

RICHARD L. MORTON

At the time of these interviews Dr. Richard L. Morton was one of the oldest, if not the oldest, member of the William and Mary community, having arrived in 1919 as the entire history department. As chairman of the department he continued to build it until his retirement in 1959. During this time he was active both as a teacher and as a writer, serving as editor of the third series of the William and Mary Quarterly from its inception in 1944 until 1946; and writing a two-volume study, Colonial Virginia, volume 3 of the History of Virginia, and editing Hugh Jones's The Present State of Virginia. In the spring of 1974, with Dr. Morton approaching the age of eighty-five, the new social sciences building at William and Mary was named Morton Hall in his honor.

These interviews were taped in March and April 1973 before the beginning of the oral history program. A graduate student in the history department, Rebecca Mitchell, was given an assistantship to research and conduct these interviews. Dr. Morton's death in August 1974 came before transcription began; neither is Ms Mitchell available to help clear up some of the unclear passages in the tape and transcript. The time period covered in the three interviews does not include his entire career at the college, and I do not know if other interviews were planned. Only slight changes of grammar and notes of explanation have been added to the transcript.

INDEX SHEET

Interviewee Richard L. Morton

Date of interview March 23, 1973

Place 116 Chandler Court, Windsor

Interviewer Rebecca Mitchell

Session number 1

Length of tape 38 mins.

Contents:

Approximate time:

courses taught in early years at W&M
own graduate education
other courses taught (Europe, 1914-1918)
growth of department
Family history
work on master's thesis
students
W&M as normal school

Indexing terms used

Bryan, John Stewart (BOV, Pres, Chan)

Chandler, Julian Alvin Carroll (AL, Fac + Pres)

Cheek, Leslie, Jr. (Fac.)

Goodwin, William Arder Rutherford (Fac.)

Morton, Richard Lee (Fac)

Swem, Earl Gregg (Librarian)

American Association of University Professors (AAUP)

Associated and Branch Campuses -- Norfolk Division --

Grade-changing Scandal of 1941

Athletics -- Football -- Scandal of 1951

Extension Course Programs

Graduate Program

History Department

Institute of Early American History & Culture

Phi Beta Kappa

President of the College -- Appointments -- Pomfret, J.E.

President of the College -- Influence and changes During
Administration -- Bryan, J.S.

President of the College -- Influence and changes During
Administration -- Chandler, JAC

Scandals -- Flat Hat Incident of 1945

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Interviewee Richard H. Morten

Date of interview April 4, 1973

Place 33 Circular Court, Wmsbg

Interviewer Sheela Mitchell

Session number 2

Length of tape 35 mins.

Contents:

Approximate time:

beginnings of Restoration

beginnings of research dept.

founding of Institute of Early
American History and Culture

Morten's editing of W&M Quarterly

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Interviewee Richard L. Masten

Date of interview April 13, 1973

Place 116 Chandler Court

Interviewer Rebecca Mitchell

Session number 3

Length of tape 40 mins.

Contents:

Approximate time:

- description of J.A.C. Chandler
- founding of AAUP chapter
- IBK chapter, campus, students, faculty
as affected by Chandler
- Chandler's last days
- arrival of J.S. Bryon
- Bryon's parties
- academias under Bryon
- history dept.
- grade-fixing scandal
- search committee for Perinet
- Perinet's presidency

Richard L. Morton

March 23, 1973

Williamsburg, Va.

Mitchell: What was William and Mary like when you first came here in 1919? It was quite a small school at the time.

Morton: It was a typical small college of that period, of course none of those colleges ^{would} ~~were~~ compared with colleges today ~~but~~ you take Harvard; Harvard was a relatively small university. I knew most of the men teaching in the history department, for example, there ~~and here~~ there were ^{sixteen} ~~16~~ members in the faculty, and they could all meet in a room like this ~~and~~ there were 306 students, 81 of whom were women (That was in their sophomore year) ~~I came~~ ~~freshmen women.~~

Mitchell: Women first came in 1918?

Morton: ^{-- it} 1918 [^] went coeducational.

Mitchell: You were hired to teach history and political science. What kind of courses did you start out teaching?

Morton: Well, of course, I taught courses in United States government and later on I used comparative government, but [#] I don't remember that far back. But I did have to teach United States history; the college required that ^(the president did) which I didn't like because a lot ~~of it~~ had gotten disgusted with it in high school and ^{hadn't} found it interesting.

Mitchell: So you had to liven it up for them?

Morton: What I wanted to do was let them rest on it for awhile and take European history. I thought European ^{history was} background for all history, ~~European history~~, but as long as President Chandler ^[A.C.]

was president, you had United States history. I did shock him one time. I used Beard and Beard's Rise of the American Civilization, which was considered ^{entirely} too radical at that time. ^{think;} It did make them [^] enjoy it, but ~~it~~ some of the parents were writing me -- [^] imagine that!

Mitchell: Kind of got people excited. I was reading in the catalog that you taught one course in which you used movies that were prepared by the Yale Press. Do you remember that?

Morton: That wasn't me, but one of the members of the department.

Mitchell: That was somebody else in the department?

Morton: Yes. And that course in colonial Williamsburg and [^] life in the colonial period that Jim [^] ~~Coole~~ ^{Cooper} taught. . .

Mitchell: This was about 1925.

Morton: I don't know. 1925 -- I had gotten somebody in by that time; I got Mr. [^] ~~Good~~ ^{Cooper} in in 1921. He was a Rhodes scholar, and I told you about him. [^] Everytime I brought somebody else in I had to work up a new course for the students because we were supposed to teach fifteen hours [^] ~~of~~ ^{of} course, I could teach twelve hours, being head of the department, but in those early days we all had to go [^] on ^{teach} extension [^] ~~teaching~~ ^{classes} classes at different times in Richmond, Newport News, Norfolk.

Mitchell: Was this all teaching American history?

Morton: I'd teach history, government -- all of them. The president wanted me to substitute one day for a class ~~on~~ [^] ~~and~~ in ocean transportation down in Newport News; I refused. He said,

~~and I said that's contrary to the law and so he said, "I'll go myself." But he didn't go, I'm sure.~~

Mitchell: You also taught a course in constitutional law at William and Mary, didn't you?

Morton: I had to teach that because one of the members ^{of the board} wanted it taught, and it isn't a bad course to have, ~~but~~ I know one day coming out of chapel ~~which was in~~ ^{(the} ~~old chapel~~ -- no ^{book} ~~back~~ rests, just plain, old-fashioned pews and I don't believe we even had a place to put hymn books. They didn't on the front.) ~~And he said,~~ I was coming out ~~of~~ with Gooch, and he said, ~~the~~ ^{is the} "Dr. Hughes wants somebody to teach American constitutional law." And I said, "Well, I had one class at Harvard, but I don't consider myself a constitutional lawyer." "Well, Morton, you teach constitutional law." He also ^{wants} ~~ordered~~ a course in English constitutional history." And Gooch said, "I had a class at Oxford in English constitutional history." "Well, that's your class."
 (Discussion of when this occurred.) ~~classes.~~
 It was in the first three years -- it was after 1921. It was probably 1922, '23.

Mitchell: 1921 was when you split the history and the government departments?

Morton: Yes. Mr. ~~G~~ Gooch was still a member of my department -- at first he was counted in, but I think it's the next catalog, maybe, they put it in a separate heading, which was good, and he was by himself from there.

Mitchell: One of the courses that I read about in the catalog was a course called, "Problems in United States History." Do you remember that as sort of a research seminar? ~~thing?~~

Morton: I didn't call that a seminar. It wasn't enough of a graduate course; ^{it} was a senior course. I had a few graduate students in it. I always objected to graduate students coming here in those days; I advised them not to come. One girl came here from Washington state, name of Waters, and I said -- I was the only one teaching history at that time; we may have had a man teaching the freshman section ¹ but anyhow I said, "Who in the world advised you to come here to take graduate courses?" She said, "The people at the University of Washington." I said, "Well, that's a compliment to me, then, but I don't think they should." Anyhow she stuck it out; she had to stay, but she never did write her thesis. She didn't have time; ^{she} got a job in the Library of Congress. I ~~still~~ think she's ^{still the} in Library of Congress. A few years ago I did get a letter from her.

Mitchell: So you did have some graduate students in those years?

Morton: Oh, yes. Of course ^s, the dean of the college ^[Kremer Hoke] was the head of the education department, and he thought anybody could take graduate courses. He didn't worry much about who was giving them, how many ¹ but ~~course~~ I had to fit in another course about that time ¹ and I said ~~the~~ ¹ The course I had at Harvard that I enjoyed as much as any course I ever had was Professor Channing's History 23, which was an

advanced seminar course ~~and~~ he chose about a dozen people to be in the course ~~and~~ he was writing that six-volume history of the United States that you see on the right up there on the top -- I think it's six volumes, maybe it's seven -- and he picked people, I think, that would have some different locations and probably different interests. Each one of us in that class had to lecture three hours each semester. The first lecture took up an outline of your topic -- bibliography and then outline. He'd comment on your bibliography and then the other two hours were the topic itself. One time I had the early canals and railroads and steamboats (beginning with the first steamboat on the Hudson back in 1807, the coming of the steamboats, the Erie Canal, and all that). It's a fascinating subject because ^I ~~you~~ use almost entirely travel books and old documents ~~and~~ that came in mighty handy one time when a group of students from Columbia came in some years after to my general American history course and I'd just about gotten to the beginning of that period (canals), and I had left all my notes at home ~~and~~ they had a delegation from Columbia down there ^{visiting the} ~~listening to~~ class (because ^{they were visiting different schools}). And I said, "Well, I'll give them ~~the~~ Channing." I gave the two hours in one; I had no trouble at all ~~and~~ Miss Alsop, who was the president's cousin and his secretary, said she felt that was the best lecture I gave that year. I said, "Well, I did no ^{preparation}."

Mitchell: Did you use the similar techniques as Dr. Channing's in your classes like this "Problems in United States History?"

Morton: He describes his course -- Sam Morison was in the course ~~and~~ (not then but later) and he gives a description of it in by land and by sea. Of course, I couldn't pattern ^{it after} that exactly, but I gave the students topics and they wrote bibliographies ^e and I criticized the technique, ^{edited} ~~everything in~~ the bibliographies. I didn't make them speak ~~all~~ ^{the} together from just outline. I remember how scared I was for three days. You couldn't have notes unless there was a particular quotation and you wanted to be exact, you know, but it was good experience.

Mitchell: You had been working and doing research with original materials.

Morton: And, of course, ~~I~~ ^{it} had to be based on what books and so forth they could get in our library here, and they found very much ~~in~~ here; ~~so~~ there was a lot of source material people wouldn't suspect.

Mitchell: You mentioned to me, also, teaching a course on "European History Since 1914" that was quite a new thing.

Morton: I had to teach European history; I taught all history until I got a man in here to teach European history, a young chap. Oh, I dropped my government class, ^{es} ~~That's~~ gave them over to ~~Gooch~~, except ^{sometimes for an extension} and I had ~~students in there~~, a lot of veterans in that class -- that's 1914 to '18, you see. They knew ~~me~~ all about the trenches and gas attacks and all that, but they hadn't seen it in the broad vista of the whole thing and the background to it ~~and~~ -- the peace treaties ^y and that kind of thing so I gave this course, "Europe Since 1914," ~~as~~ ^{before} and this other man ^{Berrodick Smith}

wrote The Origins of the War -- I can't think of his name.
 Anyhow, the first year I had to devote myself almost entirely
 to the campaigns; in fact, I did ~~entirely~~ ^{entirely} because there
 was nothing else to do; you see, it started in 1914 ~~and~~ ^{and} the
 students liked it because it gave them a bigger, bird's eye
 view of their trenches and so on. They knew what happened at
 Caporetto [?] or the Battle of the Marne or the
 swing through Belgium and all that. I had two excellent books
 written by a historian ^{who knew his geography} -- I think he was a photo-geo-
 grapher primarily ~~but~~ ^{but} he called it Battlefields of the War --
 Douglas ^{Wilson} Willis Johnson was his name. He was a professor
 at Hopkins ~~and he~~

Then, of course, I had considerable works coming out on the
 battles and so forth, so it was ~~to me~~ ^{to me} an interesting course
 to give. ~~I~~ ^I was a veteran, too. I had gone in on one eye, and
 the first thing I got into was what they called "limited ser-
 vice." I could get into the ^{mental testing} (psychological examiner) --
 I gave them the Alpha, the beta, the Stanford-Binet.
~~and~~ I had to go up a [?] while to Washington and interviewed Major
 Yerkes (ever heard of the Yerkes-Bridges test?)
 in his office. He was head ~~of~~ ^{of} the whole psychological
 business with the title of major. I didn't feel so bad ~~that~~ ;
 I came out as a corporal ~~after learning all about~~ ^{after} The Ph.D.s in psychology
 in the group that graduated at Camp Greenleaf at
 Chickamauga Battlefield. ~~They got to be sergeants if they~~
~~were Ph.D.s in psychology~~ ^{phased} but anyhow then ~~after~~ ^{after} I finished the

war ^{out} gradually -- people called it my "war course," which I didn't like; I didn't like to just have war, anyhow. Then I took up the making of the treaty and the component parts, for example, of modern Yugoslavia and Czechoslovakia, the different elements that went into that, the different fragments ~~came~~ from the ethnological derivations and all that, which helped ~~and~~ the types of government, ^{-- we} took up the new governments, communism in Russia, the Russian Revolution, ^{struggle between the} the Bolsheviks and the Mensheviks and so forth, ~~and~~ then I took up Germany and Hitler, the whole philosophy, and then the further we got from that -- that phased out more ^{or less}. But in discussing the origin of the states we went back to ^{the} historical background, ^{-- fragmented} Europe.

but I learned a lot in these courses. (Of course, there's no course ^{like that} offered now in the college.) Then later on

I worked it up on the way to class practically because it meant long hours and a lot of work in the library, ~~but~~ I was giving new people ^{who came in the courses} they knew most about.

For instance, for Fowler I wrote to Professor Merriman (he taught the Tudors and Stuarts, and of course he was a ^{specialist} finally tried to

in Spanish history of the same period) ~~and~~ I didn't have to persuade, but I advised Mr. Bryan to let us start history here with European history, western Europe, which

he did. He let me do it like History ^{at} Harvard, and Mr. Fowler gave a section of that, ^{he was graduating up there.} He worked in the system, so when he came I knew he could put the system in here. So when he came ^{that was his} particular field, ~~and since~~ he had his Ph.D. in the Tudors and Stuarts ^{[he] gave a} there were courses.

the
 in Tudors and Stuart. Mr. McCully came; He had written his
 thesis on some phase of ~~the~~ education in India, and British
 Empire was his field at Columbia, so that was his course.
 And, after all, you learn history no matter what it is and
 it's better to let a man teach a course that he's all fired
 up about so that's the way the thing developed. That's the
 reason Fowler teaches Tudors and Stuarts, and then I decided
 I would teach social history. That's another course I intro-
 duced that I got a lot of fun out of. ^{of} Course, I had to work
 it up from scratch.

Mitchell: What sort of material did you cover in that course?

Morton: Well, I never did have time to organize it like I wanted to, but
 it was more or less hand-to-mouth existence for me, but I started
 out in the first place I took up kind of the social background
 to American politics. I mean the difference between Jeffer-
 sonian democracy and Hamiltonian and ~~the~~
 worked in that field. One phase I found a lot of interest in,
 and that was in the great period of reform. I think it was
 Emerson who said, "Everybody was reforming everybody but him-
 self." And there was a lot of good material on that. (Refers
 to books he has on American social history.)
 I had that for parallel. They fought for women's rights, temperance,
 and laws against gambling, and all that. There are a lot of those
 laws reforms.
 For example, the man that Coyner is working on -- ~~it's not his~~
 he's wonderful
 done a piece of work on a picture of John Hartwell Cocke's

plantation. Well, Swem went to "Bremo" and bought what he could find of his library, and we have the annual reports of the American Temperance Union and this man was a Virginia planter and a big slave holder, but he didn't believe in slavery. He was interested in church movements. He was interested in any kind of improvement (that is, the James River Canal ran by his home), and those annual reports ^{were} ~~are~~ fine. For example, I gave some lectures on the development of prison reform and along with that the treatment of the insane who were occupied prisoners ~~at one time and so~~ we have ^{a man} here ~~we have~~ a man that subscribed to the Boston Prison Discipline Society, and they set up ^{an} ^{out} ^{emissaries} down through the south, and one man came down through the south and took notes on what he saw -- I think he was selling Bibles ~~to~~ -- and he discovered that we had an insane asylum in Williamsburg ~~but~~ (Massachusetts had the first one) ~~but~~ he gave an inside picture of prisons and things of that kind and then later ^{was} there were a whole series of documents on labor movement, hours of labor, and all that kind of thing, so I worked that up into an introductory lecture.

Mitchell: You did some work on your ^{doctoral} dissertation on Negro history. Did you ever teach anything on that at William and Mary?

Morton: Well, in my [#] Virginia history [#] That's another thing I was dragooned into. In order to teach [#] I had to teach Virginia history, and [#] of course, I didn't mind learning some about Virginia ^{history.} I wanted to know something about it because my people have been in Virginia

since Jamestown. Fact is, ~~they were~~ one of the original owners of Jamestown was my ancestor (named Martiau) ~~and they were around~~ and also at Yorktown named Reay^{de} and (they're still living there, my little nieces and nephews) Reav-

one of his descendant^s went to the University of Pennsylvania medical school, and I have a book that he owned: Charles Lewis Reay^{de} and I think he bought it while he was in Philadelphia:

American Gardner by Macmillan, which is a valuable book now, published ^{about} 1803. But, anyhow, my people were among the first people ^{who went with the Randolphs} up the James and up the Chickahominy, ^{to} Farmville and up the little branches, went into Felder[?] and

that river and settled up in that country, Piedmont country -- Prince Edward and Charlotte -- and lived there ever since. My

father was born on land ^{from} that a grant was made in the days of George II. I don't want to say that George ^{gave it to him,} did but

anyhow it was in that period ^[He?] and helped organize all that county, and one of my ancestors was the founder of Hampden-Sidney College. In the place where I was born, my father bought it in the '80s (1880, '81) -- that was a mile and a half from my mother's father's birthplace, and that had been in the family since about

the Revolution or earlier. So you see I have ties right there ^[I have] and with some letters; for instance, ^{I have in there a letter} my grandfather wrote from Cuba in 1845. ~~That~~ ~~that came up there when~~

~~he to~~ he got on this trip for his health; he had T.B. How he ^{stood the} trip, I don't know, but he lived to ^{an} old age and so you see I have that and I like to read, and my families

^{used to}
 read mainly novels, Evanhoe, and all
 that sort, so that was interesting.

Mitchell: So teaching and writing about Virginia history came quite naturally, then.

Morton: Yes. People didn't know about ^{Virginia.} The people in Richmond took out cartloads of state documents and dumped them in the James River ~~to~~ to make room for some other things they wanted to put in there. They sold to the Huntington Library a collection by a man named Brock; ~~for~~ The Huntington bought it for \$50,000, I think. They could have gotten \$35,000 in Richmond, but that's ^{the} in Huntington Library now. They sent the ^[we have] contents of it, a photostat of the contents in our library of that collection. It's a pretty good -sized collection. It was new territory. ^{study of} Virginia history ^{was like} going back to ancient Rome almost ~~and of~~ ~~course, I was interested in the --~~ when I was at the university I had done some research in that. For a masters thesis ^{in one} world seminar class I wrote "Virginia ^{State Debt and} Internal Improvements, 1820-1865" or something like that. Anyhow, in writing that, I went into state documents ~~and~~ the old library in Richmond ~~wasn't~~ air-conditioned or anything ~~and~~ and some of the documents I used were in the dome of the capital ~~and I went in the closet and~~ the commissioner of transportation or whatever he is ^I went up in his secretary's closet, through a door into the attic, ^I and worked on those things. I scared the secretary to death when I ^{came} down. Anyhow, it's fascinating, you know. I've seen the charter of

the Norfolk and Western railway up there in longhand -- nobody had a typewriter for it. So I'd gone into the journals and documents of the legislative bodies and governors' and messages and the newspapers. I spent a whole summer reading newspapers. (That was after I came here, though.) But all that fascinated me.

Mitchell: One thing I wanted to ask you about was some of your impressions on the students. You mentioned having after the war a number of veterans in your classes. This period after the war was a time of growth for the college; a lot more students came here. What was your impression on the students and the quality of their work?

Morton: I found the veterans especially good. They were serious, and they had lost several years and they were a very serious group. [as was] Vernon Nunn was one of them, Bishop Bentley, who went to Alaska later as bishop. Every now and then I get a letter from somebody about that period and next month one of my students, class of 1924, [will come] came here. He graduated here in 1924, and he went up to Philadelphia. He studied law and went in with S.M.G. or whatever it is insurance; he's retired now. He gives a very interesting account of his first trip here. He's going to do something for the history department; I can't say anything about it because the whole thing isn't arranged but he's going to arrange it before his death or afterwards. Some of these old alumni -- he could tell you some really good stories, [about] his first evening off the train down here, coming up to and he called up the college in 1920.

Mitchell: A lot of the students were training to be teachers. Did you find that that was becoming less so?

Morton: You see, in -- when was it? 1888 I think ^{it} was -- had ^{they} a normal department here. ^{A horrible thing,} ^{they} they had two departments: department of psychology and department of education. The head of the department of education taught in the psychology department, ^{too}; the head of the psychology department taught in the education department. It was all mixed up, the two departments. But the state did need trained teachers badly, and they did have, I imagine, a right strong faculty. I know one man; I still remember him. He was here when I came ^{but} ^{it} was considered by some people in the state as kind of a normal school, but I think they had about as good a faculty ^{if} if not better, than they had at Hampden-Sidney. You see, Hampden-Sidney ~~now~~ when I was there ^{was} is even smaller than this place, ^{if} but they ~~got~~ got over a hundred students, ^{they} ^{who} ^{would} ^{ve} announced it in chapel! The president ^{get} up and says, "I'm proud to announce that we have 120 students at the college this year." And he ^{was} always bragging on the age of Hampden-Sidney -- older than the Declaration of Independence, older than the ^{constitution} of the United States. It's good to have something to brag about. We brag about our history, which is all right, I think.

Session 2

April 4, 1973

Mitchell: What were some of your activities as a member of the advisory committee of historians for Colonial Williamsburg?

Morton: ~~They~~ We were especially close to Colonial Williamsburg since Dr. Goodwin's secretary was helping me pay for my office by renting it. ^{It} was attached to the main part of the house, ^[my the?] and ^{had} it was most tantalizing to see where Dr. Goodwin ^{had} bought a house here or there and to know that nobody knew where the money came from. Some thought at first it was Henry Ford, and there were a lot of guesses, but the secretary kept it all to herself. She did write a diary and that diary ² Colonial Williamsburg has ~~a diary~~ that tells about her being here. But the Restoration, ^{the idea,} I suppose, ^[John D. Rockefeller] was conceived in Williamsburg and Dr. Goodwin came down to a 1926 celebration of Phi Beta Kappa and to dedicate Phi Beta Kappa Hall, a new hall being built, and he and Dr. Goodwin -- As Dr. Goodwin said, he dared any wealthy man to come near him. He could get money from him. (The college employed him on a commission to collect money for them.) but anyhow he said he went around the block and accidentally let Mr. Rockefeller, ~~who had seen~~ the block one moonlight night and showed him. It was an interesting old city in spite of the ^{modern} service stations, ^{it had} taking in part of the colonial architecture. All the plans were made and Mr. Rockefeller started ^{the company} employed this Boston firm ^{about 1931;} Dr. Goodwin got acquainted

with that through accident. One of the members of the
 firm ^{Mr. Perry (of)} ~~Mr. Perry, Shaw, & Hepburn~~ and ~~Mr. Perry~~ came down.

Mr. Goodwin was restoring the Wythe house as an addition
 to the church, and Mr. Perry sent him a lock, I think, to
 match his door, so that's where he got acquainted. Anyhow,
 it was very lucky because he was a good man to have here then.

Well, they had, of course, to reconstruct these ancient
 buildings. They had two -- they were practically their Bibles
 to start with. One was the "Frenchman's Map," which some-
 body discovered in a junk shop in New York. It was

sent down some years ago. And the other was a copper
 plate; ^{the lady that found the plate was one of the two rooming in this house.}
~~the fellow that found the copper~~

~~plate was living~~ They went to ~~in~~ England, went to the

library at Oxford (Bodlian Library) and Dr. Andrews years
 ago had prepared a bibliography or a list of documents in

the British archives that he thought that scholars ought
 to be interested in, and one of those things ^{was a town} in America.

And he said, why they put a town in with all the
 written documents he ^{didn't} doesn't know, but they did ~~and~~ when Miss

Goodwin, Dr. Goodwin's niece, went there with Miss Cameron, who

was a friend of hers, they worked together. The Bodlian Li-

brary has an unusual collection of copper plates. They kept

hauling out copper plates ^{before} until they came to this one. Miss

Goodwin said that ^{there} he was a very nice gentleman, and he couldn't

resist the requests ^{the} of ladies to bring out more plates, and

finally ^{there} there was this plate. And they recognized it as

soon as they saw it. ~~and~~ they ~~cabled~~ ^{over} the details of it, the outline of it. I think it cost Mr. Rockefeller about \$15,000. The whole back of that building was changed -- the ~~main~~ ^{main} building ~~was~~ ^{was} changed. It had all those little gables they put in ~~but~~ ^{but} then they had to hunt ~~of~~ ^{of} course ~~house~~ ^{house} plans, and rough sketches of those were found in an old insurance company in Richmond in the archives ~~and~~ ^{and} of course, they had the location of the homes in the "Frenchman's Map." The Frenchman was probably a billeting officer looking for places for French soldiers to stay -- that's what some people think, but evidently he didn't have much to do. He put in every house, every outhouse, everything on that map, and they found the foundations where he said they were. The man they secured at that time began a systematic search for manuscripts, and that was Mr. Harold R. Shurtleff ~~and he began~~ ^{and he began} the only way you could get an authentic account was by descriptions of the houses. I might say one of the most interesting descriptions ^{of Williamsburg} was found in a book by the second professor of math at the College of William and Mary named Hugh Jones, his Present State of Virginia. He describes the main buildings and mentions Spotswood as an architect, ~~and~~ ^{Governor Keith} of Pennsylvania, I believe it was, also mentioned the fact that he was the first architect and mathematician ~~and~~ ^(of course, Jones was a mathematician) so that must have been ^{rather} very fascinating to deal with such a man ~~but~~ ^{but} he gave a very, very general, very good account of Williamsburg and its people. Then ~~a~~ ^a little later on Mr.

Shurtleff decided that some of this material could be used for publication, but he died. Colonial Williamsburg had ¹ already planned the publishing of historic books dealing ~~with law-~~ largely with ~~renewville,~~ Virginia and Williamsburg ¹ and then after his death the work of research in this material fell on the ² new director of the department of research and records, and that was Hunter D. ² Ferrish. Hunter D. ² Ferrish was a Harvard man. He'd studied under Schlesinger. He was interested in social history as well as political, and he began editing a new series of scholarly books, of which he's still editor. Ferrish had ~~In 1937 and 1939~~ ² been advising with his-
 torians. In 1939 a organization of historians (an advisory committee of historians it was called) was set up by Mr. ² Ferrish. It met once a year in New York in the RCA building and once a year down here, sometimes twice a year, and we charted a course of ~~documents~~ that should be printed. One of them was ~~the~~ Philip Fithian's journal. One of the Rockefeller² would act as chairman of our meetings, and at first it was Mr. Rockefeller (John D. Rockefeller, ~~himself~~), then one of his sons ¹ and that organization, of course, met at a time when the country was still suffering from the panic called the Great Depression. It wasn't too active at first, but we kept things going, and Mr. ² Ferrish did publish ~~before~~ before he was taken ill and finally died, some very good books in his series, but the books that we recommended (and ¹ my Hugh Jones journal was one of them) were published by the institute. ¹ The insti-
 tute took over his program, and they did publish Louis Wright's edition

of Beverly's History of Virginia. That is, he published the first edition -- anyway, ^{one of the} ~~there wasn't~~ but two editions -- but Hugh Jones is so close to him in time and ^{also in} content that they thought it wise not to take it. (I found afterwards I could have found a [?] fairly successful publisher for Colonial Williamsburg.)

In ^{early} 1943 President Pomfret called me into his office, and he said, "Dick, we've got to combine ~~all of~~ our resources [#] for research with those of Colonial Williamsburg." He and ~~Bill~~ ^{Kenneth Cherley,} the director of Colonial Williamsburg, had ^{all} ready talked about the whole thing, ~~and~~ discussed it, and different ones of us had been called in to discuss it, ~~and~~ Pomfret decided now was the time; and he said, ~~"The first thing we want to do . . ."~~ Of course, Swem was retiring. He had put in all ^{his} ~~these~~ left-over articles ^[of the William and Mary Quarterly, second series] in the last copy (one of them was Dean Landrum's article, I think, on Hugh Jones), but he had stopped collecting articles for ~~awhile~~, it, not knowing it was going to be continued, and Pomfret said what we need to do is join forces and use our William and Mary Quarterly as an organ of the institute or whatever it was ^{(the} ~~group)~~ ^{journal]}. and he said it should be a national; ~~it should have~~ just like ^{he was} Mr. Bryan ^{is} looking ~~into~~ the origins both in France and England of colonial Virginia or anywhere else. The time ^[to be covered] Pomfret made very broad, which gave great leeway -- "early america" took it down to first about 1812, and now it's gone still further. You see, Colonial Williamsburg -- ~~this was all~~ ^{this} beyond Virginia and beyond Williamsburg -- was a little out of their ~~his~~ territory because they were specializing in Virginia itself

and Colonial Williamsburg, but the institute could branch out,
 so the two made very good partners in this whole thing, business.
 That was in the spring, and when news leaked out that the old
 quarterly, which had really done a good service because Swem
 was careful and before him Tyler, both ^[they] had been running it for
 fifty years. What they put in was substantial history or
 genealogy (and a lot of people were interested in genealogy). It
 did help historians in collecting manuscripts and things,
 and it was used as kind of a public relations magazine.
 If the college wanted to confer favor on someone, ^[they'd] give them
 a subscription to the quarterly. I had non-paying sub-
 scribers. Some said that was ^{a contradiction in terms;} it was but I had
 to have a list of them. For instance, the student who
 made highest grades in ^{"Colonial,"} Virginia was given a quarterly for
 life ~~and as long as~~ until a few years, ^[ago] they
 stopped it (the institute did), which was right but . . .
 It was in the [#] middle of the depression. It was in the middle
 of a war, a real war -- I mean war in this country as well as
 abroad. They were sinking torpedo boats in the Chesapeake
 Bay, and torpedos were sinking American ships right there off
 the coast of Norfolk, and getting money was a problem. What I
 did when I found out I'd have to take over, I went over to
 Dr. Swem's to get the files, and I got one of those combination
 expansive bill holders ^{country stores} that used to use. ~~All of the sub-~~
~~scribers~~
 and, of course, a lot of them were non-paying subscribers,

honorary subscribers. Well, then the next thing was to find
 an office, and I found a little vacant room up there. I hunted
 around and found a secondhand typewriter. At that time the
 college was allowing us student aid. I think it was \$.75 an hour;
 but I had a student to write letters so many hours a week and
~~that~~ ^I was the whole staff; I was everything. I had to make
 arrangements with the printer, and the printer was a man in
 Richmond hand-in-glove with ^{the} politicians, and he printed
 government documents year after year. All he'd have to do
 was change a heading here and there. He did Swem's
 quarterly, too, and Swem didn't care when it came out the first
 of the month or the middle of the month; ^{it} didn't worry him at
 all. Another thing about Swem -- and I want to say that I
 have the most respect for him because he was an institution,
 no doubt about that, but ^{his} idea of editing a magazine was
 let each author use his own system, and it's easier on the
 editor, and I was hard-put to get materials, but we had a very
 good set ^{of} on the board -- that people ^{like Louis Wright,} liked ~~to write~~
 He's got twenty-eight honorary degrees now, and then of course
 there was Andrews, near the end of his days, ^{and} Kertenbaker and
 others. The first thing I did was ask Andrews for a contri-
 bution. I asked them all, anybody who'd ~~around that'd~~
 done a paper, please send me a . . . But men were in the army; habaree
^{at Yale} was down here ⁱⁿ on a parachute company. First time he saw
 Williamsburg was when he was jumping out in a parachute up there ^{at}
 old Fort Eustis. ~~busy or~~ The professors were busy; they
 didn't have time to fool with it.

Anyhow, I did get some of the ^{articles} ~~editors~~ ^{from} ^{members}. I was especially counting on Andrews; Andrews had gotten out ^{his volumes} up there and as a matter of fact, ~~in~~ the last one, not long before that, he showed it to me when he was down at the inn. He had a manuscript in his arms. He said, "Now I've finished." And I said, "Well, how about this period you didn't cover?" He said, "Well, you can't do everything." So he didn't. He wrote me; He said, "I think I have one I can give you." And then he died. I couldn't write up to Mrs. Andrews -- ^{of} course, we knew Mrs. Andrews very well -- and say, "Did your husband leave us any articles?" But he got in touch with Labaree, [who] was his assistant then, and Labaree got in touch with Mr. Pomfret and said that there ^{were} ~~was~~ some. In the first place, he had an article; "Advice to Students," for young students (people in the colonial field) that he ~~had~~ intended to publish while he was alive, and that ran. Somebody got a bibliography of his writings, and I got about three articles and a picture that the family considered the best ~~sent to~~ ^{best} ~~of his~~ as a frontispiece, and that was the first number of the quarterly. It came out -- it didn't come directly on time, I know because I phoned up to Mr. Pomfret. I said, "The quarterly is here." "Hold everything!" he said, "I'll be right down." I was in the Goodwin Building office then, and he came streaking down there, and I was air-conditioned, and he said, ~~"You know, you professors~~
~~up to the college with all~~
 "Don't you think that's the way a professor ought to be treated?")

So he was delighted. But then I had to prepare the models to be sent out to different states, ~~packed~~ packed them separately, student assistants (I had two by then) ~~and~~ and I remember one of them sorted them out by the states ~~and she got right in the middle but fortunately it wasn't~~ and she had a whole room, sorted them by state and tied them up in bundles for the mail. And the printer -- I would go up once a month, ~~and~~ usually I had to sit on the step behind the driver's seat because transportation was something awful in those days (they were ~~and~~ still building military camps ~~and~~ all around here) but what I did was I had a little datebook and put down each time I went up there how long I had to wait for him ~~and~~ everything. I had trouble getting offprints from him, everything ~~and~~ finally ~~in 1942~~ when Bridenbough came --- (1946 I think he was here) ~~When he came~~ we got ^{to} talking about the printer, and I wanted to get another printer in Richmond because they who printed the American Historical Review ~~but they~~ ^{were right with me,} and I said, "Now look, I can give you a list of his derelictions to go by. This is a case against him. This is what I have to go through with." They took it up and the ^{or} government ~~changed~~ changed printers without any trouble, but that was after my day, ^[as editor] But it was a most interesting experience because I ^{was} hired a book review editor ^{until I} and contacted one of my colleagues, who later became editor, ^[Adair] anyhow, you know who he is, But I got a regular assistant, ~~paid student assistant~~ and in addition to student assistants and then I went up to Richmond to the people who made cardex

systems and got something in place of that thing Dr. Swern had like
 grocery store ^{billing} building and had it all arranged and I could
 tell right off by looking at it -- of course, there were
 signals in it -- which were ordinary subscribers and so
 forth, but it was such a good system that Louis Wright, who
 was then director of the Huntington Library, said he
 wanted to put it in in his place and told Douglass Adair,
 my book review editor, and Douglass said, "Well, Dick
 Morton's secretary made that up ^{and} ~~and the ledger~~ ."

But all that was fun, in a way but just keeping one article
 ahead was quite a job ^{but} ~~at the end of~~ those three years
 -- I took it all the way through the third volume, '44, '45,
 and '46. ^{and} in the meantime Bridenbaugh was brought in as
 assistant editor and said all I need to do was sit and make
 plans for it. I said, "I'll do that after I leave" so I
 took it all the way through -- of course, the assistant did
 help in the proofreading. I was glad I did that ^{because} I
 found out ^{after} that one of the reasons that ~~the~~ Dartmouth College
 gave Bridenbaugh his Phi Beta Kappa key ^{was that} he started the Wil-
liam and Mary Quarterly as a national magazine and I don't

know why they're having all this foundation for Mr. Adair -- for his work out
 yonder [in California], maybe.

But he was a bright person, no doubt about that, and he
 could do good work. Now what else about the magazine? Was
 there anything there?

Mitchell: Well, ^{were you sorry} you ~~decided~~ to give it up after three years?

Morton: After three years. ~~There is one thing I haven't told you.~~

But the reason I gave it up is this: that I was still a teacher at the college, and I felt that I could do this (do the magazine), which was a whole job in itself -- I couldn't do that, I couldn't do any research, things I had planned to do. I had an offer -- Prentice-Hall asked me to write a one-volume history of Virginia, for example, which I started on ~~and~~ I found it's no fun writing one volume for the whole time. It's too confining and it takes more time to boil it down than it does to expand it, and it is ^{n't as} interesting. It isn't as interesting to me because I like going into detail. Anyhow, the depression and my delay put an end to that. They cancelled that program, cancelled in other states, too, due to the depression, but I ^{did} feel like I was neglected ^{ing} my students, ~~and I heard that one student thought I~~

. And that is really one of the main reasons I did it. I didn't know how ^{happy} it was going to be with Bridenbaugh. Pomfret said, "Are you leaving because Bridenbaugh is coming in?" And I said, "No, I was going to leave anyhow." But I got along well with Bridenbaugh. Bridenbaugh is one of these -- he has quite a way with him. What Bridenbaugh wants, he gets, but we got along fine. He was a great help the ^{little} ~~whole~~ time he was here with me. But in three years I had gotten it organized, ~~and~~ it was on its feet and I had things ahead. Now one of the men that was on the board was Stanley Pargellis, who at that time was librarian of the Newberry Library, and he said, "Retiring from the managing editorship of the Quarterly,

you can look back to a job awfully well done." He went on to
 say that he didn't think it was going to succeed, but he kept
 quiet about it, and he said to take an established magazine
 at any time and to change its direction was a hard enough job, but
 and to do it in the middle of a war and depression was worse
 still. ^{He said,} ~~say~~ the last issue is a distinguished one. Any
 learned society in the world would be ^{glad} flattered to have
 sponsored such a publication. I congratulate you on
 your achievement." That was in November, 1946, [#] but I don't
 regret at all having quit because it didn't hurt it; it's
 still going.

Session 3

April 13, 1973

Mitchell: Between 1919 and 1925 enrollment jumped from 131 to 900 students. This sort of seemed to indicate that William and Mary was doing pretty well, but there were also signs that the faculty didn't always agree with what President Chandler was doing, and in 1925 a group of you founded a local chapter of the A.A.U.P. Was this an attempt to increase the influence of the faculty?

Morton: Well, the president was a dictator, absolutely. He fired when he wanted to; he hired when he wanted to. When I came down and saw him in Richmond I was telling him what I'd like to do, and I understood him to say under his breath, "You'll do what I want you to do." At that time I thought I'd misunderstood him, but afterwards I found I hadn't. But he was extremely sensitive and (he had been superintendent of schools in Richmond) and what he said went. He was a very good promoter, and he told me once that he was not particularly interested in college work except for the promotion end of it; he'd like to get hold of the whole thing and build it up. I think he was largely responsible for what success the Jamestown Exposition was. He had charge of that some years before but he'd built the Richmond schools up. The only way you could have your way is do it secretly. We organized [a chapter of the] American Association of University Professors, and President Chandler sent the word around by the grape vine that he wasn't surprised that Mr. Jacobs was a member, but he was surprised that Dr. Morton was a member.

and I said, "Well, you take this thing back by the same grape vine and tell him that the American Association of University Professors is a perfectly decent professional organization ~~of historians~~. It's not a labor union, and we're not out to do any damage to him or anything else," but we did want to have free discussions. "You couldn't get very much free discussion in the faculty but one of the men in the faculty he had brought down -- not because I wanted him but because I could use him in freshmen sections -- He was a high school teacher who taught for Chandler in Richmond. ^(His widow lives over here) He's ^{now.} And I think he was leaking things and I was treasurer or president, anyhow, I was an officer and I noticed he hadn't paid his dues, and I said, "he's not a member so we ruled him out. But Dr. Goodwin, who told the president in an open faculty meeting that you treat your faculty just like a high school principal treats his faculty and he offered to let us meet in his study, which is now the Wythe house. (This fireplace is patterned after that study's fireplace.) We met in his study, and I had one advantage there I wasn't expecting: we saw the mock-up -- tall as this room -- of Williamsburg Street. Messer Perry, Shaw, and Hepburn, the architects, thought it should look like -- It was prepared to show Mr. Rockefeller, to bait him, to encourage him, in his to give him some idea what would happen if Williamsburg was restored. But one place he couldn't win, too, was in Phi Beta Kappa. The vote is secret. Scratch you, blackball. He would

He would put up his friends that he wanted to have political influence with, and we'd kill them; we'd just mow them down.

And he told me once, "If I had my way, nobody would vote in Phi Beta Kappa that wasn't initiated in that chapter here."

^{of} (Course, I was initiated ~~at~~ the University of Virginia.)

And I said, "Why is that?" "Well," he said, "I can manage them." This

was the type of man. ^{he} took care of this excess population of students by using discarded buildings of corrugated

iron, of tar paper, frame and tar paper buildings, and had them on the campus, ^{was of tar paper and frame.} as girls' dormitory. And ^{he} had one laboratory

to burn; it was a beautiful place ^{along with} blaze -- ^{part of} the dining hall, ^{from down at} part of the warehouse, Cheatham An-

nex, which before then was an ^m ammunition filling plant for the

Duponts, and the ^{still} place was ^{still} sitting there when I came ~~and~~ --

Penniman was the name of it before the military took over.

But he was hardworking, and he got people here that he thought

-- he was even a gullible man. ^{made up} If a man ^{made up} tell a big story to

him, he'd believe it. Virginius Dabney wrote a life of the

first Chandler for the Dictionary of American Biography,

and I think it's a pretty true description of the man. He said that he saved on salaries and weakened his faculty, which I think

is right. For example, he didn't like the University of Vir-

ginia. He was jealous of the University of Virginia. ^{of} Course,

there was no reason for us competing at that time. The university

wasn't too big. When I graduated there I was the only Ph.D. at

commencement, and we have a much better history department here

now than we had at the university, much better, than when I graduated. Virginius Dabney's father was the department, and when I went to Harvard, the registrar said, "Is that old fool Dabney teaching all those histories of the world down there?"

I said, "Well, he's not an old fool; He's a nice gentleman, but he is teaching all the ^{the} history in the world." But this man -- his name was Flickenger -- came ^{from the valley of} up ~~out~~ of Virginia and (his father was a minister, a large family) and Chandler got interested in him because somebody in the family had said the university was very unjust to their son. He was trying for a masters' then.

Well, one morning I came down -- the doorbell rang -- and there was a young man. He said, "Somebody said you had a room to rent." I said, "Yes." and he introduced himself, "My name is Flickenger . I've just come to teach in the college." And I said, "What are you going to teach?" He said, "History and English." I said, "Well, that's the first I ^{ve} heard about it." But I gave him a place to live and proceeded to get rid of him by degrees. But what I did first was to write up to friends of mine at the university if they knew the man. They said, "Oh, yes. We flunked him on his generals." I said, "That's all I want to know." So I came down and talked with Chandler once. I said, "Dr. Chandler, did you know that Flickenger flunked on his generals?" "No, I didn't know that." "At the University of Virginia," I said. After that I didn't need him in history very much. The English people were swamped, so I got [him] English sections, and soon Swem recommended him to a place in

Yorktown, ~~and~~ he lost that job because he was saying bad things about Ickers to his nephew, who was working for me. He didn't know this was Ickers' nephew. (Ickers was secretary of the interior.) Anyhow, I had another ~~instant~~ instance: a man, ~~who developed~~ one of the good scholars ^{who helped} to write a history of George Washington (I shouldn't be telling this out [#]loud). Chandler said, "Now" -- this is second Chandler....

Q) Anyhow, for the most part I was able to get people I wanted and to keep them, but it wasn't always easy to keep them because ^{W.A.C. Chandler} during the depression he sent for me and he said, "You know, I had to fire ^{Ecker} Ickers today because ^{the European} (he was a historian ~~the~~ first one I got to take Europe ^{off my hands.} was he? Yes, it was before Fowler came.) And I said, "Why did you have to fire [#] Icker?" "You had too many people in the department." That left me with this high school fellow as the whole department, and I had one class of 300 people in it, divided into three sections of freshmen and didn't ^{a paper reader on anything. I had} have extensions in other cities and upper classes. And I said, "Well, you've injured the standards of the college." "Well," he said, "You couldn't make a living on your ^{Seventy-five} 75 acres up there in Prince Edward." What he told me first -- he said, "I've got to fire ^E Ickers, and I don't want any bellyaching about it." That's the kind of president we had. I said, "Well, ^{Dr.} President Chandler, I'm not ^{in the habit of} bellyaching. I don't like ^{your} the expression." "I don't either," he said, "I don't want any complaints." I said, "I'm not complaining. I'm just telling you the facts." But that was the depression. He didn't

have to do that. ^{of} Course, then the governor of Virginia cut his salaries down -- and you'll probably see all about that in Pollard's papers -- but the board ~~did~~ cut one-fifth off our salaries, and then restored it, which was good.

Mitchell: It sounds like when Dr. Bryan came in 1934 that he had quite a few problems on his hands, then. How did he go about fixing things up?

Morton: Well, things were almost all to pieces. The president's nephew -- ~~or which was it? Anyhow, his mother's nephew, I believe~~ Anyhow, Charlie Duke (whose wife is Mrs. Phelps now -- very attractive young woman) -- but he was quite jovial and quite efficient, but he was more interested in the political side of the business. I think he'd wanted to be president. Fact is, he told the dean under Pomfret that he wanted to be president. He thought the college finances needed straightening out, and then ^{you could} they got a scholar. But Chandler's last days ^{were} ~~are~~ pathetic. His wife died of cancer. His children -- some of them went astray. He just collapsed, and Ed Kendrew had charge of the architectural part of restoration, and the president's house was part of the Restoration and he went up one morning to see about something -- he had a key to the door -- and he heard Dr. Chandler or President Chandler -- cussing somebody out, and he said he didn't know there was anybody in the house, and there wasn't. He was cussing himself out. It's pathetic. The last time he met the faculty was in a wheelchair, but he should have given up. He said he didn't expect

to stay ten years; I think he stayed about fifteen. The thing is that the college -- he couldn't make a go in ten years, so he was determined to build it up, and he was hell for leather.

Mitchell: How did Dr. Bryan start to fix things? He was appointed quite immediately after Dr. Chandler's death.

Morton: Well, Mr. Bryan was on the board. Mr. Bryan was a very remarkable person. He's descended from the Randolphs. He had that tall build; he didn't have ^{the boy window that} as big ^{as} Peyton had, but he was an old Virginia gentleman. He had one eye. I think he had an accident horseback riding, and it happened to be on the opposite from mine, so I always sat on his left side when we sat together but you never could tell; his artificial eye was very fine ^{and} he was a ^m billionaire, and his home in Richmond was in a little ^{part} ^k called "Laburnum." He owned two Richmond newspapers and was quite well educated. He went to the University of Virginia and went to Harvard, ^{by} took his law degree at Harvard. He was determined to make this a scholarly place, ^{and} it was very refreshing -- Mr. Bryan was. I have some pictures in there showing the parties he had when he was here. One thing about Mr. Bryan -- he had Charlie Duke, most ingenious and fun-loving, as a bursar ^{and} one day Jim ⁹⁰ Coker, who gave lectures on Colonial Williamsburg -- we called it "Restoration ^{Classes};" classes on social history in the colonial period. Jim was a very good lecturer and had a ^{stereopticon} and that kind of thing, ^{and} he came and said, "There's

a young man just graduating from Yale this year. I wish we had him down here. I'd like for him to give lectures in my course on architecture, history of architecture." ~~Well, I talked to him about it, and~~ he said, "He's a millionaire like Mr. Bryan, and he's got a job with an architectural firm in New York, but he doesn't want to live in New York. He doesn't want to be crowded around." So, I went to see Mr. Bryan. Mr. Bryan was very enthusiastic, and he said, "You get in touch with Dean Meads at Yale." So I wrote to Dean Meads, and Dean Meads said, "the only doubtful thing you can say about him is that he's good in so many fields, he'll never settle down to one." Jim Cogar had met him, and he came down to sketch and paint (watercolor) in Williamsburg. He came down. I said, "Well, bring some samples of what you did." He brought a portfolio. We met in Mr. Bryan's office, and they talked about Europe. This boy, you know, had plenty of money, and he'd gone over there in his teens, to Constantinople to pay a visit to the city, and Lord knows where else he'd been. He showed him his pageants. He put on pageants. For example, at his sister's wedding, there was a classical pageant, I think, and he put on here and turned what is now the big dining hall -- I don't know whether it's still there or not -- a great big empty room when we emptied it -- into a big banquet hall once. We usually were at "Laburnum" for a party, at which he regaled us with all kinds of goodies and champagne but one of his aunts had died, a favorite aunt, so we met here. So he and Charlie Duke -- oh, I forgot to

tell you that we got this young man from ^{Yale} Leslie Cheek, Jr. and ~~and~~
 Les came down and gave the lectures, and he was an individual. --
 The most ingenious person for giving parties ~~and~~ this time ^{when we had a te}
~~eight here~~, Mr. Bryan ordered meals catered in Richmond. I know
 we had turtle soup, ^{for example.} Les Cheek decorated the hall -- each
 window was a black cardboard figure of a professor in his cap
 and gown and a Phi Beta Kappa key hanging by his side -- in
 all the windows. And across the entrance -- the exit was what
 it was -- going beyond the stage was a huge red devil lighted
 up with a red light and the devil wore a Phi Beta Kappa key
 with ^{the} a star ^s twinkling! Oh, it was grand! And Mr. Bryan had
 organized a German band. He'd gotten costumes ^{for these} ~~on it~~ parti-
 cipating, and along with the German band was a hillbilly quartet
 made up of Professor Marsh, who is here now (past president of
 Wofford College), and one of the other professors named
 Stubbs, and one named Southworth, and I had tenor ^{and} before I had guitar,
~~to get taller~~ We called them the -- I don't know, some funny
 quartet. We were dressed in jeans and red shirts or something
 like that ^{but} another time they threw a faculty party
 in the basement of the Wren Building before it was restored. *
 Les Cheek had gotten a cow and purpled the ^{cow, they} had a purple cow
 tied right outside the entrance, and everyone ^{of us} else had a cos-
 tume. I was dressed in my ~~corpsal's~~ uniform with a little pointed
 hat. I founded one with a stem ^[and] about that long, a
 little flower at the top, ~~and~~ I was supposed to represent All
Quiet on the Western Front. The head of the English department

* Apparently Dr. Manton mixed the chronology here, for the Wren Building was already restored.

was bald-headed. Somebody painted a beautiful lady on the top of his head, the bald spot. His natural hair was the ~~fringe~~ ^{frame} for that face.

Dessert was an ice cream cone with a raw oyster on top. It was a great party! ~~That's the party described~~ ^{Mr. Bryan --} ^{He'd fly}

from Florida to lead the dances. When there was a dance on short notice, he'd fly up here from Florida.

Mitchell: Did he succeed in his plan to raise the academic standards at this school?

Morton: Oh, I think so. The first thing he did for me -- it was the middle of the summer, and I had labored ^{through it} here and I was ~~sort of~~ ^{felt} a little dizzy

] that morning, [#] and he called me over to my office, and he says, "Dick (I don't know whether he called me Dick that early or not) -- anyhow, he said "Dr. Morton," I believe. He says, "I want to know who's teaching all these courses." You see, Chandler had left the teachers out. It looked so terrible. ^{Here I was} ~~He had us~~ teaching everything from ancient history to modern, contemporary.

"Well," I said, "I'm teaching it." "Who's teaching this course?"

I said, "I am." "And that course?" He went all through them. ^{of}

Course, some ^I ~~of us~~ taught next year and some ~~of~~ that year, I

think. He said, "I'm afraid you're going to get sick." I

said, "I'm ^{all} ready sick. And the students are sicker than I

am. I can't give them decent instruction with that load."

"Well," he says, "What [#] do you want? Who do you want?" I said,

"I want to be able to make European history the basic course rather than the American because I think in high school a lot of them get prejudiced against American history, not interested in

it, and it's repetitious, more or less. And I do think that European history is ^{the} a basis for the history of the English world." So he said, "Okay." I said, "I'd like to go get somebody who teaches ~~history~~ and History I at Harvard because he knows the ropes of that course. It's a good course." And the man that headed the course up was named Merriman, ^[Harold H. Fowler] who oversaw Jim's thesis, and I'd had a class with Merriman, so I knew him and he recommended Fowler. ^{I wrote to Merriman,} That's the way Fowler happened to come. (What a hot day in summer, too.)

Mitchell: What was the reaction to the college's suspension by the Association of American Universities in 1941?

Morton: You see, Mr. Bryan was not very ^{used} ~~he was~~ ^{the} too academic as far as standards and ~~that kind~~, credits and all. Well, we had a dean here who endeared himself to almost everybody because he let everybody do what ~~they~~ wanted to do. If the students wanted a car, why the president had the key, and he would sneak the key out to the student, ^{let him} ^{have the car,} but the thing was that he was so good-natured that ^{the} ~~the~~ man wanted to enter West Point, ~~and~~ ^{he} had a physics credit here, and what he needed was a chemistry credit, ^{he} just changed the report around and gave him credit for chemistry.

Mitchell: Was this Dean Hodges?

Morton: Hodges, yes. I don't know what else. I never did get much entangled in that one way or the other, but that was bad enough, anyhow, ~~and~~ ^{we} dug out from under that. But Mr. Bryan

didn't visit Upsala, places like
that. He got people from Harvard down here to give lectures
in the chapel.

Mitchell: After Bryan retired ^[Faculty?] you were chairman of the committee to
search for a new president. Was this the first time that
faculty were involved in selecting the president of the col-
lege?

Morton: So far as I know it was. The faculty -- I think there were
sixteen members of the ^{faculty} ~~committee~~ on the ^{committee} ~~faculty~~. In other
words, [^] big. I agreed with the board it was entirely too
large to handle, so the board picked out three men, and one
of them was very common-sense lawyer in Williamsburg
named Hall, and he was chairman of the board's committee, and
the faculty chose me -- in that group -- as chairman of
the subcommittee. I think there were three of us, and we
met in small committees, and of course, the others [#] connected
with the college -- ^{there were numbers} ~~dozen~~ of people. I think [#] the man most
responsible for ^{choosing} Pomfret was a man by the name of
Jackson Davis. Jackson Davis was a member of the general
education board. He was [#] an old graduate here and became
very well known in his field. A fine chap. He did us a lot
of good ^{but} they recommended Pomfret, but the board was
evenly divided. we got ^{our} ~~all~~ information from
one of my ^{old} students, who was on ^{the} Daily Press. He couldn't
get in the room, but he listened pretty close and found
out what was going on. He had a good nose for news. They

voted unanimously -- they say ^{id} -- to elect Pomfret. But they didn't^o. The vote was split. Pomfret was chosen on those ~~conditions~~. Some of them were very much opposed. They wanted a politician then. They wanted a school superintendent, I think, state school superintendent, but I won't say anything about him. ^[Pomfret] But he was chosen and told it^{was} a unanimous decision. He had no reason not to believe it, ^{then} and found out afterwards that he had ^{rather persistent} against him right from the beginning a ^{and powerful} minority.

Mitchell: Was that a problem for him the whole time he was here?

Morton: One of the worse ^t problems he had was a small problem, and it didn't last long, and that was when the editor of the Flat Hat -- a lady editor -- said she wasn't opposed to white and black marriage. Of course, in those days that was almost blasphemy, but that blew over. Of course, you've got to consider that event in the light of the times because most everybody ^{sided with} ~~outside of~~ what the college has ^d done -- I don't know what they did with the girl. I think she kept the job, I'm not sure, but it was quite a discussion over it. And that's the only real problem that I know of, except down towards the end when the athletic coach was caught. He was arranging grades, too, ~~and~~ a very affable gentleman he was and supposed to have a fine ^{influence} on the young people in the town and so forth. But Mr. ^{Bryan} ~~Pomfret~~ did have on one occasion a coach that I think was kind of a menace, but I won't mention him. The

[McCray] --
 thing is this man ¹ what he did was from the kindness of his
 heart, and the heart is not supposed to ^{enter} get into the honor
 system. That ~~naturally~~ would be bad for the honor system.
 But this man -- Pomfret ^{had} taken his side, more or less. What
 he wanted to do was let the man down with the least
 jolt possible ~~but~~ Pomfret told me once that he liked to
 roll with the punch. He rolled over; that's the trouble.
 Well, you see, the dissident ^{group in} and the board seized on this
 thing, and I suppose they thought Pomfret wasn't particularly
 anxious to make a great glorified athletic record for the
 college. That's another thing that ate them up. I suppose
 the pity about this man ^{was} his wife was a member of the
 garden club and a very nice little lady, but she had to go.

Mitchell: During this time the faculty seemed to want to expand their
 influence over the academic affairs of the college and also to
 have a large ¹ role in the government of the college. Was Pom-
 fret receptive to that sort of thing?

Morton: There's one other thing I want to say: the dean of the college
 in Pomfret's day was a good friend of mine, and he's presi-
 dent of Knox College now -- I can't think of his name. I know
 it as well as anything. * He told me that one reason Pomfret
 couldn't get money for buildings and all was because he wanted
 to keep Pomfret in hot water so Pomfret would go and he could
 take his place. He said Pomfret would get in trouble up there
 and then he'd go up there and straighten things out, you see. If Pomfret
 couldn't get the building he wanted, I suppose he'd go up

* Sharvy Umbeck. I wonder if Dr. Morton meant that
Umbeck was trying to block Pomfret; I would doubt it. EJJW

and get the building. Anyhow, that was a problem. Pomfret wasn't a man to go and fight for these things, and it wouldn't have done him any ^{good} anyhow because he had the ^{cards} college stacked against him.

Mitchell Was he treated sort of like an outsider because he wasn't from Virginia?

Morton: No, no. The presidents of the college haven't all -- I bet you the majority of them haven't been from Virginia, to tell you the truth. I think if you count them most of them haven't been from Virginia: Maryland, New York, England, I guess. Well, I think Pomfret was always sympathetic with giving the faculty as much responsibility as possible, and he was always ^{fine} mighty ^{to} me, although I think he stinted the department some because he couldn't get the board to act always. He called me in one time; He said, "Why are you going to give up editing the magazine? Is it on account of Bridenbaugh?" I said, "No, I just don't have time to do what I ^{want} ought to do." The thing ~~really~~ that brought it to a head was that I felt all the time I needed more time because I was teaching about nine hours, I think. The president told me once, "You know, one of the boys from Norfolk thought you ought give them more parallel." I thought, "Well, if I'm neglecting my parallel, I'd ^{better neglect} something else," so I decided to get out entirely. And then the magazine -- the insti-tute had just gotten a new director, and he'd brought in an assistant, an assistant editor, so I thought it was a good time for me to leave because the magazine could be taken care of. But I've gone a long ways ahead now.