

RUSSELL M. CARNEAL

Russell Carneal almost came to William and Mary to play football with the "Fabulous Freshmen" of 1939. Instead he went to the University of Virginia, but this did not end his association with William and Mary. He served on the Board of Visitors briefly in the late 1950s and from 1958 to 1974 was the Williamsburg-area delegate to the General Assembly. Now circuit court judge for York County, Judge Carneal spoke in this interview of matters before the General Assembly affecting the college: appropriations, the establishment and dissolution of the Colleges of William and Mary (Mr. Carneal was sponsor for both bills), V.A.R.C., the power of the State Council of Higher Education, and the effect of student protests in the 1960s and 1970s.

INDEX SHEET

Interviewee Russell M. Carneal

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Interviewer Emily Williams

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Contents:

Approximate time:

W&M and General Assembly appropriations	7 mins.
increase in faculty salaries in 1960s	3 mins.
own hopes for W&M	4 mins.
Colleges of William and Mary	6 mins.
- establishment of	5 mins.
- dissolution of	2 mins.
branch colleges	2 mins.
State Council of Higher Education	1 mins.
effect of extension programs	3 mins.
VARC	4 mins.
Sphere of influence theory of higher education in Va.; influences on legislators	7 mins.
influence of student movement on legislature	

Indexing terms used

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Associated and Branch Campuses

Associated and Branch Campuses -- Va. Assoc.

Res. Campus (UARC)

B+G -- New Campus

Faculty -- 1960's

Finances -- 1958-1974

Organizational Plan of the College -- 1960's

President of the College -- Influence & Charges

During Administration -- Paschall

Student Protests -- Student Rules

Russell M. Carneal

July 26, 1976

Yorktown, Virginia

Williams: I'd isolated three specific ^{areas} where I thought you might could help in talking about William and Mary and the General Assembly and one of them was appropriations, one was the structure of the College when it went through the period of the Colleges and dissolution and then another was student protests and how they affected the General Assembly; But, I thought I'd start off by asking you about the appropriations.

One of the most dramatic changes at the college roughly during the period that you were the Williamsburg area delegate was growth ⁱⁿ programs and of the physical facilities at the college; what factors would you cite in the dramatic increase in appropriations the college got in those years?

Carneal: Well I think one of the things you have to do is to go back a little bit beyond my years. When Mr. Duke was at the college, the college really during those years prior to my being elected to the General Assembly did not really receive what they should have in relation to the other state supported institutions in Virginia. The General Assembly was not to blame for this. I think, perhaps, the blame if any should probably rest with some of the administration at the college. I'm told and don't know this as a fact, that when ^[appropriation?] corporation hearings came along, Mr. Duke would say "well we're satisfied with what you have here and therefore we'll be happy".

Well of course I can tell you as a member of the General Assembly this is the type of individual that we love to see come forth so consequently nothing really was done.

I went there just about the time I suppose that growth in college enrollment was certainly envisioned if not really a fact but becoming a fact. Consequently we knew we had to enlarge certain facilities at the college in order to provide for the large enrollment that was going to be anticipated and which ultimately developed. So it wasn't really a great deal of difficulty in selling certain members of the General Assembly on the idea that ^[Appropriations?] corporations were needed. That was my job, and hopefully I carried it out pretty well; because I do think we did extremely well during the twenty years I was in the General Assembly. That basically is it. Some of the people of course who assisted a great deal in the corporation of the college and were primarily two state senators that used to represent our area: Lloyd C. Bird from Chesterfield and Garland Gray--both of whom served on the Finance Committee which is comparable to the Corporation Committee in the House in the Senate-- and both of them were very influential men on that committee and helped a tremendous amount during this period of time particularly the Corporation Committee. But really we were trying to maybe square the issue a little bit as far as needs from the past were concerned. But we were able to do it and I think

the college reaped some benefits from it.

Williams: What would say had been the effects of Dr. Paschall's connections? Because he apparently knew any number of men in the Assembly?

Carneal: I don't think there's any question that Dr. Paschall becoming president of the college at the time he did was of great benefit as far as reaping the harvest so to speak is concerned. Dr. Paschall had been Superintendent of Public Instruction: was friendly with large numbers of members of the General Assembly, people like Gray, Bird, Dr. Haygood and several others. So its kinda easy, when you're in position to do it, its kind of easy to sort of let you friends help your friends a little bit more than it is to help your enemies so to speak, and I don't mean other people enemies but you listen a little bit more to some of your close friends. And consequently Dr. Paschall was able to do a tremendous job as far as pointing out the needs of the college was concerned. That's about it.

Williams: You know there are always people not only at William and Mary but who say that they don't come out with as much as other people. How did you explain to your constituents who maybe said William and Mary is coming out third rate to UVA and VPI? Why this was?

Carneal: Well I don't agree that at the time I was there they were coming out third rate to University of Virginia or anyone else. Maybe before that they were but you've got to look at the whole picture. You've got a pie so big to cut up and

you can only get a certain number of slices out of it no matter how hard you try. I think in relation -- well to go back when we adopted the Council on Higher Education, concept there was some talk then, of course, about letting the Council determine what ought to go each college which I was very much opposed to. Everything is relative of course and when you look at the relationship of the whole thing, I think over the period - 1954 to 1974, - that William and Mary certainly was not in any third rate position, as far as appropriations were concerned. There always has been and I hope always will be sort of an advocacy type of approach to appropriations. Keeping in mind the needs of the various institutions, the number of people involved, the number of state students involved and I will say to some people this was very important, that the number of state students attending the various institutions and we tried (I never served on appropriations committees let me say that) as best we could, those of us that were not on appropriations committees to try to be as fair as we could in the distribution of money. Oh there isn't any question amount wise, The University of Virginia got more than William and Mary, but by the same token at that time they had two or three times as many students as the college, of William and Mary and the other state institutions I think were in line with William and Mary.

And of course also during this time I must point out that we managed to increase faculty salaries considerably. At one time we got them up to about the national level; whether we are still there or not I don't know. But we got them up there one time.

Williams: Was this difficult to accomplish?

Carneal: Very Much so because people are people and not only William and Mary but some of the other state supported institutions some members of the faculty are looked upon depending on your philosophy, political philosophy, looked upon as though being contrary to my (when I say My, I'm using myself as an example), but being contrary to my views and some of them felt very strongly about some of the people involved. And, this of course, has some bearing on, bound to have,:

Some people look upon academic freedom as being a word, two words that just says "Let me do what I damn well please but you're not supposed to do the same thing⁾". This isn't true of course at all of all professors by any stretch of the imagination. But it is true of some of them: has been, is now and will continue to be depending on what they want to accomplish. Karl Marx said it: depends on whose

Williams: This explains why^{it was} difficult you know.

Carneal: Well it is has been a problem of course. The change in administration at the College going back to Alvin Chandler

to Dr. Paschall: At the time I thought it was extremely important. I also would say that at the time that Dr. Chandler came in as president, I think he was probably the only man, certainly among a very few, who should have been head of the college at that time. He ran a very tight ship. And, in my judgement at that time, a skipper who ran a tight ship was needed. And he ran it tight; maybe in some directions too tight. Of course, when a change came about, Dr. Paschall came in and maybe Dr. Paschall went too far in the other direction. Sometimes that happens. But in any event, that's the way it was. The college did a real good selling job to members of the General Assembly, always has and of course the college (I'd always viewed William and Mary as sort of sleeping giant so to speak): I think they had the potential to become a tremendous university, not just college really, but a university and I always viewed them because they've got some real great men, they really have, some real great men teaching over there. Some of whom could leave there and demand salaries and other benefits way in excess of what they obtain at William and Mary. No question about it.

Dr. Armstrong for one in chemistry, could really make a tremendous amount more money if he were really interested in money, than he can at William and Mary. I happen to think he's one of the real great people as far as teaching is concerned in this country. He loves it! This, of course

is one of the things you have to do in order to be a teacher. If you don't like what you're doing; if you're doing it just simply for the idea of getting a paycheck every month, and so on, you never will accomplish anything. But Dr. Armstrong happens to be one of those people I think is really great.

I think John Baldwin who died a year or so ago was another outstanding man. Tremendous amount of knowledge to impute to young people. So I've always looked upon William and Mary as a sleeping giant who when it gets ready to raise up, will really become a great school.

Williams: And what has been keeping it from that?

Carneal: Well, I think money for one thing; has been, and perhaps the attitude of some members of the General Assembly toward William and Mary and very few, but it's there. And of course again you come back to members of the faculty. They also are looked upon . Some of the people take the attitude well I'm just not going to give 'em because if we give 'em "X" number of dollars, this so and so bloomin' professor is going to do something. which of course is not true: you can't condemn a whole school because of one or two individuals. I don't believe. But hopefully, one of these days, I think William and Mary has the potential for instance for going on and being one of the real great law schools in the United States. But

they need the money; first of all they need a facility, need it very badly and I think they are going to get it. I hope so anyway. Once they get the facility I think they are going to attract some really outstanding people to lecture. They have already done so in the person of Tom Clark who I don't happen to think a great deal of, but that is besides the point. He has a national reputation and that's what it takes to make a college. I'd always hoped that some day that someone would set up a history chair at the college which is what it should be. It seems to me, there should be a chair in history there that attracts probably the outstanding historian in the country. This was the place for it - William and Mary, the second oldest school in the country, So keep trying.

Williams: One of the plans that was tried back in the period '60-'62, was the system of the Colleges of William and Mary and I believe you were the sponsor of the bill that put colleges through. What was the impetus would you say, that put that over? Or the factors? I shouldn't limit it to one thing.

Carneal: You mean when Richmond was sort of sliced off?

Williams: No. When they were put together as the colleges. I'll ask first about putting them together then I'll ask about taking them apart.

Carneal: Well as I recall it was a matter of pure economics. My feeling ~~was~~ that they could be handled better in this ^{fashion} ~~fashion~~ More

economically, as I remember. I don't remember anything else that was abroad at the time.

Williams: Why was it that Admiral Chandler particularly wanted this system? I gather that he did want it.

Carneal: Yeah, I think he did want it. I really can't recall. I really can't.

Williams: Then there was no problem of Governor Almond or the General Assembly in putting it over either?

Carneal: No. As I recall the particular bill that you're talking about had ninety-two signatures on it; Out of a hundred. I think the only reason the other eight weren't on it they weren't asked. That bill was put in with ninety some signatures on it was obvious it had a wide base of support.

Williams: A wide base of support.

Carneal: A real wide base of support.

Williams: And this was the time the ^J junior colleges, Richard Bland, Christopher Newport, were added. I take it not at William and Mary's suggestion. I wondered what influence if any that Delegate Smith and the Petersburg delegation or Delegate McMurrin and the Newport News delegation would have had on this?

Carneal: Well I don't think there's any question, as I recall Roy Smith was very anxious that this take place and of course either Roy was chairman or somewhere near the top of the appropriations committee (paraphrase) at that point. He felt it was

very desirable that this be done. It was done.

Williams: He thought that it was important for William and Mary to be the parent school of the....

Carneal: Well I think he also thought that Richard Bland would benefit more from this direction too.

Williams: I have heard it said that and you could confirm or deny this, at least from your position, that one of the thoughts in consolidating the colleges was to get a Petersburg-Richmond-Williamsburg-Newport News, Norfolk Political coalition in the General Assembly and the person that said that to me was not in the General Assembly . I wonderered if from your position you saw this?

Carneal: I don't think that that was ... it may have been in the back of two or three peoples mind but I don't remember it ever being talked about. Discussed. I'm sure it was there. It really would be difficult to get a coalition there. The area which you described might have gotten them together as a coalition as far as William and Mary is concerned but on other matters it would have been almost impossible. Because the political philosophy of the people represented in that area is somewhat different. Quite different in certain things. While they may have gotten together on this one issue, quite often this was true not only of William and Mary but of other issues, you found yourself in bed so to speak with strange bedfellows. Quite Often. Now I don't recall that this was ever put forward, or discussed in the

background in any way. Interesting thought, however.

Williams: As you said, it might have been in the back of some people's minds but I wondered if it was openly discussed, in the delegations. That's why I asked.

Carneal: Not to my knowledge. I don't recall it ever being done.

Williams: There is a story that I've heard and you would be in a position to confirm or deny it. One person told me that they were morally certain that the legislation to separate the colleges was written at the same time as the legislation to establish them in case they didn't work out. What do you recall about that?

Carneal: I can't confirm nor deny that. If it was written, I had no knowledge of it.

Williams: When was it, and how was it that you decided that this was not (the system) in the best interest of William and Mary? I know that you were also sponsor of the legislation to dissolve the colleges.

Carneal: Dissolve it. Well, "the Lord giveth, the Lord taketh away" so to speak. I think it became obvious when they (certain alumni of the College) certain professors at the college, particularly the alumni were very concerned that this was not being beneficial to the College of William and Mary at Williamsburg. A very influential number of the alumni in Richmond contacted me, one (I'd rather not mention his name), he had been greatly interested in William and Mary, still

is, and many members of the alumni. I had served at one time on the Board of Visitors and I knew quite a few of the alumni through that. Quite a few people and as I recall two or three members of the Council of Higher Education thought really that this might be the best thing to do for William and Mary. It was sort of a ground swell type thing. I think it came primarily, mainly from the alumni. And some members of the faculty. We discussed it, hashed it around, had two or three conversations with Admiral Chandler, ended up deciding it was the best thing to do. That's about it.

Williams: Well I know there was a lot of feeling down in Norfolk that they wanted their college separated. Was this an influence on you?

Carneal: I would say so, to some extent, Yes.

Williams: And then Governor Harrison made a speech, I guess his first speech in front of the General Assembly, after he was elected, and he supported the dissolution of the colleges. What effect did this have? Did your bill have any supporters beforehand?

Carneal: Oh yeah. Harrison's speech was the opening of the Assembly which the Governor always gives and gives his recommendations however, the legislation had already been prepared, and, I have a feeling that two people had signed it by then. I think of course that was helpful and welcome as far as I was concerned to have the Governor's backing. But I don't think it was needed. Up to that point I don't ever remember Harrison ever talking to me about the legislation.

Williams: I wondered if you had talked to him and urged him to support it or....

Carneal: No. As I recall the Governor and I never discussed this at all. If we did I don't recall and I discussed many things with him at that time but that was not one of them however. People just began to think that William and Mary ought to be William and Mary at Williamsburg. After all it's the school we're talking about and we want it that way. So we got it that way.

Williams: Let me ask you this that I've heard commented upon: A lot of people have said that the U.V.A. alumni in the General Assembly saw this system as something of an empire down in the eastern part of the state and they didn't like it and they were therefore far more willing to support the bill to dissolve it. Do you recall any of this feeling?

Carneal: No I really don't because one of my closest friends in the General Assembly was Charlie Fenwick of Arlington who was a great supporter of the University of Virginia, and a very influential senator and before, my friendship with Charlie he would have certainly said something about it. No, I don't remember anything of this kind at all.

Williams: That's one reason why it is good to talk to people who were there firsthand because you know people who are on the outside looking in maybe transfer these feelings.

Carneal: No, I don't recall this at all. Of course Charlie was always fighting tooth and nail for the University of Virginia along

with Jim Thompson in the House and several others but I don't think this was a fear real or imaginary. Certainly not to my knowledge. I don't recall it.

Williams: The junior colleges then were kept in the system and I wondered why they were not separated as well as R.P.I. and Norfolk. Do you remember?

Carneal: No, I don't

Williams: Well, similarly, why weren't they put under the community colleges? A little bit later than this? All the other colleges in the state lost their two year branches except for William and Mary's.

Carneal: Well, Again some of this was due--no question in my mind--to economics. The simple fact of V.P.I. running a school here and away from here at Blacksburg and so on was more costly., than letting the school itself run it so there isn't any question that some of it primarily was economics. I have a feeling that most of it primarily was economics. How can we do the best job with the cheapest dollar? It was very simple. And sometimes you do it by "primarily". Sometimes this works and sometimes it don't. But I don't know of any real thing in the background here that was any great ghost in a woodpile or anything of that kind. It brought all this together. I think it was more a matter of trying, and of course you have to keep in mind that some people, once that Council on Higher Education was established, a lot of people

viewed those with a very dim eye because they just wasn't sure what was going to happen. I was one of them that wasn't too sure either. Once they got their foot in the door I didn't know what kind of powers they were going to want. They've t asked for some pretty broad powers -- some of them have been turned down, I hope most of them will be-- but that was one of the things they were concerned about what this Council on Higher Education was doing. I don't think they were too concerned at that moment because of the makeup of the Council but like everything else that changes.

Williams: Also it was fairly new at the time.

Carneal: It was fairly new and they were sort of groping along in the dark looking for ways to work. Some of the members, of course Joe Blackburn was a member at that time, had been a member of the General Assembly; those who knew Joe put a lot of confidence in him but Joe hadn't had any real experience as far as administration of anything is concerned. Joe's a graduate of Washington and Lee, had been a lawyer, and was appointed counsel for C and P Telephone Company, resigned from that to do so, they had a lot of faith in Joe (I'm using him as an example) but at the same time, he had no real proven experience in this field. Eugene Sydnor was another~~one~~. Former sta^e senator from Richmond but again every~~p~~ne had faith in Eugene but here again, he hadn't had any experience. And

that was typical of a lot of members of the Council. Prove yourself and then we'll go on with you. This is just one of the factors that entered into it.

Williams: You mentioned the something I hadn't thought about until now, I've heard it said that for the various four year colleges to have extension centers over the state meant a lot when their appropriations came up in front of the General Assembly. Did you, were you influenced by this or do you know others who were?

Carneal: I would say that there were some who were; and a lot of people were able to secure at least some semblance of a college education as a result of this type of extension program. No question that it was beneficial to a lot of people. And I think this had some influence on some membership in the General Assembly. Once the community college system came into being this no longer was really necessary, so we put the money into community colleges. Which I think has been one of our real great assets: Glad I had a little hand in it. Sales tax notwithstanding. But the money has to come from somewhere.

Williams: Let me ask you about another issue that I don't really know how much it was in front of the General Assembly, but VARC when it was set up down here in Newport News, was originally supposed to be William and Mary's but then it became William and Mary, U.V.A's and V.P.I.'s. Do you think from your experience that tri-part type ownership was what made VARC



bog down; and if so, was that the reasoning in trying to get it transferred simply to William and Mary's ownership?

Carneal: Well certainly the ownership or direction in three schools certainly caused some problems. You can only have one boss, I don't care what kind of job you're doing. There can only be one ultimate boss. As Harry Truman said "the buck stops here". And the buck has got stop somewhere and someone has got to be able to call the shots. So I think that the fact that there were three of them involved certainly contributed. Even if you were able to work, and I'm not sure they were, as completely hand in glove, that would be fine but somebody still would have to take the responsibility. It so happened that there were, as I recall, some differences of opinion concerning some of the operations of the school. The members of the General Assembly said, "Hell, if they can't get along, let's get away from them".

Williams: Was it a hotly contested issue? Or very clear cut?

Carneal: Huh Uh. Very clear cut. Of course keep in mind now, that when I say it wasn't a hotly contested issue, I'm sure that within the makeup of the administration and faculties of the various schools that it was a hot issue. Looking at it from the outside, solely as a politician, it wasn't a hot issue.

William,s: That's what I'm asking you, As a politician was it a hot issue?

Carneal: No! Word got out we were going to do it and that was it. We had no arguement about it. I would have listened of course

to anybody that wanted to talk about it but apparently they either felt that it was going to be done and there was no point in raisin' a lot of who struck John about it or and I think perhaps that was it. But it wasn't a real hot issue as I recall.

Williams: It wasn't difficult to convince Governor Godwin that this was the best course?

Carneal: Very easy.

Williams: Did this issue plus the dissolution of the colleges put to rest what some people have called "the sphere of influence theory" of higher education in Virginia, or in the General Assembly did you really see what some people have identified as a "sphere of influence theory"? That V.P.I. gets the western part of the state; U.V.A gets the middle of the state and William and Mary gets the eastern part of the state? I've had people to say that they thought this was the theory of education in Virginia until the early '60's and I wondered if this was the case in the Assembly?

Carneal: You've sprung something new on me. As a matter of fact I don't recall any such thing as that. No. We wanted primarily that Virginians attend Virginia state supported colleges. The taxpayers of Virginia were paying the bill; therefore their sons and daughters ought to have the benefit of the tax dollar. Keeping in mind of course that a good education

certainly has to have some cross sections of people from all over. You just can't send people from Louisa county to school together and really give 'em an education because you've got to have some input from other areas of people who live differently. Act differntly, think differently. and of course there's got to be some of that. As you may recall at one time Senator Stone wanted to set up some quotas; numbers wise, percentage wise, what have you of the number of students but I have never experienced this what you call "sphere of influence theory" because it was certainly understood that a lot of people wanted to come to William and Mary particularly girls as compared to the University of Virginia. There they were coming for various reasons: they wanted to be teachers; they wanted to engage in various and sundry other things but it was a simple fact I think that the development of the school for women if you please at William and Mary over the years had become far better than the University of Virginia and a lot of girls wanted to go there as compared to Longwood or some other teacher's institution primarily. A Lot of people picked their school because of the type of life they wanted, the type of achievement they wanted to seek; what they wanted to be, doctors, lawyers or what have you. I'm sure in all honesty, that a lot of people came to William and Mary for pre-med because they were going to have Armstrong for one of the professors. It thats simple

because with his background and training they knew they were going to acquire a good chemistry background for medical practice. No, I never heard of this "sphere of influence" business. this is something new on me.

Williams: Well as I say that's why it's good to talk to someone who was on the scene because other people can say "I think that this was how they were thinking in the General Assembly" and so to talk to someone who was in the General Assembly who says I never heard tell of this, see that tells you something.

Carneal: Using that category, where in the world would you put V.M.I.?

Williams: I don't know
if

Carneal: Because you either want to be a military man or not a military man or at least receive military training, you go there.

Williams: Maybe it falls in a special category, I don't know.

Carneal: V.P.I. had a R.O.T.C. Not as good as V.M.I. but it's good. Many people went there for this; William and Mary didn't offer this at that time but they do now have an R.O.T.C. but at that particular moment I don't believe that William and Mary offered it. But I just can't buy this so called "sphere of influence".

Williams: I'm glad to get your reaction to it. I had heard it more than one place so it led me to believe that maybe there was such a thing.

Carneal: The quota system, yeah. I've heard that discussed back and forth and through the middle out. How many Virginians we ought to have here and how many we ought to have there and so on.

My son can't get in but Joe Podunk's son from New Jersey can get in and this sort of thing, yeah. I've been through that, still am going through that, and I'm no longer in politics.

Williams: When it comes to students, and I alluded to this at the beginning, late in the '60s and early in the '70s when students at all schools everywhere being rather vocal, did this have any influence upon the General Assembly and particularly at William and Mary because I know there was a time the Flat Hat at William and Mary was an exceedingly virulent critic of the administration? I've also had people say that this affected some members of the General Assembly and their feelings for the College of William and Mary.

Carneal: Well, certainly it was discussed, no question. and it may have had some influence on some members. I don't know whether it did or not. I can only speak for one. It had none with me. I didn't like some of the things the students were protesting; didn't like the manner in which they were protesting. They had a right to their grievances, of course. But the Flat Hat I didn't think ought to be used to attack the administration. Maybe the administration needed some slapping on the wrist so to speak or some waking up or something or other. I don't believe that the people in the General Assembly approached appropriations or any other act concerning William and Mary or any other state supported college on the basis that the students should be punished or treated in amanner because their doing this. It certainly was dis-

cussed. Some of the things the students were doing not only at William and Mary but at other places, they didn't think proper. But no discussion to my knowledge that we're not going to give them money to do this or do that because they're are Doing. Quite frankly, I think it was hoped that, at that particular time, the administration not only at William and Mary, University of Virginia, V.P.I. and other state institutions would take a firmer hand in the type of thing that was then going on. This was something that was critical at ^m practically every state supported college except V.M.I. There was some thought that there was a little laxity on the part of these administrators. I never heard anyone say that ought to be used to say we're not going to give them money. This was sort of a universal thing, nationwide.

Williams: What was the reaction (I suppose this would have been, yes this was in the senate), of people you knew to Senator Bateman's resolution relating to the degeneration on college campuses?

Carneal: I wasn't there then. Oh, yes I was. That was just before they sent me to the pasture. The feeling that I would get this isn't going to accomplish a great deal and that something of this nature, perhaps, ought to be accomplished but this of itself is not going to be the answer. It's probably just going to stir up more and it did. It did. But you know when, most members of the General Assembly are people who

I like to think they're mature people, some of them maybe aren't but most of them are mature and pretty well established. They have their own thoughts about morality and so on, and when they come along with some of the rules they have. First of all, I would say that if there was one objection that would sort of permeate the membership of the General Assembly was that students wanted to set the rules. And I don't think that any member of the General Assembly felt that this was the thing to do. No, the administration sets the rules. And if you don't like it, you either abide by the rules or get out! This was certainly one of the feelings. Now getting back to Senator Bateman's resolution: I don't recall that there was, at least on the House side, a great deal of farewell about it. I remember when Bateman came down here to the college, he was soundly booed but Herb Bateman is an individual. He's an individual's individual if that's possible and I don't agree with him all the time, by any stretch of the imagination while I was up there but he felt that this was something that needed to be done and he did it! The result I'm not so sure was good. But there certainly was some feeling, you can't let the kids run the college. I don't think anyone ever thought they shouldn't be listened to. They got grievances, fight; send your committee on in and tell us about it. But that's it. Present your

side and if they don't agree with you, that's it. But at that time there was an attitude, at least real or imaginary that they wanted to set all the rules. And as I started to say a moment ago, when you start setting all the rules about letting the girls and boys visit each other and so on, this imparts to some people's minds something is going on that's wrong. This isn't necessarily so, but be that as it may this is some of the morality I was talking about and this sort of thing disturbs quite a number of people. But again, I don't really think resulted in a bad effect on William and Mary or any other institution. It was just one of the periods they were going through. I don't like some of the things I see up there now and I'm out of the General Assembly and no longer have any opinions. I still don't think that the kids ought to run the college. Maybe, I'm certainly over thirty, but maybe I'm old fashioned. When I went to college, they gave me the rules and I abided by them; if I didn't abide by them, I expected to be kicked out, Gone!. Everybody else who was there. I never wore a coat in my life until I went to college but I wore one every day to class because every professor we had said you wear a coat and tie. No one would have even thought of going to class without a coat on. The only exception was if you were an athlete and had made your letter in some sport, you

could wear your sweater, with the letter on it twice a week to class. But this was one of the rules. I went to college knowing those rules, and I followed them or else! And this is what I think ought to be done today. They got rules now of students grading the teachers but whether the teacher is good or bad or whether the student thinks he's good or bad. That's the most ridiculous thing I ever heard of! First of all, how does the student know whether he's good or bad? There are other ways to find out whether he's any good. There's some proposal to let the students set in on faculty meetings, and so on. Well.....

Williams: Thanks Judge Carneal for his interview

Carneal: I'm delighted to do so. I always think of William and Mary as my second Alma Mater, still do. No longer in Politics but I still think of William and Mary; almost went there, almost. I graduated from high school and I didn't have .05¢ (five cents) to go anywhere.