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Interviewee Harold L. Fowler

Date of interview Nov. 4, 1974

Place 140 Chandler Court, Williamsburg

Interviewer Emily Williams

Session number 1

Length of tape app. 75 mins.

Contents:

Approximate time:

coming to William and Mary	5 mins.
early years at W+M - courses taught in history dept.	5 mins.
colonial life seminar	5 mins.
Williamsburg in mid-1930s	4 mins.
teaching in California	2 mins.
John Stewart Bryan - characterization	8 mins.
J.A.C. Chandler	1 min.
Curriculum change - 1935	3 mins.
effect of Depression	5 mins.
grade-fixing at Norfolk	3 mins.
Bryan's parties	10 mins.
Bryan's health, retirement	3 mins.
Assessment of Bryan	5 mins.
Pumfrey's selection	2 mins.
World War II, return from service	4 mins.
101, 102 (European survey) courses and other courses taught	6 mins.
post-war period	4 mins.
fraternities, sororities lodge, houses	12 mins.

See back of sheet for names
and places mentioned in
interview

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Interviewee Harold K. Fowler

Date of interview Nov. 11, 1974

Place 140 Chandler Court, Williamsburg

Interviewer Emily Williams

Session number 2

Length of tape 15 mins.

Contents:

assessment of Penfret's administration
difficulties with Board of Visitors
athletic dept. problems

Approximate time:

7 mins.

3 mins.

5 mins.

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Interviewee Harold L. Fowler

Date of interview December 9, 1974

Place 140 Chandler Court, Williamsburg

Interviewer Emily Williams

Session number 3

Length of tape 90 mins.

Contents:	Approximate time:
athletic scandal of 1981	12 mins.
selection of acting president	12 mins.
Chandler's selection, retirement from Navy, faculty and administrative reaction	10 mins.
athletic policy	5 mins.
changes in faculty in 1950s and 1960s, attitudes	5 mins.
Chandler's relations with students	3 mins.
Chandler as president	15 mins.
building program	
divisions and extension programs	
attitude toward faculty	
Chandler's becoming chancellor, Paschall's becoming president	8 mins.
separation of Colleges of William & Mary	
evaluation of Chandler's tenure	10 mins.
need for buildings	4 mins.
William & Mary as small school, private school funding	12 mins.

Harold L. Fowler

November 4, 1974

~~These are interviews conducted with Harold L. Fowler on November 4th,~~

~~November 11th, and December 9, 1974.~~

Williams;

Emily: Now I want to start at the beginning ~~the logical place~~ and ask you

how it was that you happened to come to William and Mary?

Dean Fowler: I got my Ph.D. at Harvard in June of 1934. I had an appointment to continue to go back there as an assistant ^{teaching} in history. Late in the summer after John Stewart Bryant had been appointed president, he told Dr. Morton that he could add somebody to the department. Actually I was a replacement and there

^{had been} ~~was~~ some question as to whether the appointment ^{could} be made. So

Dr. Morton wrote to Harvard and I assume other places; I don't know. Roger B. Marrison

who was in charge of the freshman history at Harvard at that time, was a

personal friend of John Stewart Bryant. Whether Mr. John Bryant approached

Dr. Marrison initially for recommendations or whether it was done through

Dr. Morton, I'm not sure. Anyway, the Marrison-Bryant connection

helped, and Mr. Marrison recommended me, particularly since I had my degree

and I was to be (I would have been) the first person with a degree to

continue to teach in the freshman history course at Harvard. Times were

that tough. So I was counting on going back to Cambridge Harvard. I got my first

communication about the job down here in August. They got my papers from

the Harvard placement office. Then one Sunday in early September we

were at the dinner table at my home we lived in Dover, New Hampshire. My future

wife was there having Sunday dinner with us. The phone rang: It was

Dick Morton someone wanting to know if I could come down to William and Mary immediately.

I said that I'd do my best and I knew there was a train out of Boston through to Washington.

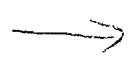
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MARK
THROUGHOUT

had been

Roger
Dr. Marrison

Dick Morton



I said that if I ^{could} ~~can~~ find a way to get into Boston this afternoon, I'll ^d be down there on Monday. Well, I managed through a friend, and I got down here on Monday. Registration was already going on. I forget the date, ^{I guess it was} but ~~it must have been about~~ ^{September.} the second week in ~~September.~~ I stayed with the Mortons, and I had to wait a day or two to see Mr. Bryan ~~£~~ because he had a cold, ~~or something.~~ So I finally saw him and was appointed right on the spot. I remember the day because it happened to ^b me ~~on~~ my birthday. They thought I could stay down here, ~~I had~~ ^{have} my stuff shipped down. As I said registration ^{was} ~~had been over,~~ and they were starting classes. I said, ^{no,} I couldn't do that because half my gear was in Cambridge, where I was ^{planning to} ~~going back~~ ^{return} next week, and the rest of my stuff was home for the summer. So I said I had to go back. ~~So~~ I left here on Thursday, and I got back ^{again} on Saturday.

I started teaching on Monday, ^s having missed the first meeting of each class.

^u ~~Emily:~~ What was it that particularly attracted you to William and Mary?

Dean Fowler: Well, . . .

^u ~~Emily:~~ What kept you from going ^{back} to Harvard? ^{knew I}

Dean Fowler: To be perfectly frank, I had no future at Harvard; ~~knew this.~~

William and Mary was ^{very} attractive. While the salary was very low, it was low everywhere in those days. My wife and I were already planning to be married, and she was going to take a job--I guess continue a job ⁻⁻ in Boston.

So that was certainly a consideration. And of course, William and Mary had a great deal to offer [#] I had to teach American history my first year.

I had never taken any American history in graduate school. Fortunately,

I had had a good bit of it ^{as an} ~~in~~ under graduate. I ^{had to teach in those days} taught under the old curriculum where all students were required to take one semester of United States history and one semester of Virginia government. ^{That's how, shall} ~~So the big~~

We say, parochial things were. So the ^{heavy}

enrollment in history was ~~within~~ the introductory survey of United States history, and I ^{had} ~~was~~ to teach the first semester. Fortunately I was better prepared for that. I had a course in colonial history as an undergraduate, ^{for the colonial period, particularly} And of course, knowing my English history helped me, ^{So I had to do two} sections of that each semester my first year. My first two years here I taught eleven different courses. In 1935 we went into a new curriculum in which the basic requirement if the student chose history was a year of European history. And of course, it was my job to develop that course, which I did, ^{dropped} and ~~got rid of~~ the American history, ^{classes, adding other} along with giving ^{other} European and some English history ^{courses.}

~~Early~~: This was when Dr. Morton was trying to build up European as a core?

Dean Fowler: Right. He and the history department and the faculty when they adopted the new curriculum were all ^d ~~in agreement~~ that, ^{if} there was to be a basic introductory survey course that, ^{it} should be European history rather than American history. So that's what we went into, and from then on we began to go ^{to town} ~~account~~. And ^{before} long the enrollment in European history courses ~~greatly~~ exceeded the enrollment in ~~the~~ American history ^{courses.}

I'm trying to remember if we added a European historian my second year or whether it was the third year. So there were two of us, anyway.

The European offerings became as numerous as the American history.

In those days we all alternated courses you see in order ^{to offer a solid concentration}. When I came there ^{were} ~~was~~ Dr. Morton and ^{Jeff Stubbs, and Jeff Stubbs} Judge something. He wasn't even full time ^{in history.}

^{there were} So ~~with~~ two and a half of us, shall we say. Then it became three and a half with the second European historian. Then we added another American

historian. I guess that's the way we stood going into World War II.

We had two ^{successive} people in European history ^{before Bruce McCully came in 1940} and (one of them was a very good friend of mine) ~~before Bruce McCully in 1940~~. Is that enough on that?

What's the point of this? Do we get the meaning?

~~Early~~: You also ^{taught} talked about a colonial life seminar in the late 30ths.

Dean Fowler: ^{On} that was in the summer. All this was connected rather indirectly with the ^{ultimate} founding of the ^I Institute, ^{for Early American History and Culture} John ^{Stewart} Bryan and others were interested in seeing in what ways Colonial Williamsburg and the college could cooperate, combining resources and this kind of thing. So in 1938 ^{Wesley Frank Craven} someone who was then at N.Y.U. came down here and spent a year surveying the situation, toying with ideas as to how they ^{re} could be cooperation and what sound programs ^{we} they might introduce. One sort of ^{offshoot of} option to this was the ^{is} scheme to have the colonial seminar in the summer whereby we would bring in about ^{seventy} 70 mostly school teachers for a week at a time. We had two weeks with a differing ^{ent} group each week. We worked out a program using college resources, ^{C.W.S.} ~~the~~ National Park Service--a nice week's program. And it

It was all very inexpensive, and that was one thing we wanted to do because even then it was expensive for someone to come to spend a whole week in Williamsburg and do the whole bit. So we housed them in a college dormitory, using Chandler Hall, which was one of the newer women's dormitories then, and we had the whole dorm to ourselves. So Frank Craven ran it the first year; he set it up, and then I ran it for two years after that, and then the was knocked the props out from under it. We had a program of lectures. There

~~Frank Craven ran it the first year;~~ ^{then} he set it up, and I ran it for two ^{years} summers after that, and then the war ^{of} knocked ~~it out~~ ^{one}. We had a program with lectures. There would be a lecture every morning and occasionally some in the evening. They did the tour of course of Colonial Williamsburg. They did Jamestown and Yorktown under the supervision of the Park Service. Then they took a boat trip up the James River after they'd had a lecture on the river plantation. ⁵ This was a very pleasant day. Then all kinds of people cooperated. ^{Chesfield} Mrs. Taylor, who

then owned the Nelson House in Yorktown, put on a tea and reception for us. So they got a lot out of it. Now obviously there was nothing really scholarly about this. This is not to say that the lectures weren't scholarly, but the emphasis was not on scholarship. It was merely to give these people an opportunity to spend a week here, ~~and to~~ ^{be indoctrinated, and} see the whole historic area. ^{Another} One of the things that was included, and they cooperated, was the Mariner's Museum. ^{We} They spent an ^{whole} afternoon down there. So it worked very well, and I think this modest venture did lay the ground work for more serious and significant cooperation, particularly with ^{C.W.} C.W. It is now ^{C.W.} but it was what we called then the Restoration.

~~Emily~~: Was much of the Restoration completed then?

Dean Fowler: Oh, yes. When I came in '34 the Palace; the Capitol; the ^{Raleigh} Raleigh Tavern; the Ludwell-Paradise House--those were all done, as were the college buildings, of course. Those that I named were the first exhibition buildings and the only ones. So meanwhile they had already begun the restoration of some of the houses on Duke of Gloucester Street. The whole first block of Duke of Gloucester Street looks ^{ed} essentially as it does now. There have been some changes since, but ^{the basic work} that was done. There were some quick and sudden changes. ^{I remember that most of} Well, the local stores used to be in that first block. The ^A ~~A~~ P was down on the corner across from the bank. Colonial stores; what we called ^{Pender's} ~~pender's~~ then, was where the toymaker is on that corner there. The post office was there in that arcade between the bank and the toymaker. There were two or three restaurants down there. The liquor store was down there. The bank was right where it is now. Williamsburg Drug ^{was} ~~is~~ where it is now, though both of those have expanded.

As an example of how quickly changes could occur
For example, just below where Ricks.

Wilson's antique shop is now, on the opposite corner (which is the parking space across from Casey's), there was an old shop ~~there~~ which I guess was a cobbler shop. President Roosevelt was coming down here to visit the college to visit the area and to get a degree. So of course Colonial Williamsburg wanted to have everything as spick and span as they could. And I'll never forget this old shack sitting on that corner. They put a great big chain through one window, through another window from the second or third floor, and just yanked the thing down. And it came down. It was nothing but a shack. And so, within ten days there was green grass growing there on that corner. ~~Now~~ that's the way they did things on occasion. There were still shops further down the block where the Bruton Parish House is now. But things were beginning to appear pretty much like they do now.

Emily: You spoke of having taught eleven different courses in two years.

Dean Fowler: Yes, I think that's accurate.

Emily: But when you went to California in the 1950's, how would you compare teaching conditions at California Institute of Technology and here?

Dean Fowler: Different. When I went out to Cal Tech they had a good program, but their offerings in history, English, economics, philosophy were limited. So actually my total teaching out there was in the classroom five hours a week and it was all in a European survey somewhat different from what we were giving here, but not too much different. So it was an academic paradise. I was still teaching fifteen hours here, taught fifteen hours for years.

Emily: Going back to Dr. Bryant, he has been described as a real Virginia gentleman. How would you say this was true?

Dean Fowler: I'd say it is entirely true. He was a gentleman and scholar of the nineteenth century vintage. Not only had he gone to the University of Virginia, but then he went on to study law there at Harvard. He could quote the Bible and Shakespeare with great facility.

^{Other literature}
 and all kinds of ^{things}. He had that kind of education. He came from a well-to-do family, and he married into a ^{Virginia} wealthy family. So he had that tradition behind him and ^{inherited} ~~from~~ ^{from} his father a lovely mansion in Richmond called Lab^uarnum, where the Richmond Memorial Hospital is now. So this was part of normal living for him: ^{several} ~~having~~ ^{having} servants around and all this kind of thing. He ^d loves to entertain, and he ^d loves people. When he was down here, which was only about half the time because he was still in charge of the newspaper, ^{there} he would entertain as much as he could. He was very informal about it, ^{in that} ~~Not~~ infrequently the telephone might ring at ^{5:30} ~~five thirty~~ and John ^{Stewart} ~~Stewart~~ Bryan would say to my wife, ^{and Jimmy} "You ^{two} come over and eat supper with me." ~~He did~~ this kind of thing. He was very casual and warm in that way. But at the same time he was an aristocrat, ^{And} ~~you~~ ^{he} only went so far, shall we say. He expected everybody to be a lady and a gentleman. While he was very informal and friendly, at the same time he was a very dignified person, a man with lovely tastes. ^{The} ~~His~~ ^{the} impact of his personality on the faculty and ^{the} students here was just magnificent. He changed the whole atmosphere of ^{the} ~~the~~ ^{is} ~~whole~~ college in a period of eight years.

Emily: In what ways?

Dean Fowler: Well, I don't want to run down his predecessor, President Chandler, but he was ^a ~~totally~~ ^{more} different. ^[Chandler] In his later years he ^{was} not well and he had lost his wife. Toward the end, ^{at least} he did no entertaining. Of course, in those days there was Prohibition ^(before 1934). President Chandler was very much against drinking, anyway. I ^{heard} ~~could go through~~ all kinds of stories about ^{all} the amount of corn liquor there was around the community. But no member of the faculty was supposed to ^{take} ~~have~~ a drink, ^a or student. Of course, that all changed, ^{I guess} ~~But~~ ^{perhaps} the law would have changed ^{that}, anyway.

He was just a different kind of person, and ^{he} Chandler eventually killed himself by overwork. He was working in his office almost every night, ^{of} during the week. Mr. Bryant ^{was different:} didn't. He worked during office hours.

~~Emily~~: One of the changes ^{he [Bryant]} made that comes out ⁱⁿ of the records is that he ~~de~~emphasized the teacher education that Chandler had emphasized.

Dean Fowler: That's right. But so did the faculty. ^{Mr Bryan really didn't} That plan wouldn't have ^{much} anything directly to do with the adoption of the new curriculum in 1935; and that's what made the major transformation. But changes were already under way before old Dr. Chandler went. The basic policy of ^{or} selective process of admission, this was already under way. He was placing more and more emphasis on ^{the} quality of the student body. There were some very fine faculty members here before 1934. Some of them were beaten down. Any member of the faculty who amounted to anything was fired at least once by Chandler and then rehired the next day--this kind of thing. And then, of course, the college went through the depression, and the faculty had suffered two salary cuts shortly before I came down here. But this was going on throughout the country, and it was going on throughout Virginia. So times were tough ^{here} then. But getting away from the ^{great} emphasis on teacher training obviously had started before '34. And then what we did ^{later} was to abolish a concentration in education, ¹ And that really cut into it. Most people who were in education agreed that the ^{important} thing ~~to do~~ was to give future teachers a good liberal arts education, and let them have what technical and methods courses they needed, and let it go at that. So there was no ^{row or} great uproar about cutting back on the teacher training. I think there was a very wide

agreement on this.

~~Emily~~: You and Dr. Bryantth both came during hard times, which you have said.

What ways did the Depression affect the faculty and Williamsburg?

Dean Fowler: If you want to take Williamsburg first, Williamsburg didn't feel the Depression because this was when the Restoration was going on.

You see all this money was being pumped into the community. So as a community they didn't feel the Depression like -- Well, I came from New

England, and I saw it. I saw New England, ^{mill} little towns just laid low. Williamsburg was

fortunate! it was spared that. The way the faculty felt the Depression was through what the state had to

do because of financial exigencies in holding the line ⁿ of expenditures in

and forcing all state employees to take a pay cut and so forth.

~~Emily~~: Even after you came?

Dean Fowler: No, ~~that~~ was ~~all~~ over by '34. In a sense I suppose it could be

~~said that the faculty who were here before, this ^{the Bryan} regime and after the worst of the Depression,~~

who were here before the Bryan regime

Dean Fowler: I think I'm correct in saying that those faculty never got ~~that~~ ^{back} ~~both~~ ten percent cuts ^{back}. They got one of them back, which was only temporary. So this put the whole faculty salary scale down. They managed. They understood. ^{Many} ^{Some} of them had recently built homes. Everything was inexpensive then. The dollar went a long way. Dr. ^{Guy} ~~someone~~ built his house over ~~there~~ ^{there} and that's where I first lived when I came ~~here~~ ^{here}. I had a room ^{the} first semester. I was still a bachelor. I had one room ^{and} Dean Lambert had the other one ^{in the wing of the house apart from the} ~~Something about a~~ master bedroom. So we all became very close friends the first semester I was here. Then I got married the day after Christmas, and we got back down here ~~around~~ ^{around} the 2nd or 3rd of January. The first nine months we were married we lived in ^{to this one} the house next door ^s. Supposedly it was furnished, but very sparsely. We could manage. Then this place became available in September of '35, and we were fortunate enough to get it. We have been here ever since. We've lived in this house for ^{thirty-nine} ^{area} 39 years. This was all faculty. ^{That house up there} ~~This~~ is the newest house in the court ^{at} ~~right here~~. ^{by} Harold Phalen who ~~later~~ ^{became} chairman of mathematics ^{'40's}. Next door were the ^{Stokes} ^{Stubs in} history. On the corner was Dr. ~~Rob~~ ^{Rob} chairman of the chemistry department. Diagonally over here was old Dr. Geiger, who was head of psychology. He died in '35. The house next to him, ~~the faculty who~~ ^{was} ~~built that was~~ ^{by} somebody in education. Then Dr. Swem ^{'s} ^{from Jaweston Road} was the next house. The first house in the court when you come ^{in this way} ~~in this way~~ ^{was} ~~is~~ Ted Cox ^{'s} Dean of the law school. ~~Harold Phalen who became chairman of~~

So it was a faculty community. This house just below mine, which now has half a dozen apartments, was built by the then chairman of modern languages, a man named Williams, whom Dr. Chandler, for reasons we don't need to go into, sent down to the Norfolk division, what in those days was referred to as being sent to Siberia.

Emily: Down at Norfolk in the '30's there was a great scandal, and what was Dr. Bryan's reaction to this?

Dean Fowler: He couldn't have been more upset because our accreditation was threatened. As a matter of fact, as I recall, we were mildly censured by Pi Beta Kappa, which upset Dr. Swem terribly. The man who was dean down there, Dean Hodges, had been dean up here. I guess he was dean of ~~men~~ students up here under Chandler and was sent down there to run the Norfolk

Division. He was guilty of this, ^{grade fixing} trying to help students down there get into the Naval Academy. That's where it was caught. There, ^{isn't} wasn't any worse crime in the academic world than forging or changing academic records. William and Mary up here was perfectly innocent. One of the ^{was lack of adequate supervision of the divisions} problems we had for years and ~~as a result of that very unhappy experience,~~ ~~there was great improvement.~~ ~~But~~ For years after President Chandler had founded the ^{two} Divisions--the Norfolk Division and R.P.I. in Richmond--there wasn't adequate supervision from William and Mary. So things went on which should not have gone on, and as a result of ^{The Hodges incident} that experience they began to be much more supervision. ~~If and when you talk to Jim Miller (who was dean when this mess developed),~~ ^{replaces Hoke} after Dean Holt was replaced in 1938 by Jim Miller, ^{of} there began to be much closer supervision, ^{from} from both branches, ^{both divisions.}

Emily: You mentioned Dr. Bryan's entertaining. Did you ever go to his Christmas parties?

Dean Fowler: Oh yes, ~~indeed~~ indeed. Yes, we had these terrific Christmas parties

in old Phi Beta ^eKappa Hall which is now Ewell Hall. They were terrific. They were costume balls. We all rented costumes. ^{We had a faculty-} As a matter, the student committee ^{I suppose fifty to a hundred people would be involved,} ~~would be involved perhaps 50 or 100 people.~~ It was really an elaborate business. That place was just jammed. We used to be terrified of the floor falling through or fire breaking out or something. It was a fire trap. It was spectacular, really. And there used to be a kind of floor show. President Bryan, in the role of Lord of the Manor, and his party would sit up on the stage, and people would walk up in the center of Phi Beta to be presented to him.

We took out all the seats so that it could be a dance floor and a place to mill around. It was ^{really} elaborate. I remember one year I was in charge of the committee on favors. ^{all the students} Everybody had hats and horns and all that stuff. And somebody had the idea--I don't know if I did or not, ^{--I'm sure it was} ~~that~~

^{somebody else -- that} we would get a whole mess of balloons and get them up on top of the ceiling, up in the attic there, ^{in Phi Beta Kappa,} and at the proper time let them loose down through the ceiling. So I had to supervise this thing. I remember crawling up there in the attic, and we built a great big net, sort of funnel-shaped, ⁻⁻ to hold these balloons and then have them come drifting down.

I got up there--I don't know if it was the day of the party or the day before--~~I got up there. There wasn't~~ and you couldn't do much more than a cat walk up there. ~~And the ceiling of old Phi Beta,~~ you couldn't walk on the ceiling itself, really.

I remember getting up there and getting dizzy, and it was all I could do to get down from that place, ~~up there.~~ Then in connection with the big party over there, there were faculty and I'm sure student parties

the big affair
 before ~~this whole thing~~ started. Then it became traditional for certain people on the faculty to have intermission parties. In some cases, people went to these intermission parties and ~~went back~~ ^{then returned} to the big show ~~afterward~~. But by that time the students had taken over and most of ^{vs} those who had been involved in the preparations and the planning of the thing were so worn out, ~~and so~~ ^{that} most of us didn't go back after the first year or two.

Then they had those very elaborate June balls ^{after intermission} which were magnificent, ~~in the Sunken~~ ^{in the Sunken Gardens}. That was the ^{work of} ~~award for~~ Leslie Cheek, who came here in 1935 to really create our fine arts department, to ^{put} ~~put~~ together some of these things that were being offered in music and theater and so forth. ^{There were} You had painting courses given when I came here, but it developed ^{into} into a real fine arts department. Leslie Cheek's field was architecture, and ^h we brought in a man in painting, a man in sculpture, and some people in the theater to help Miss Hunt. He had the notion of this elaborate commencement ball, ^{of which} much of the expenses came out of John Stewart Bryan's pocket. And that was a beautiful affair, really. We set up a dance floor down in the sunken gardens, ^{or} and the upper level toward the Wren Building there would be tables, and there were magnolias all over the place and the best dance bands from the United States--Glen Miller and all the rest.

Emily: Where is Leslie Cheek now?

Dean Fowler: ^{Leslie's} He is spending most of his time in Richmond. His last major job was director of the Virginia Museum of Art. But in the meantime he ~~was~~ ^{had} been head of the Baltimore Museum; He's been in New York on ^{the} an Architectural Forum which is the magazine of its kind in the country. He married ^{Southall} Freeman's daughter. ^{(Incidentally,} Incidentally, Mrs. Freeman just died last week.)

So Lesley and his wife, Mary Tyler Freeman, have lived in Richmond for years. When he retired from the Virginia Art Museum they bought a place up near Monterey in Virginia, and he was going into the nursery game.

I haven't seen them in over a year. But they have been spending ^{more than half} ~~most of~~ their time in an apartment in Richmond. They gave up their ^{house} ~~home~~ in Richmond.

~~Emily~~: Was it President Bryan's health that forced him to resign in the '40's?

Dean Fowler: Mr. Bryan's health was frail even before he had agreed to become President. I believe I'm correct in saying that he had ^{had} a couple of bouts with pneumonia. His family didn't want him to take this job, largely for reasons of health. When he took it, it was clearly understood that it would be for a ^{limited} ~~period of limited~~ time. It was a strain on him, of course, ~~because~~ He remained as publisher of the newspapers ^{Richmond} in Richmond. He was contemplating retirement for health reasons for sometime. Then I think it's also true to say ^{in fact} ~~that~~

I think you can find this in his own words, that by 1941, he felt he had accomplished his mission at the college. I forget offhand when he announced his retirement to the Board. I think it was '41, ^{to be} ~~and it would become~~ effective in '42. The search for a successor went on during the second semester ~~during the spring~~ of '42, and that's when John Pomfret was appointed. ~~And~~ as soon as they found a successor, Mr. Bryan retired, and he died two years later in 1944.

~~Emily~~: You've done a great deal of work on Mr. Bryan. What would you say was his greatest contribution to William and Mary?

Dean Fowler: His greatest contribution, I would say, was himself - his personality and the impact of his personality on the whole ^{place} ~~phase~~. He was a man of tremendous enthusiasm. He was a well-read, scholarly gentleman who ^{set} ~~has kept~~ high standards for everybody who came in touch with him. He was eager to make it the best liberal arts college in the south, and at the same time he was very much concerned ^{with} ~~of~~ it being a truly national

institution in terms of its students and the faculty, too. The faculty came from all over the country. Well, I would say he ^{lifted it --} helped to lift it -- from what, as you have said, certainly had been for sometime primarily a teacher's college and one which grew very rapidly under President Chandler.

Chandler's

¹ This contribution was as a builder of the physical plant and building up the number of students ^{admittedly} on his part at first without too much selectivity, ^{almost every} but ~~any~~ institution goes through this kind of period.

So Mr. Bryan could build on what President Chandler had done. The physical plant was adequate then. We were beginning to get a better student

body drawn from all over the United States. Not many from the deep south --

^{we've never} ~~We haven't~~ drawn ^{much} many from the deep south. ~~He was able to~~ and he took a very personal interest in all faculty recruiting, and he was able ^{though} ~~to~~ ^{how}

he got the money in Richmond, I don't know, ~~but he did~~ ~~he was able~~ to

attract ¹ at a time when the job market was still not too good, some fine faculty who shared his point of view. There was always so much enthusiasm

and life when he was around. He'd walk up and down the campus and stop

and talk to the students and they thought he was wonderful. The impact of

his personality was just tremendous; it was infectious; you couldn't

avoid being affected by it. ^{Many of us just came to} ~~Everyone just~~ loved the man, it's just that simple.

~~Billy~~: Were you still here when Pomfret was elected or had you gone ^{into the navy}?

Dean Fowler: No, I was still here. I knew a little bit about the ^{work of the search} committee

^{Committee}. ^{Toward the end} background.

¹ It was no secret as to who the leading candidates were. ^{Pomfret} ~~He~~

was one of them. He was ^{then} a graduate dean at Vanderbilt. He had once been ^{and an instructor in history.}

at Princeton as an assistant dean there, I knew a number of people in the

history department at Princeton because we were ~~at~~ at Harvard together.

And so--I don't know, this ^{probably} ought to be off the record--but anyway, the

chairman of the committee to find Mr. Bryan's successor was ^{Channing} ~~Cherney~~ Hall,

¹ a member of the Board of Visitors, Mayor of Williamsburg,

and a ~~the~~ local lawyer whose son practiced ^s law ^{here now} at Annapolis. Even in those days he had a ~~sense of~~ feel ^{for} about some faculty input into a search for a president. Not in the formalized way that one has to do it nowadays. I knew Mr. Hall ^{fairly} and ^{quite} well by this time. I don't know whether I told him or whether he asked me if I knew anybody ⁱⁿ at the history department at Princeton ^{well}. I said, "Yes indeed." He said that he'd like to have one or two more letters on Pomfret from that period. ^{of his hands} So I ~~did~~ ^{got them}. So I knew that way--I ~~don't~~ ^{forget how} remember when I first learned--that John Pomfret's name was very much in the hat. He came in September of 1942 and I left, well, I guess I actually left early in April of '43. ^{I started} ^{to seek} ^{several} months before. I was going to be drafted. I was the number one married man in Williamsburg on the draft list because we didn't have any children even though I was 35. So I set out to get a commission. And I got one. I had to work on that for a while. I finally got my orders and was inducted in April of '43. I got out just before Christmas in 1945--a little more than two years and a half.

Emily: But before you left in '43 you were one of the ones ^{who helped students} to advise ^{studnes} on the draft, is that right?

Dean Fowler: No. What you are thinking of, Emily, is I guess what I did when I came back. ^{You} See, I got out of the service in December ¹⁹⁴⁵ and Mr. Pomfret and Jim Miller told me to get back here as soon as I could because there would be plenty for me to do. Even though, of course, my replacement in the history department, Evelyn ^{Acamb} ~~Accum~~ would go on teaching. ^{She had} her contract for the year, you see. ^{would go on} She was teaching my courses. They ^{we can find} said there would be plenty for you to do in ^{the} administration. So I went right to work, And what I did was to evaluate all of the college credit for military service for the returning veterans. And at first it came in

by the hundreds. I'll never forget my teaching for that second semester of ~~for~~ '45-'46 was a special class in which I taught the whole of the European survey in one semester by an intensive business. I did both semesters in one. And this class was created for returning veterans. As I recall there were, that semester in my course, ~~there were~~ ^{there were} ninety to a hundred ~~90 or 100~~ of them. And some of them were, ^{as} the ~~the~~ ^{AS} finest students I have ever had in my life. So my work, the whole of that second semester, was mostly administrative, plus giving this double course. The following September I went back into my regular routine. For years I taught the ^{freshman} survey, and after a while it grew so big there was no lecture hall in the college that would hold them. So I used to have to repeat my lectures, and I always kept ^{at least} two quiz sections myself so that I would know a little of what was going on. So when things reached that point, it took six hours of my time just teaching that one course, with four lectures and two quiz sections a week. I did the ^{Tudors and Stuarts,} ~~tutors and stewards~~ and for years I had done Europe from 1815 to 1914--a whole year. And then I developed a one-semester course which I called contemporary Europe, which was really, ^{twentieth-} ~~20th~~ century Europe. This was all started before the war. So when I got back into my regular schedule, that's what it was. So I taught ^{fifteen} ~~15~~ hours the first semester, and I guess I taught ^{thirteen} ~~13~~ the second semester. I think that's when the contemporary Europe was, ^e one semester, ^{course} I picked up a third quiz section, I think. By that time ^{sure, Dick Marton taught quiz sections,} everybody in the department was taking quiz sections. Everybody in the department their first year audited the lectures. We used to have weekly staff meetings. It was a highly organized course. Everybody knew what was going on: they had been exposed to the lectures and so forth. We met and all made out common quizzes. For the younger

men as they came in, even if I do say so, it was excellent internship. They learned a lot. ^[for] A young man with his Ph.D. ^{who had done virtually} had virtually done no teaching ~~and~~ to work with a team--with the whole department--was a worthwhile experience.

Emily: Was ¹⁰¹⁻¹⁰² it a required ^{course for freshmen?} profession? ~~e~~

Dean Fowler: No, it wasn't required. But it turned out to be almost that.

I'd say for years ^{two-thirds to three-fourths} ~~2/3 to 3/4~~ of the students who entered William and Mary ^{of social science} took the course. ~~What they had to do was~~ they had to have two years ^{of} or a year of each of two, history, government, and economics. The history course was the only one designed and listed for freshman. So that if a freshman entering here wanted to satisfy ^y part of that requirement--what we call ^{ed} the social science requirement--his first year, he would come into the history. A lot of them ^{made this choice} satisfied it, ~~took this~~ and they had to take ^{of the entering class.} ~~two out of the three anyway,~~ ^{no} and we always got a great majority. The usual combination was history and government or economics. That was the common thing. I'll say this, certainly in the case of government and to some extent in economics, they advocated this to the students. They wanted them to have a year of European history before ^{they} took the government or economics. So things reached a point where, I think the record one year ^{was} ~~had~~ 506 students in that course with about ^{twenty-six} ~~26~~ quiz sections. We used students as graders of the weekly quizzes ^{but} ~~so~~ every instructor graded at least one section every week. We gave a half-hour quiz every week for the first six weeks. Then we threw an hour exam at them. Then for the remainder of the semester we went on to a quiz every other week. The second semester there would be a quiz every two weeks. By that ^{time} ~~time~~ they were pretty well broken in.

~~Emily~~: Is that when your Henry ^{VIII} ~~the 8th~~ lecture became famous?

Dean Fowler: Yes.

~~Emily~~: When you came back from the war could you tell any changes ~~that had~~ ~~been~~ at the college?

Dean Fowler: Not really. ^{The war} ~~It~~ was a rough time for William and Mary, as it was for many institutions. The male enrollment dropped way off. They did have an Army unit here, which helped. Then they got the Navy Chaplain's school here, which occupied the ^{whole} second and third floors of ^{Marshall - W of the Crow} James Blair's, where history, government, and economics were. That helped the college to survive without too much ^{belt-} tightening. I would say it was essentially everybody picking up where we had left off and continuing the building of the institution - and I don't mean the physical plant. ~~Things went back to normal. Then~~ ~~the college began to grow.~~ ^{this is when} When I came here in '34 I think we had about 1250 students, which I thought was ideal. There were 68 to 70 faculty members. Everybody knew everybody else. ~~Then after the war~~ ~~Well~~ ^{probably} I suppose by 1940 we had grown to about 1400. I don't think much more than that. Then after the war when ^{more} and more veterans went to college taking advantage of the G.I. Bill, we began to edge up so that by 1950 I suppose we had 1700 or 1800 ^{hundred} something like this. I think that is about the size we were when Pomfret left and Admiral Chandler came in. There never ^{was} ~~was~~ any wild burst of ^{growth of numbers of} students, which was fortunate. ~~For years--I say for years,~~ ^{I guess it was} ~~but probably~~ three years--we ran a special branch down at Norfolk at an old Navy installation called ^{Helenas} St. ~~Allens~~ and we offered the ^{essentially} the first two years of our curriculum down there for people who couldn't be accommodated up here or who didn't measure up as well to those we were admitting up here at the

Williamsburg campus. And that place ~~and phase~~ served ^{as} a useful purpose.

Some of those people came up here and did all right. Some of them, I don't know what happened to them. It took some of the pressure off us.

And by this time both Norfolk and Richmond Divisions were ^{booming,} ~~bombing.~~

~~Emily~~: As the veterans started coming back, this brought back something that ^{apparently} had been somewhat of a problem ^{apparently} before the war and that was the fraternities. The governor had issued an order saying that fraternities could not live separately off campus, taking their meals off campus.

I think you were on that committee.

Dean Fowler: Yes, I was chairman of ^{the} ~~that~~ committee that prepared that report after very lengthy studies ^{in the '30's.} In the '30's the fraternities

had their own houses, and they were independent, most of them in serious

financial condition, ^{although there were two or three} ~~two or three pronounced exceptions to~~ ^{perfectly sound shape.}

~~that,~~ ^{That was a funny business.} We presented our report to the Board

of Visitors, and at that time Colgate Darden was very much concerned about

the fraternity situation at the University of Virginia. He was looking

^{all} for the information and evidence he could find that the fraternity system in the United

^{States} was sick in the United States. As fond as I am of Colgate Darden, I

and others were very upset. What he did, ^{really,} was to take our report and

^{parts of} make it to the public and use it ^{to his own ends} ~~But~~ ^{bit} that was a little, on the side.

^{upshot of it} The thing here was the building of the fraternity lodges by the college,

renting them, ^{and} allowing no more than three boys to live there. In

other words, it was just a social place for them. But the lodge system

worked pretty well for a while. It relieved all these houses ~~and all~~ ^{of}

financial problems, and they ^{used to have} had great times there. ^{I went to any} There were a number
 of parties down at the lodges when they were new, and the boys and girls
 seemed to have a great time. Then of course we went to the present
 system. ~~Meanwhile~~ the sororities remained as they were. ~~The sororities~~
 The college owned those houses, anyway. Therefore, they never had the
 same difficulties, and they maintained dining facilities for years.
 What ~~ruined~~ ^{ruined} them was the war, when it was difficult to get cooks and
 servants, ^{with} and the rationing and so forth. ^{It} was difficult to ^{run} that
 kind of dining facility. So most of the sororities gave up the eating
 in any formal ^fashion anyway, and gradually they drifted back into it
 after the war. But in the '40^s the girls had sit-down dinners
 every night, ~~and it was~~ served by black maids. Very frequently they
 invited faculty to come for dinner, which was a nice arrangement.
 There were ^{sixteen, eighteen, or twenty} 16, 18 or 20 that was the maximum ^{who} could live in the
 house. There ^{was} ~~were~~ no more space than that. So normally that would be
 the number of girls who would be there for dinner. I guess in some
 cases girls who didn't live in the house could have at least an evening
 meal there, if they wanted to, ^{was} depending on how much demand there ^{were}
~~for them.~~ It was very pleasant. The girls were dressed up in pretty
 fashion. They would invite one or perhaps two faculty couples to come over
 for supper. They talked to them before and afterward. ^{We} They were all
 so much closer in those days. ^{It was smaller,} It was easier to do things.

~~Emily~~: What did you know about the controversy that went on about the lodges?

Dean Fowler: You mean on the construction of them?

~~Emily~~: Yes.

Dean Fowler: I knew a fair amount. There wasn't any question that those
 lodges cost ^{much more than they should have.} a fair amount. I don't know really who was to blame. I

know of no conclusive evidence ^{that there was} of any hanky-panky that went on; But there were ugly stories about Charlie Duke ^a who was then bursar of the college and Jack Saunders ¹ who was superintendent of buildings. When the cost of the individual units became known there was a good deal of raising of the eyebrows. This meant ^{that} the rental charges to the fraternities were higher than ~~what~~ they had anticipated. In two or three cases difficulties developed ^{about} the building. I remember ⁿ one of the lodges the whole corner washed out from underneath it. There were stories about ^{jack leg} ~~ejaculate~~ construction and this kind of thing; But this ^{gave} ~~was~~ the students ^{more ammunition for} and complaining about the cost ^{and so forth} etc. But I don't know ^{know} about how profitable this was to the college. ~~The~~ Of course, it was ^{an} all open secret [^] that the sororities were a great financial benefit to the college. Those houses were very cheaply constructed, and the college charged the girls over there the top going room rental for the college. ~~And~~ ^{so} if you packed twenty girls (in some cases) into those houses, then you ^{ve} got about two or ~~and~~ three hundred dollars a year ^{each}. That was a right good income from the initial investment. Some of those houses didn't cost more than ^{ten} ~~10~~ ^{twelve} or ¹² ~~12~~ thousand to build and ^{here} ~~then~~ they were taking in better than ⁴ ~~4~~ four thousand dollars a year. Now the college supplied all the utilities, heat, light, ^{and all this,} etc. But it was a financial success in that respect. That was the doing of ^{the first} President Chandler. ^{The sorority houses were all going strong when I came.} I don't see how ~~it could have~~ ~~been done~~ that the college's investment in the fraternity lodges ^{could} produced anything like the return from the sorority houses.

~~Emily~~: I want to ^{ask you} learn more about Dr. Pomfret and we haven't even gotten to [A.D.]

Chandler. I think we had better save that for another day. ~~Do you~~

~~want to come back?~~

Dean Fowler: Sure.

November 11, 1974

~~Another Interview~~

~~Emily~~: One of the things that I ~~did~~^{ed} want to ask you about Dr. Pomfret was how you would ~~overall~~^{his} evaluate administration in terms of what he did for William and Mary.

Dean Fowler: Well, I'd say given the unusual circumstances, particularly of his first four years (mainly war time) that ^{it was} ~~is~~ a very significant administration in the history of the college. He made a real contribution being himself an ^{ation} ~~academic~~ and historian. We all knew that as he could find time he continued to do some scholarly work; ^{which certainly} ~~This~~ made a favorable impression on those who knew what ^{he was doing} ~~was going on~~. I suppose most people would describe Jack Pomfret as a lazy administrator--maybe somebody else has used that adjective. He didn't like to get overwhelmed with ~~the~~ ^{ed} detail ^{the} ~~in~~ administration. He was a kind of man who had confidence--and in some cases ^{as it turned out,} ~~too~~ much confidence--in his subordinates. As long as things appeared to be going all right, he tended to let them alone. He did have weekly staff meetings, ~~which~~ as I recall was an innovation (maybe it wasn't). When I say staff meetings I mean ~~the~~ primarily the business and maintenance and grounds and dining hall and laundry--these operations of the college. He had a weekly staff meeting of all those people. ^{wasn't} I ~~looked~~ ^{but} ~~in~~ on them, ~~and~~ I knew they were going on. He had some tendency to let sleeping dogs lie. He didn't go ~~around~~ looking for trouble. I think that some would say that he tended to kick some things under the rug. He was not a political animal in the sense that he always wanted to be running up to Richmond ^{to} ~~and~~ maintaining or ~~creating~~ ^{to} political contacts up there. He was largely content ~~to~~

to leave that area to Charlie Duke, ^athe bursar, who had these connections up there and who was a political animal, ^{and who loved all this business} There were those who thought Jack Pomfret was not ^aaggressive enough in seeking money from the state. Virtually no building occurred during his administration; I don't think it was really needed. I would say our great need in terms of physical plant then was ^{the} ~~in terms of~~ library. We already began to overflow it. The reading rooms were nowhere, ^{large} ~~long~~ enough to accommodate those who wanted to use them. Again, ^{just to} ~~let's~~ take a personal example: We assigned quite a lot of library readings, ^{his} ~~even in that~~ day, to freshman 101 and 102 and had purchased duplicate copies. ~~That lobby~~ We could only seat about ^{four hundred} 400 people over there. So that was ~~rather~~ becoming a ~~rather~~ critical need in terms of space and facility. But otherwise, we had enough room. ^{We had} ~~There was~~ enough physical plants for what we were doing, ^{what} for the enrollment ~~as it~~ was at that time. Therefore, ^{he} [Pomfret] was modest in his requests to the legislature. I think a lot of people thought he should be asking for more. [#] His difficulties ^{with} were the ^{Board} ~~bill~~ of visitors. ~~It~~ began rather early, soon after the war was over. There was a strong difference, ^{of} ~~in~~ opinion, and Lord knows this had ^s a familiar ring. ~~There was~~ a strong difference ^{of} ~~in~~ opinion on athletic policy. He formulated a statement (which I think I saw once somewhere) which really did not have the approval ^f of the board. They wanted much more emphasis on athletics. There was clearly a difference of opinion there. Then in 1947 his nominee for the deanship--and at this time we ^{only} had ~~only~~ one academic dean, (At one time he was known as the dean of the college, and at another time the title was changed to the dean of the faculty)--Dean Miller gave up the deanship in 1947, and President Pomfret nominated--this became public knowledge--Harold Phalan, ^e who lives ^d right next ~~door~~ ^{door} ~~door~~

who was in mathematics ^[and] who had come to us some years before from
 Bar^g College up on the Hudson, which is now part of Columbia, I guess.

He had some administrative experience up there. Harold had pretty wide
 support. Anyway, Pomfret nominated him to the Board, ^[placed the nomination before the board] and the Board turned
 it down. And he took it. Some people thought he should have thrown his
 resignation on the table. But he didn't. ^{Sharvy} ~~Charlie~~ Umbeck, who was then

in sociology and who had held one or more administrative offices during
 the war while a lot of ^{other} people were away, ^{A number} was made dean. ^{None} of us

thought this was a major defeat for Pomfret in his relation to the Board,

That he submitted to this setback. Umbeck had already, or soon developed ^{his own},
 contacts with certain Board members ^{and was}. This tied in with the football

crowd. Umbeck was tennis coach, and this was the time when ~~the time when~~

we built up the national champions. So he had in his hands an unusual

and unfortunate collection of responsibilities. He was dean; He was

coach of tennis; He was chairman of the committee on athletics. He

was also involved in scholarships and financial aid; ~~A~~ very unusual

combination of responsibilities. This caused comment. Meanwhile, of

course, the emphasis on football grew. There were wide differences of

opinion between Pomfret and ^{certain} members of the Board on this. Then the

whole thing blew up in 1951. ~~I~~ I think I should say that in the meantime,

Mr. Pomfret, who was a rather easy-going person ^{by} in nature, ~~not~~ to repeat

the word lazy as some people said--he was the kind of man who was perhaps

too trustful of others. He was the kind of man who would believe the

best of somebody unless he learned something unfortunate to the contrary.

And when these irregularities began to be uncovered initially by Mr.

Lambert, who was then registrar -- ~~by~~ by that time Nelson Marshall was dean,

and he began to get his teeth into this, and Mr. Pomfret just couldn't believe that McCray, who was football coach, and I guess athletic director, would be guilty of this kind of thing.

So he took some convincing. You have probably learned that a faculty committee was appointed, and they worked closely with Nelson Marshall.

Only they, in the end, were able to convince Mr. Pomfret that something was really wrong and required a full investigation. And in the meantime,

to the dismay of many people, he had recommended McCray for promotion. Then

they began to get the convincing evidence. Much convincing evidence

much of it came at first from one of the secretaries over in the athletic

department who made some interesting disclosures about the typing of high school transcripts. It began to be clear that perhaps the man directly

responsible, though probably working with McCray's instructions, was Barney

Wilson, who was the basketball coach. Then one of our great football players in the days when we were really big time, (Al Vandeweghe)

his name had gotten involved in this. Al Vandeweghe made disclosures to the press and others, so the whole thing came out in the paper. The Board of

Visitors held formal hearings in Richmond. McCray had a council, Beck Hoffman, who later became federal judge down in Norfolk. Many people had the

feeling that the whole thing was rigged in order to destroy Pomfret, to blacken him, and to whitewash McCray and other people. Well, as it turned

out later, though we didn't know it at the time, it was a well-kept secret, while this all developed in the summer of '51, Pomfret had been

under consideration for the directorship of the Huntington Library since early that year. I got some of this personally from Pomfret later on.

He talked with [^] or at least he communicated with and I think he talked with Herbert Hoover, [^] who was one of the directors of the ^t Huntington. He had the recommendation, he told me later on, of Senator Harry Byrd. Even when this football thing began to develop, [^] as I recall, [^] Pomfret told me afterwards that Harry Byrd gave him a very fine recommendation, [^] and as far as he ^[Byrd] knew, [^] Pomfret's hands were absolutely clean on this football thing. ~~The thing blew up in August and I was up in Maine~~ [^]

December 9, 1974

Emily: I wanted to ask you today, when was it that you first found out that there was something wrong in the athletic department? We had been talking about the late '40s. When did you, yourself, first know of anything wrong?

Fowler: As I remember, Mr. Lambert told me some things in confidence about two or three transcripts which, ^{as} I recall were from Hampton High School, and that ended it so far as my having any direct part in it because I knew he was going to. . . . I guess the only reason he told me was because I was on the admissions committee then. But after that I wasn't involved except I had a little information of what Dean Marshall was doing. Of course, the appointment of the faculty committee was public information. But again as I recall I was not directly involved; I was never directly involved until the whole thing was public, and as I think I told you, until I came back from vacation in September. Meanwhile a group of faculty had already started work on some kind of faculty statement which eventually resulted in the ~~the~~ Manifesto, ~~it~~ as it's called. My involvement from then on was as a member of that committee and as one ~~of~~ the draftsmen of the ~~the~~ Manifesto ~~it~~ (there were several who had a hand in it) ~~it~~ and then as secretary of the faculty.

Emily: Did you know--was it obvious--that the athletic program was what was later accused of being a "college-sponsored racket" and "commercial enterprise"? Was this pretty common knowledge, or was it a total revelation?

Fowler: If I understand you, we didn't know there was anything wrong.

SPACE

December 9, 1974

SPACE

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ment which eventually resulted in the ^{the} Manifesto as it's called until

~~that thing was under way.~~ ^{as} Then my involvement from then on was a member of that committee and ^{as} one of the draftsmen of the manifesto, and then as

secretary of the faculty.

Emily: Did you know ^{though,} then that was it obvious that the athletic program was what was later charged as being a "college-sponsored racket" and "commercial enterprise"? ^{was something about commercial enterprise?} Was this pretty common knowledge? Was it a total revelation?

Dean Fowler: ^{As} I understand you, we didn't know there was anything wrong.

We knew it was ^{that} fairly high-powered and ^{and so forth,} recruiting was going on. But I

don't think anybody had any suspicion that records and transcripts were being tampered with until it all came out in the summer of '51. No, I

don't remember any ^e allegations or fears or suspicions before then.

Emily: Did Dean Lambert ~~then~~^{go} go to Dr. Pomfret when he found this out originally?
Do you know?

Dean Fowler: I'm not sure. I think you had better ask him that as to whether he first went to Dean Marshall or whether he went directly to President Pomfret. I do not know.

Emily: ^{... because} You ~~said~~ it seemed to have been difficult to convince President Pomfret that there was trouble.

Dean Fowler: Yes, ^{sort of} they found it very difficult. And I think in the judgment of his friends, ^{he} ~~said~~ he dragged his feet on it and did not act as quickly and ^{decisively} ~~as precisely~~ as he might have. Why? I'm not sure. My only suggestions ^w could be that first this was, I would say, part of his nature in that he tended to trust people ^{in whom} and he had confidence. He found it very hard to believe that McCray ^a ~~had been~~ responsible for this.

As a matter of fact, ^{I guess} ~~he thought~~ the other many ^{Wilson} was more a culprit than McCray was, ^{but Moorey knew what was going on} And then, also, as we learned later, these negotiations between Mr. Pomfret and the trustees were already underway ^{of the Huntington Library} ~~trustees for the~~

And, you know, maybe ^{was such that} ~~he would~~ ^{be content to kick things and to} ~~let things lie~~ under the rug in what might very well be his last months of office. . . .

I'm guessing; I'm surmising. ^{This three-man faculty} ~~The~~ committee had to push him, as did Dean Marshall, who ~~Dean Marshall~~ in the meantime, of course, was conducting his own investigation.

To what extent he was doing this under the President's instructions ~~or~~ directions, I'm not sure. Marshall wasn't about to let go of it. Then Marshall in turn was, ^{in a way,} ~~then~~ pushed on by Al ^{Vandeweghe?} ~~Vanderway~~ about whom there were allegations.

As I recall he had been ^{named in a news story by} ~~a~~ been a sports writer down in Newport News.

Newport News. ^{weghe} ~~Vanderway~~ knew of this thing, ^{and of course,} ~~Then~~ he went to bat to, ^{see to it that} ~~save~~ his reputation, ^{was protected.} So there were a number of ^{pressures which} ~~things~~ that converged which

led to action. I suppose the ^d ~~precise~~ step was when Pomfret ~~passed~~ ^{asked for}

McCray's resignation, and then the case went to the Board.

Emily: Then ~~it was~~ after Dr. Pomfret resigned, what was the faculty's feeling at that time, when they found out about his resignation?

Dean Fowler: About whose resignation?

Emily: About Dr. Pomfret's resignation.

Dean Fowler: ^{oh,} There was great shock, ^{and} dismay, and a very strong effort (too late without ^{our} having the information to back him) ^{to} and try to make him stay. ^{As} The hearings which the Board conducted in Richmond and some of ^{what} ~~the work that~~ went on appeared in the Press, it became obvious to some of us certainly that the Board was trying to put the ^{rap. for} ~~rack on~~ this on the President for not being sufficiently alert, ^[not] having a better grasp of the whole situation, ^{not being} and on top of things. Clearly they tried to blacken his reputation, and this of course tended to rally the faculty behind him because of ^{for} the respect ^{of} the man and the feeling that he couldn't, ^{possibly be} ~~be possible~~, responsible, ^[for] other than these one or two strange things that all of us found very difficult to accept. Namely the way he had dragged his feet in terms of ^{the} investigation, and secondly his promotion of McCray even after the first evidence was presented, ^{to him} and we found this very difficult to understand. Nevertheless, those things seemed less important than ⁿ rallying to his defense and hoping that a man like him could be kept here as President.

Emily: In the events of that whole fall, would you say ^{it would be} ~~that~~ a true statement that the relations between the faculty and the Board were at an all-time low?

Dean Fowler: Yes.

Emily: The Board, ^{Stewmake [rector of the board]} and a judge, sent letters to the effect that the faculty was meddling where ^{it had no} ~~there was none of its~~ business.

Dean Fowler: Yes. That's right. I think that would be a correct statement.

There was great bitterness and disillu^{ment} and lack of respect for the Board, ^{not only Shewmake, but} some of the other characters ^{who} were on the Board then.

Emily: One of the first jobs after Dr. Pomfret ~~had~~ resigned was to find a acting President. You were telling me last time I was here about how the acting President came to be appointed.

Yes, that crazy little business up at ~~Shewmake's house~~ Shewmake's house
Dean Fowler: What it boils down to is that ~~when~~ Jim Miller became acting President and served for just about a month, I guess. We had any number of special faculty meetings; It seems to me that we met three days in a row on one occasion. All of this came out in the press; and we were communicating to ^{ew} Shewmake and the Board ~~and~~ the actions of the faculty and so forth.

Emily: Did the press help or hinder ^{because} ~~since~~ this was splashed all over the papers) ^{the faculty's} in ^{their} relations with the Board?

Dean Fowler: I would say that the fact that all this became public--that is, the faculty action and so forth; through the press ~~was~~ made the board very angry and increased their hostility toward the faculty. ^[members] Some of the press were considerate. Some of them were told things in confidence and they respected that confidence; Others did not. I remember very well a personal note: I was having to do a great deal of the ~~dealings~~ ^{as secretary of the faculty} with the press, ^{and} communications with the press. They were ~~prestering~~ ^{prestering} me; and the phone was ringing here at home; and one of my good friends at that time was ^{Bela} ~~Beaver~~ Norton, who was Vice-President in charge of public relations for Colonial Williamsburg. He called me one day ~~to~~ ^{and said,} ^{to the press} say, "Jimmy, if I were you, I wouldn't give any more information from now on. I'd just say, ^{no comment}." And I took that advice and was happy to have it. As I recall I communicated this to the other major parties involved. So after the first few days things calmed down; and the press

found it much more difficult to discover what was going on. We had members of the press out in the hallways while we were having faculty meetings.

Emily: How was it that Dr. Miller was ~~then~~^g selected to be acting president?

Dean Fowler: Because he had been ~~Dean~~ from 1938 to '47 and then he served as ~~Dean~~ again. When did Nelson Marshall resign?

Emily: He didn't resign until ^{the day} Chandler was sworn in.

Dean Fowler: That's right. Then Miller had already served his presidency.

I'm trying to remember. Did Miller then go back as ~~Dean~~ for a while?

Emily: He was ~~Dean~~ until Dr. Marsh was appointed that winter.

Dean Fowler: Right. I remember the time very well. So because he had been

~~Dean~~ for a number of years and ^{was} one of the most highly respected members of the faculty ~~g~~ He was certainly one of the most obvious ~~the obvious~~ ^{-- it not the most obvious --} choice for acting president. And certainly he was first choice of that small group of us who went to ~~Dr. Shumake~~^{ew}'s house to get together.

The other ~~more~~^g obvious alternative at the time was Marsh. He was one of the ~~most~~^g senior members of the faculty.

Emily: Was he in the group ^{that} ~~who~~^{ew} went to Shumake's?

Dean Fowler: Yes.

Emily: But he, like you, turned it down?

Dean Fowler: Yes ^g everybody did ^{the first} go-round.

Emily: Including Miller, too?

Dean Fowler: Sure. Oh, yes. He said he wouldn't tough it. Then after a

night's meditation he changed his mind. So I backed out ^g ~~and~~ ^{Miller} got in touch with ~~Shumake~~^{ew} and his appointment was announced. Mine never was.

So nobody except the handful ^{those of} of ^g us who went up there ^{(and all of} ~~four~~ wives, I suppose) knew that part of the story. ^{In a way} It's sort of amusing as you look back on it.

Emily: And it was just a few days later that the faculty ...

Dean Fowler: ^{And you see} One of the problems in this business was that ^{ew} Shumake neither could nor would make any commitment as to how long an acting appointment would be continued. An acting appointment is not very attractive in the first place because ~~all~~ you are ^{just sitting there} ~~doing is~~ keeping the chair warm for somebody. We were certain that we would have no voice in the ^s atmosphere. We would have no voice in the choice ^{of a regular president,} and of course, we did not have. And I forget ^a this may be hindsight -- I forget whether we had some inkling that the Board had already taken steps to find a replacement for Pomfret before he actually resigned. Of course, this did come out ^t after. This did happen. I can't remember whether we had any inkling of this at the time that the acting appointment was made. But certainly ^{there} ~~it~~ was a lack of trust with regard ~~as~~ to how the Board was proceeding.

Emily: This was after the athletic scandal ^a broke but before his resignation ^{that} they were planning to replace him?

Dean Fowler: That's right.

Emily: ... If he did not resign.

Dean Fowler: ^{Sure} ~~That's right.~~ Now of course, we couldn't substantiate any of this until after Chandler was appointed. But then ^{when} it was known who the new president was and ^{that} he had been an admiral in the Navy, ~~The~~ first conclusion we ~~draw is we~~ draw ^{is} is that you can't get out of the Navy that fast. ~~So~~ ^{So} something must have started earlier. ^{of} Then some things began to come to light. There was a news man around here -- I guess he was the public relations man for the Jamestown Corporation. ^{Incidentally} His name was Marshall, too. ^{at} ~~incidentally~~ And he went to work digging out what information he could in Washington in the Department of the Navy, in

the office of the Navy Personnel to ^{determine} see when the first moves were made by Chandler to get out of the Navy. We had another news man here in town at the time who ^{pursued} assumed a somewhat similar investigation. It was in this way that the confidence that Chandler had actually been offered the job in August became almost common knowledge. Then as I think I told you, because of the general attitude in Washington on the part of Congress at that time about so many high-ranking, relatively young officers in the service, not merely Navy, ^{who} were trying to get out, my understanding is, and I think this could be demonstrated, is that the story about Harry Byrd actually going to President Truman to get Chandler out of the Navy is probably correct. So it was a very bad time. Almost immediately some of the good young people ^[on the faculty] began to talk about getting out ^{of here.} They didn't want to go on under these circumstances: — Board and president.

Emily: There were resignations, especially in the administration.

Dean Fowler: There were a few — that's right. ^{Now} I'm sure it could be argued, and I'm confident President Chandler would argue this way, that in some cases this ^{was, if a factor} wasn't a big factor at all. ^{In fact} a relatively minor one, ^{because} in most cases those who left went to bigger and better things: ~~that is those in the administration.~~ ^{Bob Land} He went to the Library of Congress, ~~but he wouldn't quit.~~ ^{tt} Now John Hocus, ^{tt} on the other hand, within a couple of years ~~he~~ got a fine offer from the University of Delaware. ~~He had~~ ^{at} a much higher salary ⁿ than what he was getting here. I know what the salary was. Furthermore, ^{with} at that time, Dean Lambert, ^{tt} very much his senior, he couldn't see where he was going here and so forth. So Hocus ^{tt} would be the first to tell you that the Chandler Presidency was not a major factor in ^{tt}

in his decision. That doesn't mean to say ~~that~~ he loved the man.
 Miss Marguerite Wynne - who was
 Then ~~there was Miss Roberts,~~ Assistant Dean of Women; She couldn't get
 along with ~~him~~ ^{Chandler} and the new Dean of Women. She had an opportunity to
 go elsewhere. She had spent her whole life ^{here} in Williamsburg. Then
 later on, of course, when there were controversies and disputes between
 Chandler and the faculty, members of the faculty left when ^{the} opportunity
 presented itself.

Emily: When was it that you first learned that Chandler had been selected
 as President?

~~Dean Fowler:~~

Emily: He was selected some days before it became public.

Dean Fowler: Well, I believe I told you, We had been at this special
 faculty meeting, ^Presided over by Miller, and the faculty meeting ended just
 about six ^x o'clock. The appointment of President Chandler was announced
 on the six o'clock news, ^[on the] radio from Richmond. My wife knew it when I
 walked in the door. Mrs. Miller knew it when her husband got home.
 That's the way we learned--including the acting President. That, of
 course, made the whole thing even more shocking.

Emily: I think you said ~~something~~ last time something about the reaction
 that night, there were a lot of meetings.

Dean Fowler: Well, the press went wild. This was one of the gathering places
^{poured in here;}
^{the} faculty ~~court~~. Some I didn't even know well. What is the faculty
 going to do in the face of this decision and ^{this} procedure, ^{the} way it had
 been done? ^{I guess maybe} What we eventually did, ^{-- I forget --} was, the next day, to send a telegram.

Perhaps we had another faculty meeting in which we passed a resolution, very carefully worded, ⁱⁿ upon which we condemned the action of the Board, but at the same time stated in the telegram that this was not intended to be a reflection ⁿ of the man himself (Chandler). We knew nothing about him except that he had been in the Navy and, ^{that} he was the son of the former President Chandler. We were, ^{being} very careful not to attack him personally. Then he came aboard and was inaugurated and installed in the President's office, ^{with} The Press ~~was~~ there and a handful ^{of} people, ^{who} he could crowd into ^{it} (the President's office). I don't know if you have ever been in there, but it's the office that the Vice-President, Mr. ^{Carter} ~~Carter~~ has ^{(the} a business office) ^{only}. And you can ^{only} get but so many people in there.

Emily: I think you mentioned last time that the faculty was taking, ^{VP} donations to print ^{the} up a faculty statement.

Dean Fowler: Oh, yes. We had already done that, ^{because} that appeared well before Chandler, ^{was} ever made President. We had already got, ^{ten} the faculty contributions and I think finished the money-raising campaign because we only needed ^{\$700} as I recall ~~the whole thing cost \$670, or something like this~~, ^{I think} something better than \$500 was collected within the college. We collected over one hundred or so from friends in the community who, of course, were in sympathy with what we had done.

Emily: Coming into the situation, what was the Admiral's view of athletic policy? You had a committee, ^{that} who made a report on it shortly thereafter.

Dean Fowler: I'm not sure it can be said that he had a clear-cut policy. I think he was honest and sincere in wanting this, ^(committee) study to go on and see what recommendations were forthcoming. As I ^e recall he made no public

statements or statements to the faculty, other than ^{to} let's examine this whole thing and see where we ^{are} going and so forth. But ~~he was~~ it was soon clear that his views with regard to athletic policy were essentially those of the Board, ^{the people who appointed him.} And they were enthusiasts about the football program.

So as I recall the committee soon became aware of where he basically stood without ~~any~~ formal communication or ^{to} statement on his part.

^{and this is recorded in the faculty minutes,} Then later on Chandler made the ^{state} statement that he was responsible for the athletic policy. And of course, ^{that has remained} ~~this is~~ true. We have had a recent

example of that in which the Board and the President determined the athletic policy. The faculty committees on athletic policy over the

years have simply been advisory. This is not to say, ^{and} ~~that in~~ particularly in recent years, that they haven't exerted some influence, because they have,

In terms of standards and more money for minor sports, ⁻⁻ this kind of thing, -- the faculty committees on athletics have a fair amount of influence.

Emily: One of the ^{statements from the} original September faculty statements that drew a great deal of comment was that the faculty should control athletics.

Dean Fowler: Yes, ^{and} this became the real issue between the faculty and the Board, and ^{rightly} ~~likely~~ so from the position of the Board. We were really challenging the authority of the Board. They, of course, resented this and openly criticized ^{us for} this. As a matter of fact, they tried to turn the

thing around and say these things, ^{that} we had said had been going on, ^{-- that there had been} and

so forth ^{and} that the faculty were in part responsible for not having done anything about it. ^{If had} We ^{had} tried to do anything about it we would have been slapped down by the Board. The Board has ^d the authority, ~~and~~ there wasn't any question about that. We knew it. And we weren't about to pull any

all this overemphasis and

punches. They did their best to use the manifesto to indict the faculty.

The relations between faculty and the Board remained difficult for years, *totally different*

from the way it is now

^ In those days ^{we} ~~one~~ thought representatives or committees ^e from the faculty ^{sh} should appear before the Board, but this was unheard of. However, the deep wounds didn't heal for a long time. Meanwhile, over the years the the composition of the Board changed, as did the composition of the faculty, ^{and} With the growth of the faculty in the '50's and '60's, the great majority of the faculty had ^{first-hand} no knowledge of the '51 mess.

Emily: Dr. Jones told me the other day that the majority of the faculty has been here for less than five years, something like this.

Dean Fowler: Well, I think that's an ^g exaggeration. The number who have been here ten years or less is very high. And then until very recently there were quite a number who went all the way back to the '30's and 40's, you see. That generation is dying out or retiring. What happened was that a good many of those appointed in the decade of the '50's and very early '60's didn't stay with us; they left. So we had these disproportionate age groups, and there ^{was} ~~is~~ a fair number of old-timers, shall I say, ^{then} and a large number of men and women with much less service in common. Then, of course, during the so-called "plush days" of the '60's we expanded a good deal. So it is, with a few obvious exceptions, ~~is~~ a remarkably young faculty.

Emily: Do you believe the problem in the '50's and '60's was ~~because~~ of the salaries?

Dean Fowler: Yes, ^{partly} and we had a lot of good people. We became vulnerable.

We were ¹⁴ ~~high~~ ^{pirated} rated by other institutions. Certainly money was a major

major consideration. But there was also ~~no~~ unhappiness with some of the things that ^{were going} ~~went~~ on around here. Now we suffered some major losses; At the same time we lost some people that I'd say candidly we weren't too much upset about. ^{They} ~~We~~ were all right, ^{but} ~~we~~ figured we could do as well or better. But there were some critical losses; all right.

Emily: In the ~~Admiral's~~ relations with the faculty, how would you rate the faculty morale; given the adverse circumstances of his arrival at William and Mary?

Dean Fowler: So far as the faculty's attitude toward him was concerned; ^{it was} very strongly influenced initially by those circumstances; and it continued to be. Then the way he ^a dealt with people offended a great many. He was very ^t arbitrary. He ran a tight ship; as we used to say. Heads of departments had difficult times with him. He really had no understanding ^{of} or no acceptance of the proper role of a faculty in the governance of an institution. He deliberately tried to destroy the organization of the faculty. He was a navy man--that was his background. The same problems arose in his dealings with the students. They were concerned with internal, local issues, not with national issues

^{as they were} then, in the '60's. It was very definitely an internal thing. He was strict, rigid; ^{and} he didn't want any concessions ^{to} from the students -- No changes in the social regulations and this kind of thing. The editors of the Flat Hat had a terrible time with ^{President Chandler} ~~him~~.

Emily: I gathered they ~~must~~ have.

Dean Fowler: ^{Oh, they did.} One after the other; ^{after} ~~almost~~ every issue there would be someone in his office, ^{laid on} ~~lay down~~ the carpet. He couldn't wait for that Flat Hat to come out on Friday night. Then he would stew over it ^{all} ~~the whole~~ weekend. Of course, they were cruel. ^{They didn't pull any punches;} They let him have it. It was a

battle royal. But there were major issues involved, such as freedom of
 speech and freedom of ^{the} press, ^{and} faculty participation ^{in institutional government.} It wasn't just
 personal. ^{It} Now he won the support of some faculty members, of course, ^{who}
~~and they~~ felt that he was very hard-working ~~and there~~ ^{isn't} ~~wasn't~~ any question
 about that. He gave his total life to the institution. He was
 confident that he was doing what was best, and he was almost killing
 himself. Not only was he hard-working, I must say, ^{that} I remember that he
 said something to me about this, ^{fairly} ~~very~~ early in his presidency, ^{that} the
 first few months he was here he sat down, ~~and he was~~ determined to master the budget.
~~the thing,~~ The whole state budgetary procedure. He did. So he was
 hard-working and ⁱⁿ some ways he was an efficient administrator.

He went to work to get more money from the state for capital outlay, for buildings. Some of this bore fruit while he was still President; more of it came subsequently. He pushed hard in Richmond for ^{more} ~~adequate physical plant~~. Now what was ^{completed} during his time of course was the new Phi Beta Kappa Hall, the Campus Center, and Landrum Hall.

Emily: He was the one ^{who} ~~to~~ ^{ped} map out the first plans for the new campus, is that right?

Dean Fowler: This certainly happened under his administration, yes. Some of the things accomplished under ^{Paschall's} ~~Pascal's~~ regime, the foundations ~~of~~ ^{for} them which were ~~from~~ and established under Chandler. ^{He} ~~was~~ ^{anti-social} as far as the faculty was concerned or as ^{far as} the townspeople were concerned.

After the first year or so there ^{was} ~~were~~ never any entertainments or ^{or anything in the President's House. I remember} ~~receptions, Never one big party they gave for the party. I remember.~~ ^{faculty, soon after taking office.}

They served liquor. President Chandler told me ^{something} about this: Some of the people in town got on the telephone to him the next day about throwing these parties in the President's house and so forth, and he ^{succumbed} ~~circumvented~~ to that kind of ^{antileism and} pressure instead of telling them to mind their own business.

So the atmosphere with regard to the President's House was totally changed from the Pomfret and Bryan ^{regime's} ^{where} ~~It was a home and the normal~~ ^{normal} place for a ^{normal} social life. There were receptions for the students and this kind of thing. That all ceased. He and his wife, whom many of us felt sorry for, were socially cut off--at least from the college community.

Emily: With this building program ~~was~~ ^{that} very reminiscent of his father, ^{to what extent} ~~to what extent~~ ^{his father's}

Do you think he was conscious of ~~falling and~~ following in ^{these} ~~these~~ footsteps ^{as} ~~as~~ President of the College of William and Mary?

Dean Fowler: ~~Oh, I think it was deliberate.~~
Oh, very. Oh, I think it was deliberate.

Emily: Do you think so?

Dean Fowler: Yes. ⁸

* Actually these buildings were completed after 1960. What was finished before that time was the new Phi Beta Kappa Hall, the Campus Center, and Landrum Hall.

Dean Fowler: ^{Yes} No question about this, ^{Not} just in building ^{and} but in the concept of the branch colleges, Christopher Newport, ^{and} Richard Bland. This fell in with his father's Norfolk Division ^{and} R.P.I. ⁱⁿ Richmond. He was gung-ho on extension work and the college performing this kind of service for the state. It's a state institution. Oh, ^{yes} This was all part of his father's tradition, ^A basic policy, always deliberate imitation and adaptation.

Emily: ^{With the} ~~in this something to~~ ^{ring of} strengthen what later became the colleges of William and Mary, ^{did} ~~do you think that~~ this served ~~the purpose of serving~~ Tidewater's educational needs? Or did it weaken the prestige of the college of William and Mary? This ^{always} ^{have been} seems to ~~always be~~ a consideration.

Dean Fowler: I suppose ^{con} the question of what we mean by the prestige or image of the college in terms of Richmond and state authority, what Chandler did I think impressed them in that William and Mary was performing a greater service to the area. But there is the other side of the coin: ^{What} this did to the image of the college academically is something else again. Certainly that was very much ^a ~~of~~ concern here at the college ~~here~~ in Williamsburg. We just knew the standards of those places and the standards in ^s extension work, and they just couldn't compare. But certainly there were many people in this area and the state authorities [who] were considerably impressed by this. Now whether you call that prestige or not Certainly within a limited geographical area as opposed to a national area, I think it probably did improve the image of the College in the eyes of the ^{public} department. ^{And} of course you must remember that all this was done before the community college stuff started,

And to that extent I would say to some degree the establishment of Christopher Newport did fill a need down there. And ^{ec} fortunately it's becoming a reasonably respectable place. So again, generally I would say the image of the Chandler Presidency and the image of Chandler himself outside of Williamsburg was fairly very good. But when I say outside Williamsburg I mean outside Williamsburg, because I think the whatever support he ^{at one time} enjoyed in the community ~~at one time~~ ^{as} diminished over the years, ^{think it} went by. I would be fair to say that the College's relations with Colonial Williamsburg were not as good in 1960 as they had been. He was a very difficult man to deal with. And he was the kind of man, and perhaps this is something to be said for him, who never made any move to gain popularity. He maintained he didn't care what people thought. He was convinced ^{that} he was right and ^{was} doing what he wanted to. He could be, at least on the surface, ^{opinions} discourteous ^{could} impervious to the public. He would show violent temper. ~~[I remember one time the poor man wasn't very well. He had this strain, I suppose.]~~

*Must be
have the
out -
should be
what had been
added to
those laws
of 1938*

But he sure was no popularity seeker.

Emily: Why was it that he had the faculty advisory council dissolved?

Dean Fowler: I forget the circumstances, whether there were particular issues at the moment ^{a design} but it was all part of, he really set out to destroy the faculty organization and the faculty instruments, some of which went back to the ^{by} ~~by~~ laws of 1938 (when we had our first ^{by} ~~by~~ laws) and then what had evolved from and then ^{what had been} added to those ^{by} ~~by~~ laws as we went along. He never liked that faculty advisory council.

Emily: ... which had been an outgrowth of your committee's work when he came in.
Fowler: That's right. I must say I can't remember the particular issue or issues, ^{but} because it was a very bad time when it happened.

Emily: That was in '59, but I couldn't find anything that would indicate ..,

The minutes for December 8, 1959,
contain the amendment to the
bylaws changing the advisory council
to the advisory committee. It is
apparent from the minutes that
there was considerable discussion
on the matter, but the reasons
behind it are not spelled out.
Warner Moss wasn't overly specific,
either.

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EJS

Dean Fowler: It's all spelled out in the faculty minutes; it should be.

Emily: It should be. I'll go back and check them.

Dean Fowler: Have you interviewed ^{Warner Moss} ~~Warren Marsh~~ yet?

~~Emily: No. He thinks it best for me to wait until after I talk~~

Dean Fowler: He could tell you a good ^{bit} deal ^{I'm sure} about that, I suspect

his memory of it is better than mine. It was part of a total policy. And in the end it did not succeed. It did not succeed in destroying the organization of the faculty; It deprived us of some of our instruments. ~~Then we revised~~ ^{then we} had new ^{by} laws in 1962. I was chairman of that ^{committee.} Our conclusions were very much influenced by ^{our experience} ~~what happened~~ in the '50's. For example, to related ^{it} to ^a contemporary issue, the committee--I think there were seven of us--seriously considered at that time the establishment of some kind of faculty ^{senator} center. We agreed ^{virtually} ~~unanimously~~ that this would be unwise in view of the recent experience in the Chandler ^e regime. In other words, we did not want to write a set of ^{by} laws or set up an organization which would give the impression of being undemocratic. What we wanted to do was to try to rebuild morale and make sure of as wide ^a faculty involvement in ~~the~~ faculty government as we could. So we deliberately rejected that thought because of the experience in the recent past, ~~And~~ I think we were right. We did set up another active advisory committee which was known as the Faculty Affairs Committee.

Emily: How did the faculty react when ~~the~~ word came that Chandler was going to become chancellor ¹ and Pasca ^hll would become president?

(Those two did not come at the very same time.)

Dean Fowler: There was enthusiasm, the feeling being that almost anything could be better. Pasca ^hll began his ^e regime with a great deal

deal^{of} of good will just because of ^{the} change and because obviously he was a totally different personality. But unfortunately as the years went by he squandered most of that good will he had when he came in, though for different reasons. We weren't excited about having a public school man--he was superintendent of public instruction. Some of us ^{who} knew Pascall^h; he was an alumnus; As Superintendent of Public Instruction he was a member of the Board of Visitors, ^{ex-officio} in those days. So he used to attend all the board meetings, and he was down here for public events. Some of us knew him as a warm, friendly man and were ready to take him on his personality, though we had concerns about the fact that he had spent his whole life in public education and not in college or university work.

Emily: Did that handicap him as President?

Dean Fowler: Oh, yes. I think anyone ^{college or university} as President who hasn't had ~~some~~ some academic background is handicapped by this.

Emily: ^{The admiral} Chandler then stayed on as chancellor for what was called the Greater Colleges of William and Mary for two years.

Dean Fowler: Two years, that's right. And it was a very hard time for Mr. Pascall, and we felt sorry for him because Chandler still had a great deal of ^{authority} ~~something~~. He was constantly looking over Pascall's shoulder. Again there was support and pleasure when Pascall was relieved of all this in 1962. It is rather interesting that some of the people who were partly responsible behind the ~~scenes~~ scenes for gradually moving ^{Chandler} ~~Chandler~~ out of the picture had in his earlier days been his strongest supporters, ^{but, whom he had succeeded, in one way or another, in alienating} I guess when we last talked I told you about Russell Carniel, ^{es} ^{was then} who had been a delegate to the legislature. Of course, ^[the Colleges] the thing had to be changed by statute;

And he was responsible for introducing the statute in the House of Delegates. And when he introduced it he had ^{was a} ~~already~~ 70² seventy signatures on it. In other words, the outcome of the foregoing ^{Conclusion.} confusion. Chandler never forgave Russ, ^{Carneal} Two or three former members of the Board and two or three ^{current} ~~card~~ members of the Board were parties to this transformation. So they had to play the game very carefully. I don't think I had better identify any.

think we ought to have this!

Emily: Was Carneal ^{es} reacting ^{to} pressures from within his college constituents? ^{ency?}

Dean Fowler: ^{Russell Carneal} ~~Most of the time he~~ knew what was going on. I don't think he had any personal animus against Chandler. He was just aware of the situation of the College and community, and all kinds of people were talking to him. He became ^{persuaded that} disfavored and this was the thing to do. He didn't do it on his own, not by any means. He was just the agent.

Emily: And there seems to have been a great deal of pressure from Norfolk, ^{that} they wanted to be separate.

Dean Fowler: Oh, yes. There were all these political considerations, too. R.P.I. had ambitions, too. And these political pressures, of course, were very evident in the assembly. I daresay every delegate from Norfolk signed ^{ea} Russ Carneal's proposal, or were sponsors of it.

Emily: How would you evaluate Chandler's ^{tenure} ~~tenor~~ at William and Mary?

Dean Fowler: In the long run, wholly apart from the building (some of which we needed), ^{would} I say the consequences were very damaging to the College. Let's take one aspect of it: We got stuck with some people in ~~the~~ administrative offices and ^{other} positions that we just couldn't get rid of. It takes years to get over this kind of business.

Now I don't think the Institution was hurt ~~by any means~~ academically. Chandler never ~~red~~ monkeyed with standards of admission ~~for~~ retention of students or academic standards. No. So in that sense the College didn't suffer, But in the policies, ^{that} were introduced and some of the personnel in important positions, the College isn't over it yet. It takes a long time. ~~And~~ I think it ^{may} ~~can~~ be said while I have been giving ^{him} credit ^{for} ~~ap~~ the building program all the way through, I think this would have come under any energetic president because it was time. We hadn't had any building, and we needed it. So that in that respect while he gets credit for some of it because it occurred during the period when he was in command, I daresay that another president who pushed hard would have gotten the same results ^s in Richmond in terms of appropriations and so forth because the needs could be readily demonstrated. Everybody knew about the library. We hadn't had a new classroom ~~built in~~ ^{building} since ^{the present} ~~president~~ James Blaire ^s was opened in 1935. That's when I moved in there. So this had to come. And now, of course, ¹ in the ¹ past few years William and Mary, like any other state institution, has been accused of over ³ building, ⁴ That's the way the cycle goes. Overbuilding in terms of classroom space. It's not just space. The chemistry building, ¹ How long can this once good science building, how long can it be useful and serviceable? They wear out. And of course the College had ^s grown tremendously since ~~then~~ ^{it was built,} The wiring and plumbing over there in Rogers Hall ^{has been} ~~is~~ notoriously known ^{for years.} ~~for something.~~ ~~The history~~ ~~department~~ ~~chemistry department~~ was totally housed on the ground floor of that building. ~~When we went into the computer business~~

*In this jacket
you mean?*

~~we had to have this.~~ ^{As} The administration expanded--some people would say exploded. ~~That meant that more and more the administration~~ ^{became scattered in several buildings.} ~~is scattered.~~ This is one of the unfortunate things that happened.

I would maintain that it is most unfortunate that the President is housed in one place and the Vice-President in another. ³ for Academic Affairs in another place. And so it goes. More and more of ~~James Blaine~~ ^{Marshall-Wythe (now James Blair)} was taken over by administrative offices and

student personnel officials as well as academic. So gradually the social sciences were crowded out of there. ^{In 1935} We had ^{most of} the whole

^{Marshall-Wythe} ~~works.~~ That's what it was when it was built. Administration was

on the first floor; History, sociology, government, economics; and law were on the second and third floors. In 1935 we thought

that was Heaven--and it was. The history department ² when I came here in 1934 ⁴ had one office in Rogers. ~~We were even~~ in the chemistry building on the second floor. Dr. Morton, ^{Jeff} ~~Jeff~~ Stubbs, and I occupied a single office. We never heard of any such thing as

a secretary. So what was then the Marshall-Wythe building ^{ed} was ^{It's still a fine building} ^{a class} Heaven. I'd much rather ~~continue to~~ ^{continued to} teach in the ^{at} room that I ^{used} rather than one of the new ones down in Morton Hall.

Emily: I can't picture you in Morton Hall.

Dean Fowler: Those were fine rooms. They are a little run-down. They could be in a little better shape, but they were fine, spacious classrooms when they were first built.

Emily: This may not be a good question, but ³ aside from the buildings, how would the college have been different had Dr. Pomfret not had ~~the~~ ^{the} chance to go to ^{the} Huntington--had he stayed at William and Mary through the '50s?

Dean Fowler: That's a hard one. The College would have been under increasing pressure to grow and to grow significantly. Pomfret would not have found that attractive. He certainly would not have been a leader or pusher for the growth. This is not to say that he would have ^fthought ^{it} ⁿ He could very well have come to the ⁿ conclusion that there had to be a certain amount of this growth. But Pomfret ^a I would say, would have preferred ^a the William and Mary of certainly no more than ^{twenty-five hundred} 2500 students. He would have put the brakes on graduate work ^{for example} ^{What} the Ph.D. program. ^{But} the outcome would have been, I don't know, because there certainly isn't any question that the pressures are still there. There isn't any question ^{William and Mary to grow.} would have been overwhelming pressure from the state for ^{growth.} ^{but that there}

Emily: In the late '30's it was suggested that William and Mary might be ^{come} a private college. What if this ^{had} ~~might have~~ happened?

Dean Fowler: I would say now ^{with} the great benefit of hindsight, it would not have been good because whatever amount of money might have been involved initially would not have been enough as years went by. How well William and Mary could have succeeded in ~~getting~~ increasing private funds (which would have had to have been done) I don't know. Pomfret fully grasped this. He engaged in a modest money-raising program ^{when he was} here. ^{It} He was very modest. I remember his telling the faculty ^{that} ^{my} goal is to get at least one hundred thousand dollars in new money each year. ^{He} He wasn't talking about annual ^{alumni} giving, he was talking about endowment and so forth. And he accomplished that. He had pretty good connections with the foundations and so forth. He was working on some wealthy individuals ^{also}. The whole point of view ^{-- the primary point of view --} of Chandler

and Paschall was to reverse all that and to rely almost totally on the state. I don't know how much money William and Mary could have attracted ^{if it had become a private institution.} I think probably there was great potential there because we would have really become a national institution. We would have been totally free on ^{the issue of} out-of-state students as opposed to in-state students; ~~and~~ this kind of thing. There would have been none of those political considerations involved. This would ^{strengthen} ~~strike them as~~ William and Mary's national image and national connections. The national image is still very good. But how much of that green stuff this would have brought in? I don't know. Even the ^{wealthier} ~~love for the~~ private institutions ^{are} ~~were~~ having a bad time, as are state institutions. [I just got one of the periodic news letters from Dartmouth in today's mail. They closed their books last July 1st and they showed a ^{deficit} ~~deposite~~ of 800 and some thousand dollars. While Dartmouth is not the richest in the college, it has done right well.]

Wouldn't the statement below cover this adequately?

~~[Discussion of the financial situation, ^{at} and information concerning Dartmouth.]~~

Emily: Was it this realization that it would take a great deal of money that kept--I don't know if there was ever an offer made to Dr. Bryan-- kept William and Mary from going private?

Dean Fowler: Well, certainly there must have been a concern for this. I wasn't in on this, ^{of course, still, but I knew} ~~but you hear~~ a little bit about what was going on. [about] I don't know what kind of money they were talking, I know I had some ideas and so did some of my friends down in Colonial Williamsburg as to how much money ^{--Rockefeller money--} it would take to do this. And there ^{was great} ~~state~~ disparity in the figures as to what some people thought it would take. Some people thought you could do this for twenty million dollars. If anything had

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Session 4

November 21, 1975

Williams: My first question is about how you were ^{appointed} to the deanship. In 1964 the self-study, which you were chairman of, recommended that the dean of the faculty be re-created. Why was this ^[position of] recommended?

Fowler: You mean the change of title?

Williams: Right. Mel Jones had been dean of the college . . .

Fowler: The title had changed several times over the years. When I first came here it was dean of the college. I ^{believe} ~~mean~~ when Jim Miller was appointed was when it first became dean of the faculty. Am I right?

Williams: I think you are right, yes.

Fowler: ^{Which} I guess was 1938, and as I recall the title remained dean of the faculty until '64. I'm trying to remember. ^{was} Dean Jones was dean of the college ^{under} Chandler and early Paschall?

Williams: I think you're right, and it was decided ^{he} ~~who~~ would become dean of the college, and dean of the faculty would be made a separate office.

Fowler: That's right, and then eventually with the reorganization of the school ^{it} became dean of the faculty of arts and sciences. I don't remember that there was any significant feeling of change ^{about the title} ~~when~~ -- other than what was the product of the reorganization. ~~About the title~~ I know my personal preference, if that had been a decisive factor, was ^{the} dean of the faculty title. As I remember on the night when President Paschall and Mel Jones

asked me if I would take the job, I emphasized to Paschall that I had been a faculty man all my life, and I was sure I was going to continue to be, and he^d better know that. In other words, ~~you know~~ my whole background and tradition and experience was as a faculty member, ~~you know~~ a position I cherished, and even if I'd wanted to I don't think I could have changed my thinking on lots of things in terms of the faculty and administration. It didn't mean that I was thinking of any adversary position between faculty and administration because I never did, ~~and~~ of course, this is one thing I learned more of with experience that the dean of the faculty really has two masters. He's responsible to two ^{authorities,} ~~parties,~~ shall we say. One of the main jobs in that situation is to hopefully retain the confidence of both parties without avoiding issues or differences, ~~because~~ the dean of the faculty, ~~his office~~ can't operate successfully unless he has the confidence of ^{both} ~~these~~ elements. I think some of this ^{was brought} ~~came~~ out when I was approaching retirement, and there was ~~this~~ discussion ⁱ on the faculty as to whether there should be a limited term for the new dean. Certainly some of the discussion on the floor of the faculty emphasized that the dean was responsible to the faculty as their leader and spokesman, and at the same time he was responsible to the administration. Any thought of limiting or fixing a term was a matter of as much or more concern ^{to} ~~of~~ the administration as it was to the faculty. It was emphasized, I thought properly, that if the dean lost the confidence of either one, he was done,

and he'd be the first to know it... I remember saying this. Therefore I think it was pretty well concluded that the idea of a limited term ~~therefore~~ was unsound. If difficulties arose, the situation would take care of itself, ~~and~~ if it became obvious that the dean had lost the confidence of the faculty or he'd lost the confidence of the administration, he couldn't do his job properly. This would become known to everybody concerned. Therefore ~~there~~ there was no need to have a fixed term. Now that, of course, was not to oppose the notion that all administrative offices, ^r as is now the case, should go through periodic review and evaluation, ~~and~~ this was the position of the administration at the time, ~~but~~ introducing this new system of evaluation which would apply to all administrative offices ^{without} ~~and no~~ exception. ~~No~~ different procedure should be followed with regard to the dean of the faculty because he will be going through this periodic review just like the other administrative offices. ^r That was particularly President Graves's ~~opposition~~ ^{different}. He didn't want the dean of the faculty in any ~~other~~ position in this arrangement ^{from} his other administrative assistants. ~~The title itself~~ to go back to your original question -- I can't remember that the title ^{itself} was any great issue.

Williams: I ^{circled} wondered if it had any significance; that's why I asked.

Fowler: I suppose there were a ^{circled} far number of faculty who preferred the faculty title rather than the college. It seemed to bring

the faculty more front and center, shall we say, in the scheme of things. I'm not sure that had any concrete results, but I think some people felt that way; it's "our dean." But ^{institution} Well, as the administration expanded and the ~~place~~ was reorganized it certainly made sense (by change of title and other means) to make the position of the dean of the faculty clearer in relation both to his superiors and to, ~~you know,~~ the deans themselves. It was inevitable with the growth and reorganization and more elaborate administrative structure that the title and position and responsibilities of the dean of the faculty would become more defined.

Williams: When you first took the job, ~~let me put it that way,~~ how was your position defined relative to Mel Jones's?

Fowler: ~~Well,~~ it was spelled out in a document, as I recall. Was it in the Board of Visitors' bylaws? ~~many similar~~ ~~there was by laws and papers?~~

Williams: I think so.

Fowler: ~~You know,~~ ^{the} it states in general terms responsibilities of the various administrative offices [^] to their superiors and Dean Jones ~~was the~~ ^(he became Vice-president Jones) ^{was} the channel we all worked through or went to rather than ^[going] directly to the president. One or more of the deans tended to disregard this and do more ^{going} ~~trying to go~~ directly to the president. This was not true in my case. ~~For instance,~~ Mel Jones and I were old friends; I was perfectly happy to work under him. That doesn't mean we always agreed by any means, but I had no concern whatsoever. ^{about the relationship} ~~It~~ ^{This} seemed to me the proper and reasonable way to operate.

Williams: This was the first time that a person who was head of the faculty, whatever his title, whether dean of the college or dean of the faculty, did not report directly to[#] the president. ^{It} Put another layer in between the faculty and the president, theoretically. Did this work out in practice as a problem?

Fowler: Well, I'd have to say yes ~~in that~~ for a variety of reasons. Dean Jones's office (and then as vice-president) became a bottleneck. Things would be delayed, ^{it} it'd be difficult to get decisions. This was very disturbing to some of us who were immediately involved in the situation. It was also disturbing, I think, to the faculty. ^{There} ~~is~~ was a pretty general feeling that that office had become a bottle^e neck and that many decisions ^{that} could have been made and should have been made promptly were not, ^{and} some of this certainly has been ^{true} ~~the system~~ under George Healy. So much ~~of that~~ depends on personalities, how individuals operate. But ^{there weren't} ~~the one main~~ serious difficulties or concerns ~~are~~ on my part about this ^{because} even if I do say so I think I was able to make things move pretty well ^{so} as far as my responsibilities were concerned because I could be totally outspoken. Both Jones and Paschall were ^{slow to reach decisions,} ~~just made that~~ ^{and} having known ^{Me} Jones for so many years, I wouldn't have had the same restraints, shall I say, if I ^{had} assumed this position under people I didn't ^{all} ready know.

Williams: When his title was made vice-president was this merely a titular change, or did this have any greater significance than that?

Fowler: Well, it had greater significance than that since it clearly put that office above all deans, whereas the common title of dean inevitably suggested perhaps a greater degree of equality or similar level. I think making it the vice-presidency quite properly made it clear both within the college and to people outside that here was the top academic man under the president, and the rest of us worked through him and with him in that way. I think that had to come whether you call him vice-president or whether you call him provost, I think that elevated title was essential and useful, ^{and constructive,} instructive.

Williams: Going back to 1964 when you became dean -- how was it that you were chosen for this office?

Fowler: Well, as you know, this reorganization developed ⁱⁿ late summer, when many people were off campus, as was I. I read about it ~~it~~ (some of it), what had been accomplished, would be accomplished. The first announcement, of course, was that Jones was going to be dean of the college, ^{the} and top academic administrative officer under the president, and that also somebody would be appointed ~~for~~ parttime as graduate dean of arts and sciences. As I recall, I knew all that before I got back here in September. I did not know and I wasn't particularly concerned about who was going to replace Jones as dean of the faculty. When I did get back I learned that President Paschall had asked the faculty affairs committee -- I guess that was its name then -- to make recommendations. They made recommendations. I have no idea who

the others were, ^u don't want to know. As I recall, they presented three names, and mine was among them.

Williams: To the faculty or to the president?

Fowler: To the president, the faculty affairs committee acting in the name of the faculty ~~and~~ the next thing ^{don't} and I remember the dates-- I got a telephone call asking me if I would meet with the president and Dean Jones that evening in Dean Jones's house. I went out there, and by this time I surmised ^{that} at least my name was in the hat, and they informed me of the situation ^{Then} and we talked, and they proceeded to ask me if I would do it. We talked about general relationships, as I recall, and the position of the dean of the faculty in the general scheme of things. We did not get, however, very specific. I think I'm correct in saying that I made no attempt to establish any terms ~~and~~ I finally said I would do it, ~~and~~ as I recall, it was only then that the president discussed briefly what this would mean in terms of salary ~~and~~ (a twelve-month ^{appointment as opposed to ten} employment ~~and~~), emphasizing that he could do very, very little at the moment -- the year was ~~all~~ under way and the budget was all set and so forth -- and I didn't argue about this. So really there was no significant ~~if~~ any change in my salary position until the following July. Of course, one of the main things then was that I began to feel the effect of the twelve-month ^{appointment} ~~employment~~ as opposed to the ten, and also, in July as opposed to the faculty, I got a new contract for the next twelve months. And incidentally

I remained on the July¹/~~to~~ July schedule for salary as long as I remained dean. I can remember ^{was} { I guess it ~~is~~ a year or so later } since virtually all administrative offices and twelve-months people were on the 1 September ³¹ to August ^{schedule} ~~but~~ it was suggested to me that I should go on that schedule, and I remember raising the question, "Now what happens in this transi-

tion period? I'll lose a little money on this deal unless ~~the new contract is handled accordingly.~~"

~~you contractors handle the coin.~~ So they didn't push it, and I remained on the 1 July ^{schedule,} ~~business.~~ They didn't want me losing

money, but on the other hand they didn't want to ^{jump} me an extra amount.) I don't suppose there are any ^{or} very few college administrators ^{are} take the job on account of salary. ~~You know~~

I know from what I learned about the salaries and my handling of them and so forth ~~and~~ even when I was being paid on a twelve-month ^s basis ~~I~~ I was getting less than certain full professors

^{would have} ~~would~~ if one had taken their base pay for ten months and prorated it for twelve. I didn't scream about that. ~~I~~ So the appointment

was made on the basis of nominations by the responsible body of the faculty, one of ^{whose} ~~whom~~'s basic responsibilities was to do this ~~kind of thing~~ when occasion arose ^{the} and you know ^{was} this ^{is} good

for the faculty in that the president had done what he said he would do, and the faculty through its duly elected representatives, the

faculty ^{affairs} ~~activities~~ committee, had a real voice in what happened. I believe this was the first time this had happened in the choice of a dean. -- I think so.

Williams: You mentioned this issue a few minutes ago: you had been on the

faculty by this time for thirty years. What adjustments did you have to become not only a faculty member but an administrator?^{to make}

Fowler: You mean in my thinking and in the operation of . . .

Williams: Right. You talked about this "serving two masters" problem.

Fowler: ~~Well~~ as I think back on it I can't recall any positive or conscious effort to make an adjustment. I'd had more experience ^{of one kind} at one time or another ⁱⁿ with the administration than certainly the great majority of the faculty members. I think I always had a feeling, ^{on} understanding -- in fact, I was involved in some things which, ~~you know~~, led me to understand and to accept that faculty and administration aren't always going to agree, that administrators have to take into account ^a broader range of considerations in reaching decisions. It's much easier for the faculty to take a position, particularly when they don't have to, ~~you know~~, deal with the ^{practical} consequences. I don't say that in criticism of the faculty, it's just the way the animal works. I believe ^{Emily,} ~~anyway~~ that I was conscious of all this and that there was no knee-jerking or positive change in point of view on my part. I think I was pretty clear in my own mind on what kinds of basic issues ~~which~~ affected faculty-administrative relationships. I believe I was pretty clear as to where I would find myself on those issues when the chips were down. To give an example of major issues ^{to} that have arisen: ~~you know~~, on all matters of personnel or things like tenure and promotion and academic freedom, I didn't have any doubt where I would stand ~~on those things~~ if a real issue arose, as one did. ~~As~~ I recall very clearly it was resolved ^{by me} ~~by me~~ ^{How?} forthright intervention.

on basic educational policy, where the faculty of arts and sciences stood in relation to the other units or divisions of the college, never for one moment did it ever enter my head that the faculty of arts and sciences would be anywhere but right in the center. The president knew ~~this~~ and my feelings on this, and of course in all statements and announcements he totally subscribed to this. there would be moments, of course, when any president is accused of departing from keeping the center of ~~the~~ importance on the arts and sciences in the ~~and~~ kind of institution that William and Mary is. It should be right there, front and center. Sometimes we have to compromise, squeeze, turn under ^{other} public pressures. But, ~~you know~~ I think I had these feelings and convictions and (to a certain extent) knowledge of how things had to operate before I ever took the job. So I don't think there was any wrenching or turning or changing of basic principles or points of view.

Williams: This is a follow-up, and it's bias-laden, but I want your reaction to it: is it a temptation after a number of years in ~~an~~ administration to start thinking like an administrator and less like a faculty member?

Fowler: I would say there's clearly some temptation. A dean can get irritated quietly when ⁱⁿ his judgment, ~~you know~~ the faculty pushes ~~you~~ hard for something and the practical consequences and considerations just can't be managed, at least at the moment. I dare say ^{that there's a} ~~this~~ temptation to go over to the side of the administration and on certain things stand with them,

But I think the temptation is sort of transitory or fleeting. It arises more in connection with individual issues and problems (at least I think this is true in my experience) than in your total point of view or philosophy. On a given question you may find yourself, for reasons which are convincing to you, to take^{ing} a stand on one side or the other. Sometimes it's the administration and sometimes it's the faculty.

Williams: Could you give an example of where this was a problem for you?

Fowler: Well, I'd say this came up several times in connection with the school, particularly with the ~~question of the~~ school of business administration, the school which ~~probably~~ could have more ^e affect on the undergraduate program than the others, ^[more than] certainly the law school. I'd say the faculty of arts and sciences, or many[#] of them at one time, were uncompromising on any concessions to the business school in terms of more control over degrees, distribution[#] of requirements, ^[and] grading ~~and~~ (when the faculty proposed changes in the grading system) ~~and~~ ~~because the administration had given business administration~~ ~~because of certain things that had been done on the administra-~~ ~~tive side~~ ~~not my doing~~ ~~with regard to~~ ~~business~~ ~~certain~~ ~~assurances or implied assurances,~~ ~~I came to the conclusion that~~ ~~some kind of practical compromise had to be worked out, and so~~ ~~I was involved with Dean Quittmeyer, Vice-president Jones, and~~ ~~others in trying to work out something,~~ ~~determined~~ ~~as far as I~~ ~~was concerned, that the ultimate authority over such matters,~~ ~~as~~ ~~mentioned,~~ ~~rested with the faculty of arts and sciences,~~ ~~who controlled the degrees. You see, business administration~~

Certain

had the same undergraduate degrees ^{requirements} as William and Mary, ~~as~~ ^{continue.} the college, and I was determined this would ~~happen~~ but you ^{could} make compromises in ~~terms of~~ what their concentration requirements would be ^{these requirements} influenced in considerable part by their accrediting agencies. Well, the upshot of all this ^{was} which ~~led to~~ the statement of policy which still underlies the definition of the authority of the professional schools as far as the undergraduate program is concerned.

That's all spelled out. There haven't been any major pro-blems since ~~and~~ this statement of policy was ultimately ^{made} by the Board of Visitors, and I and one or two others met with a committee of the board on this. ^{In addition} I had private conversations with two or three members of the board who were very reluctant to do anything ^{to weaken} about the William and Mary degree, ^{or} to add any other undergraduate degrees. We were in complete agreement on this, and their attitude was "can't we work out something which we can all live ^{with} with?" ^{with} so this is what finally came out, and I think it's worked pretty successfully. But then when the faculty changed the grading system, ^{and} by this time Vice-president Healy was here -- the school of business ^{in a rump faculty meeting} administration took the position they would not abandon the "D" grade after the faculty had all ready voted it. ^{Well,} ^{to them by Vice President Healy} eventually it was made clear they would have to ~~in a kind~~ conform to the grading policy as determined by ^{the faculty of arts and sciences.} ~~of rump faculty meeting with the business school~~ I wasn't there; George Healy kept me fully informed. ~~At this kind of rump meeting, without really any study before hand,~~ the resolution

~~was presented to the business school faculty without having~~^{their}
~~the opportunity to study it before hand and so forth.~~ At
~~that meeting the business school faculty voted that they would~~
~~not abandon the "D" grade; they were going to have the right to determine~~
~~to turn in their own grades for their concentrators.~~^{They were} ~~We eventually~~
 told ~~them~~ in no uncertain terms that there was going to be one
 grading system for all undergraduates and that they would

have to conform. So far as the general status of the business

school is concerned after ~~great reluctance~~ and following as I
~~had permitted~~ ^{because the administration} ~~Business Administration to seek accreditation~~
~~said what seemed to me assurances which should not have been~~
~~made in advance.~~ I saw no choice ^{really} but to try to work ^{the Board of}
~~otherwise it would be totally unfair to Bus. Admin.~~ ^{visitors had}
 out some kind of practical arrangements. ^{made a} Some members of
^{for this, thinking} the faculty were highly critical of me, ~~felt~~ I made a deal be-

hind their backs or something. I think eventually I convinced

them this was not the case, that this was a problem that had

to be resolved and I as their spokesman was the one who had to

do it, at least ^{the} inside negotiations. The faculty ^{as a body} can't negotiate

with individuals or even groups in that sense. ^{I mean work with in}

~~a smaller group.~~ ^{Also} And I think without it ever becoming a basis

of real conflict that I was able, ~~as again I thought it had to~~

~~be done in some form,~~ I was able to improve ^{considerably} the

relations between the faculty of arts and sciences ^{and} the school

of education. Certainly by the time I retired they were much

better than they had been earlier. Now education didn't get

all they wanted, ^{you know} They wanted ^{One} a specific point. You

know we had a limitation as to how many hours a student ^{could} ~~can~~ take

Could you elaborate

Handwritten notes:
 because the administration
 had permitted Business Administration to seek accreditation
 said what seemed to me assurances which should not have been
 made in advance. I saw no choice really but to try to work the Board of
 otherwise it would be totally unfair to Bus. Admin. visitors had
 made a decision on the matter

in education toward a degree. The educational people wanted this changed. They wanted concentration requirements for education put on the same basis as the arts and sciences departments; in other words, a minimum of thirty ^[hours] -- you could go to forty-two. The faculty would ^{n't} do it on the basis that this was vocational stuff, and education gave in. They weren't very happy about it, but again Dean Brooks and I never had any difficulty with them getting along. ~~And~~ one thing that did occur, ~~for example,~~ ^{was a} much closer relationship between the school of education and individual departments of arts and sciences. We got the arts and sciences departments to appoint ^{liaison} people, ^{one} person from each department, to ^{communicate} with and deal with the school of education in such things as, ~~you know,~~ practice teaching, scheduling ~~←~~ (this happened when education went into ^{the} ~~this~~ block system), ~~you know,~~ There was a great deal of opposition to that, but it was worked out. As far as I could see it was not by any means an insoluble problem. Some of the departments would have to give a little bit and see that more courses were given ⁱⁿ late afternoon ^{so} where these ~~expectant~~ ^{prospective} teachers ^{who} were engaged in practice teaching under block scheduling could have the opportunity to take that one ~~or~~ sometimes two ~~or~~ courses in other ^{field} fields--in their ^{of} concentration particularly -- in order to complete their degree in reasonable time. Well, it was worked out.

Williams: Am I correct in surmising from what you're saying that the relations between arts and sciences and ~~the~~ education were con-

siderably less strained than those between arts and sciences
and business administration?

Fowler: ^{Yes,} Partly because ^{of} personalities, [^] Partly because business admini-
stration was insisting--and for much of this they had no
choice in terms of their accreditation ~~that they~~ ^{commanded}
much more of the undergraduates' time, particularly in the junior
and senior year. ^{In general} Business administration had more impact on
the undergraduate program, They soon had many more undergraduate
concentrators than did education ^{partly} because, ~~for example,~~ at the
same time, under Dean Brooks's leadership the school of education
was almost ⁱⁿ abandoning concentration ^{of} secondary ~~education?~~
education. They definitely discouraged this, and I can remember one time there
were only four or five students concentrating in secondary
education. So, their philosophy wasn't as far removed on such
matters ^{also} ~~and then~~ there was more ^{political} pressure from business. Busi-
ness administration had more support on the Board of Visitors,
among the public and so forth, ~~so that~~ plus the personalities involved, ~~so that~~
~~and so forth~~ made the question of relations with business admini-
stration much more difficult than those with education. ~~So I~~ Shall I
say in the minds of most faculty, in a sense the school of busi-
^{administration} ness replaced the school of education as constituting a threat
to the undergraduate program. For awhile (for years) the only
professional school we had outside of law was education. There-
fore, concern about professional and vocational work and concern
about the standards of the school of education ^{was} ~~was~~ prominent.
And then along comes the business school demanding, really, much

more authority and control and being much more aggressive about it. The school of business administration, as I said, sort of replaced education as constituting a threat to the undergraduate program and the authority of arts and sciences, and so as time went by there was much more willingness to try to work (out things) with education, ~~much~~ more inclination to meet each other half (way). I'm not sure this would have happened if it hadn't been for business administration. To a certain extent on some things I saw this happening ⁱⁿ ~~with~~ committees. Education and arts and sciences were driven together (a little bit) in common concern ^{over} ~~about~~ business administration. ~~I mean~~ in meetings of the deans ^(the advisory committee of deans to the vice-president), again and again education would go right down the line with those ^{who were} speaking for arts and sciences. As we got into more elaborate policies of evaluations ^[there was] in regard to tenure and promotion and so forth, much more readiness on the part of the spokesman of education to be in agreement with me and John Selby, for example, who's in the group. Certainly the relations between education and arts and sciences improved considerably in that decade. ~~I don't know whether~~ ^{part} of this was due to Dean Brooks ^{even though} ~~and~~ he had some opposition to his views within his own faculty. Now whether this is continued under Dean Yankovich, I have no idea.*

Williams: The gist of what you had been saying was that business administration took the place of school of education as a threat to the arts and sciences faculty.

* Because of a scratching noise on the tape, the cassette was changed and the preceding discussion summarized.

Fowler: I don't want to ^{over} emphasize the threat.

Williams: Don't let me put words in your mouth, in that case.

Fowler: But I did use the word threat, yes, indeed, and it was so regarded by some, but it no longer loomed as large in the eyes of the faculty as it once did with the emergence of business administration.

Williams: What adverse effects did you fear when ~~the problem of~~ degree control and autonomy for the business school became issues?

Fowler: Well, my first fear was that there would be a separate degree. Secondly, there was good evidence to think that if they had their way they would change some of the basic degree requirements, such as ^{the} foreign language requirement ^{standards. Would these standards be comparable?}. Would they have a degrees committee and an academic ~~statement~~ ^{status} committee which would have authority to decide whether a given student had satisfactorily completed all the degree requirements, ~~or~~ would they have the same standards for retention in college? These were all concerns of mine and, I'm sure, of the faculty. So what was worked out, ~~you know~~, and this I think is the essential feature: as you probably know, a student who declares a concentration in business administration is officially admitted to the school of business administration at that time, in other words, at the end of his sophomore year. However, the way ~~that~~ the policy is stated, ~~on~~ that admission to the school of business administration remains provisional until that student has completed all basic requirements for the degree ^{from} ~~for~~ the College of William and Mary. Now this means in

practice that we have a number of students concentrating in
 business administration who do not complete these basic re-
 quirements -- and it's usually ~~foreign language~~ -- until the time
 of their graduation. Therefore ~~that~~ means throughout that
 whole period they're under the authority of the degrees com-
 mittee of arts and sciences, not their own degrees committee.
 This is one of the most protective devices in the whole ~~thing~~, ^{arrangement}
 and this was one of the things that persuaded certain reluc-
 tant people in the Board of Visitors to go along with this
 scheme. In other words ~~it~~ it was a guarantee in the policy
 that the faculty of arts and sciences would keep ^{ultimate} control of
 these people until they had completed all of the ^{basic} requirements
 for a degree ^{at} of William and Mary, ~~and also there was this pro-~~ ^{Also there is the provision that}
~~vision, too, as I recall that~~ ^{students are not admitted to the school} until they ^{had} completed at least
 sixty hours. So this, really, while it sounds very simple, ~~this~~
 assured ultimate control. We weren't concerned so much about the
 concentration ~~requirement~~. Philosophically ~~some~~ some of us didn't
 like the idea and still don't like the idea of some of ~~those peo-~~ ^{their student}
~~ple, you know,~~ taking up to sixty hours in business. But, of course,
 they had sort of a foot in the door on this business. For
 years -- and this goes back to 1930s -- the faculty ~~had~~ ^{(it}
 was all one faculty then) ~~had~~ had authorized or permitted ac-
 counting students preparing for their C.P.A. exams ~~and so forth,~~
~~permitting them~~ to take more hours in accounting than we would
 permit in any other field of concentration or in any other
 discipline. So ~~when~~ when the school of business administration was
 set up and wanted to permit ~~(not actually require)~~ all of their

concentrators to take much more work in their field, This didn't create any more resistance or excitement, I would say, than the feeling that some of our own departments were in one way or another getting their students to take ~~much~~ more than what was then ~~the~~ ^{the limit of} forty-two hours, simply by encouraging ^{to do so} them. So that wasn't as disturbing, I would say, ^{in connection with} as long as we controlled the whole business of admission^s, basic degree requirements, ^{and} satisfaction of degree requirements so that people ultimately going in ^{to} business administration would be treated the same as any other undergraduate) ^{and} that way the William and Mary degree basically would not be changed or weakened ~~because~~ ^{That was} those ~~were~~ the vital matters ^{and} of course those ^{are} ~~were~~ the powers delegated to the faculty by the Board of Visitors in their by~~l~~aws and our by~~l~~aws. So, nobody was prepared to give an inch on the basic control. ^{Well,} we've been talking a lot about business administration. I don't want to make it appear that ~~that~~ was, ~~you know,~~ the great issue, but it is an example -- I think the best example -- of the broad problem of the powers of the faculty of arts and sciences and hence ~~the~~ the whole problem of relations between that faculty and the ~~other~~ schools ^{and} these are problems that arose out of expansion of the college in this area, administrative reorganization which followed as a result of this or went along hand^lin^hand. These things created some of the worst ~~of~~ headaches, I would say, for my office while I was dean.

Williams: Did the creation of the schools serve to weaken the "voice of the

faculty (if that can be capitalized or put in quotes) in relation to the board or the president?

Fowler: I'm ^{sure} there are those that would say so in that ^{you're} they're no longer a single unit dealing with these bodies or individuals that you mentioned ~~and~~ I'm sure there was the feeling that simply by dividing the faculties, in giving them each more recognition with their deans and so forth -- yes, I'm sure there was a feeling ^{that} these people ^{carried} more clout or ^{carried} as much clout as we do in the president's office or with the Board of Visitors. Yes, this was a matter of concern. And, of course, that problem has never been resolved. This raises the whole question of representation of the various faculties, both in the composition of all-^{college} campus committees and, of course, very obviously in the ^{proposed} faculty senate ~~and~~ to this day, so far as I know, the president and the board have never been willing to say that representation on these bodies is going to be in ^{proportion to} ~~terms of~~ numbers. Again and again, ~~you know~~ on these committees ^[representative] law has one, ^{business administration} has one, education has one, and sometimes arts and sciences was lucky to have two, at most three. The faculty do not like this. They want proportional representation. So this has been an issue ^{which} comes up again and again, sometimes in the most unexpected ways (or did) and the faculty feels if they're not being outvoted that certainly they're being underrepresented in these bodies and one of the great concerns with the faculty senate was This was the crux of the matter -- that and the feeling of many faculty members that there should

be much more specific definition of the responsibilities and authorities of the people ~~in authority~~ ^{in the proposed senate} ^{Many felt} ~~the plan~~ was all together too vague. They wanted a more elaborate constitution rather than -- you know, we'd agree on some general principles and then ~~work out~~ ^{implement}, say, the constitution in terms of by-laws after the thing ~~had got~~ going. But the representation is the crux of the matter.

Williams: I assume that it's the other schools that are not in favor of proportional representation.

Fowler: ^{Right.} And at present that's the way it operates. On a number of the more important all-college committees, representatives of arts and sciences could conceivably be outvoted. Now on the other side the chances of the representatives of the professional schools always voting as a unit are by no means guaranteed (We've all ready seen that operate in practice) but certainly the possibility is there. On the other hand it should be made clear, I think, that this present administration has made it clear on more than one occasion that ~~in the situation~~ ^{when} ^{the} ^{faculties} appear to be divided on ~~these~~ ^{these} ~~stances~~ ^{stances}, the administration is never going to approve an important policy for this college which does not have the support of the majority of the faculty of arts and sciences. That's happened a number of times. When we've had to vote on ~~the~~ things as separate units and when the students have been involved in a vote, President Graves has made it clear, always, that no such program or policy will be put into effect unless the faculty of arts and sciences

in which they have stated authority

Is the Present "Plan II" an exception?

agree. Now, this is one of the clearest ways, it seems to me, that on ~~board~~ policies, the administration really believes that arts and sciences is at the heart of the institution.

Williams: Did President Paschall operate on this belief, too? You spoke of in his public pronouncements he seemed to, but . . .

Fowler: I believe yes. It has to be said when situation ^{was} is crucial, ^{yes.} I can't remember a significant occasion when he ~~failed~~ to .

That is not to say it didn't happen, ~~but~~ I can't ~~remember~~ ^{recall a specific example.} It seems to me these issues, with the creation of more and more ^{collage?} all-~~faculty~~ committees, with the attempt to create the faculty senate under President Graves, this problem is, I would say, much more prominent.

Williams: Say in the case of the creation of the business school, ~~was~~ the faculty of arts and sciences consulted beforehand? I haven't found any evidence of it.

Fowler: ~~I think it would be correct to say~~ because of the negotiations that had to go on, ~~I think it would be correct to say that~~ while the faculty was fairly well informed of what was going on -- partly by what I told you -- no, they did not formally approve the establishment of the school of business administration. That's not their authority; ~~this is clearly the board's authority.~~ Therefore, as I recall, there was no, ~~you know,~~ formal expression of opinion on this by the faculty. There was no vote or attempt to reach a consensus or accord.

Williams: Which is ^{probably} why I wouldn't have found it.

Fowler: That's the business of the board. The faculty knew this. They

didn't necessarily like it but . . . And this was one of the things, of course, which created some of the difficulties and some of the criticism of me that I referred to earlier in this connection because somebody had to speak and work for the arts and sciences in agreeing with these arrangements, and I say I think ^{that} certainly the great majority of the faculty were confident that I would never betray their interests. While they may not have been too fond of what came out of this, ~~stuff~~ I'm confident that a majority felt ^{I could} that I'd probably done the best in their behalf. No, there was no formal vote for the reason I've stated.

Williams: Getting into another area that was ^{of} a concern while you were dean and that was the growth of the graduate program. The college had had a graduate program before 1960, but it'd never been a very large one, and the first department to really take off and grow was physics. What effect did this growth of the physics department have on the balance of the faculty?

Fowler: Well, it had a very pronounced effect on ~~you know~~ where physics loomed in the general scheme of things ^[there was] and the feeling that physics has ^d been allowed to run hogwild, partly because they'd been able to get so much money ^{more recently} and ~~as time went on and through~~ ^{as a result of state policy,} ~~the state~~ we get involved in all this business of teacher-student ratios, and the effect of that on the number of faculty we ~~had~~ and so forth. ^{This helped to create} ~~always~~ a great deal of undercurrent ^{of} bitterness on the part of other disciplines against physics, a feeling that they were favored, a feeling that they were on a different ^{could have}

salary scale, which they were not really. It's true that some of their younger people ~~would appear~~^{it} to be on a different scale. For example, other members of the faculty didn't realize~~d~~ until I pointed out to them individually that the ^{great} ~~big~~ majority of the young people appointed in the physics department had ^{all} ready had experience elsewhere, if only as post^{doctoral} appointments, which of course don't carry faculty rank and there^{fore} wouldn't appear on the published records of a faculty member. ~~wouldn't appear in the catalogue,~~
~~you see.~~ Inevitably this pushed up their starting salary^{ies.}. Furthermore, of course, the salaries of physicists ^{were} was influenced by the state of the market. ^{In addition when I became dean} Furthermore, ^{for a while} and we ^{to learn that} managed to reduce this I was amazed ^{for a while} we had six or eight people ~~down~~ in the physics department who were on twelve-months appointment. The rest of the faculty couldn't understand why, ^{and} ~~but~~, of course, ~~what they knew particularly~~^{was} they had some knowledge of what these people's salaries were. Being on the twelve-month^s appointment would seem to put them out of relationship with the rest of the faculty. ^{had been} Well, this ^{was} done because the physics department had sold the administration and the federal government in some respects ^{that} ~~in~~ getting money, ~~that~~ if they were going to have a good department there had to be provision and pay for time for research. In other words, ^{some} of these people had to be ^{covered} in the summer. They couldn't get ~~it~~ ^{the funds} all through grant money. Therefore, ^{the} college and the state should chip in by putting ^{some} of these people on twelve-months

The appointments. Well, ^{the} number of those ^{has} have been reduced be-
 cause ^{before} Before I retired ^{and} ~~it~~ ^{there} ~~was~~ ⁱⁿ ~~an~~ ^{making} ~~opportunity~~ ^{replacements} ~~for~~ ⁱⁿ ~~a~~ ^{the} ~~re-~~
~~placement~~ ^{department} ~~or~~ ^{placement} two, ^{It} was worked out in an agreement with the
 physics department that ^{when} the person on twelve-months appointment
 was leaving, we would replace him with a ten-months appoint-
 ment. I don't know how many there are now, Emily, but the
 number has been reduced. But these are all things which put
 physics out of line ^{with other departments.} Then, ^{of} course they reached a point
 where they had twenty-three ^{or} twenty-four members in the depart-
 ment ^{with} a handful of students. Part of this was
 due to the big federal grant they got. ~~You know, to get over~~
 \$600,000 in one whack, as I remember ~~and~~ one of the provisions
 in the grant was, of course, that the college and the state
 would agree in a matching arrangement to adding so many positions
 to the physics department. We were committed at one time to
 adding six members to the department in a period of three years.
 Well, ^{some} some of those were added, but not all of them. Things be-
 gan to get tighter, and there was this growing criticism among
 the faculty, of which the physics department ^{was quite aware} and some ^{were} were
~~what~~ concerned about it. And so ~~one thing we did was to~~
~~extend~~ the time schedule of the grant was extended over the
 years. Therefore, Washington agreed -- and these things had to
 negotiated -- ~~Washington agreed~~ ^{that} we could spread out ^{the} the
 appointments, and then eventually two appointments were never
 made. So the size of the department was in fact reduced from
 its all-time high ^{so} in other words, ^{as} the general consciousness

of this problem emerged we began to do things about it. Now those were some of the practical problems that were created in the relations between the physics department and the rest of the college. It was that kind of specific issue which aroused a great deal of difficulty. ^{of} Now, of course, there was this other aspect of it, certainly, ^{the part of} not necessarily the only one) but a great concern on a good many people as to how far we should get involved in this graduate program in physics. I do believe that through all of this the majority of the faculty -- the more knowledgeable ones, the more thoughtful ones -- had respect for the quality [#] of the physics department, ^{Despite} ~~I know there was~~ some back ^{bi} fighting ~~and so forth~~. I think that helped to take a little of the ~~course~~ off it, shall we say, but I don't think there was any widespread feeling that physics in any way was running a cheap operation ~~and that their personnel were very good and that they themselves ran a good department in terms of personnel and how they were treated.~~ And ^{The} they ^{an} physics department was doing excellent job of evaluation before ^{the} ~~this~~ present ^{elaborate system} was ever introduced. They'd send me all kinds of information on ^{their} ~~these~~ people, ~~and~~ they'd been through committees and decisions, and, ~~you know,~~ they were being evaluated year after year. They ^{did} ~~made~~ it a good job, ~~and~~ a well-documented job, and they had the courage of their convictions, ~~so that, you know,~~ at least two pretty good people [#] in physics were denied tenure by the department. ~~There was no issue between the administration and the department.~~

~~because~~ while the physics department said ^a these are very respectable men, but we think we can do better. " So ⁱⁿ that ~~was~~ respect
 They ran a good show. Now, of course, it took a lot of money.
 They got a great deal through grants, through the connection with VARC, which is now a great burden on the college, but going back -- there was a good deal of opposition to the inauguration of the Ph.D., or any Ph.D. for that matter.

Williams: That was my next question, ^{about} ~~was~~ a predominantly undergraduate faculty constantly being asked to and in almost every case approving graduate work in so many disciplines.

Fowler: Well, that is true with some of the programs. Other programs, when this thing began to gain momentum, were self-initiated and self-propelled. ^{There aren't} many examples, I think it can be said, where the administration was responsible for the basic decisions, ~~and pushing this stuff~~, say forcing graduate programs on departments. Now, ^{there was} a fair amount of this in history, of course, and I knew all about that from wayback [#] and, ~~of course~~, the history department deliberately dragged its feet -- I was one of them. We made it clear we didn't think the college had the resources or would ~~have~~ the resources to run first-rate graduate programs, that they were very expensive. As far as history was concerned it meant great expenditure for the library. ~~Well,~~ eventually this was worked out, with the department dragging its feet all the way through and insisting, ~~you know~~, that if we are going to go through with this thing there's got to be a clear commitment on certain areas of support. To the best of

my knowledge all of those commitments have been met in terms
 of extra money for the library acquisitions, improvements in
 salaries, ~~in terms of this~~ ^{the} policy of one member of the depart-
 ment being on research leave each semester -- that was written
 into the conditions under which the department was willing to
 do this. But ~~you know~~ ^{understand} other departments wanted to get on
 the bandwagon. They could see certain practical advantages,
^{namely:}
 Mainly in every instance there had to be a reduction of
 teaching load, ~~and~~ ^{and} in the meantime the college in general just
 sort of gradually moved into a nine-hour teaching load rather
 than a twelve with the understanding if somebody ^{was} teaching
 graduate work this might be reduced to six, at least for a
 semester in a given year. Other departments saw the advan-
 tage of that ~~as well as~~ ^{and that} this would involve additional staff,
 of course, if teaching load was reduced, ~~and~~ ^{and} I think several
 departments proposed masters' programs to get on the band-
 wagon. Now, at the same time, of course, there isn't any
 question in my mind that the existence of graduate programs
 helps to attract some members to your ~~department~~ ^{faculty}. Not all by
 any means, but with all the expansion of graduate work in the
 country say in the last half of the ^{'60s} ~~sixties~~ and so forth. Those
 were very lush days. Any number of the people who either wanted
 to become members of the faculty of the College of William and
 Mary or did so were influenced by the existence of graduate
 work, the desire to work with graduate students, as well as the
 other benefits (like the teaching load) which resulted from the

existence of graduate programs. The whole business sort of snowballed. We've had two examples on the Ph.D. level: psychology has been kicking around a Ph.D. program for years. For a while they couldn't make up their minds as to the kind of program they wanted, and they still continue to change, as far as I can gather, and they were very demanding -- perhaps rightfully so, -- ~~but very demanding~~ as to the financial support ~~as to what~~ this would require in the way of equipment and facilities down there, money for graduate assistantships, ~~and the like.~~ ~~all this business.~~ They really presented us with a bill. This slowed it down, plus the very real concern on the part of some of us that psychology wasn't up to this. ~~That's been on the books and~~ then the most recent ^{example} ~~thing~~ as far as I was concerned was ^{the} ~~this~~ computer science Ph.D., which to me had a good deal of merit. It is true that the University of Virginia had introduced a Ph.D. in computer science, and V.P.I. either ^{one} had or was getting ready to. Nevertheless, there was a real market for these people, (one could say: a need), and our location here was very well suited to this program, specifically because of the magnificent computer equipment down at Langley Field which ~~it was all ready agreed with the authorities down there~~ of course, we were ~~all ready~~ ^{ready} working with them ~~and so forth~~ ~~it was all ready, you know,~~ we'd be able to take full advantage of this ^{relationship.} ~~stuff.~~ So if it had not been for the whole change ⁱⁿ the economy and the status of higher education, ~~and~~ particularly with regard to Virginia, ^{where} just at this time they reached

a point, ~~you know~~ where they weren't going to approve any new graduate programs, ^{the computer program} ~~that~~ might have gone through if we were back, say, in 1967 or '68 instead of in the early '70s when it came time for a decision. Now ~~the~~ math and computer science people wanted this, and the urging came from them.

^{in summary}
 Most of the graduate programs have emerged from the departments and from the faculty, whether they were really [#] justified or not.

I think the graduate program has had some good effects on the college; I think it's had some deleterious effects. ~~because~~
~~then you~~ ^{But to} get down to basic ^{questions} arguments: Is the Commonwealth of Virginia going to support another first-rate university? Are they going to be willing to put in the money it takes? Secondly, -- and this is an argument ⁱⁿ which Professor Richard Brown has been involved and he, you know, wrote that section on ~~the~~ graduate study in the self-study. ^{if} you've read that, he's absolutely convinced that it is entirely possible for an institution to run a small graduate program and make it good. Now ~~there~~ ^{who} are others ~~that~~ disagree. I think the majority ^{of} ~~the opinion~~ of the faculty of arts and sciences (unless it's changed) do not want to see the graduate program growing, particularly under the present circumstances where resources have become so tight. I suspect some of them feel ^{that} whatever advantages there may be in terms of attracting, retaining, paying a faculty, the conditions under which they work so far as teaching load is concerned have in a sense been achieved and that all proliferation or expansion ~~is to add~~ ^s to the burdens, ~~detract~~ ^s more from the undergraduate program,

without really improving the general situation within the institution. Certainly that would be my feeling. I could still go along with the computer science ^{Ph.D. thing} ~~things~~ I'd never approve the psychology. I would ^{argue} ~~recommend~~ that certain masters' programs should have been abolished long ago, ^{or} never should have been launched. They ^{re} just limping along, but they have brought to those departments some of the same kinds of advantages as ~~to~~ departments running fairly good graduate programs.

Williams: What effect did expansion ^{of the graduate} program have on your office?

Fowler: Well, ^{it} certainly affected the whole recruiting process in terms of the kind of people who were under consideration and who were being attracted by the college, ^{and} I would say the number of interviews increased for a given appointment so that it added a good deal of work to my office in that respect as well as to the department's ^{Co.} but as far as administration of it was concerned, essentially it added nothing except, I suppose we should say, as time went on we developed closer communication with Dean Selby's office. His position and responsibilities became clearer. ^{We worked very closely, but} We hadn't bothered to formalize things.

Now, ~~that is~~ in the sense of making available to him ~~the papers,~~ the dossiers of prospective appointees to the college, ~~when~~ they were ^e being brought down here to be interviewed and so forth, ~~well,~~ this we developed ~~and~~ it got to the point where Dean Selby would interview every candidate for an appointment in a department that offered graduate work. ~~Well,~~ this created more

paper work, but that was all right, it was formalizing things, and I think the consequences have been good. You know our relationship was so close that we didn't have any trouble working together informally on this business, but it became clear that both ^{it was in} his best interests and the best interests of the graduate program that more of this should be formalized. Well, that meant more paper work for my secretary, ~~and so forth~~ but essentially the only extra work for me was that Dean Selby was in my office more frequently than in the past, not necessarily on graduate work per se as on the various committees and studies in which we were both involved. He would come in, you know, and talk about these things, ^{this was constructive} ~~not necessarily as~~ I say with ^{but time-consuming} ~~what should we do about this or that in the graduate program?~~ ~~So it took more time in this respect, but otherwise you know . . .~~ I guess that situation has now been formalized to the point where, (you probably could tell me) the graduate dean of arts and sciences is no longer under the dean of the faculty in terms of organizational charts and so forth?

Williams: I think in terms of the organizational chart, no, he isn't.

Fowler: That's changed. But at the beginning, in terms of chain of command ~~and so forth~~ the graduate dean was supposed to be under my office. We always operated this ^{way}. Well, I suppose this was ~~is~~ true even with Dean Siegel. I didn't see Dean Siegel as much or, I guess, ^[John] ~~when~~ Willis ~~was~~ acting dean. I didn't see as much of them on these matters as I saw of John Selby. ^{of} (course, by this time his office was doing more, being defined, ~~and~~ more formalized,

with
~~and~~ more records, ~~and all this kind of stuff~~. so there was
 more business to transact or talk about. But I would say
 when I was dean, my office ~~really~~ exercised little authority
 over the graduate program. Now I assume that the authority
 for a while was there if ^I you had wanted to use it. Of course,
 I had little interest in it, except insofar as it affected
 general faculty-personnel matters ^{and the undergraduate program}. Then it had to be of
 concern. I don't think it's done any damage to William and
 Mary. As I've suggested, I think there ^a are some M.A. programs
 that don't do us any good in terms of public image, academic
 standing, and so forth, but I'm confident that with what we're
 up against now (and the picture gets darker and darker) we'd
 be almost insane to expand our graduate work. Now
 what ~~effect~~ ^{might} this ~~will~~ have ^{on} Richmond it's difficult to say.
 One can argue that we have received some of the things we've
 gotten in the past simply because we are giving graduate work.
 If we were to cut back, would the state reduce its support some-
 what? I don't think so because there's very little they give
 specifically for the graduate program. They don't give five
 cents any more for research, you know. ^{there are} But those who say that
 this has created a certain image with the authorities and I
 suppose with some of the Virginia taxpayers, and if we started to
 retrench, it is said, this could have a bad effect. I doubt it.
^{However} I think this feeling has some support in the Board of Visitors,
 for example.

Williams: Similarly, how involved ^{it} was your office in the questions of off-campus

work, the Langley Field Residential Center or VARC[?] and that^{I know}
 the faculty was very much concerned that perhaps the quality
 of off-campus offerings would not be up to the Williamsburg^[that of]
 campus.

Fowler: I was very much involved personally as dean in protecting the
 validity of the William and Mary degree and strongly opposed
 these developments. Now, ~~the~~ the contest went on, I would say,
 in all-college committees. They had a bad time ^[in] ~~one~~ special
 committee that was set up ~~and~~ a couple of our representatives
 on the committee were close friends and they would keep me
 informed of everything that was going on, and they were fighting
 the good fight, so that I don't suppose you ^o would say that I
 really ~~get~~ ^o involved until the proposals were made to the faculty,
 and then, of course, I took a strong position against any credit
 for ^o degree at William and Mary being earned off-campus, recog-
 nizing ~~then by~~ ^{or's} government ^[that] decree VARC was officially part of
 the William and Mary campus but this took care of Langley and
 Eustis, ~~those outfits~~. ^o Some ^{what} ~~are~~ related to this. ~~Again,~~ it
 wasn't my baby. I strongly approved some years ago William and
 Mary getting out of the extension business. That became Vice-
 president's Healy's responsibility. Poor man, ~~The~~ first
 year he was here when he was getting his feet wet he had to spend
 much of his time ~~that first year~~ dealing with extension and the
^{branch colleges} ~~divisions of~~ (Richard Bland and Christopher Newport) and he even-
 tually wrote that great report, ^o I thought, which was presented
 to the board, ^o I guess, the next fall. I knew what was going on,

~~and so forth~~, and he knew how I stood on this and how other people stood on it, but I ~~didn't~~ ^{had} have to fight the fight, so to speak. I thoroughly approved of getting out of extension ~~service~~ ^{and} I might add the committee I chaired about eight years ago, ~~now, I guess~~, recommended that we drop Richard Bland ~~way back there (eight years ago)~~. Our report was filed in the wastebasket. No, I've always wanted William and Mary to be right here as a residential institution. That is not to say I criticize ^{the} the establishment of Christopher Newport and Richard Bland. I think at the outset they served a good purpose, and I guess Christopher Newport is doing fairly well, but Richard Bland ~~is sunk~~ ^{has been something of a problem} all the way through.

Williams: ^{But} What responsibilities ^{for} do these various off-campus centers ~~do~~ ^{did} not fall on the ^{dean of} the faculty of arts and sciences ^{it was the} vice-president.

Fowler: No. Never. Fortunately.

Williams: It was more a faculty concern.

Fowler: ^{Yes.} Occasionally, I'd get involved in special committee reports and so forth or have to attend meetings of representatives of the college and branches ~~and so forth~~ but no real responsibility in my office, praise the Lord. I wouldn't have done it. I did think for a time ~~that~~ -- and I think it's still probably a good idea -- that the summer school should have come under the office of the dean of faculty, but I wasn't eager to take it on. There were many problems about it that concerned me and others, but the solution of that problem I always felt depended

so much on what the college was going to do about its academic calendar. How was it going to use the summer, its facilities -- ^{for} separate summer sessions or would the college become a year-round operation, ^{also} ~~and therefore~~ the administrative organization and control would cover the summer as well as the rest of the year, ^{and} what went on in the summer would be part of the regular year program. Every time that ^{revision} of the calendar came up that issue was ducked. That's one reason why we still ^{instead of some other arrangement} have the two-semester system. This year for the first time, the first semester ending by Christmas, which I didn't approve.

INDEX SHEET

Interviewee Harold L. Fowler

Date of interview December 9, 1975

Place 140 Chandler Court, Williamsburg

Interviewer Emily Williams

Session number 3

Length of tape 130 mins.

Contents:

Approximate time:

new curriculum (970)	35 mins.
background on formulation	
4-1-74 proposal	
implementation	
interdisciplinary programs	
1975 curriculum	
new grading system	11 mins.
faculty senate proposal	10 mins.
faculty meetings: attendance, nature of	13 mins.
faculty salaries and other benefits, recording	33 mins.
peer evaluation, student evaluation	16 mins.
faculty issues	5 mins.

Session 5

December 9, 1975

Williams: The first thing I did want to ask you about, Dean Fowler, was the new curriculum that was instituted in the early '70s. Now there ^{had} not been a new curriculum since 1935. Why was it then in '70 a new curriculum was instituted? Why was it done then?

Fowler: ~~Well,~~ as you know, there'd been no basic change in the curriculum since 1935. That is not to say that some things had not been done. For example, in 1956 the then curriculum committee, which is now the educational policy committee, did a thorough survey of this. I was on the curriculum committee at the time, ~~and while~~ we believed that the basic philosophy behind the '35 curriculum was sound; you know, basic distribution requirements with some choice as to how these were ^[to be] satisfied (but limited choice) plus the concentration. I won't go into the '56 proposals -- as a matter of fact, I'm not sure I could remember them all -- but we came up with a number of proposals which were presented to the faculty, most of them ^{##} approved by the faculty, leaving the basic structure as it was, but, as a specific example, bringing in psychology to satisfy a basic requirement. ~~Well,~~ very few of these recommendations went into effect because, ~~well,~~ I guess for a variety of reasons, ~~but~~ the administration ~~didn't~~ like some of them. The change regarding psychology, for example, would involve or could involve the need for considerably more lab facilities -- this kind of thing --

and we just didn't have the space or the projected space to handle this. Very little change came out of the '56 proposals.

Well, there continued to be some dissatisfaction with that situation and there continued to be talk over the years. Meanwhile, of course, nationally all kinds of changes had been made in college ^{curricula} ~~curricula~~. Some ^{places} ~~places~~ had abolished the foreign language requirement. Many of them ~~had~~ got away entirely from basic distribution requirements, ^[with] Many more opportunities for electives. ^[There was a] Desire to improve the quality of the freshman year because of improvements in secondary schools. So, there was the definite feeling by the late '60s, rightly or wrongly, ^{that} we were behind the times. There was a good deal of student pressure to give them more options, ^{with} some pressure to do away or at least modify the foreign language requirement, ^{More} opportunity for interdisciplinary work. So we went at it ^{and} this time, ^{of} course, I was dean and had to exert some initiative and leadership ^{and} the first recommendation I came up with and the faculty definitely approved ^{was} that we appoint a special committee to do this, that the curriculum committee was ^{all} ready overburdened with routine stuff, ^{and} that this study would be done in the summer, and we would pay people for doing it, including students. So this was done. Meanwhile, to get things going and to have something in rough draft form that the committee could go to work on, I had drawn up ^(with ... advice and consultation of others) two alternative proposals--A and B I think I called them ~~and these served~~

~~though~~ by no means did this preclude the committee from departing totally from these draft proposals, but this served, you know, as a kick-off point. Well, the committee worked all summer and came up with an elaborate report that ran as I remember sixty pages or more. Then the next step was to decide on the procedure: how these proposals would be presented to the faculty and acted on. And it was agreed first that we would have a number of informal discussion meetings with the faculty. -- No action would be taken but the opportunity just to kick these issues around, get people thinking about it, and of course, with the committee there the faculty ^{would} [get more educated] on what was involved in these things. I forget how many meetings we had, but it seemed to me that one time we were meeting all the time. These meetings were pretty well attended, inevitably to a great extent by the same people who were very much interested. Then we went into special faculty meetings in which we acted point by point on the many proposals, most of which were accepted as prepared by ^{the} committee, others amended, one or two major ones defeated. Most of the amendments ^{came} ~~coming~~ from the regular educational policy committee, as it was then. They had gone over these proposals very carefully, and in almost every instance they took a position, either for the proposal, against it, or modification. So ~~we sent~~ we had two documents to work on, and gradually we hammered it out. It was a long, wearing process because we had to do this ^{almost} entirely in special meetings which were on top of our regular monthly meetings, and the essence

of the proposed new curriculum was adopted. I'd say the primary change was the issue as to whether or not we would go on a four-course load, and that of course inevitably affected other features. Well, finally -- and this was debated at great length -- the faculty passed the four-course load proposal by a rather narrow margin. (I used to have the vote imprinted in my head.) There were practical difficulties in this so far as the personnel office (in Richmond ^{were} ~~was~~ concerned) and the budget office) and I and Jack Willis, who was one of the people who'd been on the committee, and I guess Carter Lowance on one occasion, ~~we~~ went up and talked to ~~the personnel office~~, Mr. Garber, who was the director of the personnel division for the commonwealth, and then he arranged a meeting with officials of the budget office and they of course did not tell us we couldn't do this if we really wanted to because that's not their business. But what was clear was that they were suspicious about a four-course load with the interim term which [#] was tied up with this. You know, they wanted to know what what faculty and students were going to be doing in January. I think there was some feeling, ~~you know~~ that half the faculty would be down in Florida sitting in the sun. Then this also complicated this academic arithmetic, ~~as to~~ calculating teacher loads by credit hours, this kind of thing. So there were those difficulties, though they were not insuperable, but it was conceivable that if the four-course load with the January term, which in our plan was to be

compulsory at least three years out of the four, ~~There was~~
~~concern that this~~ might affect our budget unfavorably but
 this was not the primary obstacle; The thing that worried me
 and others was that there was not enough support in the faculty
 for the January term (which inevitably was tied up with the
 four-course business), to make a go of it, ~~because~~ we were re-
 quiring it, you see, for virtually all of our student body;
 It was not voluntary like the mini-term was and is in a great
 many institutions. That may have been a mistake on our part.
~~Well, I came to the conclusion that we needed~~ ^{Calculated} ~~we worked it~~
~~out~~ we would need something like 220 members of the arts
 and science faculty each January to make a go of this ^{and} of
 course, this involved imagination, ^[and] creativity on their part
 in creating these courses, ^{and} I was forced to the conclusion ^{that}
 there was just not enough support in the faculty, not enough
 enthusiasm to make a go of it. ~~And~~ so when the chips were down
 it was my responsibility to make a recommendation to the vice-
 president and the president, which in turn would go to the Board
 of Visitors ^{and} finally, after a great deal of torture, I felt
 compelled to recommend against the January term and therefore
 the four-course ^{load} ~~business~~. My recommendation was accepted by
 the administration and hence by the board. This was very disap-
 pointing, of course, to members of the faculty who were enthusi-
 astic about this, ^{I knew} ~~and this~~; I prepared a little speech to try
 to defend my recommendation, and it had entirely adequate faculty
 support, but there was disappointment on the part of the enthusiasts.

I was disappointed myself. I liked the idea, but I just couldn't see it succeeding under the circumstances. So those features were dropped out, but virtually everything ^{else was} adopted, and it went into effect the fall of '73. Is that correct?

Williams: I think so, yes.

Fowler: And I think it began to be clear within the first year that in most respects it's a great success. It added all kinds of extra work for my office, not to mention the registrar's office, because for two years we had to operate the two curriculums. ²⁰ Also, there were some procedures and practices of implementation that we had not thoroughly worked through in every detail; ^{some} little problems just hadn't occurred to us. Some of the language of the requirements was not as precise as it should have been so far as the students ^{and the} were concerned ^{as well as the} faculty. So ^{the} first year and to a considerable extent the second year the work ^{committee} load of the degrees was tremendously increased. The work-load in the registrar's office ^{similarly increased,} was and the relationship between that office and my office ^{more constant and time-consuming,} Another thing had to be done: I had to ^{re}write -- again with a little help -- the whole chapter on degree requirements in the catalog because of the new curriculum and for a while we had to ^{include} ~~have~~ both of them in the catalog. ^{these difficulties were} ~~Out~~ most of ~~this~~ was anticipated, but I would say ^{basically} it's been a great improvement. The students are much happier with it. We did ^{keep} ~~hang on to~~ a foreign language requirement, which pleased me and others, ^{though} we modified it, as you know. If a student comes to William and Mary now with four high school

credits in a single language ^{he doesn't} ~~they don't~~ have to take any in college. Well, many of the people in the modern language department were frightened by this prospect, thinking, you know, their enrollment would go to pieces. Well, even though there are a good many of our entering students now who can satisfy the language requirement that way, ^{it} one of the things that's happened is that a considerable number of ^{them} ~~those people~~ either continue with their language or start another one, which is all to the good. So, with the exception of the diehards (students and some faculty who would do away with any language requirement) that's worked out well. So, I would say it's been a real success, and it's brought us up to date with other institutions. Some mistakes have been made not only by us but by others in introducing too much permissiveness in the curriculum. For example, a number of institutions that adopted a very generous pass/fail feature have retreated. We adopted a very modified, controlled, limited pass/fail system, which in no sense has been abused, at least not by the time I retired; so that has worked out.

Williams: Was there any specific quarter from which the opposition to the 4-1-4 came?

Fowler: No. I would say no immediately. Some of it was identifiable as to location and source, but nothing really significant in terms of the opposition being concentrated in special areas. No, I don't remember anything significant.

Williams: I asked this because I went to a school where this was adopted

over the strong opposition of the sciences; I wondered if this had been the case at William and Mary, *as well.*

Fowler: I suppose the most enthusiastic supporters~~ers~~ of this here was the physics department. There were those who thought there might be a little self-interest involved in the physics department because they were ready to introduce immediately a number of these January term courses; ~~and~~ ^{of} they had concrete proposals as to the courses they would offer. ¹ Course, the other faculty said, "Well, the physics department can do this. They don't have much to do anyway. They don't have any heavy student load. We can't." But other than that I don't remember that there was any special concentration of support for or ^{feeling} against ¹ it.

Williams: This was right around the time when the college was involved with problems with ~~the~~ federal funding from H.E.W. because of integration (lack of efforts towards). ¹ Was there any thought given to a black studies course? This was very much the thing in the early '70s.

Fowler: My memory is that was never really a serious part of the curriculum proposals. Naturally the subject came[#]up. I think it can be said that neither then nor to my knowledge since -- now I could be wrong on recent developments -- ^{was} (there ~~is~~ never any really strong support here for a black studies program. There was concern about the problem; ⁷ There was the desire to offer courses which would appeal to ^{blacks} ~~them~~ but no great support for setting up a special program designed entirely for them which in some way

might modify basic degree requirements, no because by that time some of us knew that these black studies in some institutions had been failures, had unfortunate effects. I, for example, through reading some of the literature knew very well what had happened at Harvard, where even black members of the faculty up there felt the program had been a mistake and that if anything, it had contributed to segregation rather than integration because it put the blacks off (many of them) into their own program. Personally I never had any enthusiasm for any such program. ~~Now I'm perfectly willing and this has been done and~~ I and others explained this to the faculty that with the development of these new courses, plus existing courses which were clearly relevant to this situation, it was entirely possible for a black student to come here and with the proper advice put together a very respectable group of courses which, while ^{they} wouldn't be set apart with a label, could constitute considerable experience for the blacks in the various aspects of their own culture and I think that's still true. As I recall, it's entirely possible now for a student to ^{choose} an interdisciplinary concentration and put these courses together in a package. The fundamental idea behind our interdisciplinary concentration -- and I think it's very sound -- is that such programs are devised by student and advisor to meet the needs and interests of that student. You don't start out with setting up a title and a list of courses in the catalog under a fancy label, whether it's "East Asian Studies" or "Black Studies," and say to the student,

"That's it, and for this program you have to take those courses, if not all of them certainly most of them." No, that's contrary to our idea, which was incorporated into the new curriculum, that the interdisciplinary ^{program} was to be a personally devised program between the student and the advisor, and I think it's been very successful in that respect. If somebody wants to put together such a package it's perfectly easy to do in the interdisciplinary concentration.

Williams: You have^d been involved, had you not, in the 1935 curriculum change?

Fowler: No. That was my first year here; ~~it~~ went into effect for my second year, in fall of '35 ~~and~~ that's when we devised ~~the~~ History 101-102 as the basic history course which would satisfy distribution requirements ~~and that's~~ ^{As} you probably know, Dean Miller came in the fall of '35, and he created Philosophy 201-202 for the same purpose in a different distribution area, ~~and~~ it became a very famous course. I had nothing to do with the formulation of the '35 curriculum; ^{at} ~~course~~, I was in on the debates and the discussion. I knew the thinking in the history department. Dr. Morton was on the committee that did this, and he and others very much took the point of view that the basic introductory history course ^{which} was going to satisfy the distribution requirement for the whole student body (or a good portion thereof) ~~that~~ it should be European history, not American. So I was in on that kind of thing, but I didn't have to push it (though I was the only

European historian in the department at the time). ~~However,~~
 No,
 1 Dr. Morton always stood by the position, as did the American historians, that the basic introductory course for students who probably wouldn't take any more history positively should be the European rather than the American, and of course this was the view of the faculty, too.

Williams: Was the procedure for change in 1935 less involved than that you've described in 1971? I guess it was '71?

Fowler: You mean the transition from one curriculum to the other?

Williams: No. Was the adoption smoother within the faculty meetings than it was in 1971?

Fowler: Oh, it was much less difficult or extended. No, there were some arguments, of course. In any situation like this you have the problem of entrenched self-interest. This is no criticism ^{of the faculty} then; it would happen in any institution in the country. There was some of that. There couldn't have been the same problem because it was all accomplished within one year, where in this other instance it took us two full years and a summer, first to set up the proposals and then to debate and adopt them. It was a full two years and a half before they went into effect. And, of course, the present curriculum has more interesting ^{features} ~~small things~~ in it which were not in the other one and it's this kind of thing, you know, that took as much debate as some of the more basic issues, and this increased the problem of implementation after adoption. Some of the students and faculty still don't know what a ^{"logical"} sequence is. ~~It's~~ ^{The problem} still going

exists
~~on~~, I'm told. We knew ^{*what we meant or*} at least we thought we did.

Williams: At about the same time the grading system was changed the "D" was dropped. In reading over the faculty minutes I found almost from the very time it was dropped there was dissatisfaction with this, and talk began to crop up about reinstating the "D" which is still going on. Why, then, was the "D" dropped in the first place?

Fowler: I'll have to try to see if I can recall the thinking of those who were for it (I was against it). One basic thing certainly ~~was and always is~~ in debate on the grading system is: does it make ~~any~~ sense to have a passing grade like "D" which carries no quality credit? This always bothers people. In other words, the four-point system as opposed to a three, and there are great variations throughout the United States. That's always been a problem. Then, of course, the pass/fail issue complicated this. Well, "C" is defined as "satisfactory" in any grading system that I know of. Then you run up against a pass/fail scheme whereby if the student passes they may have recorded in the registrar's office any grade from "D" to "A" -- they don't know. So it was conceivable that students were getting credit on a pass/fail basis for what amounted to "D" work where they wouldn't if the "D" grade was dropped generally, unless there was some exclusion of the pass/fail formula as a result of this. Then another thing that influenced it, I suppose, was the fact that grade averages throughout the country were going up. The "Ds" were blemishes on a student's record, the feeling that some

students were getting "Ds" when they really should have got "Fs" because some faculty might be inclined to give the "D" if it didn't carry any quality points. Well, can you think of other arguments? You've read the notes, the minutes.

Williams: The arguments aren't recorded, who spoke, or so-and-so, the following spoke in favor or the following spoke against.

Fowler: Personally, I always thought the "D" was a useful grade, not that I was happy giving out "Ds" any more than I was ever happy at giving out "Fs" but I always gave them out. To me a "D" was a useful grade, particularly in the instance of youngsters -- and it could happen so much with freshmen, particularly, say, the first semester -- who'd done satisfactory work right up to the final examination and then bang! When they were hit with a real rough three-hour examination, they could flunk it badly. Now, we had the definite policy in History 101-102 for years that the final examination counted 40 percent, but we had all kinds of quiz grades and an hour exam on the record, as well. So again and again the student would bust the final examination, and the result would be that his total average was pulled down in many cases, you know, right on the line and in other cases just so far down you couldn't do anything about it. I found the "D" grade very useful there, up to the final examination the student had done, not distinguished but, say, low "C" work and if the "D" grade wasn't there we would have had many more "Fs". And I've had the same experience in advanced courses. It never bothered me that a "D" carried no quality points.

We never had any difficulty ^{in history} (and I certainly didn't personally) ~~in history~~ in figuring out the numerical values of the letter grades. We kept all our records in numerical grades and then transformed them into the appropriate letter grade. I never saw this as a problem in grading; some faculty do. I gather from ~~that~~ the last debates when they re²instituted the "D" grade some members of the faculty got up and were very perplexed about "what numerical grade do I give now in my ^{own} old record keeping." I've always felt that any faculty member that couldn't adjust to a changed grading system, there was something wrong with him. But some of them seemed to have great difficulty.

You can use any grading system. When I came here I was amazed: the grading system, ^{where} ~~passing was 75~~ -- it was all numerical -- ^{passing} ~~was 75,~~ quality was 83, and for an "A" you got way up in the 90s. Well, I thought this was ridiculous. I'd never known such a system since secondary school. Fortunately we went into the letter grade system ^{with}, I guess, the curriculum of '35 (I'm almost certain we did) ~~and~~ there was no trouble in adjusting, that I could see. There is no faculty in the world that's satisfied with their own grading system, ^{as I found} the year I was at Cal Tech ('56-'57) they only had two or three faculty meetings a year out there, so I decided upon invitation from some of my colleagues in the humanities to go to the fall faculty meeting ^{out} of curiosity to see what went on. (I had a vote if I wanted ^{it} to and you know what they spent practically the whole meeting on? The grading system. I got giggly. That's where I came in almost thirty years

ago in this college business. No faculty is ever totally satisfied with the grading system. ^{of} Course, there are some who wish we didn't have to have one. We've had some consideration here, you know, doing away with the ^{letter} grading system, go into pass, honors, high~~4~~pass, or various schemes of this kind, but we've never done it. It didn't surprise me at all when the faculty re~~instituted~~^{instituted} the "D" grade this year; I couldn't care less, really. Then, of course, we went through the business for a while (and it was quickly adopted) ~~you know, for a while we had~~ ^{of} the "NC" grade instead of the "F", largely because of the argument that an "F" did some permanent injury to a student, that there was a stigma that ~~a~~ students carried for the rest of their days.

Williams: That "NC" allegedly did not carry?

Fowler: That's right. Well, that didn't last very long, but we wrestled with that change, and this was all going on while we were moving from the old curriculum to the new, and that just added to all the trouble in the registrar's office and my office. The grading systems never worried me very much in terms of looking upon them as a major issue. My only concern has been with standards, ^{namely} ~~mainly~~ if a student deserves an "F", give him an "F"; if he deserves an "A", give him an "A" but don't throw those "As" around loosely.

~~Williams: We've touched this morning on some questions on which we talked about faculty participation, and I wanted to ask you some questions about the way the faculty has participated.~~

Williams: Now, while you were dean and since you've been retired there have been debates over the faculty senate idea. First, I wanted to ask: whose idea was this originally? Was it Dr. Graves's or did it just come up about the time he came?

Fowler: Certainly the immediate proposal ~~and~~ when it was brought up was his idea. In other words, he had become convinced we had to have something like this to meet the needs of the present size and organization of the college. However, of course, neither he nor any other individual invented the idea of a faculty senate. We kicked this around back ^{when} ~~in~~ we revised the by-laws considerably -- I think it was in '63, before I became dean, but I was chairman of the committee that did it -- and we gave some serious consideration at that time to a faculty senate or assembly, whatever it might have been called, ~~and this is~~, I think maybe I referred to this in one of our earlier conversations in connection with the transition from the Chandler to the Paschall regime; we came to the conclusion in the committee that this was the wrong time to adopt something that might appear to reduce faculty participation and faculty democracy in view of the recent experience when the president had clearly set out to destroy the faculty organization. Obviously, we didn't want to do anything to reduce, if possible, total faculty participation, but ~~because~~ the idea remained alive, and as the organization of the college became more complicated, as the two schools, education and business, became almost autonomous we faced very serious practical problems in getting action on

issues which were of general college significance and importance, ^o
~~and~~ ^{it} was that particular aspect that moved President Graves
 to appoint a committee to come up with a proposal, and he gave
 them some thoughts on it. ~~Well,~~ ^{Well,} what they came up with first,
 as I remember, was an assembly, a kind of discussion forum
 which would include students. This didn't go across. Then
 they came up with the plan for this senate, which would include
 specified representation from the schools and from the faculty
 of arts and sciences. The basic problem as far as the senate
 was concerned, ~~and the assembly~~ if the schools were to be
~~represented~~ was inability to agree on a representation formula,
 the faculty of arts and sciences insisting on what you might
 call proportional representation. The schools -- and this
 has been done on a number of all-college committees -- ^{ed} insisting
^{almost} on equal representation, and the faculty of arts and sciences
¹ ^{balked at} regularly ¹ ^{fought} this. I remember telling President Graves when
 we got into this thing, "There are two things you've got to
 decide in advance. You've got to hand down definite instructions
 on this, directives: ¹ ~~One~~, the system of representation, and
 secondly, ¹ the powers that this body would have as opposed to
 the delegated powers of the faculties of the various units as
 found in their ¹ ~~by~~ laws and approved by the Board of Visitors."
 And I think I'm correct in saying ~~that~~ when the proposal came
 up, though I guess I'd ~~all~~ ¹ ~~ready~~ retired ¹ ~~when~~ ¹ ~~neither~~ ¹ ~~of~~ those two points ¹ ~~were~~ ^{was} really settled in advance, ¹ ~~and~~ I
 can understand why President Graves was very reluctant to do

this, yes. I believe there should be some top body of that nature where at least there could be discussion and in some cases decision on matters that affected all of us ^{at} the College of William and Mary ~~without~~ without having to go through all the difficulties ~~of~~ when something was proposed and adopted and might have to go back down to the different faculties. ~~Well,~~ again and again we were faced with the proposition of adopting something without the power of amendment. I believe they'll come to something sooner or later. I forget, is there a new scheme under debate now?

Williams: No, I think it's the same one. Yes, that was one of the questions I was going to ask you: do you think it will eventually be adopted?

Fowler: Well, there's one recent development that makes me ~~perhaps~~ ^{perhaps} reconsider what I might say to that question, and that is it seems clear from what I know ^(and, of course I haven't seen any of the documents) that the law school as a result of the problems with the A.B.A. ^[American Bar Association] is going to become much more autonomous than it has been and that the dean of the law school will deal directly with the president, ~~and~~ not with the academic vice president. ~~Now~~ I'm talking off-the-cuff on this, I suppose, but if and when the Board of Visitors -- and they're supposed to [#] do it in their January meeting -- does this in order to clearly establish the position and prerogatives of Dean Spong, Dean Quittmeyer ^{of} and the business school ^{is} are going to be right over at that door the next day asking for the same thing for business

administration, and if that happens I would think the school of education might follow suit. Now, if that happens -- we won't worry about what the details might be -- ~~if that happens~~ it seems to me that the need or the desirability of an overall institutional senate is gone and that what might come out of any such situation is that the faculty of arts and sciences might create its own senate because of the problem of attendance at faculty meetings ~~and all this~~. So, I may be all wrong, but I would think that the future of the concept of an institutional senate with some real powers could be drastically affected by what emerges in terms of the academic organization of the college in the next few months. Now, I may be reading too much into this, but I just have to believe if the law school gets what it wants and what the A.B.A. wants it to have direct access to the top authorities and, of course, ~~this is true~~ this is the way it operates in major universities) that the other schools are going to fall in line, try to get essentially the same, though I don't think -- though I have no knowledge on this -- but my guess is that the accreditation agencies of business administration and education may not be so demanding in this respect as the lawyers are. I'm not suggesting that if this type of organizational development occurs that this would adversely affect the position of the faculty of arts and sciences in the whole scheme of things here. I'm not worried about that. Anything more on that one?

Williams: Well, going back to something you spoke of just a minute ago:

attendance at faculty meetings. I know for a number of years there's been some question of reducing the level needed for a quorum. Why has this problem, would you say, come up recently?

Fowler: Attendance by faculty at their own meetings has dropped way off all over the country, and we've seen that happen here. Years ago virtually the whole faculty attended faculty meetings. Well, the place has grown, and we get more and more faculty who aren't interested in this aspect of academic life; attendance has dropped off. We've tried all kinds of devices. We've asked the department chairman^e to work on it; you know, every time there's a faculty meeting, remind the staff that there is a meeting, not require them to come, but call it to their attention and urge them [#] and let them think ^{that} participation is part of their general responsibilities and should be a part of their interest. Well, ~~in~~ in the revision of the bylaws we played around with the quorum ~~thing~~. At one time we got all the way down in our bylaws where a quorum of the faculty could be ^{60,} ~~sixty~~ and then President Graves was concerned about attendance, particularly, ~~you know,~~ when stories would come out [#] in the papers that ~~so~~ relatively few members of the faculty had made major decisions, ~~and~~ so we went back to 50 per cent of the voting members of the faculty ^{≡ [as a quorum]} and I can remember working it out-- I eliminated certain part-time people -- so that this meant that 290 to 294 members of the faculty of arts and sciences had voting rights and that therefore the quorum would have to be 145 to 147. So, I and the secretary would have to

stand there at the beginning of a meeting and count noses until we had that many, and sometimes it was touch-and-go. Then on one occasion I announced, "The quorum is not present, and ~~that~~ therefore ~~the~~ faculty ^{will} ~~would~~ not meet. We are adjourned." Well, I'd threatened I would do this but I had to. Some members of the faculty argued, you know, that in Robert's Rules of Order you don't have to worry about a quorum unless somebody raises the question. On another occasion when we were there for a special meeting to deal with business we had not been able to handle at the regular meeting, we were slightly short of a quorum, I announced it, but I said, "We're going on." Well, this upset some people the other way, you know, that I'd broken the rules. So ^{the} next time I declared there wasn't a quorum present, and we ^{adjourned.} ~~walked out.~~ Well, ~~now~~ they've changed it again, ^{So the quorum requirement has} it's no more than 100. ~~That's~~ ^{at} been changed several times. It's a great problem. ^{of} Course, that's one of the advantages of having a faculty senate. What I'm thinking of is a senate of the faculty ^{of} arts and sciences where you would have a ^{body of limited size} ~~limited body~~, and they would all be elected and therefore, conceivably could be counted upon to attend regularly and ~~that~~ this body then could transact a good bit of the business of the faculty without having to worry about the problem of a generous quorum. But it's not a problem limited to William and Mary.

Williams: Some people, I suppose, would say, "Why worry about the quorum

at all?"

Fowler: Well, the legality of what you do can be challenged unless in your by-laws you provide there is no required quorum, and ~~even so~~ you could have one-fourth of the faculty in attendance and in a close vote you could have ⁴⁰ ~~forty~~ people, say, making the decision. And the newspapers love this, particularly when ^{the} arts and sciences faculty, as usually happens, takes a strong stand on some issue of rather broad implications. They're always happy to be able to point out that only so many people were present and voting and that this was the vote and that this handful of people so to speak, is speaking for the institution. (This just happened recently in connection with the resolution which was adopted by the faculty of arts and sciences at the University of Virginia with regard to President Hereford and his membership in the Farmington Country Club. Two days later the Times-Dispatch had an editorial in which they ^{cited} ~~sighted~~ figures as to how many were present and voting with the same arguments I've just discussed. ~~Well,~~ to the best of my [#] knowledge, their figures were quite wrong. But again, it made it look as if something less than 150 members of the faculty up there had taken this action, ~~well,~~ whereas I'm told by people who were there and very much involved in the resolution that just over 250 voted in favor of it. Now how there's this discrepancy I don't know; that's a sidelight.) But the press and the public love to seize upon what appears to be a minority accomplishing something that is of broad interest and significance. That's one of

the problems if one's going to worry about[#] public reaction. Of course,
 Most faculty couldn't care less if they're convinced ~~this~~ ^{their} ~~action~~ ^{action}
 is the right thing to do.

Williams: Publicity brings up another question: You have always been
 in favor of the faculty meetings being closed meetings. Would
 you like to state why?

Fowler: ~~Well,~~ to me a faculty meeting is a deliberated^{ive} assembly; it's
 a legislature. I don't think anybody should be there except
 by invitation other than those who are defined in the by^Blaws
 as voting, ~~well,~~ as members of the faculty, and that's care-
 fully defined in the by^Blaws. I have opposed student atten-
 dance in the faculty meetings, though I supported student mem-
 bership on a number of committees. I don't think the press
 has any business there, and in this freedom of information
 statute^{ly} they have no right to be there; ^{He} can have the
 closed meetings. I was told just Friday night ^{that} there was an
 incident just last week at the last faculty meeting; ^{they}
 were there in session; debate was going on. In came a photo-
 grapher, walked around, took several pictures, went out. Not
 a word was said. Debate went right on. The reason I was
 told was that the person said, "You wouldn't have let that
 happen, would you?" ~~He said,~~ ^e "You would have challenged that
 man." I said, "I certainly would." But he wasn't ^e challenged.
 He wasn't saying this in criticism of Dean Edwards; he was
 just sort of reminding ^{me of} my feelings about it and how I used to
 conduct the meetings. I think the attendance of outsiders

tends to limit and restrict debate on the part of some people who are hesitant to say what they might otherwise say. This is not true of everybody by any means, ~~but~~ in reverse I can see individuals, not just in the faculty but ⁱⁿ another assembly, ~~some of them~~ tending to speak to the people who are there. I always felt a faculty meeting was a very serious, deliberative assembly; ~~it~~ should be run strictly in accordance with parliamentary rules; ~~it~~ should be as close to a legislative assembly as one can make it. Now this led to a certain formalism in the faculty meetings which I'm sure some people didn't like, but to me it was part of the whole atmosphere. I insisted if anybody wanted to speak ~~it~~ they got to their feet; they addressed the chair, ~~and that~~ if an argument started back and forth between two members of the faculty, as sometimes happens ^{ed} while they ^{were} still in their seats, I would make them get up and be recognized. ~~But~~ it kept the ^{meeting} ~~thing~~ in order, ~~and~~ you could transact your business much more effectively, but ^{a lot of} ~~while~~ people think I'm old-fashioned.

Williams: Moving on then to another area ^{and} and this was a concern of the faculty while you were dean, ^{ies} that was salary. That wasn't peculiar to your administration by any means. Dr. Paschall was given a great deal of credit for working ~~to build about~~ ^{to build up} faculty salaries in the '60s. Does he deserve this credit?

Fowler: He certainly deserves some because he did honestly push for it. He refrained from some unfortunate little practices that had sometimes occurred in the past. He went entirely along with

a merit pay policy as opposed to the automatic step ^{system} ~~base-~~
~~ness~~. He deserves credit for supporting everything the
 faculty asked for in this, and he did his best in Richmond
 to get it. Now ~~at~~ at the same time, I think it has to be
 recognized that assuming the president of the institution
 gave appropriate support that this kind of thing would have
 happened ~~in~~ ^{the} decade of the '60s under anybody because
 that's the way things were moving. There was a lot of money
 around for higher education. Salaries were zooming in other
 places; ~~we~~ continued to be behind. ~~Well,~~ the situation de-
 manded ~~an~~ aggressive support on the part of the president, and
 he gave it. ^{We were} ~~It was~~ still behind, ^{but} greatly improved ~~but~~ ^{for}
 awhile we were getting increases slightly above the national
 average as determined by the A.A.U.P. ~~and~~ even the last
 couple ^{of} years when things ^{have gotten} ~~got~~ so much tighter the college has
 done pretty well on salaries, relatively. Nevertheless, the
 basic gap which existed before the push was started, ~~the~~ the fact
 that the base was so low -- ~~it~~ has not been significantly
 closed. The average full professor at the University of Vir-
 ginia gets one-third more than the average full professor at
 William and Mary. ~~(That was true last year)~~ ^{and} we're still
 in the middle ground as far as the A.A.U.P. is concerned.
 The full professor ^{situation} ~~thing~~ looks a little better. We're still
 very low on the assistant professors ^{but} all of us pushed it
 just as hard as we could, with some success but not enough.
 What will happen this coming year, I don't know. There was a

period when we were making major jumps --major jumps for us, certainly where some members of the faculty on the basis of merit and partially removing existing inequities got 10, 15 per cent increase in a given year, even though the average didn't ^{amount} work to that. ~~Well, that was~~ ^{the longer it takes} ~~slowed down~~ but nevertheless ^{my} to the best of knowledge, even since things have tightened gradually within the last, I suppose, five years now, the average increase ~~is~~ overall in faculty salary average has been right close to 7 per cent, and a lot of institutions haven't been able to do this. I suppose what I'm trying to say is that if we hadn't been so far behind years ago, what we have done in the last ten years would have kept us going along very nicely, but we've never closed the gap. And, of course, one problem is that we have such limited private funds. There ^{are} ~~is~~ no private funds to amount to anything to put into faculty support, though ⁱⁿ the conversations which are going on ⁱⁿ (in fact planning for a capital fund campaign), this is one of the major items ~~in the plan~~. You see, the endowment of the University of Virginia is over \$100,000,000, which is very impressive for a state university, where ours is \$10,000,000, and a fair amount of that is restricted as to how it can be spent.

Williams: Is that the only reason -- lack of private endowment -- why William and Mary can't be on ~~the~~ par with U.Va. or even V.P.I.?

Fowler: Oh, ~~no~~ ^{but} the state, even though it's made the right noises

every so often about peer groups, this kind of thing, they've
 never come up with the money to do it. No, the basic
 problem is in the state support because that's where most of
 the money ⁱⁿ for Virginia comes from for salaries ~~but~~ ^{what} helps [the University of]
 Virginia so much is the endowed chairs which are supported
 in toto or in part by private funds. ^{at} Course, there is a
^{provision} ~~device~~ in the state budget policy ~~they~~ call the Eminent
 Scholars Program, whereby the state will match in a salary
 supplement any new money raised by an institution for an
 eminent scholar's salary. ^{New} We only have two or perhaps three
~~now really~~ positions in that category. You don't need an
 awful lot of money for that as far as the state is concerned.
 I'll take a specific example ~~and you can guess what chair it~~
~~is.~~ ^{of a} ~~That~~ ^{that} position originated as a result of private endowment
 for that purpose; we're talking about the Harrison ^{chair} of
 history. We received \$125,000 from the Harrison family, and
 very conservatively that was figured as an income of 5 per-
 cent when we got it. ~~Well,~~ ^{so} we were counting on \$5,000
 a year from that source. The state under the Eminent Scholars
 Program will match the \$5,000, and ~~when~~ you put that on top of
 the basic position that the state funds, ⁽ you have to have an
 established position to do this with. So, ^{the} state can
 support this eminent scholar ^{Program} ~~thing~~ with a few thousand dollars
 in each case ^{and} you can create respectable salaries for
~~eminent scholars is the term they use~~ -- if you can get new
 money in the amount for example that was provided for the Harrison

In other words: chair. [^]Whereas, we don't have the [#]problem that a private institution has or even a public institution that wants to create one of these things ^[solely] out of private funds. Now [^]days you're talking about roughly [^]\$75,000 to fund an endowed chair in order to get the necessary revenue [^]and in most cases you provide these [#]people with a secretary and this kind of thing. Well, that's real money, but this can be managed as long as the commonwealth of Virginia continues this program. The creation of these endowed chairs can be accomplished with relatively little endowment involved. So when the development office ^{now,} ~~now~~ talks to people they're talking in terms of \$100,000 to \$150,000 from some donor. Now [^]that assumes the state would provide the salary and authorize the basic position involved [^](it would have to be an established teaching position) [^]but it can be managed without tremendous amounts of money. Also, William and Mary has reached the point now, I would say, where some of these endowed chairs [^](several of them) could be created without thereby causing too much of a gap between the salaries that go with the endowed chair as opposed to what, ~~you know,~~ the average or ^hhigher than average full professor would get. So you wouldn't have the same morale problems. If we could set up several of these chairs with ^{a salary} ~~an income~~ pushing \$30,000 a year or even more, that wouldn't be so terribly out [^]of line with what certainly our top professors are approaching. The whole thing's out of scale. I don't know whether it's still true or not, but

two years ago the top salaries, ~~and~~ particularly for deans and other people who were on twelve-months appointments, were pushing the president's salary. The whole thing has to go up. That's been rectified, I think, to some extent; ~~it~~ certainly should, ^{be}

Williams: I assume that having lower salaries even than some colleges within the state would have caused some problems for you in faculty hiring.

Fowler: Oh, yes! We could do pretty well on the initial base salary; ~~The~~ most discouraging thing to first-rate candidates for appointment was the lack of fringe benefits. That's where we were so vulnerable. Now that's been improved somewhat, but we still have a good way to go. I believe there was one very important compensating factor, Emily, however for that problem: ^{namely} ~~mainly~~, the attraction of the college and the community itself, ^{and} our reputation (particularly outside of Virginia) with the best universities, ^{and} the nature of the Williamsburg community was a definite advantage ~~and~~ (has been) but with the cost of living being what it is and inflation, ^{the attraction of the college and the community} ~~you know, these things~~ aren't the same as bread and butter. But it's helped us a great deal. We were doing right well for a while in competing for the best candidates in the fields for appointment in a given year. It's always been true, and I think increasingly so, that when a graduate student getting his doctorate or already having it was recommended by his mentor or sponsor from the really top institutions, the advisor or mentor would

exercise some judgment in which of his students, ^{if it was} or done
 by the department, which of their students ^{was} were recommended
 for ~~these places and which for something else~~ ^{a particular opening}. It's kind
 of a process of selection that goes on. So I know until
 things got very tight, say, the best people at Harvard or
 Chicago or California ~~would not be recommended~~ -- the real-
 ly top ones -- would not be recommended to us on account
 of the salaries and so forth. Well, nevertheless, we al-
 ways had good candidates, sometimes their best ones. The
 best way to recruit, I'm convinced, is still largely through
 personnel ^{at} and departmental contacts. But, of course, now you
 have to put it in the newspapers, ^{if you} have an opening you get two hundred
 200 applications, many of the applicants not fitting the
 specific needs of the position. You get flooded with them.
 # One of the most ^{interesting} and important aspects of being dean, at least
 to me, ^[was that] I was always very happy when an appointment, particularly
 one in which I had to be unusually involved, worked out well.
 I was just thinking the other day ^{about} that the transformation of
 the economics ^{department} ~~department~~ the first major thing I had to do my first
 year was to find a chairman for the economics department, and
 since we were going outside, ^{the search} I had to do most of ~~it~~, but it
 worked out fine. It transformed the economics department to
 the point where now it's one of the better departments in the
 college. Then ~~came~~ the creation of the department of religion,
 and while there was a faculty committee that helped me on it,
 I had to take the whole leadership, do all the paper work, contact

all the people, well, that's worked out fine and we have a
 very healthy ^{Department].} Then I was very much involved, of course,
 in the growth of the department. ^{And then} my last year ^[there was] the
 appointment of the choral director in the music department
 to succeed Mr. Fehr after so many years, a position which I
 knew at the time would almost certainly involve the depart-
 ment chairmanship very shortly because of the very sad
 condition of the then department's ^{Chairman's} health. Well, from all
 reports and my own observation that's been a huge
 success. Those are all very gratifying because the results,
 you know, ^{concern} are not just that one individual with his own
 classes, ~~and so forth~~ but he helps determine (particularly in
 the smaller departments) ~~he helps to determine~~ the whole
 nature and character of the department. He goes on then when
 the opportunity presents itself to recruit good people. So
 it begins to pervade a relatively wide area. I always en-
 joyed recruiting and always felt there was no more important
~~responsibility~~ ^{responsibility} ~~job that I did.~~ Now I don't want to exaggerate my part in
 the many appointments that were made, but I was very much in it
 with the departments and particularly in those unusual circum-
 stances where ^{we} you were appointing a really central figure who
 then helped to mold the future development of the department.
 But, of course, we made some mistakes in ^{recruiting} ~~the process~~, yes in-
 deed. You can't do it without making some mistakes.

Williams: A few minutes ago you referred to ^[fringe] benefits and sometimes lack
 of benefits. Has having the development office, an office

concerned with bringing in money -- has this helped?

Fowler: It's encouraged the faculty. The head of the office of development ~~has~~ met with the faculty affairs committee, for example, several times before I retired ^{as del} ~~and with~~ the vice-president for business affairs ^{the committee} and conveyed to them the faculty's concerns about these matters. They've been very sympathetic, and so far as the office of development is concerned some of this is being written into the development program. ^{Of} Of course, the college doesn't influence this, but the state retirement system has continued to ~~be~~ improved. It's still not as good, particularly for younger men, as TIAA-CREF ^{That} that we don't have. The state now pays the medical insurance for the individual employee; ^{That's a} that's a development of only the last three years, four years. We used to have to pay all of our medical and hospitalization ^{insurance} ~~insurance~~. That's been an improvement. There has been more money for faculty research provided ~~out of~~ almost entirely out of private funds, both for summer research grants and for ^{the} ~~these~~ faculty semester leaves. This has all been very encouraging. It's clear that the college is doing what it can in these areas, ~~and~~ it has improved the situation, and this has helped faculty morale. But ~~the~~ retirement could be better; ^{the} the coverage for medical insurance could be total rather than partial, and so it goes. We've done better in that respect. But the greatest improvements ^{is} so far as the retirement is concerned is the result of the improvement in the state policy.

Whether that will continue to improve I sort of doubt. It's been influenced by the frequent improvement in social security because, you know, the Virginia retirement system is called the Virginia Supplementary Retirement System, meaning that it's supplementary to social security; This is arranged by statute and so as social security benefits inched up, inevitably they moved up the supplementary retirement system. I'm not sure the social security benefits are going to improve ^{more}. I'm not sure the country can afford it and the state, I don't think, is therefore ^{going to} improve it. But the last change (which some faculty don't even know ^{has} been done). You know, they haven't retired or approached retirement). Part of the formula of the state system was they took the average salary of the highest five consecutive years, which was usually your last five (but not necessarily), ~~but the highest five consecutive years~~ and then multiply that by a certain fraction, so many years of service, and so forth, and that determined the size of your pension. ~~Well~~ just before I retired they reduced the five to three, and you'd be surprised what a difference that made. If you'd received decent increases your last five years and then knocked out the two lowest years and then your pension was figured on the three highest consecutive, it made significant improvement in pension ^s without costing the state an awful lot. Of course, the faculty had to contribute 5½ percent of their base salary to the retirement. The state ~~don't~~ contribute

that much. It comes close to matching it, but it doesn't actually match it, ^{the} last I knew. That could be improved.

And there's another thing. There's no system here for tuition for faculty children, either at William and Mary or ~~going~~ elsewhere ^{in a} reciprocal arrangement. This would be a tremendous help for those with children. Some of these fringe benefits inevitably depend on the individual circumstances. ~~One~~ ^{One} of the small fringe benefits over the years, though it's been under criticism, is mortgage money, ~~you know~~, for faculty housing. ~~Well~~ that was of a great advantage to certain people who got ⁱⁿ on the thing early but they've got a waiting list now of, I don't know, forty or fifty, and it is argued that the money that the college sets aside for that purpose could be used to a broader advantage for all faculty rather than just those who managed ~~to~~ take advantage of this system. Well, it's just a little thing. There could be more ~~of~~ faculty housing owned by the college. ~~—~~

Williams: This has been talked about at various times over the years.

Fowler: Oh, yes, along with apartments for graduate students. They haven't seen fit to do this. One of the problems in this connection which ~~I~~ ^I don't think everybody realizes is that the size of the bonded indebtedness of the college, while not at all serious, has reached the point, until certain self-liquidating things, ~~you know~~, bring in more money ~~where~~ ^{where} you think twice about ~~going beyond this~~ ^{increasing the indebtedness?} ~~going beyond this~~. So ~~of~~ the thought of the college

borrowing

spending several million dollars for faculty and/or graduate student housing brings up this question as to whether the college wisely and safely could go that much more in debt, even though these projects, supposedly, are self-liquidating. ^{in time} The college authorities would tell anybody that asked this question that at this time, at least, the amount of money involved is just not available at reasonable interest rates ~~and in relation to the total indebtedness.~~

Williams: When the mandatory retirement age was changed to 65, was this a state action? I had the impression it was a Board of Visitors' action taken without consultation with the faculty. Is this true?

Fowler: I pushed it, and I wrote the draft proposal that was eventually adopted by the board. It was an administrative decision which met with some criticism on the part of the faculty, and of course, the first year it was instituted it was a little painful, though we did introduce a kind of "grandfather clause." Obviously, I think it served a good ^{purpose} policy, and I think there's ^{now} more acceptance of that position. ~~The same thing was true, I~~ ^{ago,} ~~suppose, some years~~ though, of course, this definitely had ^{and by a majority vote} faculty approval, ~~was voted by the faculty.~~ The policy of ^{was introduced. This was a major} rotating department chairmen ~~that was another thing that~~ developed, and I was all for ~~that~~. Those are two ^{of} ~~course~~ of the major ~~what you might call~~ personnel policies during my administration, ^{more recently, again by faculty action,} and then, of course, the much more elaborate, formalized [#] system of evaluation for promotion,

was introduced.

retention, and tenure. That's only been in operation three years. The first year of operation was my last.

Williams: Previously had it been the prerogative of the department chairman?

Fowler: No, more the dean's office working with the department. Of course, the dean paid great attention to the department recommendations. In some cases this meant the department chairman; in other cases it meant the chairman working with a department committee. This was one of the problems: There was ^{all} together too much variation in procedure at the departmental levels ^{the recommendations were} ~~and then all this came to me and so far as arts and sciences~~ ^(for the whole faculty at one time, except law) then my recommendations went up to the vice-president, and ^{so} ~~if I may say~~ they were seldom changed. ~~Well, that was the present state of the nation with all the legal action and everything.~~ However well our system may have worked -- and I would defend it and most people defend the way it worked -- nevertheless, ~~we could have been open to serious attack in case, you know, a bad mistake was made.~~ And meanwhile the A.A.U.P. had [#] come up with elaborated provisions for this, and our existing system ~~was~~ while it did not violate anything the A.A.U.P. ^[did] ~~because our whole promotion and tenure policy had been based on that for years~~ ^{de)} nevertheless, it didn't begin to have as much ^{are} tail or as many protective devices, really, ^{are} as necessary. ^{de)} I'm not sure that under the new system decisions in individual cases will be ^{much} ~~any~~

the more formalized procedure

the College is more

different from what they were or would have been before. ^{But} ~~you are~~ protected. ^{New there is some} ~~You've got all the~~ documentary ^{evidence,} ~~stuff.~~
at the various levels. ^{the process is} ~~It's guaranteed, it goes through these procedures.~~ ^{It's} surveyed

obeyed in the case of arts and sciences by a special faculty committee. In the case of departments doing graduate work, the dean of graduate studies makes his recommendations.

There's the opportunity for appeal. They ^{'ve} just added a new wrinkle this year of the right of a person, who, if the recommendation at the departmental level or higher is unfavorable, ^[has] the right of rebuttal, to submit material which would be considered before the final decision is made. ~~I~~

~~found~~ this is all fine; ^{introduced} it involves a lot of work. ~~and~~

When it was first ~~put in~~ and people were denied tenure, ~~you~~ ^{do} ~~know,~~ almost every case was appealed. ^{the appeal} Some cases appealed

were successful because it was discovered through the appeal process that this or that department hadn't done its homework

as well as ^{it} ~~they~~ should have and that there were things in favor of the individual which never surfaced. ~~Well,~~ this was

partly due to the fact that the new system was just ^{starting} moving, and some departments at first, ^{some of those that had little}

faculty participation in this in the past, ~~they~~ just ^{didn't}

thorough

~~do~~ enough in the first instance but, ^{They're learning.} oh, the paper work! The

faculty of arts and sciences committee started work just this week on all of this. They're going to have a nice time between now and vacation.

Williams: In general, you would say then, the faculty has supported this peer evaluation?

Fowler: Oh, I think so, yes. ~~Oh,~~ I think it's ^{there's} much broader participation. None of this can be entirely objective, of course, but ^{it} is much more objective perhaps than it was. More people have a voice in it. The candidate himself has more recognized opportunity in terms of documentary material in files and this kind of thing. Now this doesn't mean they're happy when the decision is unfavorable, but I think the faculty as a whole feels much more confident in this. There's still some human frailty involved, ~~because~~ not just ~~in~~ terms of making mistakes, but this may have improved in the last couple years, but the first year I had ^{the} definite impression that one or more departments were happy to pass on the tough decisions to the administrators, you know, with the common attitude; "well, this is what those guys are paid for." That wasn't widespread, but I thought I sort of smelled it in one or two instances. But it's a tremendous problem with the state of the market and the lack of positions. ^{the} whole thing is so tight. We timed this thing just about right; ~~It~~ seems to me. if we'd been any later in adopting this elaborate system -- and it took us a long time to do it -- we would have been in increasing trouble because of the job market, ~~because~~ the whole thing's got ^{ten} so tight you better ^d be able to demonstrate that there's been very careful study and examination of these things ~~and your ducks are in a row~~ ^{that} and so forth because there will continue to be challenges. ^e

Williams: What of student evaluation? This was tried a couple times in

the '60s. Can it ever work?

Fowler: I don't have much confidence in overall student evaluation. I was involved with the students on at least two occasions encouraging them, advising them, and then they went so hog-wild in ~~the stuff that~~ ^{what} they published that I just washed my hands of it, and I think it can be said they washed their hands of me. That's one kind of evaluation that ends up primarily ^{as} in a popularity contest. Now ~~the~~ student evaluation at the departmental level at the request of and with the cooperation of the department is something else again, and the new evaluation system for the faculty essentially requires ~~this~~ that there be some student input. Now ~~it's~~ it's left pretty much to the departments as to how this is done, but they're doing it pretty well, I think. Yes, there has to be student input. We're very vulnerable if that doesn't happen. But that's different from this overall general student evaluation process by which they come up with a book that is startling or shocking and which they can sell to the public. For one thing, those overall student evaluations usually are a mere sample.

Williams: On the subject of leaves, which you touched on a moment ago.
Is it true ^{that} the word "sabbatical" is a dirty word in Virginia?

Fowler: I would say yes so far as the state authorities are concerned, right. ~~So~~ you have to work it out some other way and use the appropriate [≡] language to justify funds for faculty leaves. ~~In~~ other words, well, I guess it doesn't have to be competitive,

In our case faculty leave is arranged on a
~~as it is in our case, but it helps to have it competitive.~~

In other words, the applicants have got to submit projects demonstrating they're going to be involved in research; They're just not getting ^a sabbatical and taking off for Greece. This is the kind of thing that creates sparks in Virginia. ~~So~~ but we've run into no trouble. *Of* course, if we had more flexible^{ity} in our total faculty of arts and sciences this would be much easier to handle, *That* is to say, if we could put people on leave without having to fill their places. Now the physics department does this by agreement. *You know* they became very sensitive to the fact that in the judgment of everybody else they were a great deal overstaffed in terms of the state formulas of student-teacher ratios. So there is a clear understanding now *and* it's operated^{ing} that if a member of the physics department goes on leave, receiving a grant or something like that of his own, he won't have to be replaced. Now, *if* this kind of thing could operate more generally it would loosen up the whole ^{business} ~~thing~~ of leaves. Some institutions have a scheme whereby a man is granted leave on his salary or half of it, and members of his department take over his work without any extra money with the understanding their number will come up soon, you see. Well, gain, if you've got enough man ^{power}, enough flexibility in the teaching loads within a department this can be managed. We don't have in many cases, most cases. ^{'ve} We kicked all those different schemes around here at William

and Mary in the last few years just trying to ^oloosen up this business of faculty leave as opposed to sabbaticals. We started very modestly. I guess the first year we only had two of these faculty semester leaves, and now it's six or eight, I think. We've also provided that a faculty member has the opportunity to decide which semester he'll be on leave in a given two-year period, which gives it more flexibility and probably helps the department to plan accordingly in course offerings. So that ~~is~~ system's growing. I would say if they could double the number of faculty semester leaves this could go a long way to meeting the needs of those who really want to go on leave and who are doing that kind of research. This would help a great deal. Now this wouldn't count the people who ~~we~~ got grants, ~~you know,~~ support from other sources. You'd still have that.

INDEX SHEET

Interviewee Harold L. Fowler

Date of interview December 18, 1974

Place 140 Chandler Court, Williamsburg

Interviewer Emily Williams

Session number 6

Length of tape 125 mins.

Contents:

Approximate time:

faculty involvement with student issues in 1960s	10 mins.
efforts to obtain black faculty, students	18 mins.
change of ^{sex} discrimination on faculty	11 mins.
role of AUP as WPM	13 mins.
faculty relations with Board of Visitors	15 mins.
faculty relations with president (1960s, 1970s) dean as presiding officer	27 mins.
presidential communications with faculty	
executive vice president's position	
nature of office of dean of faculty	15 mins.
nature of William Mary	15 mins.

Session 6

December 15, 1975

Williams: The first question I do want to ask you this morning, Dean Fowler, is about students. To what extent was your office involved in student issues? I'm thinking particularly in the late '60s, such as the decision not to suspend classes after Kent State, things of this nature.

Fowler: Well, that was the only sort of occasion when the office ^{was directly} ~~would get involved and, of course, we were~~ in this instance we had special faculty meetings and passed ^{after long debate} one or more resolutions. I would say the attitude of the faculty toward the students under those ^{frightening} circumstances was definitely sympathetic ~~in terms~~ (at least of the majority) in terms of understanding why they felt the way they did and to a considerable extent having the same personal reactions to the horrible event. At the same time, there was the definite hope that the academic program and schedule would go on as usual. As I recall the only major concession we made in terms of requirements and standards was that under certain circumstances students could complete requirements for courses, provided the instructor agreed, in ^{special} ~~certain~~ ways. We were rather generous in making arrangements for students submitting late work, this kind of thing. They attempted on one occasion a strike of all classes. The participation was minimal; I suspect 90 per cent of the faculty held their classes on that stated day or days, and a great many of the

students showed up. ~~If~~ I remember ⁱⁿ my own case I went ahead with my classes as usual and had normal attendance. ~~¶~~ We were lucky, of course; throughout all those turbulent times there was virtually no violence on the campus. There were demonstrations in the Sunken Garden, ^{and} elsewhere. We had a sit-down in James Blair ~~to the point~~ where a group moved in mattresses and slept in the hallway of the first floor. I remember arriving at work one morning and seeing them there. It was all sort of polite and ~~controlled~~ ^{restrained}. Those of us who had our offices on the first floor of James Blair went about our business without any significant interruptions. We did have an occasion or two where a couple of faculty members participated in these student demonstrations and made speeches and so forth. This helped to create some problems between the then administrators of ~~the~~ student affairs and members of the faculty who thought ~~they were all together~~ the student administrators were ~~all~~ ^{all} together too conservative and unfeeling, failing really to understand what was going on. I don't know what more I could add on that point ~~in~~ ^{of} any great significance. ~~¶~~ And ~~of~~ of course, when that was over or about the same time -- I forget the timing on this -- the students were pushing for more voice, more participation in academic and educational policy. There were some concessions. You could probably tell me when students were put on faculty committees. And, you know, they were sort of pushy on grading and some of these things which have continued to be issues, like the

academic calendar, the double major, ~~things~~ attendance at faculty meetings. On some points there were concessions; on others there were not. Compared to so many places in the country, the ^{great} majority of ~~the~~ William and Mary students were pretty conservative. So we were lucky. There were a few bomb scares. I remember getting very angry one day when I had to evacuate my office for an hour or so. I almost refused to leave; ~~The~~ security police told me I had to. I didn't believe there was any bomb in the place. I would say we were fortunate.

Williams: You did not find ~~it~~ here that protests interfered with academics, in other words?

Fowler: Very, very little except at the height of it, which was Kent State, Cambodia, [^] almost simultaneously, wasn't it?

Williams: Yes, May of '70. Another ~~miscellaneous~~ thing I wanted to ask you about: at one point, I guess it was early '70s, the college as a whole was involved in a suit brought by H.E.W. ^{concerning} ~~on~~ integration. Had there been an attempt beforehand to hire blacks? This was one of the things H.E.W. ^{was} wanted to [^] have more black representation on the faculty.

Fowler: The attempts, however unsuccessful, go back a long way. William and Mary did have and I suppose continues to have the image of a white institution ~~and~~ ^{'ve} we had a terrible time (those of us who were involved) [^] in trying to overcome this and to attract blacks to the faculty and to ~~admit~~ ^{attract} black students. At one time I had these figures in my head, namely the number of

blacks to whom positions on the faculty had been offered and who turned us down. As far as the departments are concerned, the two leaders in this were physics and English. ^{of} Course, English always has some turnover with temporary appointments, which gave us more opportunity there; ~~and~~ for a number of years we would interview two, three, four blacks for the English department and ended ~~up~~ up having perhaps one. I remember one year we offered two positions in the physics department to blacks, and they turned us down. They went elsewhere either because of more attractive offers or because they didn't like the atmosphere down here, didn't want to be alone. I remember one of the best people we interviewed for an appointment in English; ~~he~~ ^{when} he was very frank about this ~~we~~ we talked in my office. He made it clear that he wasn't going to come down here for the purpose of trying to help us solve this problem. He made it clear that if he did come to us he was not going to be a kind of father-confessor to the black students. He just wouldn't allow himself to be that involved because he had serious scholarly interests ~~and~~ ^{and} this has been a problem for one or two blacks that we have appointed. This has been and I understand continues to be a problem for a ^{very} fine person that we have in English, and she has handled this problem very well. She has succeeded in not being too much involved, as I understand it, with black students but at the same time has maintained good rapport. ~~Now~~ ^{Now} as far admission of undergraduates:

I've known something about that because I've always been in rather close touch with the admissions office ~~and~~ I served on the admissions committee for years, and to me it's one of the most important activities of the whole institution so I was kept informed to a certain extent as to how many ^{of} blacks applied, how many were admitted, and then how many actually matriculated in September. We were ~~at~~ at one time ~~granting~~ granting admission to over 50 percent of the blacks who applied, but when September arrived no ~~where~~ where near as many as had been admitted showed up. In the meantime they had decided to go elsewhere, again for a whole variety of reasons. I remember one case -- this is several years ago now -- I happen to remember this one pretty well. There was a bright girl from Norfolk, I believe, who had good scores and a good [#] high school record. We admitted her and offered her ~~you know~~ a small scholarship (one of the Martin Luther King scholarships), plus the opportunity to do other things which would virtually take care of all of her expenses. On the other hand, she got a nice \$1400 ^{or} \$1700 scholarship from Brandeis, so she went. We lost her. So we ^{'ve} run into that kind of thing. It's partly that we haven't had enough money for these students. Secondly, it's the image, the atmosphere, and the standards of William and Mary. I'm inclined to think ^{that last} that point has been ~~exaggerated~~ exaggerated. I'm inclined to think that in some of the recruiting of blacks that's gone on there's been too much talk on the [#] part of the recruiters as to William and Mary's standards, how tough it is ^{is} and ~~this~~ I don't believe this. I believe it's good, the

standards are fine, but I think this has been overdone to some extent, and there's been a kind of backlash on the part of black youngsters without any intent on the part of the recruiters, who are trying to give the right image of the college. This point, perhaps, was overplayed in the conversations with the students. At the same time, ^{'ve} we referred to this elsewhere in our conversations, [^] there was no inclination to set up special programs for them, ^{or an} ~~no~~ easy path to a degree. ~~I~~ I don't pretend to know the answers to this integration problem. One thing that's worried me [^] and I've seen it happen or read about it happening in other institutions ~~are~~ ~~that~~ when a predominantly white institution gets a few hundred blacks, then you have problems with that situation. They organize themselves, have their ^{own} activities, in some cases even ~~their~~ [#] their own social groups if they aren't actually fraternities, ~~sort of~~ ^{they tend to} withdraw from their fellow white students [^] and this can create all kinds of problems within the institution. If you only have a handful of them, that's very bad. If you have several hundred, as I said, other problems arise within the institution. ~~I~~ Oh, I always wished we could have up to 10 per cent of the faculty of arts and sciences black, and ~~of~~ of course, ~~we've~~ [#] we've come ~~no~~ where near that. ~~I~~ don't think the effort in this direction, until perhaps recently, has been sufficiently organized, perhaps not enough pressure from the top in the sense ^{that} any number of departments who have infrequent openings for faculty are not really going to recruit

blacks. some, I might add, are not going to recruit *women*
~~unless~~ unless they are led to. So far as the blacks are concerned,

I would say the efforts until certainly the last three years or so was the work of certain individuals who happened to be in positions where they could exert some influence, perhaps get some results, like the chairman of the physics department, chairman of the English department, my office, ~~but~~ that's not a wide, concerted effort. I don't mean to limit it to those three places, but the effort was sort of sporadic, isolated, individual, ~~and~~ again, finances were a factor in this. ~~Well,~~ in the first place, we were late in getting into the game, and some of the best black people had ~~all~~ - ready been secured by other institutions, and as we got into recruiting in individual areas we ran into terrific competition. For I would say, at least a decade a real good black, male or female, could go almost anywhere ~~they~~ wanted to go. The field ^{was} there for the good ones. One thing we refused to do at William and Mary on this (and this was very definitely my position) ~~if~~ we were not going to raid black institutions to steal faculty from them, no. I can think of only two cases where we were very much interested in faculty members from black institutions. In one case, as I recall, the candidate was a volunteer; he presented himself, and in the other case it was a question of a temporary visiting appointment with the possibility of it becoming a permanent one for a well-known ~~one~~ ^{black} it was he who withdrew from the conversations

and decided to remain where he was. ^{Perhaps} ~~Actually~~ we were wrong
 in this, though it was a little bit different. We did not
 turn as we should have to the best ^{black} graduate schools, like Howard
~~Harvard~~ University. Now ^{it's} true the law school tried to
 recruit there, but I don't recall that we did in arts and
 sciences. I don't know whether we'll ever solve the pro-
 blem.

Williams: For the reasons that you've named?

Fowler: I think size and location has something to do with it. ~~Well,~~
 first, a large university has more opportunity to do this.
 They have the chance to bring in more blacks so that they
 then have some feeling of community and friends and so forth.
 Also, the location of the institution ^{Can be a factor.} if blacks come to the
 College of William and Mary, what is there for them in the
 community? It's very much a problem. On several occasions
 when we were recruiting blacks in the English department, peo-
 ple saw to it that those candidates met certain blacks in
 Williamsburg and had totally open and free talks about what
 the climate would be like for them and so forth. ^{There is} ~~It was~~ all
 the difference in the world ^{between} blacks coming to William and
 Mary and thereby residing in Williamsburg or nearby or blacks
 in an institution in New York City; yes, because even if
 there are problems within the institution where they work there
 are all these other opportunities outside of the institution.
 That's been a handicap to us; I feel certain it has ^{been.} Well,
 you would know as well as I that's it's a very complex problem.

Williams: You brought up another case: that of women ^{Were there} and the efforts also made to recruit women, similar to the ones you've described for blacks?

Fowler: ~~Well,~~ it seems to me there's been great variation from one department to another in their attitude toward having women ^{Faculty members}. In some departments, no problem whatsoever. Assuming that qualifications are relatively equal they'd just as soon have women as men. But there have been some departments where it's been terrible to crack that barrier, and ^{there are} the departments that still don't have a single woman. Some of these are small ones, some of them are in fields where there aren't too many women candidates ~~but we~~ in my time as dean -- ^{of} course, I was by no means the only one responsible -- ~~but in my time as dean we~~ ^{better than} doubled the number of women on this faculty and in the process improved the position and circumstances of those who were already ready with us ^{and}, of course, more recently with the very positive salary adjustment in a number of places the situation ^{has} been improved. I might say on that score (and I was very much involved in this -- I guess it was my [#] last year) ~~with~~ with one or two exceptions it was my position and I stated this more than once in documents to the vice-president and then to the president that there was no real evidence of discrimination against female members of the William and Mary faculty on the basis of prejudice ~~and some of the charges that were made~~ ~~against us on this score~~ when one put down the facts and pointed out the number of women on William and Mary faculty

who did not have the highest earned degree in their field, *for example,*
 This, of course, influenced their advancement in terms of
 rank and salary. In other words, with one or two exceptions
 (as I said, I think it could be demonstrated and I thought I
 had demonstrated ~~because we did some work on this, gathered~~
~~all the information~~) that the circumstances of ^{many} ~~any~~ women
 members of the faculty could be reasonably explained in terms
 of academic background and training, years of service, [and]
 scholarly productivity. We were judging them on the same
 bases the men were judged for their salary and rank. ~~But~~
~~with all the pressures and when it was done it was done~~
~~After I retired my understanding why~~ a special adjustment
 was made in a given year, ⁱⁿ and a great many cases ~~and~~ signi-
 ficant raises given -- that doesn't mean I necessarily ap-
 prove ^{at} what was done, but I can understand it and go along.
On the other hand,
~~and~~ in the last few years while I was dean it could be
 demonstrated that in a given year ~~the~~
 the average percentage of salary increase for
 women on the faculty was higher than for men. So we were
 pushing it up, but we were not making in a given year ~~a~~
~~positive~~ ^{dramatic} readjustment to satisfy the pressures that were ^{put}
 upon us ~~even though some of them were behind.~~ I found it
 very difficult to justify virtually an automatic 10 per-
 cent increase for all women on the faculty when ^{we} ~~you~~ weren't
 doing that for groups of males who were also out of line in
 some respects, like the assistant professor rank or the ^{low} ~~lower~~

salaries in the ^{beginning} associate professor rank. I thought this was a form of discrimination that you made a special effort for the women, but you didn't make any special organized effort for those groups ^{who} and perhaps in some cases were the victims of inequities. When you appoint somebody, say, to the rank of assistant professor in a given year at what is then your going, starting salary and then [#] within five years the market has gone way up and, say, you appoint an assistant professor at ~~starting a visiting professor~~ \$2,000 above where you started that other fellow five years earlier. Again and again as they both move up the gap is never completely closed. This kind of inequity gets built into the system, and I used to try to watch this (as did some department chairmen) and make adjustments, but inevitably there were these built-in inequities. And of course it all comes down again to money. If we had plenty of money we could have made all these adjustments, yes; it'd be lovely. And then of course, in the last years we were limited by state and federal policy as to the average increase ^{for the whole} ~~in the totals of the~~ faculty that was authorized. We managed to exceed it a little.

Williams: Skipping on to another subject, then: how would you assess the role of the A.A.U.P. here at William and Mary in the years that you've been here?

Fowler: You mean the national A.A.U.P.?

Williams: No, the chapter here, its role and effect on the faculty.

Fowler: ^{In the last decade or two} The chapter here has not been very effective. At their meetings

they turn out twenty to thirty people; that's all. They've done an earnest job in trying to speak for the faculty and push for all of the benefits and improvements, but their impact, I would say, on both faculty and administration as a local chapter has been limited. Now, the institution ever since I've known it has been greatly influenced by nationally A.A.U.P. policies, oh yes, indeed, and our record on this score is good. The number of problems that we have had with tenure or academic freedom have been minimal; you can count them on the fingers of one hand, and we have followed and written into our own statements the policies of the A.A.U.P. which have become almost universal in the United States, at least in the better institutions. One reason why three or four years ago we rewrote and expanded our policy statements on retention, promotion, tenure, and so forth was because the A.A.U.P. had been developing much more complete and detailed statements on these things and we had fallen behind a little bit. There was nothing wrong with our policy, it just wasn't spelled out as much as it should be under the circumstances of the 1970s, where almost everything you do is open to challenge. But we were always in accord with the spirit and the intent of the basic A.A.U.P. policies. The A.A.U.P. chapter here, you know, has gone through a very interesting transformation over the years. I don't know whether anybody what has been talked to you about this.

Williams: Somewhat. Particularly about the early years.

Fowler: Right, when it was almost a secret society and didn't even meet

on the campus. I think it was my first year here, '34-'35,
 when they started to meet on the campus after John Stewart
 Bryan had become president, and I was taken in to the chapter,
 I guess, in the fall of '35. In those days it was ~~an~~ honor.
 You didn't just volunteer to join the local chapter of the
 A.A.U.P. no indeed. You were selected. ^{Its meetings were} ~~It was~~ much more
 scholarly in nature ~~in its meetings~~ than was true later,
 Particularly when you were new, you were definitely expected
 -- I can't say required -- to read a paper before the chapter
 and ^{lead} ~~have~~ a discussion. So every meeting -- we met ^{there} ~~down~~ in
 the Brafferton -- something like this went on, and this way
 you got to judge your colleagues, and much of it was worth-
 while; you learned something. ~~Well~~ then it changed,
 Quite properly the chapter should have gotten away from that
 sort of semi-secret, private character it had and open up.
 Well, they did open up. At one time the meetings would be
 crowded, ~~in terms of the membership~~ and it was very healthy
 and active, ^{for a time} I think almost inevitably it began to lose its
 appeal to some people because it had ceased to be the kind
 of body it was; thereby, some people lost interest. Another
 thing that happened: as the chapter, certainly doubled or
 tripled in membership, there were a fair number of the
 faculty who joined the local chapter but never joined the
 national. This always ^{bothered} ~~got to~~ me. ^{have} I belonged to the national
 chapter since 1935, and so when I became dean I had to be
 changed from a regular member to an associate member. ~~Well~~

I'm a member to this day. Any ^{number of} members of the faculty over the years have affiliated with the local chapter but never bothered to join the national or contribute to them. I'm not sure to what extent this point has influenced the impact of the local chapter on the faculty as a whole and, say, the administration. ~~Has~~ the influence of their voice been diminished ~~over there~~ by the fact that they are essentially a local group, committed to the policies of the national A.A.U.P., yes, but not many of them members, thereof?

Williams: Why do you think they're not?

Fowler: Oh, I don't know. It's far removed; ~~it's~~ more money out of your pocket; ~~the~~ dues have gone up over the years. In defense of the local chapter I should say on a number of very important occasions in recent years they have in conjunction with other groups and ~~other~~ faculty committees exerted leadership and good influence, yes. So far as positive influence and leadership on many things that are so important to a faculty and therefore to an administration, it has been bodies like the faculty affairs committee that have exerted more influence in the areas which are of great concern to the A.A.U.P. than (I would say) the local chapter of the A.A.U.P. Now there have been occasions where ~~everything~~ ^{the two groups} ~~you know~~, worked hand in hand. ~~Now~~ It is true that on occasion members of the faculty affairs committee have been officers in the [#] local A.A.U.P. This has helped to coordinate

efforts. As you probably know, in Virginia for years -- I suppose it's still true to some extent -- the A.A.U.P. has been looked upon with suspicion, and we've had administrators here who shared that ^{view}. I guess they realize now that the A.A.U.P. has been a pretty reserved, moderate outfit compared to what many institutions are now facing ^(the way of) in teachers' unions, ~~you know~~. I very seldom go to the meetings any more ^{even} my last year as dean I'd go to one or two meetings a year when something special was going on or their agenda was dealing with problems which were of concern to me, or the president or others were there speaking on these things. ~~Well,~~ nationally the A.A.U.P. has been a ^{Godsend,} I'd say, to the ^{academic} world.

Williams: Has it been a help to the faculty, or has it been just for appearances sake that they've had in recent years regular access to the Board of Visitors, would you say?

~~Fowler: That the faculty has had . . . We're leaving the A.A.U.P.~~

~~Williams: Yes.~~

Fowler: Oh, yes, ^{it has been a help.} Over the years the communication between the faculty, the president's office, and the Board of Visitors has greatly improved. It has not been accomplished easily. For a time, certainly, it was resisted by the Board of Visitors, but the climate has changed greatly so that, as you know, the faculty now have various means of communicating with the board, particularly board committees, and I think there's much more involvement ^{with} in the president's office. This doesn't always

nation they got results. But it was ~~really~~ in the selection of President Graves and Vice-President Healy that this was really formalized and conducted by the board and everybody else in total good will. It was very heartwarming at the time after some of the experiences we'd had. And, of course, there's been more social contact ^{among} ~~between~~ faculty and board and president than was true in the past, certainly under the Paschall and Chandler regimes. As one looks back over it and has some knowledge of what has gone on in other institutions, the record of influence ^{upon} ~~by~~ and participation in the determination of policy ~~the record of~~ William and Mary is pretty good. In some areas the faculty has had a very strong voice; ^f in other areas the authorities haven't been as receptive as they might have been, but my judgment looking at it over a period of forty years is that the faculty has been a very powerful influence in the college, at times at great odds.

Williams: At odds with themselves or at odds with others?

Fowler: ^{Not with themselves but} ~~the~~ the odds were against them in terms of the powers that be. There are those that have said William and Mary is what it is today because of the faculty and despite the leadership or lack of it at times. I've never said that openly, but ^{others} ~~people~~ have and not necessarily members of the faculty. I've heard ^{some} ~~one or two~~ alumni say this. I ^{'d also have} ~~also happened~~ to say at one time I think the faculty vis-a-vis the Board of Visitors were perhaps too aggressive to the point where

^{came down}
 relations to the issue of authority. Now there's no ques-
 tion where the legal authority ^[and] power rests in the College
 of William and Mary, yes, with the Board of Visitors by
 statute, and on occasion (some would say rightly so) certainly,
 and I would under certain circumstances) ~~the~~ the Board of
 Visitors got their backs up in terms of rather clear chal-
 lenges of authority ~~rather than communication, cooperation,~~
 that has been resolved it seems to me: ~~that~~ the board is no
 longer so jealous of their authority. They're more willing
 to share and to delegate ^[authority] and this had to happen before we
 could have the improved circumstances that we have today.
 Now we challenged the board at times; I was a party to it.
 But as you look back on it, I suppose you become a little
 more moderate and perhaps a little wiser in understanding why
 the board at times reacted as they did. But, I'm sure it could ^{also}
 be argued the relationship would not be what it is today if
 the faculty had not been aggressive.

Williams: You think then that improved communications caused this better
 climate, or were they the end result of it?

Fowler: End result. Inevitably the board, or ^{at least} the majority of ~~the board,~~
~~are more conservative~~ ^{board} the governing is more conservative
 than the faculty. This is still true. There are members of
 any governing board in the United States that don't believe in
 tenure and have very limited notions of academic freedom.
 Fortunately, the number of those with those views has diminished
 on the William and Mary board.

Williams: We've spoken on a number of other occasions about the role of the faculty vis-a-vis the president in the case of Bryan and Pomfret and Chandler. Now at one time I think President Pomfret conducted faculty meetings himself, didn't he? And Chandler did on occasions, too.

Fowler: ^{Yes,} And John Stewart Bryan did if he could be there.

Williams: Bryan did if he were here, but by the Paschall administration it was either Mel Jones or you who conducted faculty meetings. Was this merely an outgrowth of the volume of work snowing the president's office, or is it more significant than that?

Fowler: Partly, considerably, ^{It is explained by} but also I think the president being uncomfortable in this role, and despite the statements to the contrary, ^{the} tendency to minimize the role of the faculty in the scheme of things, but under Chandler and on occasion under Paschall the faculty meetings were very tense, ^[with] sharp conflict on the floor between faculty and the president. I can understand why the president didn't want to expose himself to that, even though he might have been wrong, but it wasn't a very comfortable position. But in all fairness there was also certainly the feeling that the faculty should have their own leadership, presiding officers and so forth. The president could be there and listen but not have to preside. When the presiding officer is personally involved in what's going on on the floor and subject to criticism and having to respond and defend his position, that

puts the presiding officer in a very difficult situation. Now he could always step aside and ask somebody to take the chair, as was done on occasion, but it was a much more simplified ~~situation~~ and comfortable situation to have somebody else preside. Furthermore ~~my~~ my understanding is that ~~you know~~ this is what prevails in institutions throughout the country where there is very lively faculty participation and debate, that the president does not preside. In many places the dean doesn't preside; they ~~choose~~ ^{choose} a chairman. There was a pretty strong move in that direction just before I retired in the revision of the bylaws for some of the reasons I've stated: it ~~freed~~ ^{would free} the dean of the necessity to preside, therefore removing himself from debate. It sometimes put him in a position of confrontation with his faculty which ~~is~~ again, is a little different if you're on the floor as opposed to if you're presiding. I can understand the reasons and arguments for this. ^{but} I opposed it very strongly. I still think the dean should ~~be~~ be up there as presiding officer and leader of that faculty. If he wants to step aside to get involved in debate and so forth, he can at any moment. At the same time ~~if there's no personal involvement~~ ^{when he does preside} it's perfectly easy for him to have his views become obvious to the faculty. ~~Well,~~ ^{proposal} anyway that was defeated, and I think wisely so. There were long arguments on what was the real relationship between the dean and his faculty and so forth, the feeling that ~~this~~ ^{not presiding} might diminish the influence and leadership of the dean. ~~And without~~

~~presiding~~ ~~>~~ ~~the way we've operated~~ ~~&~~ ~~things would become~~
~~much more complicated for~~ the dean's office ^{is} ~~who is~~ responsi-
 ble for carrying out any number of things that ^{are} ~~were~~ acted
 upon, ~~who's~~ responsible for seeing the secretary's minutes
 are typed up, all this kind of thing. If after a faculty ^{meeting}
 the dean then had to confer with the chairman and the secre-
 tary and others who'd participated in order to follow up on
 the business of the faculty, it would just have been much
 more time-consuming. I had this experience to a limited
 degree when they did vote to remove the dean from being
 chairman of the faculty affairs committee. This didn't
 create any serious problems by any means, but I happened to
 think this was a mistake too, not on account of myself but
 just on account of the office and the way things operate.
 But it is fact that after this happened there ^{had} ~~would have~~
 to be a good deal of communication between the dean's office
 and the chairman of the faculty affairs committee, which was
 time-consuming for both of us.

Williams: I gather from what you're saying then that Dr. Paschall did not even come to faculty meetings after a time.

Fowler: After a time he did not appear unless there was some specific reason for his presence, either because he had something to communicate to us or because there was something to be communicated directly to him. So ~~his~~ his presence in his later years was very infrequent, Now President Graves never misses -- if he's in town.

Williams: I was going to say at least in the minutes that I've read President Graves and Dr. Healy were at almost all of the meetings.

Fowler: That's right. There ^{are} always occasions when a person can't be there but I suppose his attendance -- the president's -- is 90 per cent at meetings and he rarely ever says anything. He doesn't want to unless there is some occasion where it is important to him to say something but he ~~never, except on an occasion or two~~ rarely attempts to influence debate or vote. In fact, most times he doesn't vote; he has the right to. ^{The} Same is true of Vice-President Healy, ^{he} very seldom voted. I assume this is still the situation. Of course, when we were having difficulty sometimes in getting a quorum I always counted them as part of the quorum. Certainly they are full voting members of the faculty.

Williams: Do you think this has been significant of an attitude of the Graves administration: the attendance?

Fowler: Oh, yes. Now Vice-President Healy attends, I think, all the meetings of the other faculties ^{is} (schools). President Graves does occasionally ^{but} ~~not~~ where as ^{often} near as he does arts and sciences. But they're both members of all faculties. Well, you know, the president can't be going to five, six, eight faculty meetings a month. The president almost always has something to say at the faculty meetings at the beginning. The first order of business, after [#] the minutes are read and approved, is reports of administrative officers ^{and} if he has something to

communicate either from Richmond or the board or something like this, he's the first one, and this subjects him, of course, to questions and comments.

Williams: It's been said the Paschall administration was very personally based on the person of Paschall. Did you find this true in your work?

Fowler: I'm not quite sure what you mean.

Williams: That Dr. Paschall himself was the only one who knew everything that was going on, rather than delegating [authority].

Fowler: I would say there's a good deal of truth in that in relative terms. The faculty certainly -- and deans -- knew much less about what was going on under Paschall. One person he really confided in in academic matters ~~really~~ was Vice-President Jones; ~~He~~ was in on a lot of secrets. We deans for the most part were in the dark on a great many things. Paschall didn't have personal conferences with his deans; he didn't have staff meetings of this nature. As a matter of fact, President Graves doesn't do this on a regular basis. You ^d get _^ called in on specific matters. You'd be involved with the other deans and other people on certain occasions in group meetings in the president's office, but again there's no regular consultation in the form of staff meetings between the president and the academic deans. There were times when we were really in the dark as to what was going on. I suppose at one spell -- I could almost say I wasn't in the president's office to talk for two or three years. Now if there was a

major problem which your office was involvedⁱⁿ, sure, but this was very occasional. No, he wanted you to ~~come in eeee-~~ ^{communicate} ~~sionally~~ with Vice-President Jones, and then Jones would talk with the president ~~and~~ ^{and} some of ~~this~~ were very unhappy about this on occasion. You know, you like to have the opportunity to speak for yourself, particularly ~~perhaps~~ if you're ^{more} positive and outspoken person than the vice-president happens to be. You want to get a chance to give your own message. Now ^{of course} if you ^{formally} requested this, sure, ~~it~~ would happen, but it should have occurred in the normal processes. And, of course, in his last years President Paschall was terribly overworked, his health was not good. Some of the situation can be attributed to that, ~~but~~ ^{but} it was his nature, I would say, to operate in this fashion. At the same time, you know, he could be a very warm, friendly man. I was always fond of him personally, but again and again I would say, "This is no way to run a railroad." But that office is so terribly busy ~~and~~ ^{and} all kinds of people wander in there and either get appointments or just go over there and are admitted. President Paschall was always available to students dropping in or individual members of the faculty or department chairmen who would bypass my office and Vice-President Jones's office and go right to the president and get a hearing. That wasn't the best procedure for the state of the nation, shall I say. ^{It's} ~~That's~~ very difficult ~~for~~ any administrator to turn somebody away, but some of this could

have been remedied by ~~you know~~ immediate communication. ~~If~~
~~some of these individuals,~~ if the president could have said,
 "Have you talked to Fowler? Have you talked with Jones?"
 "No." "Well, don't you think you ought to?" ~~At the same~~
 time, listening to them for awhile but seeing to it that
 eventually these things went through the proper channels,
 but ~~there~~ ^{often} wasn't that kind of follow-up. There's much better
 follow-up -- or there was -- on the part of President Graves
 on this, but again it came down through Vice-President Healy,
 not directly to the person, to the administrator most directly
 concerned usually. It came down that way and sometimes this
 caused delays.

Williams: What was the affect of Carter Lowance's appointment on this
 whole process that you're talking about?

Fowler: Well, I would say, certainly that it did not diminish communica-
 tion or proceeding through proper ~~channels~~ or existing channels.
 Carter Lowance was an old hand at this thing and a superb lit-
 tle administrator, ^{an} excellent presiding officer of the com-
 mittee in getting things done. I enjoyed greatly working with
 Carter Lowance. This didn't happen too frequently because, of
 course, he deliberately stayed out of academic matters as much
 as he could. Now, you never can separate entirely academic
 matters, budget, this kind of thing, so he was often involved,
 and then ~~on~~ ^{also} if there were legal matters or challenges of
~~something~~ ^{decisions} President Paschall (at least usually) turned that over
 to Carter Lowance, and ~~then~~ ^{directly} he dealt with us. I think Carter

Lowance was a great addition to the administration. I know there are those who don't share the view, feeling he was another layer put in there, but he was such a good executive and such a pleasant man to work with, never ruffled. I suppose my major concern was that inevitably, given his background and the workings of his mind and so forth, that virtually every important decision that he was involved in and perhaps was making, was influenced to some extent by political considerations. He was always thinking about, "Well, now, how will this or that affect Richmond and Richmond's thinking toward the college?" At times, I think this was overdone. At other times, it was a voice and a point of view which was very appropriate in the discussions. He's a very conservative man, politically. This perhaps led to some criticism that he did not understand ~~or he misunderstood~~ faculty members or the faculty as a whole in certain situations. He's a fine man, a very efficient little man. Despite the fact that we were poles apart politically we found ourselves agreeing so often on things here at the college. (I don't know how they're getting along without somebody in that position. ^{even if it were} ~~it could be~~ a totally different person, but the workload for the vice-president's office and the president's office has just been increased that much, you know. And, of course, Vice-President Healy doesn't have an assistant any more. We had an assistant vice-president, ~~you know,~~ for several years. ^{But} Now, ^{has been} the lady who was his secretary ~~was~~ elevated

to the position of administrative assistant, and she can help him without being bogged[#]down with dictation and secretarial work. She can do a lot of the paper work on budgets and other things and is very helpful, but she can't make any decisions. She can't deal with faculty, so that he has to be involved in meetings with faculty committees and faculty-student committees as well as the regular functions of the advisory committee to the vice-president, the advisory committee of deans. So~~h~~ there's a terrific workload over there. He works almost every weekend, all weekend, and the president does some of the same, but he does see to it that he gets some time off. He has to.)

Williams: ~~Well,~~ I said I would ask you some questions about the office of the dean of the faculty in general. Now~~h~~ your successor was elected by the faculty⁻⁻⁻, is that right, or am I wrong on that?

Fowler: There was a search committee (a faculty search committee, with a couple of students on it) and they made their recommendations to the president.

Williams: Would it give the dean more power if he were elected by the faculty, do you think? More of a mandate maybe?

Fowler: It would change~~h~~ to some extent~~h~~ his relation with the faculty, but even if it could be done under Board of Visitors' by~~h~~laws, my feeling is it'd be disasterous in his relations with his superiors. ^{The} Dean of the faculty holds a dual position, yes. He's the dean of the faculty⁻⁻⁻, he's their leader, he's their

spokesman but he's also an important administrative officer under the vice-president and the president. He sits on two stools, and this ^{is} about the most difficult job that a dean has to handle. He's got to keep the confidence and the respect of the faculty; at the same time he's got to be able to work with the vice-president and the president. He can't sell out to either one; otherwise the nature of the position is drastically changed. Now, the president has to have authority to appoint the chief administrative officers, but he makes the appointment on the basis of careful selection and nomination. The committee submitted four names to the president for my replacement. The president in his directive to the search committee as I recall had said no fewer than three and no more than five. And the president made his decision. ^{I think} That's the way to proceed.

Williams: Because of the dual nature of this office.

Fowler: If the dean were elected by the faculty -- in a sense, the only way the president could get rid of him is if that dean had enough sense to realize when he didn't have the president's confidence and couldn't work the way he should with the administration and therefore ^{with} resigned. [^] Election of the dean almost certainly he becomes the faculty's man and ^{weakens} ~~seems~~ ^{to} ~~lose~~ that essential dual position, essential to the faculty as much as to the administration. Yes, if he's not an effective spokesman for the faculty to the top administrators this

can be a handicap to the faculty. Playing this dual role can be done, but it's difficult, but you've got to try; otherwise you don't belong in that office, as far as I'm concerned.

Williams: Would the proposal for a term of office -- would this have hampered, do you think, ~~this problem~~ or contributed to the problem of the dual role? You strongly opposed the term of office.

Fowler: I believe it would. You're under approval. It's almost like an elected official who's looking forward to the next election. I think it's much better to let nature take its course so to speak and see how other things work out. It's entirely possible for a faculty to get rid of their dean without putting him on a terminal appointment. Certainly if the situation gets that serious they can go directly to the president ~~and sure, if it got that serious and~~ the dean didn't have enough sense to withdraw. I don't think it accomplishes anything except to diminish the nature of the office; I don't think it accomplishes anything for the faculty or for the administration, and furthermore, the president had no intention of putting other administrative officials on a terminal appointment; why should they pick out the dean of ^{the faculty of} arts and sciences just because he happened to be retiring at that time? You see, at the very time that this was being debated the president was coming up with this plan for the periodic evaluation of all administrative officers, and he didn't want any

administrative officer on a term appointment; treat them all the same and we'll go through this process of periodic evaluation, much of which has been going on. So that was another protection against some of the fears that the advocates of the limited term held: that there would be this periodic evaluation. I have no idea how it's working, but I know it's proceeding because I've been involved. My opinion has been requested in certain cases. ~~now~~

~~I would think,~~

Williams: Why then was this proposal for a term of office made, do you think?

Fowler: ~~Well,~~ I'd say it was the product of bad judgment and misguided opinion on the part of some faculty members who didn't really appreciate the nature of the office, the dean's relation vis-a-vis the faculty and vis-a-vis the administration. I say this because much of this came out in the debate on the issue, ~~and~~ it was really surprising not to say startling at the number of people in the faculty that really had no understanding of what the dean did, what went on, ~~and~~ some members of the faculty undertook to enlighten these individuals, ~~the~~ and discussion was very interesting in terms of the nature of the dean's office and his ~~capacity~~ ^{place} in the scheme of things. This tone in the discussion certainly influenced the outcome and educated some members of the faculty. They were persuaded this was just unsound procedure and that there were all these other ways by which an impossible dean could be removed

if he didn't have enough sense to get out himself. I have an idea unless ^{there's} a very significant change in faculty personnel that that issue is pretty well dead as the result of the rather high level of the debate on the subject. I may be wrong, but I don't think the proposal to give the dean a limited term would find much support. Now ~~we~~ can't read the future. It's possible that a disaster of some kind might change ^{thinking,} ~~things,~~ but it's certainly buried, I think, for some time, and rightly so. There was also the argument at the time, ~~you know,~~ when they were interviewing outsiders for my replacement, ~~(this point was strongly urged);~~ namely, ~~that~~ that having a limited term could dissuade good people; outsiders who weren't too familiar with the situation ~~to~~ ^{might} say, "No thank you." That was a rather convincing argument to some people. I don't know why they ever thought ^{of} it. ~~As I recall, one or two of the~~ [#] ~~outside candidates who talked with me inevitably --~~ I wasn't involved in the selection process, but these candidates were given the opportunity to talk to me and others about the position; ~~and so forth so~~ I guess I saw them all -- and one or more, ~~I think~~ as I recall, had heard of this proposal to limit the term, and ~~so~~ wanted to know about it, and I could tell ^(even though) ~~he~~ ^{think} he didn't ^{think} much of that proposition.

Williams: This question is intended to cover a good bit of the time that you have been at William and Mary. For the time that you've been here, for the time that my project covers there's been

conflict, quiet at times and not so quiet at other times, over what the purpose of the College of William and Mary is. In recent years it's been conflict over, "is it a ~~small~~ liberal arts college or small university?" You favor the former.

Why?

Fowler: Well, for a variety of reasons. First, that was my background. Secondly, it was the kind of institution I knew when I came here. I thought it had ^{great} possibilities to develop along these lines. I thought it could become almost unique in the state of Virginia and in the south as a first-rate undergraduate, coeducational, residential college of arts and sciences, otherwise I felt it would be all too easy for William and Mary to dissipate its limited resources in trying to do too much. This brings me secondly, I suppose, to thinking about the climate in Virginia for this kind of thing. I've always been convinced the Commonwealth of Virginia is not going to really support more than two major universities, namely the University of Virginia and V.P.I. It is true, of course, that Old Dominion has emerged as a very useful, urban, metropolitan, strongly service ^[oriented] institution; The same thing is true of Virginia Commonwealth and the commonwealth has given those two institutions increasing financial support but proportionately nothing like what's been given over the years to University of Virginia and V.P.I. So I never thought there'd be enough money to do it right. But, of course, I always came back to this first point that this was the kind of institution that I'd

like to be a part of. I'd always hoped that the common-wealth would recognize this was William and Mary's place in the scheme of things and give us adequate support to do the job. There's some prejudice involved, I suppose, in the sense that I've never wanted to be part of an institution that was engaged in community service or extension work, one that was too strongly directed toward teacher education or vocational and professional work. Again, I suppose that's ~~all~~ partly background; It's partly the kind of situation in which you yourself are personally happy. Given the fact of the limited resources, given the fact that a high-grade job of education can be done -- personally, philosophically, ~~and~~ and I might say practically -- that's the kind of institution I think William and Mary ought to be. ~~Now~~ I haven't been too upset about the graduate work, ^{but} I think we've gone too far. I think we have some very weak graduate programs that should have been abolished ~~like that~~ some time ago. Once you get ^{it} something, how do you get rid of it? ~~No~~, I'm delighted that we got out of the extension game. I wish to heaven we could get rid of Richard Bland, but I think there are some things we can do and are doing which are worth while ^{but} I wouldn't expand the graduate program unless we cancelled some of what we ~~all~~ ready had. I could go for a Ph.D. in computer science. ~~Now~~ that may sound in complete conflict with what supposedly is my philosophy, but it's become a very important field; There's a good market for it. We have this

terrific facility down here at Langley that would be available to us, and I think if we don't ~~all~~ ready have it we've begun to gather a good young staff that could do a respectable job. Furthermore, of course, I think if we expanded the institution by the introduction of new programs this would tend to transform one of the basic features of William and Mary: namely ~~that it's a residential institution.~~ We could take more students at William and Mary as far as classroom space is concerned by lengthening the calendar of the day, ~~this kind of thing~~ ^{going} ~~Go~~ back to Saturday morning classes if necessary, but what would this do? Where would we bed them down? And this would just detract from one of our qualities and one of the things that appeals to a great many students. ~~And I should say this: I think something very important to William and Mary is its standing with the academic world outside of Virginia. We still enjoy the image of first-rate undergraduate college. This has opened the doors and will continue to open the doors (unless we become something different) to our graduates to go to the best universities in the United States. We continue to enjoy that reputation in the top institutions in the United States. I think if it appeared that we were becoming more of a university, spreading our efforts, that that national image could be injured. A lot of people forget that this is very much a part of William and Mary's standing in the United States, wholly apart from our place in the scheme of things in Virginia. I think we're doing some respectable graduate~~

work, yes I do, and I would continue that. It has had, I think, some advantage in getting money from the state. It has had a favorable effect on recruiting and retention of certain faculty. It's had its advantages, but I don't think we can afford to go much further in terms of its effect on the total nature of the institution. Just its mere size would have an unfortunate ^e affect in my view. ~~But~~ But don't ask me to try to define the purpose of William and Mary or any other college, really, in terms that would be acceptable to any ~~significant audience of~~ audience of any significant size. I'm inclined to think that's sort of tommyrot anyway. When we did our self-study for the southern association back in '63 we had a terrible time trying to write the statement of the purpose of the institution, and the end result was that no statement of purpose was officially adopted by faculty ~~of the~~ board for the institution, and we were taken to task by the visitation team of the southern association for this. ~~Well~~ and I'd listened to all this; I must say I thought it was a lot of rubbish. We knew pretty well what we were doing and wanting to do, and having a neatly written statement, much of it made up of platitudes, would never create any miracle anywhere. I think we had ^{ve} a statement of sorts in the catalog and elsewhere that is acceptable. But I suppose, to a lot of people it does indicate that we don't really [#] know what we're doing or where we're going. ~~Well~~ we've stumbled along in pretty good fashion, I think. There's never been a dull moment

in forty years. I'm inclined to ^{think} institutions thrive on controversy. It's good; it's healthy, provided there are constructive results that emerge from controversy.