~~there,~~ the Virginia State College. There was trouble there brewing all the time. Its faculty, therefore, because it was in such a weak situation, differed from Christopher Newport. ~~Its faculty~~ ^{for the faculty} ~~could not~~ ^{NOT} get the best people, ~~the good people there,~~ ^{on the home campus} ~~people didn't want to come.~~ And this was all during a time when we were having faculty problems and difficulty getting faculty, good faculty. So much for that. I don't know. That's a story I worked a good deal with, and Christopher Newport, too, but that's another story I think. I don't know how much of it you'll want in the story of William and Mary in the ^{twentieth} 20th century. ~~don't~~

The College NOT

for the faculty

on the home campus

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~~know how much you want to include. But anyhow that's for the moment
now and stay here.~~

President Paschall was inaugurated before the Colleges of William and Mary were dissolved. Once that happened it meant an independence and a freedom which was very good, very, very good. It had always been an independent institution, and it was for two years at least, ^{it} labored under conditions that I think were intolerable, really. [#] The ~~most~~ perhaps the most significant thing that happened shortly after the dissolution was, ^{I would say,} the development, ^{I would say,} of physical science on this campus. It came about in a very interesting sort of way. ^{we} In the first place, ^{finally} constructed ~~and built~~ the physics building. ~~It was~~ next to the library, but the physics building was the first building built on the new campus. ^{OTHER}

^{Theta Phi Beta Kappa?} Once the physics department moved out of Rodgers Hall basement into this new building, it meant a number of things. But before that, ^{what,} I think ^{what} what revolutionized science on this campus was the coming of the Space Radiation Effects Laboratory. Now that was, as you'll find, ~~it was~~ a very interesting thing ~~that happened.~~ The Space Radiation Effects Laboratory and its associate, Virginia Associated Research Center (or VARC as it is ~~sometimes~~ frequently called), ^[and] were developed together. The National Aeronautics, ^{Space Administration} (NASA), ~~so to speak,~~ was at that time getting large appropriations in ^{their} budgets. The budgets were growing. Most of the research ^{had} finally ended up in the moon flights, and all that was done right here at Langley Field. They wanted to build a big reactor for their own research. At the same time ~~they wanted to,~~ they did not want this to be operated by Langley Field or by NASA itself. They wanted it to be operated by an educational institution or university, if you will, so that it had that, shall we say, ~~had that~~ learning processes

involved, ~~research~~ on the university level, but at the same time ~~so~~ they would have it for ~~their~~ their own use, part-time, anyway. So they got appropriated (I don't know how much it was) several million dollars to build this big reactor ~~down here~~, ^{known later as the} Space Radiation Effects Laboratory.

Several miles south of Williamsville
Near it, ~~very close to it~~ it was to be the Virginia Associated Research Center, which originally was intended to be a combination of ~~higher~~

institutions of higher learning in this state, and permit them to have ~~research~~ research in space in a building (such as VARC is and was) with the idea being that ~~they would use~~ this research would be related to SREEL, ^{L.P.}

~~be related to the reactor building business over there.~~ This whole

combination of things ^{was to} ~~would~~ be known as VARC. The title is important,

Virginia Associated Research Center, and that ~~primarily~~ ^{equally} there would be three institutions ^{equally} involved in it ~~and would be equally involved:~~

University of Virginia, Virginia Polytechnic Institute, and the College

of William and Mary. Well, when you look back on it now and even then,

~~it became fairly obvious that~~ ^{with} the University of Virginia, ^{so distinguished} with its ^{large} graduate work in physics and science ~~and so on~~ already, V.P.I., with its

engineering and its development in sciences way beyond this college, it

became fairly obvious that unless William and Mary was able to develop

so that it could take its place equally with the other two institutions

in at least one or two sciences, we had no business in there at all, don't

you see. So the push then about 1963, ~~the push was~~ was for either developing

our physics department (because that was the place to do it) or else step

out of VARC altogether, ~~get out of VARC~~. All right. I remember this:

President Paschall and I discussed this at great length, ~~and talked about it~~

the possibility of developing our physics department. Finally, the governor gave ~~the President,~~ President Paschall the approval to bring ~~in~~ a top-notch research scientist into the physics department, ~~and also this~~ meant, ~~always did,~~ ^{BUT} ~~this meant~~ a man like that can't work alone; ~~He~~ has to have a team to work with him, ~~so~~ this meant bringing ~~in~~ other good research people into the department of physics, ~~in order.~~ We were closest to SREEL and VARC, much closer than the other two institutions. ~~The upshot of all this was, I remember. I date many changes that have come about in this college in this expansion of one way or another. I date those changes~~ to the decision to expand the physics department because eventually the physics department expanded way beyond any other science department at the college and way beyond what might be called a department for a college of liberal arts and sciences. ~~We had no physics department~~ ^{PREVIOUSLY} ~~hardly at all.~~ ^{PHYSICS} We had a very small department over there in Rogers basement. It was probably satisfactory for a liberal arts college, but it was not a research-oriented department, nor was chemistry for that matter, ~~nor was~~ biology. They were all good; I don't mean they were poor departments. They were good departments for what they were intended to do, you see. I remember this wavering back and forth ^{on} of what to do. I remember telling President Paschall one day standing on ~~the~~ Jamestown Road out there, just about where the bookstore is now ~~(The bookstore wasn't there then)~~ saying, "if we make this move, if we go ahead and expand this and do ~~what~~ get into the^s research group, ~~and so on,~~ it's going to make a big, big change in this college, not only in the sciences but in every phase of this college." And it did, ~~It~~ did eventually. We brought in

a scientist ~~and~~ a person who was particular a nuclear scientific person ^{research} ~~and~~
~~and~~ the only reason he would come here was because of the reactor ~~that was being~~
~~thing~~ ^{built} at that time ~~into the physics department.~~ He in turn, I'm not
 going to name him, but he in turn brought in several colleagues, all
 who were oriented pretty much the same way, research-minded. When I say
 nuclear, you know what I mean, I mean the idea of people who knew how
 to work on and develop such a machine as we have down here at this reactor.

Now the plan was that the three institutions would be associated in the
 research work and that NASA ^{on this machine} when the reactor was finished, NASA
 would have half of the time for their own research. The remainder of
 the time would be used by not only the three institutions for research
 but also they, in turn, would schedule the use of the machine for other
 institutions, not only necessarily in Virginia but ^{from other states} outside. Of course,
 the use of the machine had to be paid for by the people who were doing
 the research on it, but it would all be operated under the head of
 the thing known as VARC for the three institutions. Well, this was
 never a very happy thing, as it rarely is when you have three institutions
 attempting to agree and to run a research operation such as this one,
 there ^{was} ~~is~~ bound to be disagreements, and there ^{was} ~~is~~ bound to be ^{various} ~~rare~~ kinds
 of problems that develop. That's what happened. I'd say the history of
 VARC and SREEL ^{was} ~~was~~ for the first five years was a stormy one, real stormy
 one, with problems all the time. The ~~directors~~ ^{for instance}, the first

director was a man from the University of Virginia. He came down and ~~he~~
~~was~~ apparently our people did not think much of him. That is, they
 didn't feel he was qualified to direct this thing, and there was a lot of
 feeling about this, and so on. Finally he left, and we brought in a man
 from ~~York~~ ^{Europe}, as a matter of fact. We brought this man over with all sorts
 of promises and ~~things of this sort came over. He had~~ a big salary.

This didn't turn out well, either. He finally was ^{appointed to a position} ~~taken~~ ~~was taken back~~
~~to~~ ^{OK} the University of Virginia ^{facility} (I don't know if he is still at the
 University of Virginia or not, in physics). ~~Eventually the story as it~~
~~went along, eventually the governor, (and I think it was this governor~~
~~in his first term)~~ Things got so confused and so bad in the way of
 operation that something had to be done. The governor called all parties,

the presidents of the three institutions and some of the other people
^{the} and director. For a while ~~the director of VARC was not a scientist at~~
~~all. He was a, I think he was a historian or political scientist or~~
~~something who had been a director of State Council and who was taken from~~
~~the State Council to become the first director of VARC. That's right.~~
~~He wasn't a scientist; he was an administrator, as a matter of fact.~~

Well, the upshot of all this finally was that the VARC and SREEL should
 be put under the direction of the College of William and Mary (being the
 closest institution to it) and so on, and that the other institutions, of
 course, would use the ^{machines} ~~research~~, too, and could have their people established
 at VARC to continue their research. VARC gradually became, of course, a
 kind of graduate center where a certain number of students were taught
 graduate courses and so on. Well, all of this made a big change in the
^{of course,}

MOVE
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SWIT

the physics department. The physics department expanded way beyond what

I suppose you might say it should have done. ^{It} They moved into the new building, and the new building was entirely devoted ^{all of it} to physics.

OMIT

~~and to various laboratories and so on, machine shop. They had the big machine shop in the basement. And all this was ^{entirely} highly devoted to ^{the development of} graduate study in physics. First, of course, we gave a M.A. ^{and an MS of ?} We always had an M.A. ^{of course} But the next push, of course, was for the doctorate.~~

It was the first doctorate we had. I remember preparing the reports and so on that went to the ^{approval of} State Council for a doctoral degree in physics at this college. Up to this time University of Virginia ^{had} had a doctoral degree; V.P.I. ^{but we did not. We were never} did not. They ^{The State Council} never were so set up. ^{But they} approved it,

And so that was our first doctorate. Gradually we developed others.

Marine science, for instance came in. They were ^{[Marine Science] entirely for a graduate set up, anyhow. They ^{had had} did a masters' degree ^{Program} there in marine science, ^{for a number of years} but ^{finally} again the doctoral ^{degree program} part of it came. And finally it was agreed that}

the doctor's degree in marine science should be jointly operated by the University of Virginia and the College of William and Mary and that students could take their doctoral degree at Virginia or could take it here, whichever they wished. Most of ^(The students) them, however, because we were fairly close to the

institute of marine science, ~~most of them~~ took their degrees here. All this developed gradually, the next graduate degree on the doctorate level

of course, was history. President Paschall had the idea of a doctoral degree in history in his mind for a long time. It was one of his ideals or dreams that he wanted. He felt that a doctoral program in colonial history should be located here, And in many ways I think he was right.

The only trouble was that the history department as it was then organized

was opposed to a doctoral program,

~~as it was then organized and set up, pretty much the same people who are there here now, almost, were there then.~~ (Maybe John Selby came in a little

later. I'm not sure when John came. We had, of course, Bill Abbott,

who was one of our ^{very} good graduate people in colonial history. He finally

went to the University of Virginia. But other than that, the same people

were pretty much in the history department. ~~And they~~ for a long time

the department

opposed the doctoral degree because they did not feel really prepared

for it. They did not feel that they had the library facilities or

the ~~faculty~~ faculty time, and the proper, perhaps appeal to attract

good students to the doctoral program. President Paschall, however,

[and]

worked hard on them, pushed very hard, obtained funds for the library

development, and I remember very well. I thought this was wrong, but

I remember very well that ^(the department)

he promised them \$200,000 over a period of three years in developing

to develop

the library facilities toward the doctoral program. He almost met this,

as a matter of fact. It was difficult to do, but he almost did.

or not - -

To make a long story short, opposition and I think there ^{are} probably some

people in the department of history who feel we ought not to be giving a

doctoral degree. ~~I don't know, but I wouldn't be surprised.~~

~~Johnson said to me for a long time, felt that we should not.~~

~~I think we have a very good~~ because of this? I think we have a very

departments,

sound and very good history department and one of our strongest, by all

obtained

means, ~~departments~~ To make a long story short, we finally got the

Program.

degree. The State Council and the General Assembly of Virginia and people

of that sort were all for this program. They felt this was right here;

it belonged here. They were never quite sure about the physics, but

they were always sure about the history graduate program. So it was

very easy to get a doctoral degree approved here and was. I've forgotten what

Φ

omit

When the program was initiated

the date was, but it was '67, '68. ~~(I'll have to look in the catalog, but you can find out.)~~ So that was established.

Then of course, the doctorate in education. Now the story of the education development ^{al} ~~into~~ from a department into a school and then into its rather elaborate graduate work to ^{the doctor's} a doctorate degree ⁱⁿ and educational administration--that's the degree, I think--is a very interesting story. This took place all at that time. The department of education was a conglomerate of a whole

omit

~~The chairman of the department, after Dr. Oliver left and went to the R.P.I. (and then later to, when it became Virginia Commonwealth University) he of course, assumed the presidency of that for two or three years before he retired and came back here.~~

The then chair-
man of the department was a man whose, ^{I'm sure,} intentions were good, and he in many ways was a good man. But the department gradually came to admitting all sorts of people into the graduate program for ^{the} masters, ^{degrees} [M. Ed.]

omit

~~They developed this M.E.D. program.~~ And they were admitting all sorts of people whether they were prepared or whether they weren't. And they had their files filled with people, people who maybe came in and took two or three courses and then didn't come back for a while.

You had more and more people and the files ^{-- it was} were miserable. The department went downhill. Actually the school of education was created by Dr.

were over full

Alvin Chandler. This was done without very much planning. It was

Dr. Chandler simply felt that we needed a school of education, and he ^{gave} set the task of developing such a school and ~~setting it up and organizing it~~ to two or three people, who went off and ^{just simply} came up with the plan. The school

was approved by the Board during Dr. Chandler's administration. That created all sorts of problems, particularly with the undergraduates who entered the school at the beginning of the junior year. ~~But~~ they were

still undergraduates, and this created a certain amount of clashing and so on with the arts and science ^{faculty} people, who felt that they were the ones who controlled the bachelors degree, not the school of education. ^{requirements for} And this created a number of problems, not only with education, but gradually with business, too. But to make a long story short, when the man who was ^{chairman} at that time ~~chairman~~ was given a federal grant to do some study in ~~the~~ ^{foreign} program in ~~education~~ and that area. ~~As a matter of fact, at first, I remember he went to Korea on government work,~~ But he left the college. We brought in from Mary Washington College, ¹ no from Longwood College -- Dr. Richard Brooks, who was dean there. This was 1968. I remember ¹ so well because I was so very anxious to bring Dr. Brooks here. He had been here, you know, before.

Emily: Yes. You had talked about ~~that~~ when he was here earlier.

Jones: Richard Brooks. He was here first in '47, then later went to Longwood ¹ the jobs that I asked Dr. Brooks to do was, ^{was} to some way or other to get the school of education on its feet and get its standards up, develop its standards, academic standards, develop its standards ^{for} to admission for graduate work and particularly ¹ to determine how many people ~~many people~~ now on the books ~~in education~~ in graduate work in education were worthy and should be continued ¹ or not. This was quite a job. Finally, the school of education had more and more moved away from the rest of the college and had got ^{ten} to the place where the arts and science people had ~~no, felt, had~~ really very little respect for the school of education. There was a certain feeling of irritation developing between the two that was not good. ~~And~~ I asked Dr. Brooks if he would work hard to bring the school of education ~~back~~ into the college and back into its relationship with the

arts and sciences people, so that the arts and sciences people would come to respect the work that was being done in the school of education. ~~And~~ I think he did a good deal of this; I think he made considerable progress.

~~I don't know why, but~~ there will always be a certain feeling on the part of arts and sciences people that the work in education is not really up to what it should be, you know, ~~And~~ that there is a certain amount of --

I don't know what they call it exactly, in the whole theory of teaching ~~of education~~ that is ~~not~~ very sound, ^{and that} a lot of it is pretty much hot air. There has always been that feeling, ~~And~~ there always will be, I think, to a certain extent, ~~and~~ in some ways I blame the educationalists themselves, ~~because I think they were~~ together in this way.

^{Present} This school in education, ~~now~~ I think is a good one. I think it's very good. I think it's ~~as~~ good as you're going to find. And I think the new dean, from all I can tell, is a very good man. But I think that Dr. Brooks and Robert Jones, who is associate dean, and other people who came into the faculty did a great deal to improve the ~~graduate level~~, the work ^{on} of the graduate level, to improve the admission ^s standards, and in a way, to gain the respect, to a certain ^{extent,} respect, ~~of certainly somewhat anyhow~~ ^{development} of the arts and science faculty. Then came the business school.

Emily: And the same sort of antagonism from arts and sciences was found there, too, was it not?

Jones: Oh, yes, very definitely because the arts and science people looked upon the business school as being ~~as~~ too much of a trade institution, too much of a practical business and too professional, so to speak. There again we had our problems. It finally became a school. We set it up as a school, but immediately that caused a clash between the arts and

and sciences people and the business people because

of the problem
~~when do students enter the school of business?~~ All right. ~~They enter~~ *the student*

of entrance
 the beginning of the junior year when ~~they~~ *he* begin to concentrate. All right. How much control does the school of business have over the undergraduate? I'm not talking about the MBA program, because the MBA

program developed on its own, but I'm talking about the undergraduate program. When? How much control? Who says, for instance, when a

student has completed his degree requirement? The school of business or the arts and sciences faculty, which always felt ^{that} it was their prerogative to control the bachelors' degree? And in many ways, yes, ~~They're~~ *they're* right.

That sort of went on smouldering as this school of business developed its enrollments and as it increased its MBA program. ~~You know it started,~~

the MBA program really did not begin until about '68, and it started as a night program only. It attracted people from Fort ^FHustis and from Fort

Monroe and people like that, that sort of group who could only come at night. So it was a night program. ~~And~~ ^Egradually they were able to

attract day people to make it a full program during the day. So they have expanded their enrollment, as you know, to really quite a large enrollment.

In fact I remember one of the last things I did, ~~almost one of the last things I did~~ before I left the dean's office ~~the vice-~~

president's office, was to tell the dean then ~~(who is still the dean, Quittmeyer)~~ *his graduate enrollments* not to expand, ⁱⁿ not to go beyond what he already had, ~~the~~

admissions. He had too many students. ~~(I'm talking about the graduate program now.)~~ *The faculty* ~~they~~ wanted business to go on and be accredited

by an accrediting organization in the country known as the American

Association of Schools of Business, I think it ¹⁵⁰ ~~was~~. This organization

~~organization~~ had very set standards and very set ideas as to what ~~was~~
 constituted a good school of business and what kind of regulations ~~and~~
 a school of business applying for accreditation through them, ~~what kind~~
~~of standards they have~~ ^d to meet. One of the standards that they insisted
 on was ^{the} autonomy of the school, ^{full control of} that is ~~of its controlling~~ of the require-
 ments for its undergraduate degree. At first the school of business
 applied for accreditation on the undergraduate level. ~~In~~ other words,
 just the bachelor of business administration. ~~Later~~ ^{only} recently has
 it finally ^{its} received accreditation on the graduate level, the ^{MBA} level.
 When they applied for their accreditation, we had to prepare a large
 report, ~~and so on~~ and when it was submitted, instead of allowing it to
 go to the whole organization ~~and so on~~ we decided to try it out on a
 couple of the officers of the organization and see what they thought.
 We were turned ^{down} there. ^{THESE MEN} They ~~turned us down~~. They said, ^{there's} no use in
 submitting this to the whole organization (American Association of
 Business Schools) because you have not met the requirements ^{especially} the one
 important one: that you're not ^u autonomous. You are not. You do not control
 the requirements for your degree. The arts and science people were de-
 termined they were not going to allow the business school to ~~do~~
 this. So there we were at loggerheads. In the meantime ~~the~~ school of
 business had gradually developed a rather power ^{ful} so-called advisory
 group of business people outside of the college. They had, for instance,
 people like the president of Newport News Ship Building and Dry Dock.
 They had some bankers, ^{and} ~~They had some~~ lawyers. They had some people of
 rather considerable influence. It gradually grew to a group of some ~~15~~ ^{or} fifteen or
^{twenty} or ~~20~~ people. These people were pressing very hard for this accreditation,
~~very hard, pressing us for getting this accreditation.~~ ^{for} Working some-
^{out} thing ^{the school} so that ~~they~~ could meet the requirements. Well, if you don't think
^A

this was a problem and a job with ^(almost an) adamant attitude on the part of the arts and sciences ^[people] and at the same time an adamant attitude on the part of the business ^{[people] --} to the extent that when you got people together to sit down and talk about it to see if there was any common ground you could arrive at, you usually ended up by having deans ~~and so on~~ and faculty members ~~and so on~~ really calling each other names, and saying to each other that they were fools, ~~and~~ this kind of thing went on. It was difficult, very difficult. Finally working with the two, ^{then} and trying to get the dean of arts and sciences ~~then~~ and the dean of the school of business, neither which, I think, had much respect for each other (particularly from the arts and science standpoint) [^] that we had some sort of, we had worked out a compromise on the thing so that while the business school could work out the program for an undergraduate student in business, and could certify his degree. ~~see~~ before that ^{only} the dean of arts and sciences could certify ^{The} his degree. And if there were any problems that arose between the two, ~~that~~ these would be worked out by some sort of compromise or something. ^{I've forgotten} I forget now what the details were. It was a shaky business, no question about it. But nevertheless, ~~it did meet the~~ it did enable the school of business to slip ^{under} in the line and get its accreditation. It did provide what might be called enough ^u autonomy ~~as a~~ school in controlling its own requirements and so on so that it could slip ~~under the~~ in line and finally got its accreditation, ^{body} and everything was very happy. But it was a job, and it was a worry to me for a long, long time. Since then they have also received it, I believe, on the graduate level as well. I think the first big step, the hard one, is the undergraduate level. Once that's approved then the other is ^{fairly} very easy. That then appeared the advisory council and the dean. ^{it} Now you might want to know -- You asked me this question? ^{why} Where was it that I became dean of the faculty? In

In case you're tempted to change to 's, I think it's important to realize how much the two sides disagreed.
OK

* In 1908 Dean Jones was made vice-president; the title later became "vice-president for academic affairs."

'64 I became dean of the college. In '68 I became vice-president for academic affairs. I wasn't vice-president just alone.

Emily: No, it was for academic affairs. *

Jones: That's right. Well, the reason for all that is tied up with the growth of the college and with the general changes of conditions (administrative conditions) which in a sense brought it about. When I became dean of the faculty, that meant just what it said; that the faculty of the college was the whole faculty, including the law school people ~~there~~. They were members of the general faculty. ~~The~~ education people ~~it~~ was a department; We didn't have a school. ~~There wasn't a school.~~ The only school we had, if you can call it so, ^{was} is a law school. That had been created again or recreated with the 1954 ^{business} ~~business~~, and so on, when it became the Marshall-Wythe School. Other than that we had ~~the~~ departments. ~~Everybody~~ therefore, the dean of the faculty was very much the same thing as the dean of the college. Now back when I first came to the college and for some long time after that we had a dean of the college, you know. It became the dean of the faculty during Mr. Bryan's administration.

This was a term that was generally used in most institutions that had a dean of the faculty ^{he was} in a sense ^{an} academic dean. It became fairly obvious in 1963 or '4 ~~that~~ that was about the time that we did the self-study ^{for the Southern Association}.

~~And one of the recommendations of the self-study was that as the,~~
~~there was gradually a~~ ^[The] law school, ^[and] then the marine science group gradually developed towards a school. Education was moving toward a school, kind of, not yet established, but moving towards a school. We were developing graduate work, and the physics development, ^{and expansion} came along. All this made for a certain amount of fragmentation in the faculty, especially, ^{these groups became more isolated from each other.} ~~There was more isolation of these groups in the faculty.~~ So there came to be ~~and~~ what seemed to be a different kind of organization ^{set} up.

^{was}
 That ~~is~~ why in 1964 we proposed a new administrative organization. We
 drew up all these charts. Every so often we'd ^{draw up a different} ~~draw up another~~ chart, and
 we'd work on that. In other words the need developed for a change in
 administrative organization. Part of it was the result of ^{the} a self-study.
~~We then developed the,~~ I'm not sure ^{whether} ~~if~~ we didn't develop the dean of
 students at that time, ~~Not only the dean of men and the dean of women,~~ but
 the dean of students, too. I think so. Mr. Lambert became dean of
 students. Then we ^{revived} ~~changed~~ the title ^{of} ~~to~~ Dean of the College ~~generally~~
~~Dean of the College~~ ^{as a whole}, in order to indicate the academic officer for all of
 these different elements, ^{that} ~~We~~ were beginning to break up somewhat and
 break away. That went ~~along~~ for four years. Then the schools ~~had begun~~
 had developed, you see. We had the school ~~then~~ of education, ^{then} We had
 the school of marine science. We had the school of law, and I think we
 either had ^{we had} yes, the school of business. ^[we had] All right, all these different
 schools ^{faculty of} and the ^{of} arts and sciences. So a new organization was obviously
 needed. So in 1968 again we worked up these charts and ~~so forth and~~
 finally came up and recommended to the ~~board~~ another administrative
 organization. Of course one thing that happened in the self-study was
 that it was discovered--although we knew it all along but ^{we hadn't had} just ~~didn't~~
~~have~~ it made clear to us--that there were something like ^{twenty-three} ~~23~~ different
 people reporting directly to the ~~President~~. This was absurd. We
 needed something better than that, cutting that down to three or ^{four or} five
 people reporting to the president. That's why the dean of the college
 finally got developed. All right. Then the same problem came again because
 here were ~~these deans and these schools and~~ headed by these deans, and yet
 we didn't have a proper division of the administration. →

So we worked out the plan of the president having three or four vice-presidents reporting to him, and under those vice-presidents came a whole number of various activities: admissions, the library, faculties, departments, schools, and what not. So we developed the idea of a vice-president for student affairs (Under him ^{were} the deans ^{of} of the men, ~~the~~ women, and dean of students, even. I think we did have a dean of students, too), Then the vice-president for business affairs, which generally was ^{used} ~~true~~ in most institutions, and a vice-president for academic affairs. Under the vice-president for academic affairs came all the ~~de~~^{de}partments, the schools, and the branches. So that was the reason for that change. And that seemed to be a pretty workable business. Also you see, then, once the schools developed on their own, then we ~~had to~~ separate, had to recognize that there was a large faculty known as arts and sciences, which was the biggest of all the faculties, and included, I don't know how many departments. ~~When they take the schools away I think it includes~~ something like eighteen departments, undergraduates and graduates, ~~too~~, because of course, they had their own, some of them. History had. We gradually developed ^{more and} into more graduate work. That's another thing that went on which complicated things. ~~We have~~ ^{How many} departments ~~that~~ ^{gradually} developed master's programs during that time? History was one of the older ones. Physics -- And then of course the doctoral program in physics. Biology developed a master's program. Chemistry developed one, never strong, never very many students in it. It did not always have ^{the} its support of the full faculty in chemistry, but they did have a master's program. Psychology had a doctoral program approved which never

got off the ground and hasn't yet, as far as I know. But psychology had a strong M.A. ~~Master's~~ program. English eventually, ^{a graduate program} they had ~~one~~ and then ~~they~~ dropped it, and then ~~they~~ finally picked it up again. They developed it. It's now a going program. English and what else?

Emily: Education. That's out of arts and sciences, right? ^o

Jones: I'm thinking about the academic departments now. What about, ^o government?

Government developed a master's program. So you see a number of master's programs developed, and this is why we were able to claim that we were really a small university with all the schools and graduate programs and everything else. And that, of course, enabled us to get into a different classification on salaries. ^{you see} The first breakthrough on salaries from the old lock-step ~~business step~~ scale sort of thing was the press made in sciences. If we could get bigger salaries in sciences, eventually ~~it~~ ^{this} opened the door for all the rest (~~that's what the president felt~~), and it did. It did because we were first able to get the better salaries in physics. In order to get the physicists we had to pay ~~them~~ higher salaries. ^{allowed us to} That's why we opened the door, and changes came about. We increased salaries a great deal during President Paschall's administration. They needed to be ^o but nevertheless they were. We pressed hard for these, and we got them. And we still ~~need~~ ^{have} a long way to go yet, I know, and probably always will. But still, it ~~did~~ ^{helped} an awful lot. The law school, for instance, was always ahead of the rest of the faculty. But the law school ^{was generally} ~~is now~~ behind other law schools in ~~their~~ faculty salaries. ^o

assistant to a Democratic governor. So he resigned as assistant ^{to} ~~a so-called~~ director of administration, or whatever they called it of the ~~governor~~. And ~~the then President, President Paschall, was,~~ ^{Then} it was hinted ^{to} ~~to him~~ by the governor, ~~Mr. Godwin,~~ ^{President Paschall} that the administrative position at the College might be a good thing for Carter Lowance. He had already ~~had~~ during one governor's administration been vice-president at the Medical College of Virginia before it became part of V.C.U. And that this would enable Mr. Lowance to continue with the Commonwealth, and so on, the kind of thing he probably would like to do.

Well, we discussed this with the Board, and finally the Board approved it, and the President discussed it with Mr. Carter Lowance. At that time Mr. Carter Lowance was uncertain as to what he was going to do. He was offered, he had two or three other ^{positions he} ~~places that~~ he might ^{accept} ~~go~~. So this came under consideration. ~~And what we did then. And I'm not sure.~~ ^{We came to feel} ~~What I can't remember is if we decided~~ that the organization that we had was not as good as it should be and what we really needed was an executive vice-president and three vice-presidents under him, ~~generally under him:~~

(academic, business and student affairs). I think this was the philosophy ^{we had in mind:} of administration. We were thinking about it before Mr. Lowance became available, yes. But the availability of somebody who was as well-trained in administration -- ~~What we needed for the executive vice-president~~ was not an academic man; we needed an administrator and a good one.

Of course, Mr. Lowance had a long history of administration with all the governors he had worked for. Furthermore ~~he was~~ Mr. Lowance was well-known in state government and with many of the General Assembly people,

and this would eventually become something of a help to us with the General Assembly. Here again, making a long story short, I'll simply say this. The organization was approved. Oh, yes. That was it. Now I've got it. It wasn't set up because of Mr. Lowance at all. It was already set up by the Board. The Board set up the new organization and approved it, and asked me if I would take the executive vice-presidency. And I said no because I had already requested the year before that I be permitted to retire in 1970 (at the end of the session of the '69-'70 or in September of '70). ~~I asked them in the fall of the year that I be permitted to be retired.~~ And the Board requested that I remain for one more year because President Paschall had indicated finally that he was going to retire finally in '71. And he and the Board asked me if I would stay during his last year ~~up to the time they changed and then this could all be changed.~~ And I, at that time, had things that I wanted to do of my own here ~~up here.~~ And they agreed that I should be, if I stayed for one more year, I should be permitted to spend part of my time working ^{in the library} ~~up here~~ on my own ^{projects} ~~things~~. I never got that time, of course. So the Board approved this organization, and then Mr. Lowance considered ^{it}. And I remember he and I had a long talk between us. ~~He said~~ he told me at the time that he would not accept this position if he thought I would accept it. Finally I told him that I would not under any circumstances, and so he did. I'm so pleased that he did. The first year ~~that~~ he was here, '70-'71, was my last year. We worked well together. There were many things that he would have to learn. So the two of us together worked beautifully, and

really we had a good year. In the meantime we set up the other organization:
 executive vice-president under (Mr. Lowance) and then we set up the three
 vice-presidents under student, business, and academic [affairs]. That's the way we it
 went. There were several administrative changes, all brought about by
 changes in the College. ^{internally} All brought about by I suppose you might say,
 by administrative organization ^(it) seemed to me) became more and more important
 everywhere, all around, Not just at the college here. But more attention
 was given to the administrative organization and so on and how to do
 things that way and better. And we directed ourselves into that sort
 of thing from time to time hoping always to get the proper ^{and workable plan} ~~one~~

Emily: The last important thing you did for the college...

Jones: What happened was when Dr. Paschall finally ^{then} he said earlier he was
 going to retire, and he changed his mind at the request of the Board.
 But in the fall of 1970 ~~or sometime during that fall~~ he announced to the
 Board without any question that he was going to retire from the presidency
 of the College in September of 1971, and at the same time he also announced
 my retirement ^{September of} in 1971. I suppose he did make the provision that if a new
 president had not been appointed by that time he would remain until ^{a new president was} ~~he was~~ appointed.
 But that was the time he wanted to retire, ~~was the date he gave.~~ ^{in December}
 December, I think it was, the executive committee of the Board met ~~that~~
^{of 1970} ~~fall (and that was still '70)~~ ^{and} They set up two committees. ^[It was] The first time
 that the Board, ^{This is} had ever been done, ^{It will be on a Monday} two committees to search for and
 to recommend to the Board someone for the presidency of the College and
 someone for the vice-president of academic affairs. These two committees
 were separate. One group to ^[choose the vice-president of] do academic affairs was largely made up of
 faculty members, Maybe one Board member. The other one was made up
 quite interestingly, as I'll tell you in a minute. ^{The Board} They decided that ^{it} they

~~they decided they would set up this committee. This committee was given the permission of recommending to the Board of Visitors five names in order of preference of the committee to the Board of Visitors, presumably, if possible, before September, 1971. This was December, 1970. They also provided that the make-up of that committee would be ~~four or five (I can't remember now)~~, five members from the Board, three members ^{from} of the faculty of the College, two members from arts and sciences, ^(all of them) one from the schools, two members of the alumni association, one being the President of the alumni association, the other to be chosen by the Board, and two students. Now this was it, the committee representing all the College. ~~The committee had its first meeting.~~~~

Then the Board asked me if I would serve as ^{co}ordinator of the search committee. They made the chairman of the committee ~~the~~ ^{Mr. Ernest Goodrich} rector of the Board. ~~Mr. Ernest Goodrich was chairman of the committee, but I was the co-ordinator.~~ It meant that I had almost all the work to do. So most of that, beginning in January, a good deal of the work in my office centered on this committee and the search for ^{a new} the President. The first meeting of the committee was in January, early in January on a Saturday morning following the meeting of the Board of Visitors ^{The meeting was held} in the Blue Room of the Wren Building. It was felt that the work of the committee was so important that it should be rather symbolic that ~~they~~ ^{IT} should meet in the old Wren Building ~~and~~ in the Blue Room where the Board used to meet in the old days. We did, and the committee established certain procedures and so on. All right. It met in all as a committee not more than five times ~~during~~ from January to June, ~~no more than five times as a committee. There was a subcommittee of faculty members and students, three faculty members and~~ ^{with}

~~two students~~ ^{It was} ~~a subcommittee to assist in cutting down the lists of~~
~~possibilities over the period of time.~~ The committee started out by
 canvassing ^S all the alumni, ^{which} each of the faculties of the College, particularly
 arts and sciences, had its own committee. Students had their own student
 committee, and everybody was canvassed ^S for recommendations. We ended up
 with something like two or three hundred names ^S all kinds--internal in
 the College, ^[and] external. None of these names, ^S we didn't know, ^{of course,} ~~if they were~~
 available or not. They were all names recommended by alumni, faculty,
 and everything ^{one} else. And the job of the committee, first of all, was
 to look into the qualifications (if possible) of most of these people and
 to ^{winnow} ~~narrow~~ the list down to some sizable amount. And that was turned
 over partly to the faculty ^{members and the students on the committee} ~~group to assist the main committee in this~~. ^{partly}
 The committee gradually narrowed the list until we got down to a group ^{with the} ~~coordinator~~
 that we wanted to, we felt we would like to know about their availability.
 So once we decided on ^{the smaller list} ~~that~~ then my job was to determine the availability
 of ^{the} various people, whether they were interested or whether they weren't,
 whether they ^{would} ~~liked~~ ^{be} ~~to~~ ^{do} ~~interview~~ and all this. We finally
 ended up with something like about ten candidates whom we felt were
 qualified and everybody agreed we should ~~consider~~ ^{whom} ~~and we should~~ inter-
 view and who ^{had indicated that they would} ~~had also on their part agreed to be considered and would~~
 like to be considered for the position. We began the interviews in
 April, and we ~~scheduled these interviews~~ ^{many} ~~sometimes they got as much as~~
~~two a week.~~ The committee divided itself into two groups: group A
 and group B. At each interview one group was expected to be present
 during the time of the interview candidate was here and ~~would interview~~
~~the candidate,~~ Group A first and then group B and then back and forth.
 Any other members of the committee who were able to do so could sit in.
 We carried on the interviews for a period of two or three weeks, I guess.

whether the
 in divided lists
 were

I think we finally ended up with eight ^{candidates} people coming, ~~eight candidates.~~
 They were here for two days, [#] at least two days. They pretty well covered
 the college. They interviewed the committee one whole morning. They
 interviewed the President, all the deans, ^{and} they interviewed the committees
 of different faculties. They spent some time with students at a lunch
~~with them and~~ ^{and had} a walk with ~~them~~ ^{a group of students} so the students could get a chance to
 meet them informally. ~~Everything we could do,~~ ^{each candidate} we kept them busy for two
 days. And at the end of the interviews the committee met and considered
 all the candidates and finally voted. They ~~voted five candidates.~~
 They came up with five candidates ^{and} with first, second, third, fourth, and
 fifth, in order. Then the committee ~~prepared itself,~~ prepared to report
~~to report~~ to the Board. The Board met in its regular meeting in May of
 that year, the dates of which I have here, but I don't know that you need
 them, ~~in May.~~ The Board ~~met,~~ started early for that meeting and carried
 on its regular business on Thursday. They spent Friday ^{morning} with the ^(Sarah) committee,
~~the committee met with the Board~~ and each member of the committee dis-
 cussed the candidates with the Board as a whole. The ^{Board} ~~committee~~, again,
 during the afternoon of Friday continued its discussion of candidates and
~~took the recommendations of~~ ^{recommended by Sarah} the committee.

January 22, 1975

Jones: I'd like to make some additions and perhaps ^a corrections or two in connection with what I've already said about the search committee and its procedures and finally its recommendations to the Board in connection ^{with} to the new President. ^{In} The first place there were five members of the Board. I think I indicated four or five; ^{there were} five members, including the officers of the Board and two others of ~~and two others~~ besides the officers ~~(the Rector and the vice-Rector, the secretary)~~. I indicated the three faculty members. I've forgotten whether I did indicate ^{that} the two of them were from arts and sciences and one of them was from the schools, all the schools together. And the alumni members were to be ^{one} I don't think I indicated that ^{one} were to be the President of the Alumni Association at the time and the vice-president. The first meeting of the Board was a Saturday morning, ~~of~~ January 9, 1971. That's the first meeting that was held, as I indicated, ~~that~~ in the Blue Room.

Another correction ~~or two~~ is that the committee met a number of times as a committee and a number of times individually, ~~one thing and another.~~

But the ~~committee~~ meetings of the committee as a whole -- remember this committee was scattered. Some of them were in Richmond, Norfolk, and various places, and we couldn't always get them together, and sometimes it meant a little inconvenience for them because once we met, ~~when we did meet~~, we tried to meet as long as we needed to. Usually this lasted four or five or six hours because there was a great deal to do. Even though we had subcommittees working on the list and all that sort of thing, and I was spending most of my time telephoning and writing and what - not, nevertheless the work of the committee had to be done as a committee. So the committee ^{actually} met the following dates: the 9th of January in the Blue Room; ~~It~~ met the 12th of February, and started at dinner that evening,

and it met until after midnight. On the 27th of February it met from ten o'clock in the morning until four in the afternoon. On the 27th of March it met from ten until about two in the afternoon and again on May 10th from ten to four. This was the last meeting of the committee, and ^{at this meeting} it prepared its recommendations. There was a subcommittee of the faculty members, ^{and} students if they wish to sit in, and the coordinator, and they met three times in February, February 16th, 18th and 19th. These meetings were held close together simply because the job which they did was to ^{winn ow} eliminate this list down to something like thirty names, although this did not exclude anybody that was taken out by the subcommittee. These people could be brought back in at any time by the whole committee and some of them were during the time that work went along.

The committee was asked to prepare itself for the meeting of the 10th ^{by} each person on either of the subcommittees ~~of the division~~ that interviewed one or the other ^{as I indicated} they were divided into two groups, We called on one group for one candidate and another group the next ^{because it would be too much to expect to get these people.} ~~In some instances, I indicated twice a week, in some instances actually we would say goodbye to one candidate and send down to the airport to pick up another one at the same time.~~ Well, this happened two or three times.

Emily: How many candidates were there?

Jones: At this point about ten. I'm not going to name them; I don't want to name them. There were ten. ~~The committee,~~ the various members of the committee were asked to write his or her estimate of the candidates that he had interviewed. So we actually got about five or six pieces of writing ^{about} ~~on five or six people on~~ each candidate. ~~In some instances, such as the~~

I've discussed this out for clarity.

~~In some instances, such as the Rector who~~ tried to be present at almost
 all the interviews he could, and the students and faculty people were
 present at all of them because they were here. They were right on ^{the} grounds,
 so they didn't have to travel ~~and~~. And they were asked to write. So
 we had really more than five. We had sometimes seven and eight pieces of
 writing, ~~actual writings~~. And at the meeting on the ^{10th} tenth these were all
 read to the committee. Subsequently, after the report was made and so on,
~~they were destroyed. These were destroyed.~~ ~~And~~ these pieces of writing
~~about~~ ^{by} the committee were destroyed. There was some attempt at times to
 coordinate our efforts with the other committee, ~~searching as a faculty~~
 committee primarily, searching for a vice-president ~~because~~ ^{in many}
 instances the committee on the vice-presidency was considering the same
 people that the presidential committee was considering. As a matter of
 fact, when we eliminated people from our list (when I say we, I mean the
 committee) it was at times suggested, not always, but suggested that
 this person should be referred to the other committee as a good candidate
 for them. So there was a coordination. There had to be because there
 were more than you would think ^[who] were considered for both. And so the two
 committees needed some communication back and forth. The other committee,
 however, was quite ^{so cognizant} ~~cognizant~~ that the presidential search committee
 should act before the other committee acted because it was felt that
 whoever the newly elected president would be should have something to say
 about his vice-president for academic affairs ~~because~~ it would not be fair
 to have him ^[The Vice President] elected and handed ~~to~~ to him on a platter already done. So
 that's why the other committee lagged on much longer, in fact it lagged on,
 it continued its discussions until a couple of months after ~~really~~ the
^{presidential} other committee was ready, ^{with its report} ~~had made its report~~ and the job was finished.

Please see following page:

Was there a conscious attempt to find a president and/or a vice-president from outside the area and if so, why?

The Presidential Search Committee did not ^{155A} consciously ~~to~~ select and recommend a person for the office from outside the College or the general area in which the College is located. There were a number of names on the original list who were members of the faculty, Presidents of other Virginia colleges, or Virginia residents. There were also a fair number of Alumni on the list. Among the final ten, however, only two were Virginians, and only one was an alumnus. Although it was clearly understood that William and Mary Alumni, faculty, etc. were to be considered for the Presidency, I think there was a feeling, unspeakable, which tended to go out of state for the candidate. From what I know of the procedures of the Vice Presidential Committee, there was less urge to go beyond the faculty or Presidents of Virginia for the candidate.

In fact, ^{the present} ~~the present~~ president who was elected conferred with the chief candidates of the other committee ~~and~~ for the vice-presidency.

In other words, for this college it was a novel experience. It probably wasn't as much for some other institutions because ^{at} some institutions there had always been a good communication with alumni, ^{Jud STUMS} with everybody else before a president was selected. This would be true in most of the Ivy League places, ^(Harvard, especially) because they can consider the overseers and I don't know if ^{are} the overseers ^{is} the same as our Board of Visitors but the fellows and all the rest of them are part of the job.

I'm not sure I understand this. Nor do I

Emilly: Why was there this great departure in the way William and Mary made its selection?

Jones: I think that the faculty had a bad history of this sort of thing. They had been ~~over~~ tramped on and overridden and everything else by the board on other times when presidents were selected. This time the board itself, I think, was conscious of this, and also remember we had gone through a period of very strong movement towards a more democratic administrative procedures on the part of colleges. We had gone through all the student business. They wanted to have something to do with the running of the college, wanted to be on committees. We kept getting requests ^{--could they} for wanting ^{be} on faculty committees? And now they are on a good many faculty committees. It all was a part of that same ^{movement} parcel, I think it is very important to note that it was the first time ^{that} this had happened, and it was a very democratic process all the way through. You'd be surprised how much a part the students took in it. Not only did they have representatives on that committee (and they were always there and always articulate), but

Φ

Φ

at the same time these two students who were on the committee had their own committee of students, some ten or twelve of them, ^{who} ~~that~~ represented all the students, ^{of the things} and one ~~reason~~ ^{reason} that they requested was that they be permitted, when a candidate was going to be seriously considered--that meant the last ten, I guess--that they be permitted to interview and consult with students on the campuses where these people came from to see how they were liked on that campus by students. And this happened at several instances. These students wanted to have more time with the candidate than we could allow them because there just wasn't that much time. But they did always ~~have~~ ^{operated with} the candidate alone without anybody else with them ~~except students~~. ^{The candidate} They took ~~them~~ to lunch, usually over in the dining hall, and they had a table where they all sat, usually both husband and wife because ^{we} ~~they~~ ^{THE candidate} asked ~~them~~ to bring their wives along. ^{We wanted to talk to the wives, too,} And then they wanted to take a walk with them, walk ^{them} around the campus and see how they acted informally. And they did that. So the students had a good part in it as well as the alumni and the board.

Emily: Did having so many people having a voice in it lead to any kind of fractionalism?

Jones: I'm sure I'm right. There was about as little fractionalism in this whole process than anything I've ever seen. It was a general, joint, cooperative effort. Nobody quarreled with anybody. ~~And~~ ^{the} interesting thing about it, ^{as} one of the members of the board at one meeting got up and made a speech ~~about it~~ in which he said that ~~he had never~~, he would not have believed that all the elements in the college on this committee represented could agree as they have ^d done on one or two or three of the candidates. There was no disagreement and no quarrel, ^{over it at all;} ~~there was really~~ little. It was quite amazing because we had a fairly militant power member

from the student body, a president, a ^{very} active and bright girl. But she was a very, she was quite active in things. She was, in a way, sort of to the left about things, ^{in general} So you wouldn't have expected this agreement, but we got it. That's why it is an important part of the history of the college. It wouldn't be ^{particularly} an important part or significant part if this had been sort of the rule all along. But since it wasn't, ^e now for instance, look what's happening. It has set a precedent so that now when there's a job open in the college, what do they do? They appoint a committee to make recommendations. They had one on this new job, but they gave up because they ~~didn't~~ have enough funds. It was supposed to be a vice-president for planning or something of the sort, ^{vice president} and they had a committee set up of faculty people and so on to come up with the recommendation. But this is what I mean, ^{it's} This is why I say significant, this particular phase, in the history of the college. I think this will always go on. I don't think, I can't foresee a time when the presidency or when the top administrative jobs ⁱⁿ on this college will not be filled by a recommendation by search committees. I don't foresee any time like ^{the old procedure} that again. But here it got started, and it didn't take any great revolution to change it. It seems to me, as I recall, that when the executive committee met after the president and I indicated our resignations, (when they were going to take place and so on), when the executive committee met sometime in November or December, there didn't seem to be any question about how are ^{we} you going to do this thing. I don't know why ^{there} it wasn't. ^{They said,} "Well, we must have a committee."

Emily: This was a Board-initiated idea?

Jones: Yes, ^{mean to} The Board initiated it. Oh, I ^{may} say I think that maybe the President and I had something to do about suggesting to the Board they ought to do it like this. ~~But there wasn't any great discussion about it~~ →

there wasn't any great discussion about it, "oh no, this is the Board's business." ~~There wasn't any.~~ It was, "yes, by all means. This is the way we should do it, and let's get on with it." Now we come to a few things I want to say about that last ~~thing~~ ^{day when the Board met to nominate} Here I am on delicate ground; ~~and President~~ because I have to be very careful because certain things occurred that you just have to forget. The committee met with the Board on Friday, May the 21st, all day ~~practically~~, ^{Not quite all day but most of the morning} and somewhat after lunch (as I indicated) ~~with the Board~~ and they presented their redommendations. Then they supported these. Each member of the committee--and there were only two absences and those were because of illness--expressed himself ⁱⁿ what he had to say about each of the candidates to the whole Board. The Board then, after that had been done, ~~they~~ decided that they would meet without the committee and discuss this. However, I was present at their discussion. My administrative ^{assistant}, who ~~was~~ ^{had} served as secretary of the committee, ~~and so on~~ was also present for the discussion and for the rest of the procedures of the Board at this time. Mr. Lowance, who was then executive vice-president, was present. Mr. English, who was the bursar or vice-president of business affairs was present. I do not remember whether the vice-present of student affairs was present or not. I rather think he was not, ~~I am not sure.~~

This discussion took place and finally the recommendation of the committee indicated by the committee's preferential order that there were two outstanding candidates, ~~two.~~ ~~That didn't mean that they dropped the others.~~ But as a matter of fact, after some discussion they did, yes. They had to. They had to get down to eliminating. You couldn't elect five and go on with five. So we did eliminate gradually discussing one or two. And finally there were two outstanding candidates. The Board could do one of two things. They could have gone ahead and voted then, or they could have

day when the Board met to nominate
and President

He was NOT

How about taking this out?
OK

OK

said, "no, we're not ready to vote." Now all ^{The} ~~this~~ ^{on the candidates} material had been sent to the Board previous to the meeting. They had received the material that you get together on a candidate. They had received a dossier on everybody. They had received everything about them, letters we had received about them and all that. The Board had a good deal of information. But it was requested by vote, I think, that before the Board made any decision they would like to interview the two outstanding candidates. ~~And~~ since it was Friday evening, and the Board was to meet on Saturday and was expected to make a decision because the committee had made its recommendations, and to delay it much more would simply have meant that ^{they} I would have had to call another meeting ~~and everybody had to come back from where they were.~~

And it was decided to make every effort we could to have ^{The} those two ~~top~~ main candidates present for the Saturday meeting. That's what we did. My executive ^{assistant} and I got on the phone, and we were able to have both candidates ~~coming~~ the next day to meet with the Board. One of them, it happened, had already planned to be there in the morning, ^{anyhow} So we didn't have any problem with him. ~~The other one~~

|| The Board met Saturday morning, ^{May} the 22nd. It spent a good deal of its time with one of the two candidates that morning. The second one arrived in time for lunch, and so we had the interesting situation of having ^{of the} both top candidates at lunch, ^{which} ~~It is all right~~, a little embarrassing and a little awkward. They both knew it; it was obvious. ^{In my opinion,} ~~This is my~~ ^{opinion} I think it was a mistake. I think it was a mistake to have both candidates interviewed at the same time, ^{or} the same day. But under the circumstances it appeared that this was the most convenient thing to do. ^{Anyhow} They interviewed for some time in the afternoon, the second of the two candidates ^[at] and I suppose you might say, approximately four o'clock the Board got down to voting or deciding on which one they wanted to elect.

I think one can only say here ~~is~~ that the Board did vote, and the vote elected Mr. Graves. The Board decided that there would be a press conference held, and they would announce this to the press. The press knew all about this, and they were just waiting to get in here ~~and get the~~ thing. ~~The Rector and the vice rector,~~ by the way, the President of the College, Paschall, was not present at any of these discussions on the presidency, none ^{of them.} He was present at the Board meetings when they discussed it, but not at the meetings when the search committee met ^{with the Board,}

~~the president did not go,~~
nor was he present on Saturday. He was at lunch on Saturday with the Board, but he was not present ^{for} at the sessions. So in the meantime we had to notify the candidate who had been elected. It just happened that he was already ^{present in town} here because he had just been here for an interview. We notified him, and he accepted, ~~him~~ and the press conference was held ~~and announced and so forth.~~ That is the story.

Emily: Did the Board meet long after they started voting? You said they met at four o'clock to start voting, it was not a long time.

Jones: Once the voting was finished it was just a matter of procedure of what to do from here, notify the candidate, yes. The candidate did meet ^{briefly} with the Board ~~not too long~~ after the election. It was a very wonderful procedure. I was so pleased about the thing, and I think ^{most} everybody on the Board was pleased about the general procedure ~~on the thing~~ and the way it had been done, ^{spirit of} and the whole ^{that} cooperation had taken place over the months. That evening we had a dinner with the ^{elected} candidate, the new President, and the Board people and so on. ~~That was~~ I guess you might say, it was the last important duty that I performed at the College because that was in ^{a good deal} May. I did help, when the President-elect came down on several visits we worked together, and Mr. Lowance and I worked with him ~~and get him~~

getting him ~~innoculated and~~ oriented into a lot of things about the College. He knew a good deal because he had an interview with ~~everybody~~ ^{to good many people} and he had read a good deal, too. All those candidates when they came were provided, did you ever see that ten-year report?

Emily: Yes.

Jones: ~~They~~ ^{we} supplied them with a copy of that ^{ten-year} report so they could get a good view of the College and something of the history of the ten years before. They were all informed. They didn't come here blind and they all knew if they wanted the job because they wouldn't have come if they hadn't. There was only one candidate ^{it} should say, who came uncertain about whether he wanted ^{it}. Subsequently after he left, he notified us that he would not be interested. Now, that's that story.

Emily: Did you stay on until a new vice-president was picked?

Jones: Yes, because actually the new vice-president was not selected until, as I recall, late in August. Jim Fowler knows more about this than I do because Jim was chairman of that search committee, being dean of the faculty of arts and sciences. ~~But as I recall the then president-elect,~~ I think the ~~committee~~ search committee recommended two or three people for this. I think the president-elect ^{up} in Boston ~~or somewhere~~ interviewed ^{of the two} most of them, all the ones that were nominated or recommended. ~~And~~ I think that did not take place until August or sometime after that. This is my recollection. The actual date of my retirement was the 31st of August, 1976.

I suppose there are a lot of places to fill in here but that's the main part. There's no use going into a lot of details ^{about} of this selection. Don't think for a moment ^{that} there weren't difficult times in that period from January to May because ~~there were~~ there were ~~difficult things~~. There were prejudices, unquestionably, there had to be. People had strong feelings about certain candidates, bound to be. And these had to be ironed out. That's why these meetings were so long because ^{there} they had to be a full and open discussion about this. And there were times when I got quite concerned about how the thing might go so that it would go, I didn't want it to go any other way ^{than} but to have the committee make the recommendations as they were supposed to do. I felt, as I told the Board when we met with them on Friday, after the committee had left, I said, "it seems to me that this Board must ~~take~~ accept the recommendations of this committee because if it doesn't do so, it doesn't have to pick number one or number two or number three, but it has to pick one of those candidates ~~because~~ ^{recommended} because this committee has worked hard and it knows a good deal about what it has been doing, much more than the Board could possibly know. But the Board felt, I'm sure, and rightly the reaction to what I said was, right. "Yes, but remember that no committee except the Board elects this president. We select this president. And that was correct; That's true. That Board could have very well have gone out altogether from what the recommendations were and have selected ^{on} their own as had been ^{often} done in the past. They could have done that. But if they had, under this procedure (~~done the way it was done~~), it would have caused a very serious situation in this college, ^{among} faculty, particularly, and alumni, and students, no question about it. This had been a democratic procedure.

The committee had worked hard and made its recommendations. The board was bound -- or it shouldn't have ever started the process in the first place. All of that is ~~all~~ part of what I call a very significant phase of the history of the college ⁱⁿ of this century. Whether we were right or whether we were wrong ^{is} something else again, that's a matter of opinion of course. You get it all the time. It was very interesting to come through. ^{period}

Emily: You have seen now ^{forty-five,} ~~45~~ even more than ^{forty-five} ~~45~~ years of the history ...

Jones: ^{When} I ^{I had} have retired ^{and} been at the college ^{forty-three} ~~43~~ years.

Emily: ^{forty-three years and three years since, too.} ~~43~~ years, do you think that William and Mary in the ^{twentieth} ~~20th~~ century, from

what you have observed, has lived up to its distinguished past? This is very much an opinion question.

Jones: It's not an easy question to answer, ^{but} I would say that the college ^{twentieth} in the ~~20th~~ century is a very, very different college from ^{IT WAS} when I came here in 1928. I would say that generally speaking it is a much better college than it was in 1928.

Emily: In what ways?

Jones: Academically, from the standpoint of admissions ^(this is all part of the academics) ~~but I mean admissions,~~ academic standards, general outlook. The college has broadened in its out ^{look} towards ^{-- well,} integration and all that. The changes there are just amazing. ~~They were~~ all over the state and country, but all over the state, particularly. I remember some very serious incidences ^{ts} at the University of Richmond which indicated the strong, strong prejudice against the black ^{and so forth.} To me, ^{NOT} coming ^{these incidents were} ~~not~~ from the South, not from Virginia, ~~it was~~ very unpleasant, most unpleasant. But this college has grown a lot in that way. Its faculty is much better. We had some fine people ⁱⁿ in the faculty. They ~~so~~ frequently speak about the "Seven Wise Men," ^{but} when you look at the "Seven Wise Men," I'm not questioning their wisdom nor am I questioning the fact that

~~nor am I questioning that they were distinguished members of the faculty,~~
 because most of them were. I did not know any of them except one. (They were all

before my time.

They were living, one or two, but I did not know them.) The one who I
 might have known, had he not died just before I came, was J. Leslie Hall,
 who was ⁱⁿ English. ~~But I did not know him because he died just before I~~

~~came here.~~ When you look at these people in their day I think they were
 distinguished, but I think the faculty ^{(now) s} had many distinguished people.

They may not have been as individualistic and may not have been as

eccentric. ^{Nevertheless,} The faculty has grown terrifically. When I came here the

faculty was small. The English department could meet around the desk of
 the President, ^{as} I told you earlier, about four or five people. ^{Sat around the desk of the} Now the ^{presidents}
 English department is some ^{thirty} people or more. That doesn't mean ^{necessarily} the

College is any better because the departments have grown. You could
 argue that the college is split up into groups. You have the law school,
 the business school, ^{the} school of education, and so on and so forth and this
 has changed the general direction and the unity of the College. Of

course it has. But that's not any different from ^{most} any other institutions.

I don't think that a state institution supported by tax funds, whether it's
 this state or any other state, ~~can be~~ can continue to be devoted to one
 goal and that is to teaching and development of the arts and sciences
 in ^{the} the general way. I do not think so. I think that private institutions

can do so because they determine their own goals, and they are not responsible
 to the tax payers. But a state institution has got to respond in some way
 or other to the various kinds of education and frequently the professions,
 as well as the generally ~~education~~ educated person. So that's why the trend

~~the~~ trend has been this way, I think, at this college. But this college is still devoted, I think, primarily to the arts and sciences and the general educated person. I think it still is, and I think ^{that} it is its main purpose. ~~And~~ I don't think anybody who thinks about it sensibly could say anything ^s else even if they were members of ^{the} ~~this~~ school's ^{member} of the faculty of ~~this~~ school. So, yes, I think when you say lived up to its great tradition, one has to define that tradition. The college was a small men's college if you speak about its history up to the late ~~19th~~ ^{nineteenth} century. Now it is a ^{co}educational, small university made up of not only the arts and sciences group but other professional groups as well. If you mean to say ~~it~~ has it lived up to its tradition as a college of arts and sciences, no, not altogether because it has branched out and done other things. But at the same time I think this is a ^{twentieth -} ~~20th~~ century development of the traditions of the colleges, and I think that in many ways it is still dominated by the college of liberal arts and sciences. yes, I do. And I think its better, a lot better. I think our students ^{in many ways} are better. We're away from the so-called gentlemanly tradition of a college now to a good democratic institution. So I think the answer to your question is ~~it~~ by all means I think it has lived up to its traditions, and I think it has developed those traditions and expanded them, and I think it is a much better institution, certainly, than it was when I came here. I can't talk about it before, ~~I suppose in many ways, well, I don't~~ ~~know anybody~~. When I came here we all knew everybody on this faculty, ^{if} ~~And~~ that was true up until the second World War. We knew everybody on the faculty. ^{You got to know them.} After the war the expansion came. And even as a dean of the college in 1964-68, ^{in that} ~~my~~ period, I did not know everybody on the faculty.

omit
~~I knew their names and I'm not even sure if I knew that because somebody would say, do you know them. And I would say, what department. Oh, yes. They brought him in last year but I don't know them. That's true now, I'm sure. I dare say that in any department that you pick in any~~

~~of the schools~~ that the people in that department will not know everybody in any other department. They just won't. They may know a couple, but they will not know all. The arts and sciences people will go to a faculty meeting, and I'm sure there will be ⁵⁰ fifty percent of people on that floor that any one person does not know, And that is maybe not good. If you want to call it fragmentation, I don't know if I would call it fragmentation because I don't think it is, but you do have a lot of different elements in the college. This is why before I left the administration I was pushing hard for a faculty ^{Senate} center. The Southern Association of Colleges and Schools had told us in there, in their new report, ~~not the first~~

~~study, but back in '63~~, that we should have a [faculty] body representing the whole college, a central body to do some of the college business. This is what we're pushing for. We haven't got a faculty ^{Senate} center yet, and

It is fairly obvious why you know why
 President Graves ^{wants} is after it; I think most of the administration people are after it, but the faculties are quarreling among themselves simply because it's a matter of representation, ^{Senate} how many people are we going to have on the senate? If it is going to be dominated by arts and sciences we don't want to belong--that sort of attitude you get and this happens. We'll get a senate. We'll have to, or something like it. ^{It just takes a little time.} The faculty in arts and sciences is really too big to come to any sound decisions.

This is a great college, it really is--I think. I think its development has been remarkable in many ways it's remarkable it has kept its identity and ^{that} it hasn't grown too big. We're still around five thousand at most, a

little less, probably. And I think its role would be spoiled if it got too much more than that.

Emily: What do you foresee ^{as} the future for William and Mary? Do you think it will remain about the size it is now¹, in programs?

Jones: That's what the Board has set up as ^{its} the maximum ~~enrollment~~.

I don't know. There are so many factors involved here that I think it's awfully hard to say. I think it's going to have to grow, I hope it doesn't grow too big. It's going to grow. How can you stop growth?

I think the whole business of higher education in this country is ~~wrong~~ ^{going} ~~gone~~ on the wrong ^{is} ~~premise~~. I don't think everybody should be subjugated to higher education. I think there are lots of other ways of

educating people besides the so-called college education towards a degree. I question seriously, for instance, whether the professions - - dentistry, medicine, law, ^{I sometimes} wonder if they ought to be put through college for four years before they go into professions. Why should all these people ~~who want~~ ^{obtain} to ~~obtain~~ good jobs have to have a bachelor's degree?

Why shouldn't ~~they~~ have some other kind of degree? I think you have to fit your education to the individual, And I don't think we're doing it very well. ^{People} ~~We~~ are trying to put people through some of these educational processes they are not ^{prepared for}, they don't want it, and they are going through simply because they have to in order to get the job. I think business in the last ^{twenty-five or thirty} ~~25 or 30~~ years has gone strongly towards this sort of thing, degrees, the higher ^e the better ~~and so on~~. And I wonder if they always get the best people ^{under} ~~like this~~ ^{system}. I'm just raising these questions.

I think we have a lot of students at this college now who really ought to be doing something else. Therefore, it's a little hard to predict the future of this college because it's going to depend a good deal on the future of higher education in ^{this} the country.

Emily: I can only thank you for spending so much time talking about past for this program. This has been a real contribution of yours.