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

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

Date of interview: March 23, 1923

Place: 116 Chandler Court, Madison

Interviewer: Rebecca Mitchell

Session number: 1

Length of tape: 38 mins.

Contents:

- Courses taught in early years at WM
- Own graduate education
- Other courses taught (Europe, 1910-1917)
- Growth of department
- Family history
- Work on master's thesis
- Students
- WM as normal school

Approximate time:

See back of sheet for names and places mentioned in interview.
Indexing terms used

Bryan, John Stewart (BOV, Pres, Dean)
Chandler, Julian Alon Carroll (Was, Fac & Pres)
Cheek, Leslie, Jr. (Fac)
Goodwin, William Archer Rutherford (Fac)
Morton, Richard Lee (Fac)
Swain, Earl Gregg (Librarian)

American Association of University Professors (AAUP)
Associated and Branch Campuses -- Norfolk Division --
Grade Changing Scandal of 1941
Athletics -- Football -- Scandal of 1951
Extension Course Programs
Graduate Program
History Department
Institute of Early American History & Culture
Phi Beta Kappa
President of the College -- Appointments -- Pembret, J.E.
President of the College -- Influence and Changes During
Administration -- Bryan, J.J.
President of the College -- Influence and Changes During
Administration -- Chandler, JAC
Scandals -- Flirtation Incident of 1945
Index Sheet

Interviewer: Richard H. Morton

Date of Interview: April 4, 1973

Place: 2144 21st Street, Washg

Interviewer: Rebecca Mitchell

Session number: 3

Length of tape: 35 mins.

Contents:

Approximate time:

Beginnings of Restoration

Beginnings of research dept.

Founding of Institute of Early American History and Culture

Morton's writing with Quarterly

See back of sheet for names and places mentioned in interview.
Interviewer: Richard H. Martin
Date of interview: April 13, 1973
Place: 16 Chandler Court
Interviewer: Rebecca Mitchell
Session number: 3
Length of tape: 40 mins.

Contents:
- Description of J.A.C. Chandler
- Founding of MAU chapter
- TBK chapter, campus, students, faculty as affected by Chandler
- Chandler's last days
- Arrival of J. S. Bryan
- Bryan's parties
- Academics under Bryan
- History dept.
- Grade-striking scandal
- Search committee for Pomreet
- Pomreet's presidency

Approximate time:

See back of sheet for names and places mentioned in interview.
March 23, 1973

Richard L. Morton

Williamsburg, Va.

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

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

Mitchell: Women first came in 1918?

Morton: Yes—went coeducational.

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

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

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

Morton: What I wanted to do was let them rest on it for awhile and take European history. I thought European history was background for all history, European history, but as long as President Chandler
was president, you had United States history. I did shock
him one time: I used Beard and Beard's *Rise of the American
Civilization* which was considered too radical at that time. It did make them
think; They enjoyed it, but several of the parents were writing me—imagine that!

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

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

Mitchell: That was somebody else in the department?

Morton: Yes. And that course in colonial Williamsburg and
life in the colonial period that Jim Gage taught...

Mitchell: This was about 1925.

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

Mitchell: Was this all teaching American history?

Morton: I'd teach history, government -- all of them. The president
wanted me to substitute one day for a class on *and* in ocean
transportation down in Newport News; I refused. He said,
and I said that's contrary to the law and so he said, "I'll go myself." But he didn't go, I'm sure.

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

Morton: I had to teach that because one of the members wanted it taught, and it isn't a bad course to have. I know one day coming out of chapel which was in the old chapel book -- no-back rests, just plain, old-fashioned pews and I don't believe we even had a place to put hymn books. They didn't on the front. And he said, I was coming out of with Good, and he said, "Dr. Hughes wants somebody to teach American constitutional law." And I said, "Well, I had one class at Harvard, but I don't consider myself a constitutional lawyer." "Well, Morton, you teach constitutional law." He also ordered a course in English constitutional history." And Good said, "I had a class at Oxford in English constitutional history." "Well, that's your class."

It was in the first three years -- it was after 1921. It was probably 1922, '23.

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

Morton: Yes. Mr. Good was still a member of my department -- at first he was counted in, but I think it's the next catalog, maybe, they put it in a separate heading which was good and he was by himself from there.
Mitchell: One of the courses that I read about in the catalog was a course called, "Problems in United States History." Do you remember that as sort of a research seminar thing?

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

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

Morton: Oh, yes. Of course, the dean of the college was the head of the education department, and he thought anybody could take graduate courses. He didn't worry much about who was giving them, how many, but course I had to fit in another course about that time and I said the course I had at Harvard that I enjoyed as much as any course I ever had was Professor Channing's History 23, which was an
advanced seminar course, and he chose about a dozen people to
be in the course, and he was writing that six-volume history
of the United States that you see on the right up there on
the top -- I think it's six volumes, maybe it's seven -- and
he picked people, I think, that would have some different
locations and probably different interests. Each one of us
in that class had to lecture three hours each semester.
The first lecture took up an outline of your topic -- bibli-
ography and then outline. He'd comment on your bibliography
and then the other two hours were the topic itself. One time
I had the early canals and railroads and steamboats (beginning
with the first steamboat on the Hudson back in 1807, the coming
of the steamboats, the Erie Canal, and all that). It's a
fascinating subject because you used almost entirely travel
books and old documents, and that came in mighty handy one time
when a group of students from Columbia came in some years after
to my general American history course and I'd just about gotten
to the beginning of that period (canals), and I had left all
my notes at home, and they had a delegation from Columbia down
visiting the there listening to class (because they were visiting different schools). And I said,
"Well, I'll give them the Channing." I gave the two hours in
one; I had no trouble at all and Miss Alsop, who was the presi-
dent's cousin and his secretary, said she felt that was the best
lecture I gave that year. I said, "Well, I didn't have

Mitchell: Did you use the similar technique as Dr. Channing's in your
classes like this "Problems in United States History?"
Morton: He describes his course -- Sam Morison was in the course then but later, and he gives a description of it in by land and by sea. Of course, I couldn't pattern that exactly, but I gave the students topics and they wrote bibliographies and I crit-
icated the technique, everything in the bibliographies. I didn't make them speak all together from just outline. I remember how scared I was for three days. You couldn't have notes unless there was a particular quotation and you wanted to be exact, you know, but it was good experience.

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

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

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

Morton: I had to teach European history. I taught all history until I got a man in here to teach European history, a young chap.

Oh, I dropped my government class, and sometimes for an extension and I had students in there, a lot of veterans in that class -- that's 1914 to '18, you see. They knew all about the trenches and gas attacks and all that, but they hadn't seen it in the broad vista of the whole thing and the background to it and the peace treaties and that kind of thing, so I gave this course, "Europe Since 1914," as before, and this other man
wrote The Origins of the War — I can't think of his name.

Anyhow, the first year I had to devote myself almost entirely to the campaigns; in fact, I did entirely because there was nothing else to do; you see, it started in 1914 and the students liked it because it gave them a bigger, bird's eye view of their trenches and so on. They knew what happened at Caporetto or the Battle of the Marne or the swing through Belgium and all that. I had two excellent books written by a historian — I think he was a photo-geographer primarily but he called it Battlefields of the War — Wilson Douglas Willis Johnson was his name. He was a professor at Hopkins and the

Then, of course, I had considerable works coming out on the battles and so forth, so it was a to me, an interesting course to give. I was a veteran, too. I had gone in on one eye, and the first thing I got into was what they called "limited service." I could get into the mental testing (psychological examiner) — I gave them the alpha, the beta, the Stanford-Binet, and I had to go up a while to Washington and interviewed Major Yerkes (ever heard of the Yerkes-Bridges test?) in his office. He was head of the whole psychological business with the title of major. I didn't feel so bad that I came out as a corporal after learning all about The Ph.D.s in psychology in the group that graduated at Camp Greenleaf at Chickamauga Battlefield. They got to be sergeants if they were Ph.D.s in psychology but anyhow then after I finished the
out gradually — people called it my "war course," which I didn’t like; I didn’t like to just have war, anyhow. Then I took up the making of the treaty and the component parts, for example, of modern Yugoslavia and Czechoslovakia, the different elements that went into that, the different fragments came from the ethnological derivations and all that which helped us and the types of government. We took up the new governments, conflict between the struggle between the communism in Russia, the Russian Revolution, the Bolsheviks and the Mensheviks and so forth, and then I took up Germany and Hitler, the whole philosophy, and then the further we went from that — then we took up things that were going on, that phased out more or less. But in discussing the origin of the states we went back to historical background, fragmented Europe and but I learned a lot in these courses. Of course, there’s no course offered now in the college. Then later on I worked it up on the way to class practically because it meant long hours and a lot of work in the library, but I was giving new people who came in the courses they knew most about.

For instance, for Fowler I wrote to Professor Merriman (he taught the Tudors and Stuarts, and of course he was a specialist in Spanish history of the same period), I didn’t have to persuade, but I advised Mr. Bryan to let us start history here with European history, western Europe, which he did. He let me do it like History 1 at Harvard and Mr. Fowler he was graduating up there. gave a section of that; he worked in the system, so when he came, he put the system in here. So when he came, that was his particular field. And since he had his Ph.D. in the Tudors and Stuarts, there were courses
in Tudors and Stuarts. Mr. McCully came; he had written his thesis on some phase of the education in India, and British Empire was his field at Columbia, so that was his course. And, after all, you learn history no matter what it is and it's better to let a man teach a course that he's all fired up about so that's the way the thing developed. That's the reason Fowler teaches Tudors and Stuarts and then I decided I would teach social history. That's another course I introduced that I got a lot of fun out of. Of course, I had to work it up from scratch.

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

Morton: Well, I never did have time to organize it like I wanted to, but it was more or less hand-to-mouth existence for me. In the first place I took up kind of the social background to American politics. I mean the difference between Jeffersonian democracy and Hamiltonian and worked in that field. One phase I found a lot of interest in, and that was in the great period of reform. I think it was Emerson who said, "Everybody was reforming everybody but himself." And there was a lot of good material on that. (Refers to books he has on American social history.) I had that for parallel. They fought for women's rights, temperance, and laws against gambling, and all that. There are a lot of those laws reforms.

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

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

Morton: Well, in my Virginia history. That's another thing I was dragooned into. In order to teach I had to teach Virginia history and of course, I didn't mind learning some about Virginia. I wanted to know something about it because my people have been in Virginia
since Jamestown. Fact is, they were one of the original owners of Jamestown was my ancestor named Harkower and they were around and also at Yorktown named Reed and they're still living there, my little nieces and nephews, Reed one of his descendants went to the University of Pennsylvania medical school, and I have a book that he owned: Charles Lewis Reed and I think he bought it while he was in Philadelphia: American Garden by Macmillan, which is a valuable book now, published 1803. But anyhow my people were among the first people who went with the Randolphs up the James and up the Chickahominy, Farmville and up the little branches, went into the den[?], and that river and settled up in that country, Piedmont country -- Prince Edward and Charlotte -- and lived there ever since. My father was born on land that a grant was made in the days of George III. I don't want to say that George gave it to him but anyhow it was in that period and helped organize all that county and one of my ancestors was the founder of Hampden-Sidney College. In the place where I was born, my father bought it in the '80s (1880, '81) -- that was a mile and a half from my mother's father's birthplace and that had been in the family since about the Revolution or earlier. So you see I have ties right there and with some letters, for instance, my grandfather wrote from Cuba in 1845. That's that came up there when he got on this trip for his health, he had a stroke. How he stood the trip and the sea, I don't know, but he lived to old age and so you see, I have that and I like to read it and my families
used to read mainly novels, *Ivanhoe*, and all that sort, so that was interesting.

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

Morton: Yes, people didn't know about Virginia. The people in Richmond took out cartloads of state documents and dumped them in the James River to make room for some other things they wanted to put in there. They sold to the Huntington Library a collection by a man named Brook (we have) for the Huntington bought it for $50,000 I think. They could have gotten $35,000 in Richmond but that's in Huntington Library now. They sent the contents of it, a photostat of the contents in our library of that collection. It's a pretty good-sized collection. It was new territory. Study of Virginia history going back to ancient Rome almost at first course, I was interested in the when I was at the university I had done some research in that. For a masters thesis in one State Debt and *war* seminar class I wrote "Virginia Internal Improvements, 1820-1865" or something like that. Anyhow, in writing that, I went into state documents and the old library in Richmond wasn't air-conditioned or anything and some of the documents I used were in the dome of the capital and I went in the closet and the commissioner of transportation or whatever he is went up in his secretary's closet, through a door into the attic and worked on those things. I scared the secretary to death when I came down. Anyhow, it's fascinating, you know. I've seen the charter of
the Norfolk and Western railway up there in longhand -- nobody had a typewriter for it. So I'd gone into the journals and documents of the legislative bodies and governors' messages and the newspapers. I spent a whole summer reading newspapers. (That was after I came here, though.) But all that fascinated me.

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

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

Morton: You see, in -- when was it? 1888, I think. It was -- they had a normal department here. They had two departments: department of psychology and department of education. The head of the department of education taught in the psychology department, too; the head of the psychology department taught in the education department. It was all mixed up, the two departments. But the state did need trained teachers badly, and they did have, I imagine, a right strong faculty. I know one man; I still remember him. He was here when I came, but it was considered by some people in the state as kind of a normal school, but I think they had about as good a faculty if not better, than they had at Hampden-Sidney. You see, Hampden-Sidney now when I was there was even smaller than this place, but they got over a hundred students, and we announced it in chapel! The president gets up and says, "I'm proud to announce that we have 120 students at the college this year." And he's always bragging on the age of Hampden-Sidney -- older than the Declaration of Independence, older than the Constitution of the United States. It's good to have something to brag about. We brag about our history, which is all right, I think.
Session 2

April 4, 1973

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

Morton: They were especially close to Colonial Williamsburg since Dr. Goodwin's secretary was helping me pay for my office by renting it, it was attached to the main part of the house and it was most tantalizing to see where Dr. Goodwin bought a house here or there and to know that nobody knew where the money came from. Some thought at first it was Henry Ford and there were a lot of guesses but the secretary kept it all to herself. She did write a diary and that diary Colonial Williamsburg has a diary that tells about her being here. But the Restoration, really (the idea, I suppose, was conceived in Williamsburg and Dr. Goodwin came down to a 1926 celebration of Phi Beta Kappa and to dedicate Phi Beta Kappa Hall, a new hall being built, and he and Dr. Goodwin -- As Dr. Goodwin said, he dared any wealthy man to come near him, he would get money from him. (The college employed him on commission to collect money for them.) but anyhow he said he went around the block and accidentally let Mr. Rockefeller, who had seen the block one moonlight night and showed him. It was an interesting old city in spite of the service stations it had taking in part of the colonial architecture. All the plans were made and Mr. Rockefeller started the company employed this Boston firm about 1931 and Dr. Goodwin got acquainted
with that through accident. One of the members of the
firm, Perry, Shaw & Hepburn and Mr. Perry came down.
Mr. Goodwin was restoring the Wythe house as an addition
to the church, and Mr. Perry sent him a lock, I think, to
match his door, so that's where he got acquainted. Anyhow,
it was very lucky because he was a good man to have here then.
Well, they had, of course, to reconstruct these ancient
buildings. They had two--they were practically their Bibles
to start with. One was the "Frenchman's Map", which some-
body discovered in a junk shop in New York. It was
sent down some years ago. And the other was a copper
plate; the lady that found the plate was one of the rooming in this house.
the fellow that found the copper--
plate was living. They went to in England, went to the
library at Oxford, and Dr. Andrews years
ago had prepared a bibliography or a list of documents in
the British archives that he thought that scholars ought
to be interested in, and one of those things was a town
in America.
And he said, why they put a town in with all the
written documents he doesn't know, but they did and when Miss
Goodwin, Mr. Goodwin's niece, went there with Miss Cameron, who
was a friend of hers, they worked together. The Bodleian Li-
library has an unusual collection of copper plates. They kept
hauling out copper plates until they came to this one. Miss
Goodwin said that he was a very nice gentleman, and he couldn't
resist the requests of ladies to bring out more plates, and
finally, there was this plate. And they recognized it as
soon as they saw it and they cabled over the details of it, the outline of it. I think it cost Mr. Rockefeller about $15,000. The whole back of that building was changed -- the main building was changed. It had all those little gables they put in, but then they had to hunt of course, house plans and rough sketches of those were found in an old insurance company in Richmond in the archives and of course, they had the location of the homes in the "Frenchman's Map." The Frenchman was probably a billeting officer looking for places for French soldiers to stay -- that's what some people think but evidently he didn't have much to do. He put in every house, every outhouse, everything on that map, and they found the foundations where he said they were. The man they secured at that time began a systematic search for manuscripts, and that was Mr. Harold R. Shurtleff and he began the only way you could get an authentic account was by descriptions of the houses. I might say one of the most interesting descriptions was found in a book by the second professor of math at the College of William and Mary named Hugh Jones, his "Present State of Virginia." He describes the main buildings and mentions Spotswood as an architect of Pennsylvania, I believe it was, also mentioned the fact that he was the first architect and mathematician and of course, Jones was a mathematician so that must have been very fascinating to deal with such a man, but he gave a very, very general, very good account of Williamsburg and its people. Then a little later on Mr.
Shurtleff decided that some of this material could be used for publication, but he died. Colonial Williamsburg had already planned the publishing of historic books dealing largely with Williamsburg and then after his death the work of research in this material fell on the new director of the department of research and records, and that was Hunter D. Farrish. Hunter D. Farrish was a Harvard man. He'd studied under Schlesinger. He was interested in social history as well as political, and he began editing a new series of scholarly books of which he's still editor. Farrish had been advising with historians. In 1939 a organization of historians (an advisory committee of historians it was called) was set up by Mr. Farrish. It met once a year in New York in the ROC building and once a year down here, sometimes twice a year, and we charted a course of documents that should be printed. One of them was the Philip Fithian's journal. One of the Rockefeller's would act as chairman of our meetings, and at first it was Mr. Rockefeller (John D. Rockefeller Jr., himself), then one of his sons and that organization, of course, met at a time when the country was still suffering from the panic called the Great Depression. It wasn't too active at first but we kept things going, and Mr. Farrish did publish before he was taken ill and finally died some very good books in his series, but the books that we recommended (and Hugh Jones journal was one of them), were published by the institute. The institute took over his program, and they did publish Louis Wright's edition
of Beverly's *History of Virginia*. That is, he published the first edition — anyway, there wasn't but two editions — but Hugh Jones is so close to him in time and content that they thought it wise not to take it. (I found afterwards I could have found a fairly successful publisher for Colonial Williamsburg.)

In 1943 President Pomfret called me into his office and he said, "Dick, we've got to combine all of our resources for research with those of Colonial Williamsburg." He and the director of Colonial Williamsburg, had already talked about the whole thing and discussed it, and different ones of us had been called in to discuss it, and Pomfret decided now was the time and he said, "The first thing we want to do . . ." Of course, Swem was retiring. He had put in all those leftover articles in the last copy (one of them was Dean Landrum's article, I think, on Hugh Jones), but he had stopped collecting articles for awhile, and not knowing it was going to be continued, and Pomfret said what we need to do is join forces and use our *William and Mary Quarterly* as an organ of the institute or whatever it was — the *Journal*, and he said it should be a national one, it should have just like Mr. Bryan is looking into the origins both in France and England of colonial Virginia or anywhere else. The time to be covered is broad, which gave great leeway — 'early America,' took it down to first about 1812, and now it's gone still further. You see, Colonial Williamsburg — this was all beyond Virginia and beyond Williamsburg — was a little out of their territory because they were specializing in Virginia itself.
and colonial Williamsburg but the institute could branch out, so the two made very good partners in this whole thing of business. That was in the spring, and when news leaked out that the old quarterly, which had really done a good service because Swem was careful and before him Tyler, both had been running it for fifty years. What they put in was substantial history or genealogy (and a lot of people were interested in genealogy). It did help historians in collecting manuscripts and things, and it was used as kind of a public relations magazine. If the college wanted to confer favor on someone, give them a subscription to the quarterly. I had nonpaying subscribers. Some said that was a contradiction in terms, but I had to have a list of them. For instance, the student who made highest grades in Virginia was given a quarterly for life and as long as they stopped it, which was right but... It was in the middle of the depression. It was in the middle of a war, a real war -- I mean war in this country as well as abroad. They were sinking torpedo boats in the Chesapeake Bay and torpedos were sinking American ships right there off the coast of Norfolk, and getting money was a problem. What I did when I found out I'd have to take over, I went over to Dr. Swem's to get the files, and I got one of those combination expansive bill holders that used to be. All of the subscribers and, of course, a lot of them were nonpaying subscribers,
honorary subscribers. Well, then the next thing was to find an office, and I found a little vacant room up there. I hunted around and found a second-hand typewriter. At that time the college was allowing us student aid. I think it was $1.75 an hour, but I had a student to write letters so many hours a week — and that was the whole staff; I was everything. I had to make arrangements with the printer, and the printer was a man in Richmond who was close with politicians, and he printed government documents year after year. All he'd have to do was change a heading here and there. He did Swem's quarterly, too, and Swem didn't care when it came out the first of the month or the middle of the month; he didn't worry him at all. Another thing about Swem — and I want to say that I have the most respect for him because he was an institution, no doubt about that, but his idea of editing a magazine was let each author use his own system and it's easier on the editor and I was hard-put to get materials but we had a very good set on the board — that people liked to write. He's got twenty-eight honorary degrees now, and then of course there was Andrews, near the end of his days, Wertenbaker and others. The first thing I did was ask Andrews for a contribution. I asked them all, anybody who'd around that'd done a paper, please send me a . . . But men were in the army, service at Yale was down here in a parachute company. First time he saw Williamsburg was when he was jumping out in a parachute up there at old Fort Eustis, busy or the professors were busy, they didn't have time to fool with it.
Anyhow, I did get some of the 

and counting on Andrews' volumes and as a matter of fact, in the last one, not long before that, he showed it to me when he was down at the inn. He had a manuscript in his arms. He said, "Now I've finished." And I said, "Well, how about this period you didn't cover?" He said, "Well, you can't do everything." So he didn't. He wrote me; he said, "I think I have one I can give you." And then he died. I couldn't write up to Mrs. Andrews -- course, we knew Mrs. Andrews very well -- and say, "Did your husband leave us any articles?"

But he got in touch with Labaree, who was his assistant then, and Labaree got in touch with Mr. Pomfret and said that there was some. In the first place he had an article, "Advice to Students," for young students (people in the colonial field) that he intended to publish while he was alive, and that ran. Somebody got a bibliography of his writings, and I got about three articles and a picture that the family considered the best of his as a frontispiece, and that was the first number of the quarterly. It came out -- it didn't come directly on time. I know because I phoned up to Mr. Pomfret. I said, "The quarterly is here." "Hold everything!" he said, "I'll be right down." I was in the Goodwin Building office then and he came streaking down there (I was air-conditioned, and he said, "You know, you professors up to the college with all."

"Don't you think that's the way a professor ought to be treated?"
So he was delighted. But then I had to prepare the models to be sent out to different states, packed them separately.

student assistants (I had two by then) and I remember one of them sorted them out by the states and she got right in the middle but fortunately it wasn't and she had a whole room sorted them by state and tied them up in bundles for the mail. And the printer -- I would go up once a month and usually I had to sit on the step behind the driver's seat because transportation was something awful in those days (they were and still building military camps and all around here) but what I did was I had a little datebook and put down each time I went up there how long I had to wait for him and everything. I had trouble getting offprints from him, everything and finally in 1940 when Bridgman came -- (1940 I think he was here) - when he came we got talking about the printer and I wanted to get another printer in Richmond because they printed the _American Historical Review_ but they were right with me, and I said, "Now look, I can give you a list of his derelictions to go by. This is a case against him. This is what I have to go through with." They took it up and the _American Historical Review_ changed printers without any trouble but that was after my day. But it was a most interesting experience because I hired a book review editor and contacted one of my colleagues, who later became editor anyhow, you know who he is, but I got a regular assistant, paid student assistant and in addition to student assistants and then I went up to Richmond to the people who made cardex
systems and got something in place of that thing Dr. Swem had like a grocery store building and had it all arranged so I could tell right off by looking at it -- of course, there were signals in it -- which were ordinary subscribers and so forth, but it was such a good system that Louis Wright, who was then director of the Huntington Library, said he wanted to put it in in his place and told Douglass Adair, my book review editor, and Douglass said, "Well, Dick Morton's secretary made that up and the ledger--."

But all that was fun in a way, but just keeping one article ahead was quite a job, but at the end of those three years -- I took it all the way through the third volume, '41, '42, and '43, and in the meantime Bridenbaugh was brought in as assistant editor and said all I need to do was sit and make plans for it. I said, "I'll do that after I leave" so I took it all the way through -- of course, the assistant did help in the proofreading. I was glad I did that because I found out that one of the reasons that the Dartmouth College gave Bridenbaugh his Phi Beta Kappa key he started the William and Mary Quarterly as a national magazine, and I don't know why they're having all this foundation for Mr. Adair -- for his work out yer in California, maybe. But he was a bright person, no doubt about that, and he could do good work. Now what else about the magazine? Was there anything there?

Mitchell: Well, you decided to give it up after three years?

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

. And that is really one of the main reasons I did it. I didn't know how it was going to be with Bridenbaugh. Pomfret said, "Are you leaving because Bridenbaugh is coming in?" And I said, "No, I was going to leave anyhow." But I got along well with Bridenbaugh. Bridenbaugh is one of these -- he has quite a way with him. What Bridenbaugh wants, he gets, but we got along fine. He was a great help the whole time he was here with me. But in three years I had gotten it organized and it was on its feet and I had things ahead. Now one of the men that was on the board was Stanley Parshall, who at that time was librarian of the Newberry Library, and he said, "Rebining from the managing editorship of the Quarterly,
you can look back to a job awfully well done." He went on to say that he didn't think it was going to succeed, but he kept quiet about it and he said to take an established magazine at any time and to change its direction was a hard enough job, but to do it in the middle of a war and depression was worse still. So the last issue is a distinguished one. Any learned society in the world would be flattered to have sponsored such a publication. I congratulate you on your achievement." That was in November 1946, but I don't regret at all having quit because it didn't hurt it; it's still going.
Session 3

April 13, 1973

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

Morton: Well, the president was a dictator, absolutely. He fired when he wanted to; he hired when he wanted to. When I came down and saw him in Richmond I was telling him what I'd like to do, and I understood him to say under his breath, "You'll do what I want you to do." At that time I thought I'd misunderstood him, but afterwards I found I hadn't. But he was extremely sensitive (he had been superintendent of schools in Richmond) and what he said went. He was a very good promoter, and he told me once that he was not particularly interested in college work except for the promotion end of it; he'd like to get hold of the whole thing and build it up. I think he was largely responsible for what success the Jamestown Exposition was.

He had charge of that facility some years before, but he'd built the Richmond schools up. The only way you could have your way is do it secretly. We organized American Association of University Professors, and President Chandler sent the word around by the grape vine that he wasn't surprised that Mr. Jacobs was a member, but he was surprised that Dr. Morton was a member.
and I said, "Well, you take this thing back by the same grapevine and tell him that the American Association of University Professors is a perfectly decent professional organization of historians. It's not a labor union and we're not out to do any damage to him or anything else," but we did want to have free discussions. "You couldn't get very much free discussion in the faculty but one of the men in the faculty he had brought down -- not because I wanted him but because I could use him in freshmen sections. -- He was a high school teacher who taught for Chandler in Richmond. (His widow lives over here now.) And I think he was leaking things and I was treasurer or president anyhow, I was an officer and I noticed he hadn't paid his dues, and I said "he's not a member so we ruled him out. But Dr. Goodwin, who told the president in an open faculty meeting that you treat your faculty just like a high school principal treats his faculty and he offered to let us meet in his study, which is now the Wythe house. (This fireplace is patterned after that study's fireplace.) We met in his study and I had one advantage there I wasn't expecting: we saw the mock-up -- tall as this room -- of Williamsburg Street. MesserPerry, Shaw, and Hepburn, the architects, thought it should like, it was prepared to show Mr. Rockefeller, to bait him, to encourage him to give him some idea what would happen if Williamsburg was restored. But one place he couldn't win, too, was in Phi Beta Kappa. The vote is secret. Scratch you, blackball. He would--
He would put up his friends that he wanted to have political
influence with, and we'd kill them; we'd just mow them down.
And he told me once, "If I had my way, nobody would vote in
Phi Beta Kappa that wasn't initiated in that chapter here."
Of course, I was initiated at the University of Virginia.
And I said, "Why is that?" "Well," he said, "I can manage them." This
was the type of man: he took care of this excess
population of students by using discarded buildings of corrugated
iron, of tar paper, frame and tar paper buildings, and had them
on the campus as girls' dormitory. And had one laboratory
to burn; it was a beautiful place blaze -- part of
the dining hall; part of the warehouse, Cheatham Annex, which before then was an ammunition filling plant for the
Duponts, and the place was still sitting there when I came and --
Penniman was the name of it before the military took over.
But he was hardworking, and he got people here that he thought
-- he was even a gullible man. If a man tells a big story to
him, he'd believe it. Virginius Dabney wrote a life of the
first Chandler for the Dictionary of American Biography,
and I think it's a pretty true description of the man. He said
that he saved on salaries and weakened his faculty, which I think
is right. For example, he didn't like the University of Vir-
ginia. He was jealous of the University of Virginia. Of course,
there was no reason for us competing at that time. The university
wasn't too big. When I graduated there I was the only Ph.D. at
commencement, and we have a much better history department here
now than we had at the university, much better than when I graduated. Virginius Dabney's father was the department, and when I went to Harvard, the registrar said, "Is that old fool Dabney teaching all those histories of the world down there?"

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

Well, one morning I came down -- the doorbell rang -- and there was a young man. He said, "Somebody said you had a room to rent." I said, "Yes." and he introduced himself, "My name is Pickering. I've just come to teach in the college." And I said, "What are you going to teach?" He said, "History and English." I said, "Well, that's the first I heard about it."

But I gave him a place to live and proceeded to get rid of him by degrees. But what I did first was to write up to friends of mine at the university if they knew the man. They said, "Oh, yes. We flunked him on his generals." I said, "That's all I want to know." So I came down and talked with Chandler once. I said, "Dr. Chandler, did you know that Pickering flunked on his generals?" "No, I didn't know that." "At the University of Virginia," I said. After that I didn't need him in history very much. The English people were swamped, so I got English sections, and soon Swem recommended him to a place in
Yorktown and he lost that job because he was saying bad things about Ickes to his nephew who was working for me. He didn't know this was Ickes' nephew. (Ickes was secretary of the interior.) Anyhow, I had another instance: a man who helped develop one of the good scholars to write a history of George Washington (I shouldn't be telling this out loud). Chandler said, "Now-- this is second Chandler...."

Anyhow, for the most part I was able to get people I wanted and to keep them, but it wasn't always easy to keep them because during the depression he sent for me and he said, "You know, I had to fire Ickes today because he was the European historian. First one I got to take European was he? Yes, it was before Fowler came.) And I said, "Why did you have to fire Icker?" "You had too many people in the department." That left me with this high school fellow as the whole department, and I had one class of 300 people in it, divided into three sections of freshmen and didn't have extensions in other cities and upper classes. And I said, "Well, you've injured the standards of the college." "Well," he said, "You couldn't make a living on your acres up there in Prince Edward." What he told me first -- he said, "I've got to fire -- and I don't want any bellyaching about it." That's the kind of president we had. I said, "Well, President Chandler, I'm not a bellyaching. I don't like the expression." "I don't either," he said, "I don't want any complaints." I said, "I'm not complaining. I'm just telling you the facts." But that was the depression. He didn't
have to do that. Of course, then the governor of Virginia cut his salaries down -- and you'll probably see all about that in Pollard's papers -- but the board did cut one-fifth off our salaries, and then restored it, which was good.

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

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

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

Morton: Well, Mr. Bryan was on the board. Mr. Bryan was a very remarkable person. He's descended from the Randolphins. He had that tall build; he didn't have as big as Peyton had, but he was an old Virginia gentleman. He had one eye. I think he had an accident horseback riding and it happened to be on the opposite from mine, so I always sat on his left side when we sat together but you never could tell; his artificial eye was very fine and he was a billionaire and his home in Richmond was in a little part called "Laburnum." He owned two Richmond newspapers and was quite well educated. He went to the University of Virginia and went to Harvard took his law degree at Harvard. He was determined to make this a scholarly place and it was very refreshing -- Mr. Bryan was. I have some pictures in there showing the parties he had when he was here. One thing about Mr. Bryan -- he had Charlie Duke, most ingenious and fun-loving, as a bursar and one day Jim Cockler who gave lectures on Colonial Williamsburg -- we called it "Restoration Classes," classes on social history in the colonial period. Jim was a very good lecturer and had a stereopticon and that kind of thing. And he came and said, "There's
a young man just graduating from Yale this year. I wish we had him down here. I'd like for him to give lectures in my course on architecture, history of architecture. Well, I talked to him about it, and he said, "He's a millionaire like Mr. Bryan, and he's got a job with an architectural firm in New York, but he doesn't want to live in New York. He doesn't want to be crowded around." So, I went to see Mr. Bryan. Mr. Bryan was very enthusiastic, and he said, "You get in touch with Dean Meads at Yale." So I wrote to Dean Meads, and Dean Meads said the only doubtful thing you can say about him is that he's good in so many fields, he'll never settle down to one. Jim Cogar met him, and he came down to sketch and paint (watercolor) in Williamsburg. He came down. I said, "Well, bring some samples of what you did." He brought a portfolio. We met in Mr. Bryan's office, and they talked about Europe. This boy, you know, had that kind of money, and he'd gone over there in his teens to Constantinople to pay a visit to the city, and Lord knows where else he'd been. He showed him his pageants. He put on pageants. For example, at his sister's wedding, a classical pageant, I think, and he put on here and turned what is now the dining hall -- I don't whether it's still there or not -- a great big empty room when we emptied it into a big banquet hall once. We usually were at "Laburnum" for a party, at which he regaled us with all kinds of goodies and champagne, but one of his aunts had died, a favorite aunt, so we met here. So he and Charlie Duke -- oh, I forgot to
tell you that we got this young man from Leslie Cheek, Jr. and we.

Les came down and gave the lectures and he was an individual — the most ingenuous person for giving parties and this time when we had eight here, Mr. Bryan ordered meals catered in Richmond. I know for example, we had turtle soup. Les Cheek decorated the hall — each window was a black cardboard figure of a professor in his cap and gown and a Phi Beta Kappa key hanging by his side — in all the windows. And across the entrance — the exit was what it was — going beyond the stage was a huge red devil lighted up with a red light and the devil wore a Phi Beta Kappa key with a star twinkling. Oh, it was grand! And Mr. Bryan had organized a German band. He'd gotten costumes on it participating and along with the German band was a hillbilly quartet made up of Professor Marsh, who is here now (past president of Wofford College), and one of the other professors named Stubbs, and one named Southworth, and I had tenor before I had guiter, to get taller we called them the — I don't know, some funny quartet. We were dressed in jeans and red shirts or something like that but another time they threw a faculty party in the basement of the Wren Building before it was restored.

Les Cheek had gotten a cow and purpled the cow. I had a purple cow tied right outside the entrance, and everyone else had a costume. I was dressed in my corpse's uniform with a little pointed hat. I founded one with a stem about that long, a little flower at the top, and I was supposed to represent All Quiet on the Western Front. The head of the English department

*Apparently Dr. Morton mixed the chronology here, for the Wren Building was already restored.*
was bald-headed. Somebody painted a beautiful lady on the top of his head, the bald spot. His natural hair was the frame for that face.

Dessert was an ice cream cone with a raw oyster on top. It was a great party! That's the party described from Florida to lead the dances. When there was a dance on short notice, he'd fly up here from Florida.

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

Morton: Oh, I think so. The first thing he did for me -- it was the middle of the summer and I had a good time here and I was sort of a little dizzy that morning. He called me over to my office, and he says, "Dick (I don't know whether he called me Dick that early or not) -- anyhow, he said "Dr. Morton," I believe. He says, "I want to know who's teaching all these courses." You see, Chandler had left the teachers out. It looked so terrible. He had us teaching everything from ancient history to modern, contemporary.

"Well," I said, "I'm teaching it." "Who's teaching this course?" I said, "I am." "And that course?" He went all through them. Of course, some of us taught next year and some that year, I think. He said, "I'm afraid you're going to get sick." I said, "I'm already sick. And the students are sicker than I am. I can't give them decent instruction with that load."

"Well," he says, "What do you want? Who do you want?" I said, "I want to be able to make European history the basic course rather than the American, because I think in high school a lot of them get prejudiced against American history, not interested in
it, and it's repetitious, more or less. And I do think the European history is a basis for the history of the English world." So he said, "Okay." I said, "I'd like to go get somebody who teaches History and History I at Harvard because he knows the ropes of that course. It's a good course." And the man that headed the course up was named Merriman, who oversaw Jim's thesis and I'd had a class with Merriman, so I knew him and he recommended Fowler. That's the way Fowler happened to come. (What a hot day in summer, too.)

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

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

Mitchell: Was this Dean Hodges?

Morton: Hodges, yes. I don't know what else. I never did get much entangled in that one way or the other, but that was bad enough, anyhow and we dug out from under that. But Mr. Bryan
didn't visit Upstate, places like that. He got people from Harvard down here to give lectures in the chapel.

Mitchell: After Bryan retired, you were chairman of the committee to search for a new president. Was this the first time that faculty were involved in selecting the president of the college?

Morton: So far as I know it was. The faculty -- I think there were sixteen members of the faculty. In other words, I agreed with the board it was entirely too big. I agreed with the board it was entirely too large to handle, so the board picked out three men and one of them was very common-sense lawyer in Williamsburg named Hall, and he was chairman of the board's committee, and the faculty chose me -- in that group -- as chairman of the subcommittee. I think there were three of us, and we met in small committees, and of course, the others connected with the college -- a dozen of people. I think he man most responsible for choosing Pomfret was a man by the name of Jackson Davis. Jackson Davis was a member of the general education board. He was an old graduate here and became very well known in his field. He did a lot of good. But they recommended Pomfret, but the board was evenly divided. We got all information from one of my students, who was on the Daily Press. He couldn't get in the room, but he listened pretty close and found out what was going on. He had a good nose for news. They
voted unanimously -- they say to elect Pomfret. But they didn't. The vote was split. Pomfret was chosen on those conditions. Some of them were very much opposed. They wanted a politician then. They wanted a school superintendent, I think, but I don't say anything about him. Pomfret was chosen and told it was a unanimous decision. He had no reason not to believe it and found out afterwards that he had against him right from the beginning a rather persistent and powerful minority.

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

Morton: One of the worst problems he had was a small problem and it didn't last long, and that was when the editor of the Flat Hat -- a lady editor -- said she wasn't opposed to white and black marriage. Of course, in those days that was almost blasphemy, but that blew over. Of course, you've got to consider that event in the light of the times because most everybody outside of what the college had done -- I don't know what they did with the girl. I think she kept the job. I'm not sure but it was quite a discussion over it. And that's the only real problem that I know of, except down towards the end when the athletic coach was caught. He was arranging grades, too, and a very affable gentleman he was and supposed to have a fine influence on the young people in the town and so forth. But Mr. Pomfret did have on one occasion a coach that I think was kind of a menace but I won't mention him. The
thing is this man what he did was from the kindness of his
heart and the heart is not supposed to get into the honor
system. That would be bad for the honor system.
But this man -- Pomfret had taken his side, more or less. What
he wanted to do was let the man down with the least
jolt possible. Pomfret told me once that he liked to
roll with the punch. He rolled over, that's the trouble.
Well, you see, the dissident group and the board seized on this
thing and I suppose they thought Pomfret wasn't particularly
anxious to make a great glorified athletic record for the
college. That's another thing that ate them up. I suppose
the pity about this man was his wife was a member of the
garden club and a very nice little lady but she had to go.

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

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

* Sherry Umbeck. I wonder if Dr. Morton meant that
Umbeck was trying to block Pomfret's; I would doubt it.
and get the building. Anyhow, that was a problem. Pomfret wasn't a man to go and fight for these things, and it wouldn't have done him any good in any way because he had the college stacked against him.

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

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