

campus. I've never had ^{an} occasion to see him actually go out and boss ^{the help} people, but he wanted to know what they were doing, and he'd go out and talk to the least conspicuous colored ^{one} and they all knew him and I think he was pretty close to knowing everyone of those by name. Of course, at that time, there wasn't as many employees as there is now.

^{the} he probably had three at ~~the most~~ ^{to care for} ~~for the~~ whole grounds. Now, probably, they have a crew of twenty or more. That ~~problem of~~ knowing people was just a natural thing. No, I would probably say he ^{had a accurate} ~~was one of the greatest~~ ^{prophets} ~~men, certainly of William and Mary's~~ ^{Portentful} ~~for knowing what the fu-~~ ^{for the future.} ~~ture was going to be.~~

Williams: Now this capacity for hard work was also a trait of Admiral Chandler's.

Nunn: Oh, yes. The ^{Admiral} was a hard worker. He was never late coming into the office; he didn't walk in half an hour after office hours opened, like ^{some of the administrators} ~~a lot of them~~. He probably was there, I would say, ^{most} of the time before the office was supposed to be open. If he was away, it was ^{for business reasons} ~~because he was away~~ on business. ^{They were} Very much alike. ^{He seemed to thrive on hard work,} ~~There wasn't a lazy bone in his~~ body. He ~~just thrived on hard work.~~

Williams: Did the duties of your office in any way change because of this expansion of the college, other than the volume, of course, ^{which} increased?

Nunn: The volume was the only thing. The first ^{electric} bookkeeping machine ^{to be installed} was ^{at} put in an educational institution in Virginia, ^{at} was put in William

and Mary, [^] The old Moon-Hopkins version. They used William and Mary as the guinea pig for ~~a~~ machine-operated office ~~records~~ ^{ledgers}. We ~~worked at Moon-Hopkins~~ ^{worked ~~at~~ Moon-Hopkins} over ten years, and at the same time we put in some new ^{ones} machines, but Miss Jones liked that Moon-Hopkins so well, she didn't want to give it up. She was working it one day and something went bad. We called the repairman and he came down and he said, "Well, this thing is just like one. It's all going to pieces at once." Then we expanded. The ~~stated~~ ^{we continued to improve} systems people came down and enlarged our system ~~of~~ ^{by} put in better ~~within the instructions of the State System personnel~~ ^{controls, they eventually put in the sensomatic machines, which were the latest things in bookkeeping machines at that time. We did away with pen and ink completely and we had} ~~to change our staff, add to the staff and separate certain~~ ^{duties. In other words, we had a cashier for the first time} ~~employees and deputizing them, and she'd run a machine and probably take some dictation,~~ ^{and she'd run a machine and probably take some dictation,} ~~the main departments were: Treasurer, write some letters -- everybody doing a little of everything.~~ ^{Asst. Treasurer, read books, cashiers --} ~~But eventually it came to the point where the cashiers --~~ ^{Student accounts, all other receivables,} ~~that's all they did -- stand in the cashier's cage. Then we~~ ^{Appropriation accounts, Secretaries, Secretary,} ~~had one person in charge of all the student accounts, another~~ ^{and clerks. When I retired there were fifteen individuals [there],} ~~person in charge of all the receivables (non-student re-~~ ^{ceivables) 4,} ~~and another person took care of the general led-~~ ^{ger -- that's generally for the funds -- and another person} ~~took care of the appropriation ledger, which was a control of~~ ^{the} ~~the appropriations and expenditures and the income. So it was~~ ^{departmentalized. Before I left, we had about fifteen people.}

Payroll was ~~separate~~ ^{and} purchasing ~~was~~ ^{here} separate. Originally, you know, someone did all of it. Just things you have to do when you expand and now they've got ~~a~~ last time I was talking to them, they had twenty-five people where we had fifteen.

Williams: And when you started work, how many were there in the office

(back in the '30s)? You and Mr. Harris^s?

Nunn: No, Mr. Harris^s was business manager. But in our department --

the treasurer's office -- there ~~was me~~ ^{there} and Annie Neale Jones ~~and myself!~~

just the two of us. She was there before I came. She was ^{Mr. W. G.} secretary to Bill Thompson, ^{who resigned to go into the automobile business,} and I took his place. There ~~was~~ ^{was}

just the two of us. Later on, they let us add one person, ^{Miss Louise Harris,} ~~that~~

~~was Louise Harris at that time she came in.~~ She worked until

after the war; she married a soldier ^{and now} during the war. She lives

~~now~~ in Worcester, Mass^{achusetts,} and she was here last fall -- came to

this big reunion (Discussion about Louise Harris). And

Evelyn Kidd who is now head of all student accounts ^{in charge of} -- she

was the first one we brought in to handle student accounts, ^{first one employed as a full-time person} to take charge of student accounts.

But all the others there were Mr. Whitaker who took my place.

^{Mr. Floyd E. Whitaker was employed as my assistant, with} I was there when we employed him -- but all the others are

plans for him to succeed me as treasurer, which has

now ~~been~~ ^{now taken place.} Many of the present employees are unknown to

Williams: When the Admiral became the chancellor of the colleges, and

(speaking of expansion) William and Mary expanded to include

this system, you could have gone then with that, could you not

have? For financial director, comptroller of that.

Nunn: Yes, I could have if I'd been there, ^{but I doubt if I would have} ~~accepted the higher position, if it had been offered to me.~~ ^{I was probably the} peculiar person. When I got to be treasurer, I liked that ~~de~~ ^{was satisfied}

~~and did not~~
~~partment so well,~~ that I never aspired^h to go any higher.

When the business manager became vacant two times, there were
 was a lot ^{who} of thought I should have gone up, but I went to
 the Admiral ^{on} ~~when~~ the first one and ~~I~~ told him not to con-
 sider me ~~at all~~; I preferred to stay where I was because it

was growing, and the differences^h in the salary wasn't enough.
~~To justify the taking on of the extra headache that accompanied the~~
~~I liked what I was doing, and I'd probably~~ ^{Position}

~~And~~ I'm not, believe it or not, a good ^{overall} administrator.

I like ^d my own department, and I think I had a good record in
~~that and~~ (I never got a bad report from the auditor's the whole
 time). It kept growing and my responsibilities kept increasing.

~~but~~ people probably ^{will never} ~~don't~~ understand ^{why} it, ~~but~~ I never aspired ^{to take a higher position}
~~to going up~~ One reason -- the main reason -- was that

I am not a public speaker. Never could. English was ^{my failing,} ~~some~~
 thing! When I taught school, you know, you ^{were expected to speak on} ~~get called on to~~

^{many Public Occasions}
~~speaking to this and that and the other.~~ That to me was the
 hardest thing in the world, and I never could get used to it.

~~You get up there and you were dealing with a lot~~
~~Maybe I was wrong in not going up but I just didn't want to go.~~
~~I might be all wrong in my assumption, that I could have been~~
~~As I said, the difference in salary just wasn't enough.~~
~~Promoted to Bus. Mgr. & Comptroller, I'll never know.~~

Williams: From your position there in the treasurer, treasurer-auditors'
 office for ^{thirty-nine} 39 years, what particular problems did you see that
 a state school has in financial matters?

Nunn: The biggest one -- the only one that I think was of any signifi-
 cance -- ~~Now~~, I like the state system; I think it ^{is} ~~was~~ one of
 the best in the country. I ~~don't~~ think you'll find plenty of

people to disagree with me -- but the only ^{place} ~~one~~ that I think
 the state made a big mistake was the Reversion Act. By the
 Reversion Act I mean this: you get a state appropriation and
~~you have~~ that is supported by contributions out of the ^{by the state} General
 Fund and the ^{Special} revenues ^{collected by the college.} you collect from students in rents and
~~so forth and so on.~~ These two sources of income made up the
 state appropriations. ^{If the Total Appropriation is not} Now the state appropriations -- there's
^{spent during the year, the amount left over reverts} a Reversion Act there -- ~~that~~ if you don't spend that money,
~~it goes back~~ to the General Fund. Every year it goes back to
 the General Fund. ^{If the reversion takes place} Now, sometimes, in the middle of the bi-
 ennium ^{(All Bond gets one prepared} ~~(you see, you make up your budget for two years)~~
~~and~~ if you could show good cause, you might get the governor or budget
~~director~~ ^{the amount} to reappropriate ~~anything~~ left over the first year.
 But at the end of ^{the} those two years, ^{all unexpended funds} there's no way in the world --
~~must revert to the General Fund of the Commonwealth.~~ you could have a \$1,000,000 left over, and you lose it. ~~And~~
^{This practice resulted in an} ~~the result was that every institution at the end would~~ ^{spending}
~~try to spend that money to keep~~ ^{it.} ~~from reverting,~~ ^{This can result} and when you try
~~to find places to spend it~~ ^{and buying} ~~you buy~~ things that are unnecessary.
 It's perfectly natural. That money's yours; if you spend it,
~~it's yours;~~ if you don't spend it, you lose it. ^{If the} ~~I think that~~
~~reversion act did. Not exist one could operate~~ if the act was ~~thus.~~ ^{if} you operated efficiently and had
~~more efficiently, and avoid hasty decisions as to~~ money left over, I think they should let you carry it forward,
^{how the funds should be used.} ~~and I think you would operate much better.~~ Your money could
 be spent for more worthy projects. Any time you go around
 looking for ways to spend money, you're apt to spend it just
 to keep it from reverting. ^{This is} ~~That's~~ the only criticism I had of
 the state system.

William and Mary, while it operates on a fixed budget, frequently receives excess special revenues, which will revert unless the Governor, through the Budget Office grants an increase in the appropriation. Once the requested increase has been approved the Administration is faced with the problem of deciding where the funds may be spent to do the college the most good. Naturally they discuss the program with the Supervisory Personnel which includes both the Academic and Maintenance departments. Usually all parties concerned wish to take advantage of the opportunity and come up with a list of many items, some of which may or may not be of any great importance. The fact remains that hasty decision, which take place due to the emergency situation, leads to making unwise purchases. If the reversion act did not exist, and the surplus funds remain the property of the College, they could be incorporated in the following years budget and used for educational programs, that would be of greater importance than buying a lot of equipment that may or may not be serve a useful purpose.

If the reversion act did not exist, it is my feeling that the institutions could operate more efficiently and in the end all funds would be used in the best interest of all concerned.

To me the state financial system is the best, with the exception noted above.

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Williams: Is this common in other states or is it peculiar to Virginia?

Nunn: I don't know. *Other states may have similar operations.* It is common in some other states. It's com-

mon in the federal government. (Discussion of the federal government), For example, we would budget during the year a certain amount; we ^{'d} get ^{an} appropriation. That appropriation, that budget was made up two years in advance. Two years later you might have a ^{hundred, two hundred} ~~100, 200~~ more students than you estimated ^{for} your revenue, so you have this extra revenue. And your necessary expenditures are taken care of, ^{but} this extra money -- what are you going to do with it? ^{Are} You going to spend it or are you going to lose it? So we'd always hunt around -- the business manager would call the department heads in, "What can you use?" "What do you need?" "Plant department, what do you need?" "Well, we can do this." "We can do that." And you find we'd be replacing purchase orders ^{that would} for things ^{for} come in. There wasn't anything in the original budget. And a lot of times, I know it was ^{for} things we didn't actually need. Now if we could have saved that money for the future years ~~but~~ we could use it in preventative measures, and that would've saved money in the long run. The state would have been better off. That is the only criticism I would have of the state system. The rest of it -- I like it.

→ Williams: How does a state school deal with inflation?

Nunn: We were never faced with that problem ^{during my time} when ~~I was there~~. But the only way you can deal with it ^{is to recognize the problem} ~~is I don't know how you're going~~ and be prepared to meet the challenge by doing whatever is necessary ^{to deal with it}. Fact of the matter, we were at a meeting yester-

day and ~~Joe~~ ^{Mr. Carter,} was talking -- the treasurer, I mean vice-
 president ^{for} of business affairs -- he ^{said} ~~he~~ ^{Governor} sat the government cut
 their appropriations $5\frac{1}{2}$ per cent. ^{To offset this change they will} They just had to cut it
~~off~~ ^{have to devise their operating budget.} ~~And they've got to save that somewhere.~~ And inflation
 is coming. ~~and~~ ^{and} expenses have gone up ^{considerably} anywhere from
~~10 to 100 per cent.~~ ^{The college budget must be} So they really have a problem. They've
~~balanced, which means a reduction in expenditures~~ ^{got to cut down on a lot of their activities in order to balance}
~~the budget this year.~~ ^{while} All the time I was there, we ^{didn't} ~~never~~
~~face this~~ ^{Rare this} problem. I was treasurer for only a short while
~~during the great depression, which was not an inflationary situation.~~
~~depression but a short while. And at that time, everything~~
~~was cut, salaries were cut, maintenance costs were cut.~~
~~obtaining it. Now they have the money but it takes~~
~~a dollar went much farther then than it does now, so they've got~~
~~much more to do less and less. The present Administration~~
~~an entirely different problem. I don't know how they're going~~
~~has a different problem than we did in the '30s, but I~~
~~to do it, but they're going to have to do it. Under state law,~~
~~am confident they are capable of solving it,~~
~~they can't run a deficit. The only way you can run a deficit~~
~~is to have it authorized, and you've got to anticipate that in~~
~~advance and~~ get the governor's authorization before. ~~And~~
~~to get that approved, it has to be something ^{that is} caused, what they~~
~~call an act of God -- something beyond your control. You can't~~
~~say "I need to do all this work and get a deficit authorization.~~
~~It's got to be something that no one can help, like a fire or~~
~~something like that. Bill Carter said yesterday that they were~~
~~going to make ends meet, but they've got to cut services a great~~
~~deal somewhere -- unless they've got an excess special revenues~~
~~to offset that cut from the General Fund. But over and over the state~~
~~system is good. They've got a central purchasing office in~~

~~Richmond, and it saves you a lot of money here. All you have to do is send a requisition. They have to get bids on everything. You can't buy a thing with state money without getting bids, and that's a good system. They have men who are supposed to know what they're doing in those departments. Now, if you had just spent your money here locally, your purchasing department would have to be increased, the number of employees would have to be increased to do all this, getting bids and all that sort of thing.~~