

Interview Transcript by Kay McLaughlin
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Side A

WK: Wayne Kernodle
SBG: Stacy B. Gould
Date of interview: Monday, November 21, 2005

SBG: Today is Monday, the 21st of November, 2005, and today we are interviewing Dr. Wayne Kernodle for the oral history program for the University Archives. Just begin. How are you today, Dr. Kernodle?

WK: Okay. Doing fine, thank you.

SBG: Good, thank you so much for coming in. I understand that you participated in the oral history project here a number of years ago. And so today, I'd like to sort of ask you about what you've been up to for the last twenty years or so (laughs) and what your impressions are of the last couple of decades as you've watched the college grow and change. Perhaps you can talk a little bit today about what you see as the patterns and the trends, not only amongst the physical changes of the college but also in terms of curriculum and teaching methods, that kind of thing.

WK: There have been a lot of changes, of course, in twenty years. I've been retired now almost twenty, fifteen or so. During, before that, and of course during that period of time there have been a lot of changes in the curriculum. Not only in my department, sociology, but throughout the college. One thing I noticed is the addition of a new kind of majors, we used to call them concentrations, I don't know for sure what they call them now, but they, for example, things are underway to develop a new emphasis on the department or major in neurology or connected with the new research that's going on there. And a lot of the combinations of things that students can do now that they at one time were not able to do, like we were able to have students do a major, concentration in a department, like, the history of biology or history of sociology, but they also could take a minor, they called it.

SBG: That's what they called it when I was in school.

WK: And twelve hours or so, and back then a lot of students would major in something and then take twelve hours of education to hedge on when they could get a job. And the state at that time, you couldn't major in education. You could take a certain number of hours to qualify for a certificate in teaching, so a lot of students combined that. We had a few students who would double, not double major, but they would take a certain number, twelve hours, now, I think there's a much more wide open opportunity for students to do that and maybe even take, work in several different departments. Which I think is probably a very good idea, because as undergraduates anyway, because after all, what undergraduate liberal arts is supposed to be about is for students to find a wide range of

interests and experience and knowledge in different fields so what they major in as undergraduates is not all that terribly important unless you're pre-med or something of that kind and you've got to do that to qualify. So that's one big change I think I've seen and I think the time I came in '45 'til now, although we had some very bright students and the men coming back from the military were in a hurry to get things done and a lot of very bright young men then, and their wives they had married and their wives had already finished college and would write their papers for them or whatever. But at any rate, now I think the students are probably more highly selected and overall have higher SATs or whatever the scores are and they've come with a much better kind of background. We used to have a lot of remedial English that had to be done; so, I think that's there, and the opportunities to be, listening to and exchanging ideas with a wide variety of very talented and informed people that come on campus to teach or in ad hoc positions or temporary positions or just lectures, like the Reves Center.

SBG: Okay. Like the Writers in Residence program.

WK: And the Writers in Residence program. When I was active and knew things early on, the Marshall-Wythe symposium was the only, really, opportunity that students had to hear anybody from off-campus, practically. We had to arrange for them to take a one-credit course twice as juniors or seniors. All they had to do fundamentally was come, and we'd give them a one hour credit at the end to do it. So that was much more wide open and the opportunities are now much greater for that and for exchanges and I think the increases and the opportunities of students that do research as undergraduates. My department was the only department that had students, undergraduates actually, doing independent research. I developed a course for sociology. It had the theory, the statistics and methodology and every socio major had to take a fall course in research methods; and then with a professor work out an independent research project and carry it out, and write it up and present it before their peers. And we did that for years and years and nobody else was doing that, I guess they didn't ever imagine that students could do research.

SBG: As undergrads, yeah.

WK: As undergraduates. Now, that's widespread and, you know, I'm glad it's happening, I'm a little amused that, to hear or see in the Flat Hat or the William and Mary News that a NEW thing is going to be done at William and Mary students are going to do research as undergraduates. Well, you know, fine. But I think that's more... and I think also the opportunity for students to do research with professors and lots of ways then to have overseas experiences. And we did have a few students who would, who were talented and had a little money from their families or whatever who could go to Europe and spend the summer or something and we did have one exchange program, but now lots of students through different departments as well as the Reves Center can have that experience really engaging in some real good research overseas and experiencing those other cultures. So I think that broadens your perspective and horizons, I think that's wonderful. And another change, I don't know what to think about it, the Faculty

Assembly, I haven't been involved with it, we used to have faculty meetings every month and all members of the faculty were expected to attend.

SBG: This is the faculty assembly? All the greater...

WK: Well, let's see, you had the undergraduate school that was the larger part and you didn't yet have a law school, it was a department of Jurisprudence. You didn't have a School of Education, you had a Department of Education. You didn't have a Business School, you had a Department of Business Administration. So, everybody was a member of the same faculty. And so every month all these people came together and you had a faculty meeting, that's where curricular changes were worked out, that's where whatever news was passed or whatever changes were occurring. Now you have all these different Schools and you have a Faculty Assembly, and members of each of these Divisions or Departments or Schools are represented on that. But the coming together of the arts and science faculty, I guess, still occurs but not many people seem to go. The decisions are made by the Faculty Assembly pretty much and passed down and the departments are doing their own kind of thing, whatever, and something comes down, they... so, that's a change, I think, in the way in which the administrative end of the [indistinguishable]. And we had a President and we had a Dean of the Faculty and now you've got Presidents, you've got Provosts, you've got an Associate Provost, you've got...

SBG: Vice-presidents.

WK: Vice-presidents of all kinds of things, and you've got deans and co-deans and whatever and they're over there doing all these things and the faculty is independent and they do whatever. So that's the kind of change that goes with the increase in size and complexity and...

SBG: More administrators.

WK: More administrators and they're more required to spend time with the State and all the things that are going on now with the Charter Institutions and William and Mary, VPI, UVA, which is just a product, partly of the State diminishing the support of the institutions, if I remember, over the years, less and less and less. So trying to make decisions for William and Mary and its departments and whatever, got to be a pretty frantic kind of thing, so now they will be able, if this passes, and it looks like it is, before we've gotten along signing on to it, we'll be able to make certain decisions locally. And of course, fights over tuition increases, whatever, interesting. So William and Mary has become bigger and it's more complex. I think by and large, it's a better institution over the years, and the faculty I think is better in terms of its quality and training and capacity. And the thing that occurs to me and may not be re-thought of by the new members of the faculty, although the ones that are here now that must have been a while, is the loss of collegiality among the faculty where you, well, when we had the history department and the government department, economics and sociology and something else, all in one building, and you would pass each other in the hall and stop and argue or talk or whatever, students would join in and I think the push toward publishing, which is okay,

and research and still some quality of education but the faculty members don't have time or don't think they have time to talk to each other very much. Not only across departments but within the same department. They're in here and they want to get their research going, they want to get the student evaluations, whatever way it takes to do that to get praise and whatever; and, to take time to speak with each other or to argue with each other or to have an exchange does not seem to be there as much. I think that's a loss.

SBG: I think you're right, and I think it's not just a loss that came with the growth in size, but after having spoken to you and Thad Tate and Lud Johnson and a few of the gentlemen I like to think of as the old guys, I think it has also come as a result of sort of this age of electronics to some extent because discourse has decreased amongst all of us, not just those of us in academia, we no longer spend time talking to our neighbors the way we used to. So, that's an interesting point that you're making this parallel observation about the college, and I wonder too, along with the growth in the administration and the sort of loss of the collegiality due to everybody's time constraints and what they need to get done, do you also see the relationship between town and gown, so to speak, changing in these last twenty years?

WK: Oh yeah, we had a much closer connection with CW and other people in town, stronger than we seem to have now. Mel Jones, who was dean of the faculty, and I and a couple other people started a German Club which was at the...

SBG: I was going to say, Germans are dances. Right.

WK: Yeah. And CW [Colonial Williamsburg] people and town people and college people were members of this and we'd have, you know, like two or three functions a year and anyway we had very close connections and we did things together and the college and CW. When I was running the Marshall-Wythe Symposium, I always invited people from CW to come over and hear the lectures; and, they were running orientation programs for foreign students who would come into Williamsburg and CW and they would have an orientation program for all of them before they split off and went to their different universities for a year. These foreign graduate students. And I lectured to these people and they came, we ran – Warner Moss who was head of government and did lots of social and informed things about this, arranging lectures things, and there were exchanges of this kind that went on all the time. Our friends were, you know, as much CW and town as they were faculty and exchanges of this kind. And I don't think that has occurred much over the past several years. Both institutions have gone different directions, I think there have been some efforts recently in that direction but not as much. I think we have reinstated something of that sort with what my wife and I started The Christopher Wren Association for Lifelong Learning, which as you know, provides non-credit courses for retirement-aged people in the community.

SBG: We get an awful lot in here, and it's our pleasure because they're always great groups.

WK: Right, yeah. So, see, that brings town residents into the college, and we set it out deliberately to be a part of the college, to meet at the college, to get space at the college, to bring people from the town, new residents, old residents together in an academic setting and to meet each other and exchange ideas. We now have nearly 1500 members and offer 62 courses a semester and a number of interesting people that teach and take classes and activities so this is really giving the college a much broader representation in the community. They love coming in on campus and using the library and coming to lectures. You go to a lecture sponsored by the Reves Center or any department and half or three-fourths of the audience are Christopher Wren members. So that has brought about a new kind of connection between town and gown which I think did not exist before.

SBG: Wow. When did you start, when did you and Ruth start Christopher Wren?

WK: This is our fifteenth year.

SBG: Wow!

WK: And we thought we might get 75 people to start with, we got about a hundred, and our range was seven classes that first spring of 1991. And so the next semester we had 150 and then three hundred people. We never had trouble getting instructors. All we have now as a problem is space but the college has been wonderful. So we started out and we, Ed Allenby who was vice-president for Development, helped us to get established through the college; and, of course I knew a lot of people in the college and I had some old debts that needed to be paid and I had it all lined up. Ruth and I, and a steering committee got people to come together and talk about it, see if they thought it would be a go. The steering committee represented the college and CW and the town and interested people. We sent out a questionnaire, we got a good response and Ed Allenby said "Well, let's see if we can get this thing going." So I took a prepared statement over to Mel Schiavelli who was the provost and called the college president and I talked to Mel about it, he said "It sounds like a very interesting idea, Wayne, if you could just write stuff up and let me have it in writing so we can have a look at it." I said, "Here you go, Mel." And Paul responded to it, so we started. And so it's been a very cooperative, and I think being under Development was a good decision. Rather than Continue Education, they have a different bag, different types of posts, we were never going to have any how-to-do courses. It was all going to be like... liberal arts, yeah. So I think that was a defining difference.

SBG: It's growing exponentially. I wanted to ask... Right. Interest. Liberal arts, yeah. Well, I told John Haskell when he retires, although he tried to put that off for a few years, that I was going to have to step in and volunteer to take over his history of books class. And he said, "Well, now that you've been up to Rare Books school and three separate classes, I can give you my notes and you might be able to do that!" But you know, I wanted to ask you, I've been thinking about John and about Christopher Wren and about this collegiality thing. Could you say just a couple of words about the Wednesday lunch

group? Because the Wednesday... not to go into any great detail, but if you could just tell me when and just how that sort of got started.

WK: Well, one other thing... yeah. Well, yeah, right. Okay, it's been fifty, probably fifty-two years ago.

SBG: In the '40s? Okay.

WK: Yeah. That faculty had no place, really, to get together. I did, when I first came, I got a room over the Brafferton, where the provost office was, is.

SBG: Is, yeah.

WK: And I said "Could I have this for a faculty meeting place?" And I will put some magazines over here and people can bring their lunch or whatever. You know, just have some place faculty... some colleges, universities have, you know, a union. And so, not many people would come because they all lived close to campus in those days. And so they didn't want... but at any rate, then we decided, a bunch of us, Mel Jones and I, Frank McDonald, a couple of people wouldn't it be nice if we had a faculty meeting place? So, there was this house, the old George Ryan House, he was an ancient language professor. He had died and we said "Wouldn't it be nice if we could have that old house?"

SBG: A union. Was this over by Chandler Court?

WK: No, it's on Jamestown Road. The Hoke House, and the... at any rate, so, could we have that house and refurnish it and have a couple of students live in there to, you know, to have space for the college speakers and then also the faculty can have it and have a dining room so that looked like it was going to be a go. But the Admiral, who was president at the time, thought "Uh-oh, those faculty members are going to get over there and they're going to plot mutiny." And that's not what we had in mind, but it would have been a good place to do it. But, so he scotched that and so we thought "Well, wouldn't it be nice," Jimmy Fowler was in on this too, he was head of history, "if we could just have lunch together." So we did arrange to have a lunch over in the Students' Center, over on Jamestown Road.

SBG: Okay, oh yeah. In the Campus Center, right.

WK: The Campus Center. And we had a room upstairs and had tables in there and they served us lunch. So, they didn't...

SBG: Out of their dining facilities?

WK: Yeah. So then the Admiral got mad about that. So we started meeting in the president's dining room in Trinkle Hall.

SBG: Trinkle was the dining hall?

WK: Trinkle was the dining hall. So there was a room over there with a mahogany table in it and dining table which was used for, you know, the entertaining of visitors or whatever or Board meetings, the Board of Visitors met in there. So we could have it on Wednesday. And so we were in there, we had no offices, no minutes, no business, whatever, we just talked. And the Admiral sent word over there one day saying that we could not have that room on Wednesday unless we check with his office every Wednesday morning at 9 o'clock to see if we could have the President's Dining Room. He said "It's my dining room, and I can say." So we got fed up with that immediately, and one of our members, Worth Banner, Head of Modern Languages Department, stormed over to the President's office, (I went with him to try to keep him from killing the Admiral) and told him off. and never met there again so we met different places in town every Wednesday.

SBG: Every Wednesday.

WK: Every Wednesday. And then, we met at Howard Johnson's, we met at another place and whatever. Finally Tom Powers said we could have the Cast Room at the Trellis for lunch so we did that, and then Tom got busy with that and we couldn't have that anymore. Then finally John Selby arranged for us to have Barrett's so we've been meeting at Barrett's for, oh several years now. So it's had a history but it kept meeting we had to restrict our numbers to about fourteen, all the president's dining room would hold would be fourteen, so it was fourteen.

SBG: So, when, is there any sort of formal, I mean, if you, like for instance, when John passed away, what do you do about new members coming in?

WK: Yeah, somebody will say "You know, I've thought about asking so and so if they would like to be a member," so one time I said "You know, I think Jack Willis would be a nice person to add." So I asked Jack and he said yes, he would like that, but you can't, so there's no formal vote and there's no membership committee.

SBG: And how, just out of curiosity, because now we're into the logistics of this, do you all each pay for your own lunches or do you have a fund?

WK: Usually, somebody in history has collected the money every week, you know, you just, we get a special price.

SBG: Oh, because you're a large group and you... do you do a set menu?

WK: Well, they have three entrees we can select from.

SBG: Okay. Because they know you're coming.

WK: Thirteen dollars, and we just each give out that money and we have, usually it's been a historian who's collected the money, Thad Tate, or Bill Towner when he was here, and Bill could never add up, or multiply thirteen by fourteen. And so, at any rate, it was just fun, we had no business; we just kind of talk and enjoy whatever topics we want to share with one another.

SBG: It's just a collegial thing.

WK: It's collegial. And sometimes the topic will be what's going on at the college, what changes in the curriculum, who's going to be the next president, sometimes Terry Meyers will have something new on athletics.

SBG: Terry is a great guy; he's been a good friend to the archives.

WK: Yeah, I love him. So he did. We did have a person who was adjunct to the Law School one time asked me he said "I'd like to be a member of this Wednesday Lunch group." I said "Well, that's not the way it happens." He said "Well, I'll see to it that it happens." He says "My grandfather, or great-grandfather was such and such a person in the State and a member of the Board and the Supreme Court of the State of Virginia." He said "I'll see to it the president of the college will see to it that I'm a new member." And we all laughed about it. And so he didn't stay at the college very long. But that's not the way. But it's a friendly group and it's easy and we try to have a number of people from different departments and CW.

SBG: The nerve! A good mix.

WK: A good mix. So that was the town and gown. But the current town and gown is a spin-off of Christopher Wren. We started a lunch, a sit-down lunch. We were small then.

SBG: I did one of those a few years ago. I did it over at the Chesapeake room in the, and I think we had maybe 120 for lunch and I, it was, I think within the first couple of years after I got here, I had just taken over the archives and somebody had called from Christopher Wren and said "We heard that you do this little spiel on how to keep better care of your family records and photographs for local groups, I do my, Susan calls them my "ladies' groups," but the DAR, and the Colonial Dames, and I've done the Masons and some are local churches and you know, just do consulting work as an archivist. And they said "Would you come out and do that for the town and gown?" And I said "Sure! And I'll have handouts and everything!" And it was great fun, it was great fun!

WK: Yeah, oh yeah. Oh, I remember that. So Jim McCord had started a little... a gentleman in town whose name I can't remember but I [indistinguishable] know him and a prominent person, wanted to join the Wednesday lunch group. At that time we didn't have room for anybody, but he was insistent and he wanted to do something town and gown so Jim McCord had something over at the Alumni House, town and gown, people brought their own sandwiches and whatever.

SBG: Like a brown bag.

WK: Right, like the brown bag. So that went along and then Christopher Wren started and we had our own sit-down lunch and we got so big that having a sit-down lunch was really problematic so then we the College was a little bit concerned about supporting Jim's, you know, brown bag and space and whatever, and they asked Christopher Wren "Would you mind bringing them into yours?" And we asked if Jim McCord would come along and help us out with it so we put that together, both the size and shape of brown bag now, we call Christopher Wren. And we'll sometimes have 250 but it's brown bag. They can buy something at the Commons, you know, but it's, so, it's fundamentally, it's size and growth and whatever belongs to Christopher Wren, but Jim McCord's little group is also... and so the college will still furnish transportation from the William and Mary Hall parking lot members can park over there and we'll furnish the cookies and coffee and speakers jointly so, so that's what it is. It's wonderful, it's a marvelous combination.

SBG: Ah, I see. Wow. Right. Sure. I see. That's marvelous. Yes, I've made a lot of good friends from that one.

WK: Before I forget, one of the big changes, of course, is technology.

SBG: Ah, yes.

WK: We used to do research with our students, as I said, and we had calculators, Monroe calculators, and we then had cards.

SBG: Oh, I remember those.

WK: And you had ice picks and you did correlations with two variables. One ice pick here, and if you dropped a tray, you lost it. But then the computers came in and they, the whole floor of Rogers Hall housed the first big computer.

SBG: The whole floor? Which floor was this?

WK: The basement floor.

SBG: In the basement, so you could keep it cool.

WK: Yes, the machine was, you know, huge, and it was hard to use it, it would break down and all this kind of stuff, it did some things and then as grew on and we got better computers and better calculators and better computers and now every students has one and every faculty member has one and whatever.

SBG: It'll be required, this year was the experiment, but next year it will be required for you, to attend William and Mary, to have the PC notebook laptop that we told you you can have, with the appropriate software.

WK: Yeah, and I had just, you know, sit around sometimes now thinking "My God, I wish I had had PowerPoint. When I was teaching population demography and things of that kind or even other courses and research courses, to be able to have that is a tremendous advantage. Of course, I don't know what they do about students using the web and research and the Honor Code and all that. I think there are ways in which you can tap in to make sure that... but it's a, I think, fabulous and wonderful and I hope it doesn't keep students from reading books.

SBG: Yes, we hope that too, but it does allow us sort of new ways to access collections which, for us in special collections, is particularly important because of the fragility of some of the originals. If we can provide digital access, which is an expensive undertaking, it's just so much better because then we have more people having more access but less wear and tear on things that are not in good shape to begin with.

WK: I guess another thing that changes is that we used to be very careful about just the economy has changed and whatever students seem to have more money but are careful about the assignments of textbooks and that cost was not anywhere near today they're spending, I don't know what the average student spends a year on... hundreds of dollars.

SBG: Hundreds of dollars. Even when I was in grad school, and I graduated '91 with my masters, I spending four or five hundred dollars a quarter.

WK: Yeah, if a student spent a hundred dollars, it was a big deal.

SBG: It was a big deal? And you, as the faculty, you were mindful of...

WK: I was mindful of that, so I didn't change a textbook every year. I was the first faculty member at William and Mary to use a paperback.

SBG: So they could buy used ones. Really? You were the first person to assign a paperback? We should put you up on a plaque of firsts on the [indistinguishable]. That's great.

WK: Yeah. Yeah, it was "The Lonely Crowd."

SBG: "The Lonely Crowd."

WK: Yeah, by, oh what's his name? He was a very well-known Harvard professor who did, they did, whatever, "The Lonely Crowd," it's well-known still. But I ordered that and the bookstore wasn't sure that I should order a paperback and assign it to students.

SBG: And now almost all of them are paperbacks.

WK: I also ordered a copy of, for the library, Alfred Kinsey's "Sexual Behavior in the Human Male." I was teaching a course on marriage and the family. And it was, first hit the headlines in the New York Times, Alfred Kinsey had published this book on sexual behavior in the human male. I ordered a copy and I assigned students to read, mostly for the methodology of it, which I was suspicious of. They came back and said it was not in the library. I said "It is, I ordered it." And you know, they said "No." So I investigated and the librarian had taken it off and put it in the archives or something, hidden, so the students couldn't find it.

SBG: Wow, that's interesting because, of course, I did my undergraduate work at Indiana University where the Kinsey Institute is, and so I, I was a student in the '70s and it was already a sort of well-established, you know, it's been around twenty-some years by then, yeah, so it was sort of not as shocking by that time to everybody because...

WK: Sure. Twenty-some years, oh yeah. They found that two house-mothers, sororities had copies of it for themselves.

SBG: For themselves? Here on our campus? Oh, that's funny.

WK: Yeah, of course they, in those days, sororities, that's another change, they all had house-mothers, dormitories had house-mothers.

SBG: Even the dormitories have house-mothers.

WK: Yeah, oh yeah. And so that's all changed.

SBG: Did the fraternities have house-mothers too? Just the women? So the guardian role...

WK: No, just the women, yeah. Oh yes. In those days, women could not play two sports, and they could not travel any further than 50 miles to participate in a sport, they would wear the poor darlings out and so, oh that was in...

SBG: So there were a lot of rules governing their behavior.

WK: There was a handbook that governed rules. And women could not, see, no dating on Monday, at all. That was, you know, sororities had their meetings on Monday, they dominated the atmosphere so you couldn't, except, some girl did date on Monday and was judged to be temporarily insane or something (both laugh). And they could not date off-campus.

SBG: You mean go on a date off-campus?

WK: For a certain period of time unless it was a military person. They were alright, patriotic. So there have been a lot of changes in the social rules or whatever. Cy Lambert was Registrar and Dean of Students and...

SBG: This was Louise Lambert Kale's daddy. Okay.

WK: Right. He took care of everything, he knew every student by name and where they were from and he had the rules and... which was pretty much the same for most colleges and universities.

SBG: And he was sort of dean of students and all that stuff for up until when? When did he, Lambert, retire?

WK: I can remember exactly when that was, I can't...

SBG: I'd have to look it up, I just...

WK: You're going to have to look it up. He died though, not too long after he retired. He had a wonderful wife and his daughter, of course.

SBG: Yeah, Louise is a great gal.

WK: Yeah, she is. But, the campus! See, students had to be in by 9:00.

SBG: In their dorm rooms?

WK: Yeah, right, so they couldn't be over here at the library, you know, at night, up until time to get back to the dorm by 9:00.

SBG: So the library closed at 9:00 or so every night. Oh, interesting.

WK: Yeah, I think it did, yeah, but it was much later that the library had more hours and of course, use of other things, we use computers and whatever, it had nothing. See, I came when the library was still Swem, over where the English department is now.

SBG: More hours, yeah. In Tucker, yeah.

WK: In Tucker. And it was dark and dingy and...

SBG: Not much different than it is now!

WK: Somebody in history said that sociology was not worth doing, anything, had no original works in sociology that existed in the library with a date before 1908. I said we,, the discipline didn't start until 1909 or '10.

SBG: Oh, that's interesting, so it was a history faculty member who said sociology was just this sort of worthless newcomer? Oh, funny!

WK: Yeah, that's what I'm trying to... well, that's because the earlier thing I did, you know, when they came they had distribution courses, you had to take something in science, something in social science, something in humanities.

SBG: These are sort of your requirements to graduate? Oh, to matriculate, okay.

WK: Requirements, to come in as freshmen and sophomores. You had to take so much science, either chemistry or biology or whatever and then humanities and English and modern languages. In social sciences, it was history and government and economics - sociology was not included. And I fought a really big battle to get sociology into the distribution.

SBG: Is this similar to what I've heard referred to as the introductory courses? The "duc" classes that the "duc" caps were named after, that everybody was required to...? Okay. That was maybe a more slang way of referring to the, yeah. We refer to them now sometimes as the "core" courses. In fact, I taught western civ at Edison State College before I took a job as an archivist at Michigan State, which was before I came here.

WK: Right. Yeah, that's right. When I first came on campus and was walking from town down towards the Wren building, the Botetourt statue was there, the original one that's now in the library.

SBG: The one that was still in the Wren yard.

WK: Yeah, still in the Wren yard. And some senior students were standing by Botetourt and they said "Where's your duc cap?" and I said "I don't have one." "If you don't have one, then you walk backwards all the way back to Duke of Gloucester Street and get one at the college shop and then walk backwards from the college shop back here to Botetourt and bow to Botetourt, which is what all freshmen are supposed to do." So, I did that. And the next day, I went into my first class, and here sat in the front row, the president of the student body, taking my class, was the one that made me walk.

SBG: And you didn't tell him you weren't a freshman! You just went down there to get it! The horror on his face!

WK: He said "I'm going to have to drop the course, I know I'm going to flunk it." I said "No, just stick around, we'll be alright." The other one became Rector of the Board of Visitors to the college.

SBG: He did? Who was that, then? Do you remember his name at all?

WK: Oh, yeah, let's...

SBG: You'll be just like me, it'll come to you three days from now.

WK: I'll think of it.

SBG: The nice thing is, when we're done with these interviews, I'll send you a copy and you can do some editing for names and things. That's interesting, so you went and you walked backwards all the way. Now where was the college shop then?

WK: That was down on, just as you, the shop on the corner, there was a bus station...

SBG: Where the Williamsburg Drugs used to be?

WK: Yeah, from, not, but the third store from there. There was a bus station there and then there was this college shop and it sold visitors trinkets and tourists things and whatever.

SBG: Kind of up where the Scotts' house is now. Roughly.

WK: Yeah, something like that, right about there. See, there were three restaurants down there, there was the corner Greeks on the corner, where the drug store ultimately came, and then there was the middle Greeks, and then there was the dirty Greeks.

SBG: The dirty Greeks? The corner, the middle and the dirty Greeks! Now they were all, were they all owned locally by Greek families? Is that why? So I noticed that's a tradition still here in town. A lot of the restaurants still owned by Greek people.

WK: Well, that's what they're called. Restaurants. Yeah, right, yeah. They were the hangouts. There was a college dog named Whiskey who used to sit in front of the corner Greeks all the time and tourists and students would wander around in the restaurant from time to time. Somebody said "We do not serve napkins in here, but from time to time Whiskey will pass through." (both laugh) But Whiskey caught a bus and I think the business was not sufficient here or strong enough or whatever, but he took a bus one time, he went to Charlottesville and found better pickings.

SBG: That's hysterical!

WK: At any rate, those were the only student hangouts, the Greek restaurants.

SBG: When you first came here, just because you mentioned the drinking and it's always been a part of the social fabric of college life no matter where I've been, but what can you tell me about, I mean, nowadays people are so concerned about excessive alcohol consumption and the sort of dangerous partying, as they use it as a verb now, that do you remember how that sort of, has that sort changed over the years? I mean, what was that social atmosphere like when you first came here?

WK: Well, when I first came, Pomfret was President, a Princeton Scholar - wonderful, wonderful man, and congenial with, you know, student life and whatever. And we had a Wigwam over there, and so Pomfret said the students needed, you know, relaxation, whatever, so he approved of the 3.2 beer, which you could get on your meal ticket, so you could have, and I liked that.

SBG: Okay, okay. Beer with your burger.

WK: Beer was my generation's drink in Chapel Hill and so most students didn't abuse that.

SBG: A 3.2 beer is what may be the equivalent of our beers today, right? Lite beer, kind of thing.

WK: And of course the old fraternity houses had been, during the war, the Governor had kind of scotched those, he didn't think fraternity life was good or something, whatever, and so all the fraternity houses were sold off to private owners and so the sorority houses still existed, but they weren't much. Fraternities could meet, they built some lodges, they called them, and they could do that for a while, and those little Fraternity Lodges, you know, where the Commonwealth Center is now, and there were about six, about eight of those which were fraternity lodges and fraternities. There seems to be more greatly more problem with it, which may be a kind of a by-product of the changes in drinking behavior generally among students.

SBG: Right. You think it reflects a larger societal picture.

WK: Yeah, and by visiting other campuses, giving lectures or doing research on whatever like some do, I would say that William and Mary is less abusive of alcohol than a lot of other places in the state system or other institutions. But there was a time at William and Mary which all of one group lived in a fraternity house and (I won't say who they were) but they would be pretty abusive. They'd get very drunk and they would throw the furniture out the windows, they would set fires inside and they were a pretty destructive group of people. Maybe you can guess who they might be, but other than that, they would have parties and whatever generally, Cy kept a pretty good strong hold on it. Lambert and I don't think there was much of an inclination to do it. I think Sam Sadler has been a wonderful student dean and vice-president of student affairs. And I doubt if anybody could do it better. So, you're going to have these abuses.

SBG: But you think, on the whole, the problem isn't so rampant here as it might be at other schools. Do you think that's in part due to the nature of the sort of unique, studious group that we get here and the fact that the campus is smaller and they aren't really, there really isn't a college bar section of town.

WK: Yeah. Yeah, yeah. The Green Leaf, that's about it, and so they don't have a lot of, I don't really know, to tell you the truth.

SBG: That's about it. But it's interesting, your sort of take on it, I think is pretty accurate. Having...

WK: It would be, you know, I think people outside the college, townspeople, whatever, any kind of behavior of college students, you know, they are offended by or they're suspicious of, these rascals, or these...

SBG: You think they're magnified.

WK: Yeah, I do. And I know people have their houses, but you know, if you're living across the street from a college, you're living across the street from a college and from college students and, you know, I wouldn't want to have William and Mary have a bunch of students who did nothing but go around, with their hands folded and no speaking or no having any fun.

SBG: Sure, sure. I know what you mean. Well, I think that might be a good place to stop for today. And maybe I can talk you into coming back again sometime. Okay.

WK: Yeah, right. Yeah, let's do that, give me a call.

(end tape)