

appropriate should be told roughly in the presence of others to mind his own business? Is it military method that a senior member of the faculty who found it inconvenient to attend a certain meeting in New York should there upon be summoned into the president's office and ^{w?} balled out like an ordinary seaman? ~~Is it military method that a senior member of the faculty who pleaded with the Admiral not to take steps~~ Is it military method that a senior member of the faculty who pleaded with the Admiral to take steps in order not to lose the services of a member of the administration whose resignation was ^{im}minent should be rewarded ^{for} with his concern [#] with ^{the} an angry question, "If you don't like it here, why don't you leave?" [#] Is it military method that a senior member of the faculty who wrote a letter of congratulation to editor of the Flat Hat not for the content of his editorials but for his ^{for his} courage and ^{literary} style should be summoned immediately to the presidential carpet? Is it military method that senior members of the faculty should be subjected to such ^e persistent questioning regarding their private conversations that ^{the} the expression "third degree" seems appropriate? And if senior department heads, chairmen of divisions, and members of ^{the} faculty council are subjected to treatment of this sort, what must we suppose happens to junior members and to students? I shall not insult the U.S. Navy or the U.S. Army by supposing that this is military method. There is another name for it that a frightened world learned in the 1930s. ~~Another~~ [#] unhappy shortcoming on the part of Admiral Chandler as college president is his incapacity to express himself in clear and correct English. This has two disadvantages:

1. ^{Literate} lovers of the college are overwhelmed ^{with} in shame on his public

appearances. When he writes his own speeches they consist largely of platitudes and faux^X pas. With regard to the latter, he must make haste on the ^{morrow} ~~morning~~ to explain that he didn't mean ^{at} ~~all~~ ^W ~~that~~ he seemed to mean. Whether written by himself or by others his speeches on delivery are marred by mispronunciations.

2. Those who work with him are constantly at a loss to understand his meaning. We're obliged to play ^a ~~it~~ guessing game to try to read his mind.

As an example of President Chandler's lack of sensitivity to educational values, the fate of one department in the college may be cited. It was generally regarded as among the better departments; some considered it the best department of the college. Some went as far as to say that it was the leading undergraduate department in its field in the South and to speak of its national reputation (see page 7 of the ^{nine-} ~~9~~ page ~~report~~ ^{report} of the student government of the College of William and Mary). In the last few months President Chandler has destroyed this department root and branch or at least done nothing to save it from destruction. Of its three members, one has been dismissed in accordance with an alleged policy of the Board in spite of the fact that when queried by a national officer of the ~~American Association of University professors~~, President Chandler in his reply evaded both questions. The chairman of the department, convinced that under its present auspices there is no hope for the College of William and Mary in the foreseeable future, has sought and obtained appointment elsewhere. And the third member, as I understand it, has been granted leave of absence on condition that he not return to the College. # Needless to say, the morale of the faculty has been extremely and increasingly bad since October 11, 1951. It is far worse

~~than~~ at any time since the administration of Dr. J. A. C. Chandler, for whom it may be said that it was perhaps necessary at that time to neglect all other considerations for the sake of saving the college and building buildings for the future. It is even worse than in the time of the elder Chandler for, as a member of the present faculty who was here in those days has said, "At least Dr. Chandler knew what he was doing." The morale of the students is also worse than at any time since the early 1930s. Only one thing has at last improved it: the discovery of the emotional exhilaration of justified revolt. That leads me to the student uprising which began last January and which, though it will smoulder from time to time, will flare up again, you may be sure, until Admiral Chandler resigns or is ousted. It began unfortunately with "beer" (a poor shibboleth) in an appeal to the public. That it began with beer is a sufficient proof that it was unpremeditated. Beer was simply the last straw, the straw that broke the camel's back. Rather, as our magnificent student leaders, ^{soon} made clear, it was not the regulation regarding beer, but the tactless and dictatorial manner in which it was promulgated that touched off the explosion. Moreover, that was merely the ^{inciting} ~~insighting~~ cause. Back of it lay a host of similar episodes that had nothing to do with beer. These in turn, were merely symptoms of something that had been radically wrong at William and Mary since October 11, 1951. Can the people of Virginia who lived through the 1930s and 1940s not recognize and understand ~~under~~ underground writing when they see it? Such writing has appeared in France, for example, during the occupation.

Can they not understand ^{our} a student's cry for help beyond the college walls?
 Can they not understand that our wonderful students are sending out
 the word in the ^{only} language at their disposal that since October ^f
 11, 1951, William and Mary has been like an occupied country?
 Is this the ^e fate that the people of Virginia intend for the college of
 Thomas Jefferson? [#] You may ask why the faculty has been silent. I will
 tell you why the faculty has been silent: ^r In September of 1953 I
 decided that the time was ^{ripe} right for the faculty to make discrete
 representations to the ^r board regarding the incompetence of President
 Chandler. I took it upon myself to make this decision ^r for I was
 personally responsible ^r for forestalling an appeal to the governor in
 October, 1951, ^r as I have pointed out. But before waiting upon you, Mr.
 Rector, either by myself or with a group of senior department heads, ^r I
 first sought the advice of a great Virginian who is in a position to
 know the sentiment of the ^{boa} board. To my dismay, ^{he} he informed me that the
 board was still in a "ugly mood" and that any such attempt would simply
 provoke "fresh reprisals" against the faculty. He urged that we all
 "lie low" and said that he would send me word when the faculty could be
 of help. The word finally came late in January, 1955. By then, un-
 fortunately, ^r the faculty had become so intimidated, ^r or rather so divided
 in ^{se} council as a result of the fact that we have not had a truly free
 faculty meeting since October 11, 1951, ^r that no ^e effective action was
 possible. I am sure that the members of the ^r board know that they are
 charged with a public trust. By now they must be coming to an awareness

of the mistake made on October 6, 1951, when Admiral Chandler was appointed. Frank recognition of that mistake will add to their stature in the eyes of the public. Every body of men makes mistakes; it is a sign of greatness to confess error and make amends. And so, Mr. Rector, in a few weeks I take leave of the ^{College} knowledge of William and Mary. Of my ^{twenty} years here, the first ^{sixteen} were among the happiest of my life. I shall always be devoted to the college. It is my earnest hope that its new golden age which began with the induction of Mr. Bryan and ended with the induction of Admiral Chandler may someday, somehow be resumed.

TRIPLE
SPACE

That concludes the reading of my statement of August, 1951, [1955] in its longer version. I think it sums up my own views of the Chandler Administration, but I would like to mention in that connection, ^{that} where there were several important documents of one sort or another that came out in the years '51 to '55. In my memory the two most important were these: ^{under} on the date of September 17, 1951, a statement by the faculty appeared in full in the Flat Hat and in the Richmond Times-Dispatch on September 20. It was dated ^{the} three days earlier. I think the reason for that is that a printed document with that earlier date was presented to the faculty by a committee, and the committee confirmed it and voted ^{unanimously} ~~unanimously~~ for it on perhaps the 19th. But it's easy to find if anyone wants it. ~~The~~ Then secondly, June 18, 1955, the "report of the student government, ^{very} important document, ~~that~~ that is a printed report. I don't know where it's published, but I think it would be easy to find knowing the date, and I can give you a copy if you need it. That was really a monumental thing in the history of the student body, ^{and} ought not to be overlooked in any history of those years.

Well, that brings me to the account of my resignation in August, [1955], effective August 3rd. As I mentioned earlier, I ^{had} prepared a statement for

to be
 the press, ~~the~~ released on the occasion of my announcing my resignation.
 I decided to use the shorter version for evident reasons. The releasing
 of it was done with very great care. I engaged a lawyer and I engaged
 a public relations man to take care of the whole business: the lawyer
 to see to it that I wasn't incurring a charge of ^{libel} ~~liable~~ and ^{the} public
 relations man to get my statement around to all the newspapers, to
 see that they published it at the right time, ^{to} and ^{to} persuaded ~~some~~ some of them
 to write editorials and so on. Neither the lawyer nor the public
 relations man would accept a fee for their work, ~~and~~ regarding it as a
 contribution to the college. I'm sorry I can't remember who the lawyer
 was, and I suppose he was an alumnus; otherwise he might not have been
 so willing to work without a fee. The public relations man was indeed
 an alumnus, Fred ^{Frechette} ~~Burchette~~, the brother-in-law of Mayer ^{Vernon Geddy} ~~Settle~~. Fred
 did a superb job for me, as is proved by the very great publicity
^{was accorded --}
 that my statement, ^{recorded} ~~recorded~~ much more than I had ever expected.

If you look back in the papers for those few days, this was front-page
 news in leading Virginia newspapers. ^{There} ~~It~~ was a story in the New York
Times and Washington Post ^{and} editorials in many newspapers perhaps a day
 or two later. ^{[Richmond] News Leader} I remember with particular pleasure a ^{news} ~~later~~ editorial,
 which on the strength of my statement concluded that ~~what~~ this college
 needs is a new president and a new ^{board} ~~board~~, stated emphatically, without
 reservation, ^{There} ~~It~~ in those words. ~~It~~ was an editorial in the Washington Post.
 I know. There was a story in the magazine Time. And then for the next
^{journalistic}
 several days there were all sorts of ^{general} ~~general~~ bickerings, ~~distant~~.
 A few people who undertook to reply to me and others who undertook to

support me and ^{refutations} ~~reputations~~ and everything back and forth... It makes interesting reading in my scrapbook.

That pretty much sums up my account except for one more matter: ^{in our} ~~on~~ three sessions I have talked to you principally about three administrations, about three presidents, and a little bit about my work as dean of the faculty and acting president. It's been almost exclusively a talk about administration. Now in my personal life here ~~here and~~ my department is far more important to me than any of that stuff. And I would simply like to mention the fact that in that summer before I left I did a lot of historical research on the department of philosophy, and I wrote a pamphlet of some ^{twenty-five} ~~25~~ pages mimeographed entitled "Twenty Years of Philosophy at the College of William and Mary." If for no other reason, this might be useful to future readers because it gives the names of all the students majoring in philosophy every year. Also it describes, I think, every staff member that we had in the ^{course} ~~bulk~~ of those years. I'm almost certain, and you can verify it for me if you will, that the library has a copy of this. I think it's filed in the ^{author's} ~~office~~ index under my name. If it doesn't have one, there should be one somewhere in the archives. I have two or three, and I can give a copy if needed.

I think that will be the end. Do you want to ask questions?

Emily: Yes. About this ^e statement you released ^{and public relations work} ~~in your work with the~~ ~~public relations~~, how successful did you feel ~~like~~ this was? Obviously ^{and there was} there was not a new president, ~~and~~ not a new board.

Miller: No. Well, I think there was a real [?] ~~fr~~ight that perhaps went on behind the scenes. I think there was a chance that this might have resulted in oustings. It didn't, but I think it looked for a [?] while as though it might.

Yes it does.

Emily: You spoke in your statement ^{of} ~~about~~ the Board of Visitors ^{that they} should realize their mistake. They didn't, obviously.

Miller: No, not all certainly. Some may have.

Emily: You also spoke in there of the board member responsible for the Admiral's selection was this Judge Shewmake?

Miller: I presume so. Now I can't remember with certainty. Judge Shewmake was the rector at that time. Now ^{he was} ~~it's~~ not the one at the time ~~I'm~~ ⁹ ~~wrote~~ ^[in 1956] writing the letter. He was the rector then and he was the one who seemed to be taking the lead in everything. I think probably it was he. I don't know that anybody knows. That would be my guess. Evidently at the time I wrote this I must have had an opinion. I think it was probably ^{Judge} Ted Shewmake.

Emily: You also spoke in there of reactionary influences on Dr. Bryan and on Dr. Pomfret. Could you elaborate a bit on what reactionary influences ^{you saw?}

Miller: They channeled through the board. The board was the essential reactionary influence, being much more concerned with athletics and football than with education and were willing to sacrifice anything in the college so long as we had a winning football team and that kind of thing. Reactionary in the sense that they would put in a man like Chandler who didn't represent ^{no} educational values or freedom for faculty and students.

Emily: When you took the acting presidency, I don't know if you remember this or not, but perhaps you saw it in your scrapbook in a letter you wrote to the rector, you said you were taking this with conditions that you would have freedom of speech, that you would be able to appoint and dismiss ^[that] and nothing would damage your position as professor. Did you have some reason to think that these three things might be jeopardized?

Miller: Just in the atmosphere and spirit of that moment, the way the Board had been behaving, I suppose I thought these were important considerations. I don't remember that. I did find in my scrapbook a letter to me from Shewmake, I think published, saying that as acting president I was to have all the authorities and powers of the president. I might say that though I deplored many of Judge Shewmake's official actions, personally I found him very pleasant to work with. I never saw anything of him before or after I was acting president, ^{but} in that period with my appointment and contacts with him, ~~in that period~~ I got on ^{perfectly} ~~invariably~~ well. I had no criticism. He was a man of some ability, there is no doubt.

Emily: Why do you think that the Board did rush their decision on the new president? ^{When} You took the presidency ^{I know you} and had no idea how long it would be, but from what I've read of the press releases it was certainly not expected that it would be ^{of} such short duration. ^{to}

Miller: No, ^{there were} And ~~those~~ statements of assurance made ^{-- there is} with a lot of material on that ~~something~~ in my scrapbook. There was supposition on the part of the newspapers that two ^{eminent} figures were under consideration for the presidency. One of them, Dr. ^{Calkins,} ~~Hawkins~~ would have made a superb president. Suddenly the Board made this quick decision of appointing Chandler. I don't know, and I don't know that anybody knows ^{except people who may have been} ~~the something~~ on the Board. I wonder if one could find out from ^{Garland Pollard} ~~someone~~ I think he would be willing to tell, and he might well know. Are you going to tape him?

Emily: Yes.

Miller: Ask him.

Emily: I shall.

Miller: I'd be curious to know. I don't know. I don't think anybody knew what was up. It was only in the Board that this ^{would have been} was ~~to be~~ known.

Emily: It's a matter of record, ^{but} how was it that you found out about the new president?

Miller: You probably know. I heard it on the radio.

Emily: The Board never let you know your services were no longer needed?

Miller: No. They ~~say~~ I must say ^{that} the way in which I learned really outraged the whole ^{faculty} ~~thing~~. More than it bothered me, it was certainly an injudicious, odd, ^e intemperate, ^{way of} insulting ^{my} proceeding. Nobody knew until it was announced in the press that Chandler was appointed ^{or} announced on the radio.

Emily: Also, I wanted to ask you something about the student protest ~~that~~ ~~were~~ in '55 that you mentioned, how it started over beer. How was it, though, that the ^{Romes} ~~Romes~~ became involved this?

Miller: Oh, I don't think they had much to do with it, except they gave perhaps aid and comfort to the students. They were very close to all their students.

Emily: The students took up their cause, too.

Miller: Yes, that's another thing.

There's one thing in my statement there ~~and~~ I wonder who the person is I'm alluding to? I can't remember. I spoke of ^{the} "Great Virginian."

Who was that?

Emily: ^{I wondered that myself} The only person I could think of was Douglas Southall Freeman, but was he dead by this time?

Miller: I think so. Also he would ^{not} have been in the confidence of the Board.

Emily: No.

Miller: I think it was probably Garland Pollard.

Emily: Perhaps so.

Miller: I refrain ^{ed} discretely from mentioning him.

Who else would be in a position to know what was going on in the Board?

No, the more I think of it the more ^{I'm} certain ~~I am~~ that it was Garland.

He was the one person on the Board who was a totally different type from the rest, ^{liberal}, ~~and~~ a fine man with high educational standards and interests. He was sort of like ~~Judge~~ Justice Douglas ^{among some} ~~one~~ of the recent appointees ~~[on the Supreme Court]~~.

Emily: That must be who it was.

Miller: Sometime I'll ask him if it was he. I haven't seen him in years.

Emily: That would be a good idea.