

James C. Windsor  
former President, CNC  
Jane Webb  
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1. Remarks recalled.

A. The Independence of CNC

The first self study--for accreditation purposes--concluded with strong remarks from the Southern Association representative (Robert Easley?) concerning the negative effect on CNC of its relationship with W & M. Windsor was asked by the W & M board to present a paper concerning the conclusions of the self study and his own analysis thereof. He did so, taking with him copies of his paper, which he presented to each member of the board. The board heard him in executive session. He attempted to be kind, but he laid out specifically the many areas in which dependence on W & M was hampering the proper development of the College. At the conclusion of his paper, "a silence fell over the room." Harvey Chappell, then the rector, thanked him and then suggested that all copies of Windsor's talk be returned to him and that he take the copies home and make sure they did not get circulated. Windsor did so. Not too long thereafter, it became clear that W & M would look with favor on the separation of CNC.

Windsor called Lewis McMurren, the "father of CNC", and found Lewis adamantly opposed to separation from "The ancient College", as he always called W & M. Despite Lewis's opposition, Windsor began to talk around in the community and among the politicians, and he found a responsive climate. He made a public talk at the Chamber of Commerce which was reported in the paper. He received a call from Lewis, who was angry and still very much in opposition. Eventually, Ted Morrison suggested that they collect all the area members of the General Assembly. Morrison said that he would be willing to sponsor the bill in the House but that he was reluctant to proceed without Lewis. (*comment on fighty & L*)

A lunch was held in a private room downtown over a hotel in a fairly elegant dining establishment. Lewis McMurren said he knew why they were all there but that he was and would remain staunchly opposed to separation. Windsor said that he thought it would be interesting to go around the room and hear from each of the representatives. Hunter Andrews was first. "Lewis," he said, "this is a personal thing with you about William and Mary, and I think that you need to set aside your feelings in this matter. We are the elected representatives of the people, and it is the will of the people that Christopher Newport be a separate institution." Everyone around the room supported independence. Lewis left still in opposition. A couple of days later, George Passage wrote a very strong editorial in the Daily Press in support of independence. Two more days



passed and then Lewis called Jim Windsor. By that time, the Chamber had come out in support of independence. Lewis said that he had become convinced that Hunter was right and that he would put aside his personal feelings; he himself would sponsor the legislation in the House of Delegates. He did so, and it went through very smoothly, without a single vote against it.

## 2. Material from tape.

"I came to the college the second year of its existence in 1962 and over the next several years I had several responsibilities which brought me in close touch, not only with the students but with the community. I came in to teach psychology--I was the first college professor--and also to be the personnel officer, that is, run what later became sort of the Dean of Student's job. We had no Dean of Faculty, so I also served that role in the beginning. The second year I developed and opened the Counseling center, and I was the sole occupant of that office. Also that second year I administered the evening college, and the next summer the summer school, summer and evening schools. And then I held all of those jobs for a few years until we began to grow and to bring people in in these capacities. Ultimately I became the Dean of Students and taught psychology, and finally the President for some ten years, during which time I still taught psychology, one course a semester. Those opportunities gave me a chance to have a lot of interaction with both the students--teacher-student relationships and student-counselor relationships--and with the community, as an administrator and as a representative of the college. But also over that same period of time I became pretty active in the community with the United Givers fund and various organizations. So the college and the community were literally my life during those years. And it was very exciting and it was very fulfilling and it was very tiring--to be a part of a new college in that community.

Right from the very beginning, when our first students walked in the door, you sensed that the college had a purpose and a life to it and provided opportunities for persons who would never go to college if we had not been there. Many of them said that, in many ways, but it was a very grateful group of people, and I think it still is.

But those first days, they came through in the old Daniels elementary school. The place smelled of oil that they had put on the floors over the years. Many things didn't work. We had a very modest library in the basement, no air conditioning, but it was an exciting time, and those of us who were there look back at those days as some of the best. We were small enough to know all of the students and it was during that period when we really grasped the significance of our being there. We really felt it. Because the community needed that kind of college.



It seems to me that the kind of rich learning environment that you get in an urban environment like Christopher Newport and the other urban colleges is much richer than the technical residential school. Hindsight now tells me that if I were to redo my education from the beginning, I probably would elect to go to a school like Christopher Newport. The reason is that the generations meet there, in the classrooms, of all ages, and they learn from each other as well as from the professor. Age and generation barriers fall away in the first few days, I've found, and also these older students I think hold the teachers' feet to the fire - they make them know what they're talking about. They're people who've read books you haven't read and they've had experiences you haven't had and they contribute to your growth as well as to the other members of the class, but also they put the pressure on you to stay competent. So I think that's a rich environment, not only for the student but for the teacher. The student body is a cross section of the community.

Q: Shaner report.

The Shaner report--the specific report--was never released. Those were locked away. The copy of the Shaner report that I received on CNC was considered to be a confidential document and was not to be distributed and it was not, as far as I know. Have you seen clippings, press? There was good press coverage. The presidents got a copy of the report on their own college, and they had to respond to those reports to a commission on higher education and the response was confidential also. Shaner and his team of two or three people came to our campus for about three days, interviewed a lot of people, looked at some of our papers, went back and wrote the report. What Shaner suggested was that they close down CN, give the buildings to the community college system and save a lot of money.

This was never seriously entertained by anyone in the Commonwealth, not the SCHEV, not the General Assembly. I don't think anyone took that recommendation seriously. It was upsetting - big headlines in the paper. I met in the gym, our new gym, with the whole student body, and I had to get up without knowing anything and say, "This is absurd, and this will not happen. I can assure you, this will not happen." I had talked quickly with the members of the General Assembly, Dick Bagley and others, and they had said, we will not let this happen. But let me tell you what the real reason was.

The Shaner report cost over \$200,000 and there was a lot of criticism in the General Assembly for spending that much money. Shaner claimed he could do the study and could save the Commonwealth many times what they were paying him as the result of his consultation. I had several long talks with Shaner and he was under pressure to save money for the Commonwealth. The scenario was that he went to W & M and found in their



space utilization studies that W & M had overbuilt their campus and they had facilities for 2000 more students than they planned to enroll. And there were two things that fell into place there that made Shaner mad and also gave him an opportunity. He felt W & M under Dr. Paschal's administration had grossly overbuilt--that was when most of their new campus was coming up--so they had classrooms for 2000 more students. When they looked at W & M's long range goals they found they were planning to stay small. AT the same time, Shaner read my capital outlay plan which called for us to build buildings to house another 2000 students, so he put the two things together and said, we can save a whole lot of money by closing down CN and sending those students to W & M. Shaner--I talked to Shaner two or three days after the report came out in my office and I said, "You didn't really believe this could happen, did you?" And he told me that he did not. He realized politically that probably it couldn't happen. But it was a way of calling attention to the admission policy of W & M which he felt was elitist. And he didn't like that. It was very elitist, he said. And I asked S, I said, "You don't think W & M would admit all of our students, do you?" And he said, "No, they wouldn't. That's the point." He said, "W & M is a state institution and it behaves like a private institution. It doesn't want to serve the people."

W & M wasn't about to open its doors to the public. And it was along with it - I don't remember the time sequence--that Tom Graves came in to be president. Dr. Paschal left for Tom a problem that he had been working on for a year. I was on a committee of faculty and administrators who were trying to decide what to do with W & M's continuing education courses. At the time, W & M offered courses all over the Peninsula. They had over 2000 students enrolled. And the home faculty in Arts and Sciences were in constant conflict with the school of continuing education because they claimed that the off campus courses were inferior. So Dr. Paschal was trying to deal with that problem. It got down to the final weeks of his administration. He met with the committee and felt it was so important that it ought to be left to the new President!

So when Tom Graves and George Healy came in they had on their desk this extensive, year long study of the continying education program without a conclusion. Tom gave it to George and said, "Read this and give me a recommendation." Wanting to be decisive as the new leaders, they read the report and decided to close down the school of continuing education. And they did it. And this was - caused tremendous controversy. Superintendents of schools met, and had them in front of them and people were very irate. People on the bases were very mad. I went to a meeting at Fort Eustis with General Shultz with Tom and in trying to deal with the outrage, Tom more or less told him that he wouldn't serve them any more but we would. Most of the courses, however, that they were pulling out, we didn't even offer. We didn't even have a department of education at the time. So I mention that only as because of the history, that move tended



to confirm the elitist attitude that the Shaner report talked about, that W & M would not serve the people, the military and the people on the Peninsula. But I wrote a response to the Shaner report and appeared before this commission on higher education, chaired by Senator Willey, I believe; Dick Bagley was on it and others, and I made my statement in support of the college and its continued existence, and I remember when I was finished, Senator Willey addressed me and he said, "Let me assure you and the people on the Peninsula that there is not a single person on this commission that believes we ought to close Christopher Newport College." And that was really the end of it. The reports were not finished, but after that meeting there was a press conference. Bagley, Willey and others spoke up and said, Christopher Newport has our support and this is absurd. And it was dead. But the real reason for the recommendation was to call attention to the elitist admission policy and excessive capital investment at William and Mary.,

I have taught at CNC for 22 years and I have taught thousands of students over the years. One of the great pleasure that I have had is to go out into the community over the years and find our people working in the community in places of responsibility. I remember a guy--Charlie Brown--he was a veteran who came to CN and studied and left to go over and be the City Manager at Poquoson. There are hundreds of our students in the social services in the community. They work as psychologists and social workers, case managers, and all kinds of people like that. Many of those are psychology majors that I knew. But CN has furnished our community--because most of our graduates stay there--with a tremendous educated work force on all levels of the community. We have graduates now--like Perry DuPue--in politics--and Knight, over in Hampton, who has run for city council a couple of times. Physicians, doctors, serving the community. Over ten years I handed out diplomas--I never missed a graduation over ten years--to hundreds and hundreds of students. In the beginning, I knew every one of them. At the end, I knew very few. But they recognize me, and I still--anywhere I go I run into our students. Some think I am who I am, but they'll ask me, "Aren't you - didn't you used to teach at CN?" I run into them in other states, in other cities. So there is a tremendous satisfaction in seeing all of them out there serving the community. I think they are all stars!

I think Barry Wood stands out a foot taller than anyone else. Barry came in the initial group the first year--he must be the only one left--he taught English, and set a very high standard of excellence for the college right off--and he was a model, I think, for the faculty, raising their standards. Barry got involved in administration, and did a little bit of everything over the years. I think probably Barry's greatest contribution, other than being an effective teacher and having inspired a lot of students and stretched their minds, was his leadership in developing the arts, not only on the campus but in the community. The concert series, various kinds of



cultural events, Barry led that. A film series we used to do - Barry was the guiding force behind the development of the arts. And in making our campus the focus of the arts.

I know the first thing I had to do when I became president of the College. We were designing the campus center, and it had a theatre in it, the theatre we now have. And the bids came in beyond the cost of the building, and a decision had been made in the engineering office in Richmond to drop our theatre. We couldn't afford to have that wing on the building once they got the bids. The first thing I had to do as President was go to Richmond and try to save our theatre. With the help of Lewis McMurren, we did that. We got additional money and saved that theatre. And that theatre was the first real professional theatre in the community. It has become over the years the focus of the cultural life of the community. And I think Barry Wood was really the driving force. And I think that was really his greatest contribution. He's done a good job in the development office--he's raised money, he's gotten endowment funds. There are many areas of significance with Barry. But I think the development of the cultural life of the community will be his most lasting contribution.

I thought Barry should serve as president of that college some time. I always hoped he would. But he never bothered to get a doctorate. Barry--he would never go back and do it. 12, 15 years ago I would sit Barry down and say, "Look, you've got to get yourself a doctorate of some kind or you're going to get stuck on the level you're on. There are going to be opportunities to serve that you're going to miss unless you get some kind of a doctorate." And he just didn't want to do it. In the beginning, he was so darn bright and so bored in taking classes, because he knew more than the professor, and that was true, it wasn't just arrogance. He just didn't want to sit through the boredom of it. And I used to fuss at him, I would say, "Barry, there are people out there from whom you can learn." He did think about it - maybe even went up to Philadelphia for a summer session. But his roots are there in Hampton, his family on both sides, and he just didn't think that it was worth it. You need to get all the tickets before you get on the train.

Frosty Coile designed all of our buildings until Walter Wildman kept coming to see me, and he said, "You've got to spread the architectural work around in the community, it isn't right that Frosty gets all the work." So finally we gave a job to Walter and he designed one of our buildings, the science building, the original version. Jack Anderson, when he came we had a plan completed for that building, in the schematic stage. You see, the money for the campus center addition and the science building came in during the last year of my administration for '80 '82 construction. I noticed in the paper that that's not mentioned, but you need to look at what Jack got from the General Assembly for construction, not what was already there. I don't care about that, really, but the money for those



buildings and our track and our athletic fields and that stuff, that money was there when Jack came, so you have to subtract those out to see the real progress. That building--the science building--got redesigned after the initial one. I don't know just how it got done, but I think the present design is Jack's concept of what it ought to be and was a replica of a building somewhere that he had participated in, knew something about.

But on the physical plant. Frosty Coile designed those new buildings--he called it contemporary oriental. It's unique. I used to say, that if you just see one corner of a building in a picture you know it's Christopher Newport College. Now, you go to Mary Washington or to Longwood, some of those others, even the new campus at W & M, and you don't even know where you are if you're plopped down in the middle of the campus. But Christopher Newport--it's absolutely unique. Contemporary oriental--it had the vertical windows, which were contemporary, but the roof section was separated from the mass of the building and it had a pagoda look. You see that in McMurran Hall, our first building, you see it in the gym, and of course, the library is most prominent. And Gosnold too. And the tall building, the four story building, was a little departure in that it had a flat roof, but it fit in nicely. The science building doesn't fit. It's the exception to the design.

The college was very fortunate to find that 75 acre oasis, right there in the middle of the metropolitan area. A lot of urban colleges have built up like VCU, on the streets, in the little houses, and we were able to design a nice, beautiful campus, right there in the middle of the community.

Now, that was very controversial, as to where that college would be located. And that farmland was owned by some black families, and there was tremendous pressure there, because the black families felt they had located the college there to keep the black families from locating in Hidenwood. Gosh, I heard that the whole time I was there. Lewis McMurran--he was accused of that. And of course, Biggins--he was a city council person--got up and said that in a city council meeting. And that didn't help any.

The Hampton people too were unhappy with putting the college in Newport News. They wanted it built in some neutral territory. And then to compound that problem, they not only put it in Newport News but they called it Christopher Newport, after the (assumed) founder of Newport News and all the Hampton people were mad, and they went out and got themselves a community college. But Hampton, for that reason, particularly the old guard, has never been very happy with Christopher Newport. Hunter Andrews is an outspoken person. He said in public two or three times that Jack Anderson was the only college president in the state who didn't know the way to his door. Which he didn't mean kindly.

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But it's more than that. When I came in as the president, Scotty came down and lived in Newport News--he had been advised to live in Hampton, since the college was in Newport News, to make it a regional--to have some sign of regionality. And I recall all those years when Scotty was president, he made a real effort to make peace with Hampton. He would invite the dignitaries over there to all of our social functions. But not many of them showed up. And so one of the first things I did--I had worked very closely with Scotty, and I knew that one of my prime tasks was to make peace with Hampton--so I moved our graduation exercise to the Coliseum and had the pre-graduation dinners in a Hampton restaurant, and those people began to come. And we had a decade of pretty good relationships with Hampton. Because those people came. Hunter--all of them came. We had a decade of real peace. Those people worked for us.

During that time--it cost us a little money--we brought in national speakers and we made our graduation exercises in the Hampton Coliseum a public educational experience. We brought in Werner Von Braun, George McGovern, Ramsey Clark, Shirley Chisholm--we had some interesting people. We had all those people in in those days. We invited the public and we had huge crowds, people who just came just to hear the speakers. We invited the community. And Hampton liked that.

Many of the speakers were quite controversial. I remember Werner Von Braun--when I invited him to speak I had Sam Jacobs in my office, and he chewed me out left and right. He said I had offended the Jewish community by inviting this ex Nazi in there, and I had just thought of Von Braun as a rocket man, I didn't think about his being in there. And then when Shirley Chisholm came to town that was real trouble--we walked into that with our eyes wide open. We hadn't had a black or a woman give an address, and she was controversial. We had to have, the Hampton police had to put out a lot of guards and there were threats--they walked right down the aisle with her, surrounded her everywhere she went. And ironically it was not because she was black, it was because of her public position favoring abortion. That was really the most controversial item with her. And Ramsey Clark was controversial--a very liberal guy who had been to Hanoi. We got remarks on all of them. Most of them were a little controversial. We had Lt. Gov. Robb down a couple of times, too. And we got acquainted with him. But those were very nice occasions and we got a lot of publicity out of them. Everyone of them had a press conference, and we made the national news once or twice, with those press conferences.

A lot of people in Hampton commute to Old Dominion. They have a huge population of students over there. And Old Dominion has always been very aggressive in their growth. We had quite a few times on the undergraduate level--when VARC was up for sale one time, Old Dominion wanted to buy it as an undergraduate extension. And they decided to use it for something else.



Personally I think Christopher Newport needs to focus its attention on a quality undergraduate program. Stop fighting these battles to get graduatework in there, because everyone's against it. The members of the General Assembly and the State Council, they feel like it's an unnecessary duplication. You don't want to lose too many of those--it makes you look bad.

Alan Diamonstein--he's a good man, but he uses up his chips. You only have so many chips, and then you've got to have those other guys. Hunter--he had advised that the President of CN live in Hampton, and as you know, none ever did. That's one of the reasons I stayed in Williamsburg. I didn't have a President's house, and as soon as I was selected President, I got calls from Hampton wanting to know where I was going to live. And I said, I'm going to stay right where I am, because that's neutral territory. So that's what I did. I stayed right where I was. No, that's a very sensitive and still is a very sensitive matter. But that was one of my first tasks. I knew Scotty had had some trouble with Hampton. For all of those same reasons. But they kind of set Scotty up one time and kind of chastized him in public. He asked for money. They knew they weren't going to give him the money and they invited him to a public session and then they turned him down in public. Hunter was there. Hunter is--he's kind of a tough guy, and he carries a grudge forever. Against anything--I think against the college or anything else that he comes up against. REQUEST TO TURN OFF TAPE.