

CHARLES F. MARSH

In 1930 Charles F. Marsh came to William and Mary to teach in the department of economics and business administration. Although an economist by training he also taught business courses. After World War II he was one of the authors of The Hampton Roads Communities in World War II. During the presidency of Alvin Duke Chandler Dr. Marsh was dean of the college, serving from 1952 to 1958. In 1958 he resigned to accept the presidency of Wofford College in South Carolina. Since his return to Williamsburg in 1968 he has lectured occasionally in the school of business administration.

The following is a transcript, with editorial changes by Dr. Marsh, of interviews conducted on November 8 and November 13, 1974. The order has been reversed, with the second interview appearing first to put the story in chronological order.

Indexing terms used

Subjects

American Association of University Professors
(AAUP) -- 1930's

Associated & Branch Campuses -- Norfolk Division

Athletics -- Football -- Scandal of 1951

Buildings & Grounds -- Security Court

Business Administration, School of

Dean of the Faculty

Economics Department -- 1930's

Faculty -- 1950's

President of the College -- Appointments -- Bryan, John Stewart

" " " " -- " " -- Chandler, Alvin Duke

President of the College --

Influence & Changes During Administration -- Bryan, John Stewart

" " " " -- Bryan, J.S. -- Kitchen Cabinet

" " " " -- Chandler, Alvin Duke

" " " " -- Chandler, Julian A.C.

" " " " -- Pomfret, John Edwin

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INDEX SHEET

Interviewee Charles F. Marsh

Date of interview November 8, 1974

Place 70.5 Powell Street, Williamsburg

Interviewer Emily Williams

Session number 1

Length of tape app. 85 mins.

Contents:

- athletics in 1940s and 1950s
- Chandler's election
- assessment of 1951 scandal
- contacts with athletes
- selection as dean of faculty
- Chandler - character
 - attitude toward faculty
- Faculty under Chandler
- Marsh's theory on alleged presidencies
- 1955 protests - Dr. and Mrs. Rowe
- faculty hiring
- evolution of Chandler administration

Approximate time:

- 10 mins.
- 10 mins
- 5 mins.
- 5 mins.
- 15 mins.
- 10 mins.
- 12 mins.
- 3 mins.
- 5 mins.
- 10 mins.

see back of sheet for names and places mentioned in interview

Indexing Terms Used

People

Blitzer, Max

Bryan, John Stewart (1926/34; 1934/42; 1942/44)

Chandler, Alvin Duke

Chandler, Julian Alvin Carroll

Duke, Charles J.

Hodges, William T.

Hoke, Kramer J.

Knight, David

Landrum, Grace Warren

Marsh, Charles Franklin

Miller, James W.

~~Ray~~ Reagan, Steve

Rome, Beatrice

Rome, Sidney

November 13, 1974

Dr. Charles F. Marsh

Marsh: I came in 1930.

Emily: In 1930, and how was it that you happened to come to William and Mary in the spring of 1930?

Marsh: Well, I didn't come until the fall (but I came for an interview in the spring) simply because Dr. A. G. Taylor was the man that was in charge of the economics and business work from 1927~~7~~⁸ (really in 1928) on and continued onward until his retirement in about 1958. You see, he and I were at the University of Illinois together, and in December, 1929, ^{as graduate students} meetings of the American Economic Association in Washington, ~~he was up there and I met him again, and we chatted~~ ^{at the} and he asked if I would be interested in the possibility of coming down here. ~~So~~ I said, well, I didn't know, so he invited me to come down at least to look things over ~~in~~ about the first of April, ~~in~~ 1930. I did, ^{ed} talk with President Chandler and Dr. Taylor, ~~looked at~~ ^{at} over the very shabby condition of Williamsburg and the people of the old Eastern State Hospital screaming out the windows ^(it was before they used drugs, and these sort of things), and ~~my~~ ^{my} wife was so concerned about that and the general shabby appearance of things here, after all, we had been spending two years in ~~the~~ lovely, glamorous Washington -- that we almost said no. ^{We} ~~we~~ ^{however that} decided, there were ~~so~~ many opportunities ~~we~~ ^{we} were so impressed by the visions of President Chandler and his drive for the future and his dedication to it. [#] You see, he was an alumnus of the College. Then he had ^{received} ~~gotten~~ his P.h.D. in government and history at ^{the} Johns Hopkins University and then somewhere he did some teaching, I don't know

know just where. But then he got over into public education, and he ^{became} ~~was~~ superintendent of schools in Richmond. The College [#] ~~was~~ called ^{as he was} ~~HIM~~ ^{HIM} to call the presidency ~~of the college~~ to be the man to carry it from substantially a beat-up private institution, ^{for men of} around ^{two hundred to two hundred fifty} 200 to 250 students into a state institution, ^{fully} ~~wholely~~ supported. Now the College, as ^{know} you had had some ^{government} ~~state~~ support beginning as early as the 1890s from the federal government—sort of as an indemnity for the destruction of our buildings by the federal troops in the ⁶ 1890s. Then about 1906, I think it was, the state formally provided some support for the college, but very minimal. It still continued under its ¹⁶ seven wise men, a very distinguished faculty, ~~and it continued on~~, and President Chandler graduated somewhere in the ^{90s} 90s or early 1900s, I have forgotten just when. Then he became ^K President [in 1919]. ^K he came down from Richmond and brought Dean Hope with him. Dean Hope was] the assistant superintendent of schools in Richmond. President Chandler brought Dean Hope ^K with him, this was 1919, I believe, or '18, I've forgotten just when, ~~but it was in the process of development. So he came, and~~ ^{By 1930} ~~they were fully growing by~~, he had expanded the college tremendously, you see. It had some new buildings already, such as Washington Hall, and Rogers Hall, ~~was~~ built in the '20s. So by the time I came in the spring of 1930 I could see things were on the move, ^{and that he was a} very dynamic man. I was offered a position ^{as} just a young fellow ^{of twenty-seven} of 27 years old then, ~~I was offered a~~ ^{as} position of associate professor. I kid somewhat to say, one of my great ~~tragedies~~ ^{tragedies} ~~that~~ is, I was never an assistant professor. ^{and} I was an instructor at ^{and} ~~associate professor~~ ^{came in here with the magnificent} American University and was made, ~~with an innocent~~ salary of \$3000 a year for the academic year, with the idea, of course, that I would get increases of \$100, probably every year for some time. Well, we decided to come down, and ^{J. President} the ~~college~~ said they were in the process of moving ~~the~~ house, from Richmond Road back to Prince George street, ~~that whole area~~ ~~area~~ there

Where the Presbyterian and Baptist ^{churches are,} ~~church is,~~ you see, ~~There were houses~~
~~where those churches stand,~~ and the College moved several of them back
there. Dr. Taylor was living in one of them, ~~a little cottage there.~~
We lived in a two-story house, and a Mr. ^e Cory, who was in our department,
~~he~~ and his wife ~~moved~~ ^{moved} into the first-floor apartment and we moved
into the second-floor apartment. ~~Right there,~~ ^{THAT} ~~the~~ building is ^{still} there now.
It's ^{was} across the street from a blacksmith shop run by a very fine Negro
man and next ^f door to a ramshackled, big, old house, which I ~~was~~ ^{suspected} was to
some degree ^{NEGRO} a house of ill-fame, ~~for prostitutes,~~ Negroes, because people
were in and out of there. I don't know ^{that} that's true, because I was ^{sc} costed
a year or so ago when I was going through ^{the} Morton building by a very fine
~~colored~~ ^{black} woman. She called me by name and said she remembered me, ~~as~~ a
little girl, ~~she~~ lived in that house next door. Her mother owned ~~that~~ ^{the}
house, and she's a very fine middle-aged Negro woman ^{who was} that is working as
one of the maids ~~there~~ ^{Morton Hall} in one of those buildings. ~~That was a start.~~ ^{But} Well
~~Anyway,~~ we ~~came down~~ and accepted this ^{teaching} contract and came down in the
summer to look at the house, and ~~ours~~ ^{was} not yet ~~ready,~~ ^{already} it was still on
stilts. ~~We moved back,~~ and ~~again~~ my wife had some real misgivings
about what we were getting into, ~~but~~ we came. ~~Then we came~~ down here
~~and~~ the first week in September, and the house was just barely ready ~~and~~ ^{except}
we didn't have any ~~cool~~ ^{ld} water, ~~we~~ just ~~had~~ hot water. ~~It was one of those~~
~~construction problems.~~ The apartment itself was quite roomy and looked
as if it was going to be pretty good and a very ^{rented for} reasonable price (I
^{we paid} think, about \$55 for it, ^{with} water and ^{steam} heat included.) # As I talked with Dr .
Taylor he looked kind of worried. He said, "Now Chuck, I don't know if
you're going to like this. I've tried to prevent it. But President
Chandler said no, this is what we have to do, ~~because he said~~ # he plans to
have you commute to the new Norfolk division three days a week to teach
the economics and business courses down there, And then you have your

other three days at Williamsburg. Well, being a rather brash young man with a Ph.D. degree, ^{and an} associate professor, I said, "Dr. Taylor said, 'You may want to talk to President Chandler about this. I think you should because I've done ^e what I could.'" So he set up an appointment. And I went over there. His office, strangely enough, is almost exactly where President Graves' office is now after years of being other places. That's in the old Phi Beta Kappa Hall where his office was, the Doge Room.

So I went in there. I had seen him, of course, in the spring when I was there. He was a very crisp, iron-gray, curly-haired man with a ruddy complexion, not much bigger than I was, and I'm ~~am~~ a rather small man. Sparks emanating from him, a very dynamic sort of man, he introduced the subject, and he said ~~that~~ I understand from Dr. Taylor that you're not particularly happy about this new arrangement. ~~He said,~~ "Now we were up against an emergency, ^{resulting from the formation at Virginia Beach of} an institution called Atlantic University."

Have you heard of that?

Emily: Yes.

Marsh: Well, the Atlantic University had been set up at Virginia Beach in some of the old hotels there by some of the real estate operators. They thought, ^{what} what would be nicer than to build a university here and thus increase the value of our property and so forth. Well, so they were starting that fall, and ~~that~~ attracted some very fine faculty. The dean, for example, had been a colleague of mine at American University, a very attractive, learned man. They had attracted the head of our modern language department here, professor George Williams, ^{U.} ~~who was a~~ ~~don't~~

~~knew if he was George~~ but professor Williams, who was a superb teacher and very fine man. They paid ~~quite~~ ^{him} a ~~bit~~ larger salaries than up here, and so he went down there. President Chandler was mad ^{because he felt} ~~He thought~~ that was William and Mary territory, ~~you know, all down there~~. He just wasn't going to let that happen. So what does he do ^{but} set up a junior college down there, the Norfolk Division of the College of William and Mary. He was able to ~~rent~~ ^{rent} an old elementary school, the ~~lodgment~~ ^{herchment} Elementary School, ~~down there~~ and hired a man from New York, a very dynamic type of man, to be the director. ~~of it~~ ^{--- a man named Zimmerman} Then a few permanent faculty living down there, ^{full-time} But there were several of us that would be commuting from up here. Well, I went in and found out what the situation was, and I said, "President Chandler, that just wasn't in my contract." ^{My} The contract provided ^{for fifteen} ~~12~~ hours of teaching on the William and Mary campus or ^{twelve} ~~12~~ hours there, ^{and} ~~one~~ evening ^{extension} ~~exception~~ somewhere else. And if there was anything beyond that, it would mean carry ^{ing one} ~~ing~~ overload and be ^{ing} ~~paid~~ more for ^S ~~extension~~ classes off the campus because the ~~College~~ ^{was} there ~~is~~ no ^S ~~extension~~ like Christopher Newport or any of the others; we were it. He had a feeling that we had both an obligation and an opportunity to serve, to be the college for the whole peninsula-Hampton roads area. So he ^{had gone} ~~went~~ ahead and quickly made these decisions and set the thing up. I was scheduled to go down there. I said, it just isn't in my contract. He said, "Miss Alsop, ~~to~~ look up Dr. Marsh's contract." She was his secretary, who later became registrar. — Quite a martinet herself, by the way. ~~She had carried over some~~ ^{Anyway} a lovely person, capable as the dickens. ^e She got my letter out, and sure enough, I was right. My letter had been specific, and he said, well, all right, we'll honor the contract, but it will be a contract for just one year. So of course, you know what I did. ^{all right} So I said, "Well, I'll go ahead"

and help. ^{by} So I commuted ~~with~~ Greyhound bus ^{Tuesdays, Thursdays & Saturdays.} I got a bus before eight o'clock in the morning. I got down there and taught classes -- I guess I got there in time for a ^{tea} ~~five~~ o'clock class ~~(maybe ten)~~ and taught ~~either~~ two or ~~three~~ classes ~~down there~~ ^{I taught classes} ~~two~~ I guess, ^{Monday,} Then three ^{up here on} ~~the~~ ^{Wednesdays and Fridays.} ~~other days~~. So that ^{was} ~~is~~ my teaching load just for that one year. But the interesting thing is that President Chandler liked the fact (I learned later) that I stood up to him. He was ~~the~~ ^a ~~sort~~ of battling sort of man; and the fact that I hadn't just taken it lying down, ~~he sort of~~ liked it. ^{as} ~~Now the~~ evidence of ^{this} ~~that~~ was that ^{some months later} I believe it was toward the end of that year or maybe the next year ^{when} ~~that~~ I was paying my rent bill ^{at} what was then ~~over in~~ the business office building that no longer exists ^{in the} and ~~it was a small building~~ ^{in the presence of several} ~~with~~ people, Mr. Nunn ~~and the~~ Business manager, ^{a man named} I. E. Harris ^{who} ~~again~~ was a dictator like ^{Pres.} Chandler in many ways) and several of the girls. ~~This was the staff. They were working in back of a counter there, sort of like a bank set up, and this was right up in this big room. And, President Chandler was in there, and he turned to me and said, "Dr. Marsh, I'd like to talk with you about the possibility of your going to the Norfolk Division next year as director." All these people, all ears, you know, this was ^{typical of the manner} ~~his~~ unorthodox ~~thing~~ in which he did things. He's a direct action man. And ^{he} ~~he~~ ^{continued} ~~said~~, "Come on, let's go out here in the hall and talk about things." He said, "I'm considering two people. Now one is Dr. Howard. He's bigger than you are." (He ^{was} a big tall ^e fellow, taught government, ^{and} a friend of mine.) But he said "he doesn't have the gumption that you do." Well, the only way that President Chandler knew that I had gumption was the fact that I had argued with him about my job. ^{Isn't that funny?} But this is the way he was. And he said, ^{now} ~~we~~ don't~~

know what decisions have been made, but you talk with Mrs. Marsh about this, and see if you would be interested in going down there. So I went home and talked with her. We weren't very much interested in going down for that sort of thing. I wanted to be a teacher [#] at that time more than an ~~and~~ administrator for a struggling little outfit and living in Norfolk.

But anyway, I don't know that I ever heard anything more about it, I've forgotten.

But nothing came of it. And indeed, he didn't even send Mr. Howard down

there. He took a man from the English department, professor Gwaltney ^{hm} **GWALTNEY** who built this lovely house in back of me ^{over} here. ~~He took Mr. Gwaltney from the English department~~ He went down to the

Norfolk Division and was there for two or three years to succeed ~~the~~ Mr.

Timmerman, ^{mm} who had been the first ^{director} ~~one~~. Mr. Gwaltney ^{hm} after a few years

there was picked as ^{Converse} President of ~~Congress~~ College, which is in Spartanburg,

South Carolina, a very good woman's college. And he stayed there until

he died. He died just about the first year I was down there in 1958.

A very nice man, ^{a good friend of mine} with a good frame of mind. Now to go on. President

Chandler was a tireless worker. He ^{had} lost his wife in the early '20s, about

the first year or two ^{of his presidency} ~~up here~~. He had these sons, three of them, I

believe, And he worked with them, But he was just completely dedicated ^{twenty-four}

24 hours a day to the college, ~~no doubt~~. And of course, the very fact

that he did a lot of thinking, did it on his own, I don't know ^{whether} if he

ever consulted anybody, really. He would listen to people somewhat. He

would pick their brains ^{in a way}, But he made decisions, and there wasn't any

question ^{about them}. The Board of Visitors was just a figurehead almost. He came

in with the idea that he was going to run the place. And he did. He

always spoke of "my college" "my faculty", "my students." But he decided

that we had to move ^{of course} to ~~co~~education. This was a ^{part} of the deal that

brought him up here. He decided that we should move into more professional

This is one of the things I did catch in the interview, And we had it then. ~~Now~~ ^{Then}, of course, the depression came along and stymied this type of thing. Enrollment ~~of course~~ dropped down some what. He had built up the enrollment to ~~I guess about 1200 or 1300~~ ^{twelve or thirteen hundred by} at the time I got here, maybe more. It seems to me it ~~was 1600~~ ^{sixteen hundred --} That may be too large. You can find the figures on that. But anyway, it was up above ~~1000~~ ^{a thousand} So he was doing this sort of thing. He was forever having new ideas. ^{We must} ~~do this~~ ^{we must} ~~do that~~. He was interested in athletics and had some very good football teams and basketball teams in that era. So this is the way that he went. ~~Some got~~ ^{Did} quite a lot of building, got money from the legislature for various new buildings. When I came here we were teaching in an old building called citizenship, which at one time had been a college gym. That building ^o ~~in~~ a cold day was really cold because there was no weather stripping ^P around the windows, and on a really cold day we had to dismiss classes. Even though they had old steam radiators, ~~you know~~ ^{and a}, a central heating system, yet they couldn't possibly heat such a ~~big~~ ^{Then, there was} building. ~~well~~ ^[one] that building, then ~~we~~ called Ewell, not the present one, but, which was across the campus ^{from where} ~~it was really this side~~ ^[Eastown Road] of where the present Ewell building is, ~~then this side of the Library,~~ ^{near} ~~sort of in the area between the Wren~~ ^{toward} Building, and ~~something on the sides.~~ ^{old} Well, there were these two buildings, and I guess one or two others, some that had been torn down even before ^{-- old, ramshackled buildings.} that. Well, these buildings were torn down. I taught in each of them. I taught in citizenship, and the next year that was torn down. The next year we moved over to Ewell, which had originally been a science building, and I remember I had to teach on top of these concrete ^{lab} tables, ~~the lab tables.~~

[Phone Rings].
Emily: Teaching on the concrete tables in the old ~~citizenship~~ ^{Ewell?}.

Marsh: Yes. So we taught there and within a year or two that was torn down.

And because he had moved to getting [^] I don't know if it was a PWA or a WPA grant, I think this ^{was a} ~~is~~ WPA (Works Progress Administration) Grant ~~--~~ and Rogers Hall was built. No, Rogers Hall had been built under ^{funds.} general [^] But what's now the James Blair administration building, ~~it~~ was called the Marshall-Wythe Building then and ~~was called the Marshall-Wythe~~ ~~up~~ until about three years ago ~~--~~ That was built ^{through} ~~was~~ the WPA program. So that was in the process of building. But we moved then upstairs in Rogers Hall, ^{of} our whole department [^] economics and business ^o there were five of us; We were in one office [^] which had been a kind of small lab or store room for the chemistry department on the third floor of Rogers Hall. We were up there and our [#] classrooms were ⁱⁿ what had been laboratories, [^] again with the familiar tables [^] but modern ones, you know. Then ~~they~~ ^{we} had several very nice [^] good-sized lecture rooms in ^{Rogers} ~~there~~. So we got along fine, and we were in there for several years before the Marshall-Wythe building opened up. Then the economics and business people, as well as history and political science and sociology, moved over and also the basic administration offices of the College moved over into the Marshall-Wythe Building. So most of my career certainly from the late '30s ~~on~~ ^{in 1958} to the time I left [^] was in the Marshall-Wythe Building ~~--~~ both my office [^] and classrooms there.

Emily: About how many students did you have at the time, do you remember?

Marsh: Students in classes?

Emily: Yes.

Marsh: Oh, that's hard to say ^{I had slot} because I was teaching [#] fifteen hours at the time. That was standard then [^] And sometimes five different courses. Often ^o times I would have two sections of "principles of economics." I taught both ~~the~~ economics and business ^{Courses} [^] The two departments were closely

related. Both of them were under Dr. Taylor from the '20s on
 to the '30s. ^{They were called -- that work} I recall that ~~was called~~ the school of economics and
 business administration. Of course, now we're getting into the time,
 and I'd better stop a minute there because when we got into the mid '30s, ...

President Chandler died in '33 or '34, and he was succeeded, of course, after
 a few months by President Bryan. But now let me go back again before
 talking about President Bryan and the things that happened ^{after he took over,} I mention

that because under President Bryan, he insisted that we eliminate the
 business administration. So we set up simply a department of

phrase

economics with an ^{related} immediate field of accountancy. All the business
 courses ^{were} changed. Their names so what had been introduction to business
 administration became economics of enterprise. "Marketing" became
 "economics of marketing." So you see it was a ^{rather} strange, interesting ^{change} thing, but a

The question ^{reflecting} of the push away from President Chandler's desire to
 really do things of a professional and practical nature to a more
 cultivated, cultured, liberal arts approach, even though the course
 content wasn't really being changed, ~~but yet even the names...~~ But now let

me go back to President Chandler again. Okay, we got here in 1930 ^{and} moved
 in. Things ^{we} are moving along pretty well. We ^{we} are very conscious, ^{of course,} of the
 fact that he was boss. I can mention several things to indicate this.

One was the fact that we had ^{as I} been established, a chapter of the AAUP, --
 you know what that is, the American Association of University

Professors. Well, this ~~of course~~ has been established ^{in particular} to
 be kind of a protective device against the administration when ^{faculty members} people
 would sometimes be fired for expressing opinions contrary to the
 administration and so on, whether in a state institution or ^{private} a church
 institution. It developed, of course, certain ^{cur} teniar regulations and

other types of things ^{by} which the college would be sort of censured by
 the AAUP if they really got ^{subordinated} out. But our AAUP chapter didn't do anything

of that kind. They were scared to death of President Chandler, I guess, and they knew he was boss. So we didn't even meet on the campus. We met ~~in the house next to Bruton Parish Church, the~~ ⁱⁿ the house next to Bruton Parish Church, the ^[W.A.R.] George Wythe House. Well, ~~Dr. Goodwin~~ ^{of Bruton} Goodwin, who was the rector, and who also taught a class or two in religion at the College, and was a good friend of President Chandler's, ~~he~~ ^{who} acted as host in his study ~~up there~~ in what is now one of the upstairs bedrooms of the Wythe House, and ~~The~~ ^{The} William and Mary chapter of AAUP, ~~was there.~~ ^{it}, by the way, was a selective ^{ive} organization, like a fraternity. You had to be voted on to get in, ~~there~~. Not all faculty, ^{belonged} I didn't get in for a year or two after I had been here. And I remember I was rather hurt because I wasn't a member and thought it was really something when I was elected, ^{to the AAUP} Well, ~~we would go~~ ^{talk by on their special} ~~down there,~~ ^{but} the programs consisted entirely of people ~~from various~~ ^{from various} fields. For example, I was teaching transportation, among other things, ^{and} ~~(economics of transportation)~~ ⁿ I gave ~~part~~ ⁿ of a talk of the current ~~status of the~~ transportation situation and transportation problems and possible solutions to ~~it.~~ ^{then} you see. ~~I was the program one evening.~~ ~~And~~ ^{field would be the} somebody else from another program the next time. And virtually nothing was ever said about tenure or salaries or ^{academic freedom} ~~democracy~~ or things of that kind. ^{and} The type of thing that later on the AAUP did ^{at} does here and other ^{at} places. ~~It was interesting, you see.~~

Emily: Why was it that it wasn't this way?

Marsh: Well, because we knew that President Chandler was in charge, and ~~it~~ ^{began} if any of us really ~~went~~ ^{our} to kick up ~~box~~ heels on that sort of thing, we would have probably been fired. I mean this was the general feeling.

Emily: He didn't know that you were meeting?

Marsh: Oh, vaguely I think he did, because he and Goodwin were close enough, and I think maybe he even connived with him and said, "Okay." Goodwin ~~and~~ probably sold him on the idea. ^{we} We'll just give them an outlet to discuss

problems and get together. And it will be quiet, and we'll have it there in my ^[study] I don't know what happened, but that's where it was. ~~By the~~ ~~act of~~ President Chandler's death that changed, and we met in the ~~apollo~~ ~~room of Phi Beta Kappa Hall~~ ~~or the~~ ^{Dodge} ~~dodge room~~. ~~I've forgotten which rooms were called then.~~ But anyway, we met there in that room and had our monthly meetings. I was secretary of the chapter along in the early 40s. ~~But this is indicative of that.~~ Now another thing, as the depression came on funds began to be limited, and our salaries were cut. We got a ten percent cut first and then a ten on ten, and President Chandler was looking around for ways and means ^{of} ~~for~~ dropping out some of the faculty people. ~~I don't think I told you,~~ just to show the way ~~again~~ that he operated. Right there ⁱⁿ what is now the lobby of the Ewell Hall, where you come in from the campus, that was the lobby before we went into the ~~old~~ ^{old} Phi Beta Kappa auditorium, ~~was~~ right back there where ~~the~~ music ^{department} activities are ^{today} that was ^{old} Phi Beta Kappa auditorium, but it faced the other way that is, you came in ^{to it from the} ~~toward the~~ front of the campus, and ~~there~~ ^{through} were big double doors, ~~and there was this big auditorium,~~ and then there was a ^{connecting} link from the front hall into the rest of Phi Beta Kappa building. But anyway, we were there having a joint O.D.K-Mortar Board tapping service. This was a big affair, I think bigger than it is now. I mean most people went to it, and the procession was forming out there ^{in the lobby.} President Chandler was going in. Dr. Taylor and I ^{were} ~~request~~ there, ~~and~~ ^{he} ~~was~~ waiting to get in ^{to} the procession. He saw us, and ^{he} came over and said, I've been thinking about all the difficulties we have now financially. We've got to make some changes; we've got to cut down on our expenditures. We've been thinking ^{about cutting costs} ~~about~~ in ~~this~~ economics and business ~~operation.~~ ^{operation.} Now Mr. Corey is already going to be gone next year, which he was for one year. He was the junior member. But he said, Now we'll

After

Administrative

keep Gibbs in accounting and we'll keep Southworth, who's entirely
 in economics. Well, so it looks to me right now as if we just won't
 have a place for either one of you, Dr. Taylor and I, who were the
 in effect the two top men in rank and breath of interest and so forth,
 we were just thunderstruck. He said, "well, you wait, don't get too upset
 over it. You come in and talk ^{with} to me about it, ^{tomorrow} in the office." That's
 the way he operated, you see. Well, I was of course ^{very} upset and came
 home, and my wife said we were to have our Johnny in September and this
 was in May, ~~I believe, April~~. Here I'd be going out to try and find a
 job and what ~~not~~ it was really something. Dr. Taylor, who had built up
 the whole thing, he was ^{flabbergasted} ~~upset~~. Well, so I went over the next day, and
 I was in tears, literally. I said, "President Chandler, I have a baby
 boy coming, my wife and I don't know what to do. We have no place to
 go, no job and besides, the work ^{Dr. Taylor and I are} ~~doing~~ doing Southworth and Gibbs can't
 possibly ^{be} ~~handled~~ ^{by} ~~what's going on here.~~ And he patted me on the shoulder
 and turned on his charm and said, "Don't you worry about it. I think
 we'll find a place for you." And I guess he did the same thing to Dr.
 Taylor. This is the way he would do things, ^{Now} impulsively. ~~But~~ one other
 thing that was interesting: He was always on the lookout for some
 kinds of deals that would help the college. Well, ^{there was} a man by the name of
 Max Blitzer, ever hear of him?

Emily: Yes.

Marsh: Well, ~~a man by this name of~~ Max Blitzer had graduated from the college,
 a Jewish boy, and ~~he was~~ a member of a family that had a very successful ^{business}
~~I don't know whether it was picture frame business or something of this~~
~~kind up in the New Jersey area, New Jersey-New York City area, and lots~~
 of money. Well, President Chandler ^{saw} an opportunity to get hold of some
 of that family money, to get them in. And Blitzer had ~~had~~ a very
 charming wife, a Jewish girl with very great artistic and intellectual

interests, as many Jewish people do, particularly the aristocratic Jewish type. And they came in ^{of it} (no one ever knew all the details, but they ^{Mr. Blitzer} came in and built, ^{was} they were hired, ^{with} he was given the title of assistant to the President. I don't know exactly what he was to do, probably fund-raising and this sort of thing, ^{and} put up money of his own. ~~They came in and~~ built what is now the Kappa Alpha Theta House, which you know is a much nicer-looking house than any of the other old sorority houses. Well, that was the Blitzer's home. They came in with some young children, they were relatively young people, I would think maybe late ^{thirties} 30s or ^{early} 40s, something like that. He was thinking, wouldn't this be nice to come and live in this academic atmosphere down here? I remember Mrs. Blitzer entertained ^{us and others} down at the old Williamsburg Colonial Inn. ~~We went to something there.~~ She was a charming person, and Max was in ^{his} way, too, but he was very much a Jewish business man. ~~But~~ ^{as} it turned out, each one of these men, President Chandler and Max Blitzer, apparently had been led to believe by the other that greater things were in store than actually were. The Blitzers didn't have anywhere near as much money as President Chandler thought they did, and they weren't about to part with it. And President Chandler wasn't about to give great power to Mr. Blitzer and ^{to} ~~just~~ give him a good job without some ^{quid pro quo} ~~pull~~. So the argument began. It's pretty much a matter of record that Blitzer really felt that he had discovered President Chandler in ~~an~~ ^{an} untruth, that is, that he was not living up to his commitments or promises. And when he told President Chandler that, President Chandler, who was by that time, this was near his final illness ^{about} 1933 probably, and he took his ^{Blitzer and} ~~came up~~ and threatened, ~~but it certainly~~ drove him out of his office.

And so Blitzer resigned and went back to New Jersey. The House I think the College had ^{really} rebuilt the house with the idea that the Blitzers would eventually pay for it. So it was turned over (the college took it over) and turned ^{it} over to ^{the} Kappa Alpha Theta sorority.

Emily: Did you ever know what he brought Blitzer for?

Marsh: Oh, with the idea that the Blitzer family would give a lot of money to the college and probably open the way to other big wealthy Jewish families up there. But of course, part of it was the depression situation, of course, in which nobody had vast amounts of money to give. But it was one of those things that President Chandler ^{probably thought} there's a chance, and he jumped at it impulsively. But again here's a thing that when he found he was caught in an untruth, I mean they were both ⁱⁿ untruths, but he was so mad (he had an awful temper) and he literally drove that man out of ~~the~~ ^{his} office with his cane, threatening him. Well, I think there is no question ^{but what} that this happened. But to go to ^{the extreme,} others, Mrs.

Marsh remembered that at some type of gathering along there in the early 30s there was a lovely girl ^(Tole) ~~(my wife)~~ had been a member of Kappa Delta sorority and had had some contacts with the girls there). There was a perfectly lovely girl from Philadelphia. I can't quite remember her name, but ^[with] ~~lovely~~ lovely auburn hair. ^{Tole} ~~Perry~~ and I remember being at some type of reception, and President Chandler saw this girl, and his face was just ^{wreathed} in smiles. I think, I wouldn't swear to it, but I think he reached out and just touched it, and he said, Young lady, you remind me so much of my wife. ^{And} this was the type of man he was.

filled, when I went back to him you know he was just as comforting and kindly as could be and at ^{the} other times with the cane, afraid. But this is why he was able to do as much for the college as he did. He was a man for the hour at the time, there was no question, ^{in which} and you needed to have a driving ^{twenty-four hour a} 24-hour day man, and he simply brought the college out of ~~practical~~ ^{VIRTUAL} decay (going to sleep) into a live institution.

Emily: Was that a side that ^{was} ~~was~~ seen at the time?

Marsh: Oh yes, people recognized this ^{that} that he was two-sided. ~~Now~~ He was also having ill health at the time. Now he took most of his meals over -- or at least his luncheon and dinner, ^{he} he took most of his meals over in what was called the President's Dining Room, a little dining room in the old dining hall, ~~you know, over there at the college, and~~ because he did not try to keep up full household activity. He lived in the President's house, but I don't think he ever got over his wife's death, and this was a part of his complete dedication and also a part of his ⁱⁿ irresponsibility that he did not have that loving influence of ^{an} apparently a lovely person. And his boys were grown. His ^{young} youngest boy was somewhat of a problem, ^{nothing really} in a way of a problem, ^{him,} in a way not anything wrong with it, but he ^{had gone} brought out ^d writing, sort of joy ^d writing, with with the son of Professor Williams, the modern language teacher (particularly a professor of German, wonderful ^{teacher} professor who had gone down to the new Atlantic University. Well, Julian Chandler (young Julian Chandler) who was then, I guess, still in high school or maybe just out of high school, I don't know, and the young Williams boy were out ^{joy} riding. The young Chandler was driving [#] and taking some chances, as youths have always done, and had a bad ~~an~~ automobile accident. The Williams boy was in the first place paralyzed

completely and crippled, and then I don't know how long after, he died.
The Williams family ^{was} ~~were~~ inclined to blame the Chandlers and his ^[J.A.C.'s] lack of

real attention to this son. He turned out to be a fine man, I don't know where he is now. He had ^{little} ~~no~~ contact with the college. But then

this other one, the ^{most} brilliant one, went on to the Naval Academy and had ^{had} a very distinguished career before returning to US as President in 1951. ~~came back eventually as captain down there.~~ There is another one, Herbert

Chandler, who was active with the Richmond ^{and various other places and} ~~and various other places and~~ ^{became a successful Business man in Richmond and elsewhere} ~~but had little direct contact with the College.~~ ^{has gotten back from time to time.} I think those were the three.

Well, one other thing; President Chandler always looked after his relatives. He brought in a ^{young} ~~young~~ two of his nephews, ^{who} ~~they~~ were brothers, Scrap Chandler, who had graduated from the college, and ^{then} ~~was~~ brought back here as track coach ^{he} ~~and~~ was here for a long time, ^{then} ~~then~~ as an outstanding coach

~~he~~ finally left here and was track coach and director of athletics, I think, at Old Dominion. ^{Scrap's brother's} ~~Well, then,~~ his Charlie Chandler, ~~who~~ was given a job in the auditor's office working with Mr. Harris and ^{then} ~~Mr.~~ Nunn, and he ~~really~~ became director of purchasing eventually. He was ^{very} ~~capable,~~ but

he had the Chandler irascibility (^{I mean he was a bit} ~~very~~ hard to work with, ^{as he seemed to take delight in enforcing} ~~at the college.~~ ^{literally the detailed} ~~But nevertheless he was here and he gave him~~ ^{the job.} Then when President Chandler was ill, ^{shortly} ~~I think it was before~~ he died, ~~then~~ he arranged to have Charlie Duke, who was a nephew ^{of} ~~of~~

~~believe~~ put on the Board of Visitors, and then ~~they~~ arranged to have him come in ^{the 1st business office of the College.} ~~as~~ ~~the~~ bursar, and removed Mr. Harris of ~~the~~ ~~and~~ ~~the~~ ~~business~~ ~~manager~~ ~~and~~ ~~what~~ ~~not~~ ~~out~~ ~~and~~ ~~moved~~ ~~him~~ ~~back~~ ~~to~~ ~~laundry~~ ~~manager~~ ~~or~~ ~~something~~ ~~like~~ ~~this.~~ And Charlie ^{proved to be} ~~who~~ was a very able young fellow, He had been a World War ~~I~~ ^{and was} ~~veteran,~~ ~~but~~ from quite a political center ⁱⁿ ~~around~~ Churchland, and ~~was~~ ~~and~~ ~~in~~ the area not too far from Portsmouth. ^{ou} ~~Charlie~~ grew up in a small town in Virginia, ~~a~~ ~~political~~ ~~family~~ ~~center.~~ So he came up here, and ^{during} ~~I~~ ~~believe~~ President

the brain of thought had been here

Beck

State function negotiations on top officials

And at the same time great admiration for what he had done almost single-handedly. I mean the average man who would come in and take over the presidency of ^{a little} the college wouldn't have had the drive that he did, ~~and he just barged in~~. Of course, he had a lot to do: He was working with Dr. Goodwin in getting Mr. Rockefeller down here and ~~recognizing that~~, and trying to restore the Phi Beta Kappa connections with the College ~~and~~ that's how Phi Beta Kappa Hall was built. He did that sort of thing. He was a go-getter. And the record, of course, must clearly be a strong plus for him in spite of all the human difficulties that almost all of us ^{ve} had. And you never knew, you might be his favorite one day and be very kindly, and the next day, bingo, you were in the doghouse ^{house}. I got along with him very well, as I said. I bumped him early. But we got along fine. But anyway, he died.

Emily: ~~Just a second~~. In his last days there was something that really isn't explained in the record called the Downs Report that seemed to criticize his application of funds. Did you know anything about this?

Marsh: No, ^{to fact} Mr. Downs, I believe, was a state auditor or something of that kind. I don't remember ~~that~~ ^{this report ~~was~~ it would have been a logical development,} but probably, ^{yes} because ~~he was a~~ ^{President Chandler} in other words, he didn't stay within the straight jacket. ~~He wasn't a~~ ^{the} man who stayed within the straight jacket ^{for} anything. I mean, he was a power within himself. I remember vaguely something, something ^{charges}. There were no criminal ^{charges} but there was this type of thing: the State saying that he ^{couldn't} ~~can't~~ be quite as much of a free agent. And of course, the faculty, if they had had any power, would have said the same thing, you see. And the students would have said the same thing.

Nowadays, of course, his style of college president just wouldn't be accepted because student power and faculty power and alumnae power are certainly all recognized more.

Emily: And then he was succeeded by a very different type of man.

Marsh: That's right. And of course there ^{was} ~~is~~ an interim period in there during his illness. He was ill really for, I think, almost a year that he was ~~not~~ ^{not} really able to function. And of course, Charlie Duke and Dean Hoke ran the College in that period. Now a special word should be mentioned about Dean Hoke. ~~Now~~ Dean Hoke again was much the same type of man as President Chandler, although milder. He was a man that had grown up in Maryland, and interestingly enough he was not a Catholic, but he went to Mount St. Mary's College up there, and he never got over his very ~~real~~ affection and appreciation of those Catholic sisters that he knew up there in that community. And then he went into public school work, and he was one of the early Columbia Teachers College men (although his degree was a Ph.D. from Columbia Teachers College, ^{Ed. D.} not an E.D.D. and he got his ~~degree from up there~~). He was a man of great vision in developing Matthew Waley School, a very ~~at~~ ^{at} that time, a very fine school for white children, and the Bruton Heights ^{School}, a very fine school for Negroes. He ~~was able to~~ be more than anybody else was responsible for getting that school established. Mrs. Rockefeller (the first, Abby Andriche Rockefeller), ^{she} contributed extensively to it, and the general education board, which is a philanthropic agency associated with the Rockefeller family, ~~they~~ both put money into this Bruton Heights School to make it, sort of a model school, and Dean Hoke was in the field of teacher education, was a very,

forward-looking man!
 very ~~fine~~ and did a lot for the entire state in raising standards for
 teachers. And in that early period he was there running the show in a
 rather tight way, too. He was academic dean, you see, the dean of the
 college. And, boy, did he ~~lead~~ ^{NEW} to the line ~~of a~~ ^{ed} senior ~~didn't~~ ^{until he had} fail by one
 quality point or something of this kind; he didn't graduate. ~~He~~ ^{He} made
 that up. He was chairman of what was called the Degree Committee, and ~~he~~
^{and} ~~he was~~ ^{practically} ~~supposedly~~ ^{there were} ~~the~~ faculty people on it, But Dean Hoke pretty much
 ran that, ~~and he would get down and~~ ^{He} just wore himself out with all
 the details of evaluating transfer records and whether a student should
 graduate and so forth. So he again, was like ~~the~~ President Chandler.
 He had worked with him, you see, and had come out of a public school
 background. He was a man ^{who,} in spite of the fact that he was in
 professional education ~~with his background,~~ yet he was a man with broad
 intellectual interests ^{and} very high academic standards. And of course, ~~and~~
[#] ~~along~~ ^{little} with him was this lovely ^{little} lady, Grace Warren Landrum, who was the
 Dean of Women. ~~She~~ ^{Early,} was about your size ^{and} she was a Southern gal and
 had gone to the Richmond Female Seminary, an antecedent of West Hampton
 College (you know, the women's branch of the ^{of Richmond,} university, and had gone, of
 all things, to Radcliffe in Cambridge, (you know, the woman's branch of
 Harvard), ^{and} then got a Ph.D. ^{there} She was a terrific teacher of Shakespeare, ^{and} of
 English literature generally. She again ^{had} ~~was~~ high standards. But she
 paid no attention whatsoever to the social regulations. She said that ~~was~~
 not her job. So they had ~~kind of~~ ^{rather} a ~~big~~ ^{heavy} set, ~~Miss~~ ^{Miss} Taylor, ~~that she~~ ^{who} ~~was~~ ^{was}
~~was~~ sort of a social dean, you might say. ~~and~~ ^{ie:} Miss Margarete Wynne-Roberts
 whom you may have met, ^{of} she's still living here, ^{and} she would be a good

person to interview sometime.) Her parents were English. ^{ve:} Margarete
 originally came here as a physical education teacher and was always
 interested in that with a twinkle in her eye. She was assistant social
 dean ^{of women Dean Landrum after Miss Taylor} ~~to this lady~~. Then when she retired, she had been President
 Chandler's appointment and she ~~wielded~~ ^{held} a big stick, you know, I mean ~~in~~
 enforcement of the regulations on the girls to the letter in the dormitories
 and on the boys, too. She'd kick them out, ^{personally --} and it was quite interesting.
 But this was a part of President Chandler's tight ship, you know. Now
 the Dean of Men in that period was Billy Hodges, he was an alumnus of
 the College. He later, ~~you know~~, went to the Norfolk Division and got ^{as its Director}
 into trouble down there, because when the College temporarily lost its
 accreditation in some areas, it was ^{largely} ~~almost entirely~~ because of the
 Norfolk Division. Billy Hodges would ^(be always) soft on the boys, and
~~he's~~ the one that I think I told you came to see me about the second
 year that I was teaching and said, "Now how about this boy? he's one of
 the best football players we have. Can't he get a little higher grade
 than that? Can't he pass this course?" I just told him off ~~and he~~ ^{and he}
 couldn't and didn't ~~and~~ ^{and} never ~~did~~ graduate from the college. But he ~~did~~
~~was~~ this sort of thing. Now he was capable, ~~able~~ and in many ways.
 He was Dean of Men. He was a man, ~~and~~ the boys knew how to work ~~him~~ and
 they'd get on. But in the Woman's Branch there wasn't any of that. It
 was very stiff. But Dean Landrum was really an academic dean. She
 worked with the women, advised them, and taught and was here until she finally

was here until she died in the mid '40s. I think she had a bad bus
 accident and ^{had been} ~~get shut and~~ so on. But as you know, Landrum Hall was
 named after her. ^{Dean} ~~Dr.~~ Hoke was very much interested in all sorts of
 innovative things and ^{one program} ~~one program~~ that I worked with him and, ^{and} ~~well~~
 There were two things. One was ^{that} he asked me to go along to a very
 interesting workshop held at Bennington College in 1938 or 1939, I've
 forgotten which (Bennington College, Vermont, you know Bennington
 College, ^{quite a} ~~kind of~~ far out, almost radical type of woman's college that
 didn't have formal classes, and ~~this sort of thing~~. But anyway, we
 went up there and had two weeks on their campus in August, ^{at} a meeting of
 the national Commission of Teacher Education, in which they were really
 studying the whole business, not only ^{the} ~~the getting together of~~ professional
 educators, ^{or} ~~but~~ they ^{also} ~~deliberately had~~ ~~pe~~
 people like myself who were from other fields. They had school super-
 intendents and so on and so on. ^{The whole} There was a group there in which we ~~was~~
 broke ^{down} ~~into~~ discussion groups and had lectures and so on. ~~Well,~~ Dean
 Hoke was very much interested in that, and he was generally interested in
 improving the ^{quality of} ~~college future~~ teacher education, and ^{me} ~~This~~ made a lasting
 impression on this whole state. Another thing was this: that the state
 Department of Education had moved to requiring a masters^v degree for
 people who were to be appointed as district superintendents of education
 in the counties, really the counties, districts, ^{and} ~~and~~ cities ~~and so on~~.
 And ~~we~~ had a lot of people around who didn't have those masters^v degrees.
 Now they could stay in their job (^{law} ~~the job~~ wasn't retroactive), but Dean

to enter a special M.A. program at Univ. Mary.

Hoke persuaded many of them ~~and he~~ said, you don't know, you may lose your job, and you wouldn't be able to be appointed to another one. ¹²³

And so he encouraged ~~encouraged~~ a lot of these men, some of them in their early ^{60's} to come here ~~and he~~ developed a ^{tailor-made} program, a masters degree program for these people, basically in education. But he had

Dean ^{Umbeck,} ~~Umbeck~~ Dr. Pate and myself, Dean Umbeck in sociology, Dr. Pate in public administration, and myself in economics, especially ^{also} public finance and taxation, ~~and also again, of course, in business~~ ^{it was giving}

administration, to these people and supervise ^{ing} the theses of several of them who wrote in this field. So over a period of about three years, ^{see} ~~this was~~ in the very early 40s, maybe 39, he had all these people coming in. They'd spend a whole day here, sometimes it was all day Wednesday, sometimes all day Saturday, in which they'd have a ~~class~~ in the morning and a ~~class~~ in the afternoon, a ~~three hour class~~, you see. ~~And this was~~

a delightful experience for me, and it ~~was~~ ^{the other teachers} tremendous experience, I mean it did so much to raise the academic standards of the school administrators throughout the state. Now ~~Dean~~ Hoke did this almost single-handed. You see what I mean? ~~so~~ ^H he died in 1942; he had a heart attack. ~~Now he~~ ^{in which} ~~had been academic dean in there.~~ Now the time has come, when I think I should end ^{my comments about} President Chandler and move on to President Bryan, ~~because~~

~~as President Bryan came in.~~ ^{Now} he, you remember, was a millionaire and newspaper publisher. He had a bachelor's degree from the University of Virginia and I believe a law degree from Harvard. A man of great wealth, ^{what's e}

His father had built up the business before him, just top social standing in the state, a real aristocrat in every sense of the term, very high standards, a beautiful old home filled with books, and so forth. ~~and he~~

~~and he~~

Sydney Hall

had been vice-rector of the board ^{sixty-three} but he was 63 years old, I think, ~~64~~ ~~on the board~~ and in order to head off the election (which came within one vote ~~from~~ ⁱⁿ the board, I understand) ^{at 2} the man who was then state superintendent of education and who was an alumnus of the college, ~~by the way, I forgot his name, now, but~~ this man was entirely in the field of professional education, ~~many of the people,~~ many of the old alumnae and people in the state felt that if this man was elected President of William and Mary, William and Mary would really ~~go on and~~ become almost a capstone in the state of teacher education at the expense of general education. So this strong movement developed in the Board to ^{head} ~~hit~~ him off, and in effect, ~~the~~ President Bryan was drafted to become President of the College, even though he had no academic background, except for ~~maybe~~ his own graduate work, ~~and so on,~~ ^{Mr. Bryan} but he had never been a teacher and so on. ~~But~~ he was drafted really as a desperate means of preventing this other thing from happening. So he came in with the idea ^{at} that first ^{would} he sort of commuted from Richmond, but then he turned it around, and he moved into the President's House here. ~~and~~ his emphasis, of course, was on really moving to a liberal arts emphasis and away from professional emphases, including business. ^{he said} (This is where ~~it~~ ~~resent~~ but we must eliminate all that.) And brought in men like Mr. Fowler ~~from Harvard~~ and Jim Miller ~~from Harvard~~ and Charles Harrison in the English department ^{all} ~~from Harvard~~ young men with Harvard Ph.D.'s and so on. The whole push was away from Virginia people, ~~was away from the~~ middle western people.

and was elected
as President

antipathy to older people, [#] strange, isn't it, for an older man? But I can see it. He just [#] loved these young fellows in the ⁱⁿ early ^{thirties} 30s who were fresh from Harvard, and these were the people who were going to build ^{fill} up the college. Then he wanted to do other things, you know. He wanted to have more social life here, and oh, I should say this (an interesting thing), his wife didn't come with him. She was a nervous mental case. Now really nobody quite diagnosed it, but she chose to live in a small house on the grounds of ^{an} that big estate, Laburnum, in Richmond. She stayed there. She didn't want anything to do with him, ^{of} because his paternalism and bossiness, apparently, [#] this is, of course, [#] part of the picture, because, interestingly enough, as soon as he died, ~~he died~~ (in the early '40s) ~~as soon as he died~~, she came out of her retirement in the little house, began to entertain in Richmond, went on a trip to Europe with some lady friends, and then she died after a year or two, too. But it was an interesting thing in which he was a benevolent autocrat. Now President Chandler was an autocrat, but not benevolent, and his autocracy had to do with building up the college. But [#] so President Bryan came in with many of ^{his own} these ideas, ^{especially that} and he was going to civilize the college. So he did this, he was very much interested in establishing ties with England and developed the ^E Exeter scholarship, which has continued, [#] an utterly delightful person, He wanted company. So any one of us and faculty wives, too, would sort of be on the alert because Miss Cora ^{Tomlinson,} his secretary, lovely person, as tall as he was, ^{great big} he was a ^{four or five} six-foot man, ~~gentle big and tall man~~, maybe half an hour before lunch, ^{would} ~~she~~ call up some ^{of the} faculty homes and say, "President Bryan wonders if you ^v could come over and have lunch with him." You see, he was

living in the President's House, oh yes. ~~He, you see,~~ Charlie Duke
 was formerly made bursar ~~there~~ under President Bryan, and they got
 along together. ~~And~~ Charlie had married Virginia ^[Welton], who is now Mrs.
 Phelps. He had married her, ^{Ph} a very charming, lovely young person. And the
 idea ^[was] that they lived in the upper floors of the President's House for a
 while, ~~and he had to be his hostess~~ but finally they moved out to another college house, they just
 couldn't take it because he was running them ragged. And it was, I think,
 after that, ~~because~~ because she was to be his hostess, you see, and it was a
 terrible strain, of course, to try to keep up with him, particularly
 because he would be so capricious and so sudden, well, let's do this. ✓
 But all of us went through this. We would have ^{utterly} delightful meals over
 there. ~~He had a~~ He had a good chef, good cooks and so on. And we'd come over and have
 lunch, as many was the time when Toie would pick up, ^{and leave} what she was doing ~~and~~
 and I ^{would} too, and would go over and have lunch with him at his beckon ^{and} call.
 It was a strange sort of thing, but he was the old Richmond ^{social} leader, and
 he wanted this sort of thing. The interesting thing is that while he
 did a lot of things, ^{and} you've heard heard of the famous Christmas party.
 I don't need to go into that, except that there ^y were big affairs, and
 the sorority ^{ies} and fraternities had to put on skits, you know. They
 would be working all fall on that, even though it ^{interfered} occurred with their
 academic activities, and ~~various~~ ^{we} faculty, we were supposed to go out and
 rent these colonial costumes, ~~and~~ ^{it} this was tough during the depression
 to ~~go out and~~ pay four or five dollars ^{or} more for these costumes. They
 were great parties, but they finally dropped ^{of} in their own ^{weight} ~~way~~ because
 I think he was conscious of the fact that it was becoming ~~really~~ an
 imposition. It was fun the first couple of years.

^{Among} and other things; He restored the old ^{Custom} habit of the Christmas celebration in the Wren Building (the Great Hall) ^{in which} and faculty children would ^{participate} ~~come~~ in and our children [#] did it once, ~~and some of the others~~. It was a lot of fun. He did a lot of things of this kind and did emphasize beauty and good taste, ~~and things of this kind~~ and made a real contribution because President Chandler had ^{had} no time for anything of that kind. So he was softening things, ^{of fine} but ~~the~~ interesting thing is that ~~was~~ ^{in the} I was ^{rebirth of} a middle of this business administration, ^{comes} ~~and~~. By the late 30s ~~40s~~, ^{by '39} or 1940, ~~he would~~, he decided himself that, when people would come here and say, Well, I'd kind of like to have my son come here, but he wants to take business administration, and you don't have any, ^{something better} ~~well~~, the admissions office would ask me to come downstairs and explain ^{because} that we really do have ^{business administration} ~~it~~, but it ~~isn't~~ ^{wasn't} named that. Well, President Bryan ~~himself~~ saw that if we were to attract men, we were having difficulty attracting as many men as women students in the depression period, ^{And he said} ~~if we were really going to attract men~~ ^{knew we} we would have to have a better business ^{administration} program. So he asked me to go ahead and develop such a program and ~~become, in effect,~~ ^{in effect,} he gave me the title of director of the new department of business administration, where we would utilize all the resources, ^{for business education} that the various departments of the college, psychology, philosophy, and mathematics, ^{as well as economic and accountancy} ~~and what not~~. We did this and ~~so we~~ developed some very interesting documents and developed ^{several} ~~the~~ programs for guidance ^{of students} ~~you know~~, going into international trade, ~~or~~ going into personnel work, finance and accounting, ~~management~~ ^{general} management, ~~and things of this kind~~. ^{etc.} So I spent ^{many hours} a lot of time on that ~~these programs~~ ^{these fields} ~~work~~ for over a year, along with my other work in developing ~~things~~ ^{and}

^{complete} ~~the~~ ^{the President} finally developed a program, which ~~he approved~~ and various faculty members approved, and then it was taken to the whole faculty. They bought it, as it came with Mr. Bryan's strong, vigorous support, and indeed, he had initiated it. So we ~~moved that~~ and set up our department of business administration, which continued to exist, as you know, ~~right~~ right on down till 1968, when it was converted into the school of business administration. I was involved in that, and we had that going ~~just before he retired~~. It was rather interesting: ^{Mr. Bryan} ~~he~~ reversed himself completely on that when he saw that the college was suffering from this refusal to use the word ^{business}. He went to the opposite extreme and said, "Let's have a good business program, ^{by} ~~but~~ utilizing our liberal arts resources, which ^{we} ~~I~~ did. And we were closely tied in with that."

Emily: ^{Hadn't he had} (You mentioned to me) an alternative plan drawn up before that ^{by Mr. Gibbs?}

Marsh: No, this was President ^[A.D.] Chandler ^{in the 1950s}, ~~this was later~~, you see. No,

President Bryan never did that. He wouldn't have approved that at all. ~~This was right here at the college.~~ Of course, during President Bryan's ^e regime we had this difficult ^{problem} of being dropped from the list of AAUW and at least questioned by the Southern Association as to our ^{ac} ^{the} ^{being} ^{largely} ^{Hodges's} ~~actions~~ ^{of} ~~credit~~ ^{at} ~~ion~~, but it was ~~entirely~~ ^{largely} Mr. ~~Hodges~~ at the Norfolk Division, in which there was real falsification of student records and recommendations for students to go to the Naval Academy and ~~this, that, and~~

^{and related} ~~the~~ other things. Mr. Hodges tended to be ^{again} ambitious for the college, ambitious for students, but ~~being~~ ^{was} careless in the means that he used ^{to assist students}

Emily: What was President Bryan's ~~reaction~~ reaction when he found out about it?

Marsh: Oh, he didn't like ^{that} it at all. Of course, ^{Mr} Hodges was removed from ~~the~~

from the office down there, ^A resigned, I think. He was in poor health, any-
 way, ~~some where in there.~~ I don't know the sequence of events, but
 he resigned and other men, ^{old} very good ~~man~~ moved in, and eventually
 of course, Old Dominion University, ^{a fine institution} has grown out of ~~it~~, ^{the Norfolk Division.} which is a fine
~~institution.~~ [#] Now one other thing that happened in ^{my} ~~that~~ personally
 in that ~~with my~~ relations with ~~with~~ President Bryan: Along in ~~about~~ ^{the late}
~~I think it was 1937,~~ ^{'36, '37, or '38,} I can't remember exactly, but anyway,
~~along in there~~ the University of Richmond invited me to come ~~on~~ up and
 talk with them (the dean of the college up there was an old friend of
 mine) about my becoming head of ~~the~~ what they called the Evening School
 of Business Administration, the school of business administration on
 the campus there. The man that was head of it was resigning to really
 become head of the new social security administration in Washington, ~~---~~
 John Corsan, whom I knew also. ~~I was asked, I was their choice really.~~
 Well, I had talked a little bit about it, and then Mr. ^P ~~Richbeck~~ got
 in touch with the president of the University, Mr. Boatright, ^{SP?} a great old
 giant of an educator, and President Boatright got in touch with President
 Bryan and said they'd like to have me come up there and leave William
 and Mary. So President Bryan and ^{Bursar} Charlie Duke sat down and talked
 with me here about my leaving and what they could do to keep me here.
 Well, ~~the big thing, of course,~~ I had just been in this house one year,
 and we were so happy here, and we liked William and Mary very much. So
 they did increase my salary somewhat. I was to get, ^{\$4000} ~~four thousand~~ up there,
 and I was still down, I don't think I had gotten back to ^{more than my} ~~my~~ original

~~\$3000~~^{\$3000}
~~three thousand~~. You see, we had ~~had~~^{in there} all these cuts, and ~~I think~~^{but} they brought me ~~up~~^{up} to \$36~~00~~⁰⁰ or \$37~~00~~⁰⁰, ~~or something like that~~. And so we decided to stay, which I'm very glad we did. But it was interesting that ~~he~~^{Pres. Bryan} contacted me directly, ~~the~~^{to} two presidents, talked ~~me~~^{me} about ~~going~~^{going} up there. So I did not go. President Chandler, like President Bryan had this ~~they~~^{in comma; completely} ~~was~~^{could be} a delightful man when they wanted to be. I mean he ~~just~~^{would} put ~~his~~^{his} arm around you and ~~this, that, and another thing~~^{be sort of fatherly, the}. But ~~he would also~~^{and} I was always in his better graces, I mean I got along fine with him, and he was very nice to me. But ~~a~~^{to an older} man like Dr. Wagner, ~~he~~^{Mr. Bryan} was just as ~~rough~~^{rough} as he could possibly be, ~~an older man~~. And various others of the older faculty. And Dean Hoke ~~you~~^{he} see, he removed Dean Hoke from the deanship in '38, I believe, and put Jim Miller in as dean (~~might have been '39, I've forgotten~~). But anyway, so Dean Hoke then continued as director of ^{the} summer session and head of the department of education. And he died in 1942, I think of a heart attack. We had other men ~~in here~~^{who also felt Mr. Bryan's rough treatment}, of course, that we don't need to go into ~~the~~^{that} people in the education field. So that's pretty much the story. Now is there anything else that I can do?

Emily: We only have a few minutes of tape left, so we'll have to save Dr. Pomfret for another time, but what would you say was Dr. Bryan's greatest contribution to William and Mary?

Marsh: Providing a genuinely better cultural atmosphere. He made William and Mary respectable, ~~and~~^{and} gave it some of the old Richmond cultural flavor.

~~culture and really gave it the~~ He capitalized on the old Virginia history of William and Mary, whereas ^{under} ~~did other~~ President Chandler who ^{be} ~~it had begun to dissipate it,~~ you see, into this new institution serving the general public in all ways with professional courses and so on. So President Bryan came along right with that. Now this is the main thing that he did. He "culturized" us and made us made us feel more -- I don't like the word ^{feel} ~~gentile~~. But this was true. We felt a little more respectable and began to attract a higher type of student from a cultural standpoint.

Emily: He raised the prestige, in other words?

Marsh: He raised the prestige of the school in a social and cultural sense. ^{ed} And providing some academic strengthening with these fine young men from Harvard, who were very good. I mean it was important that we have this. And we've been up there since. Then, as you know, Mr. Pomfret came in, and his great contribution ~~was~~ a very simple, ^{one} ~~was~~ and that ^{was} ~~was~~ that he really developed a genuinely scholarly ^{atmosphere,} ~~approach~~. He was a true scholar. He was weak in other ways: He was not, ^{really} a good administrator and not the man to really face up with a lot of things, ^{unwise} the athletic situation in particular, which got completely out of hand under ^{unwise} ~~alumni~~ pressure. Yet he was a genuine scholar and helped so much. He helped me get the grant from the Rockefeller foundation, for example, for the Hampton Roads study committee, which was a \$30,500 grant over a period of three years at ^{\$10,500} ~~ten thousand~~ a year -- ~~something like that,~~ which meant, ^{that} I worked half-time ^{The College} ~~contributed my time~~ so that I was half-time director of ^{Hampton Roads Study} ~~that~~ and teacher the rest of the time. This was 1945 when we got that money. But Pomfret was well thought of in national foundations and ^{The academic world} ~~things of this kind~~. So these were the contributions, you can see very clearly, that each of these men

31,500

made. Now Pomfret, of course, found that this inability, ^{or} unwillingness to ^{really} face up to the athletic weaknesses really led to his downfall. If he hadn't ~~have~~ ^{voluntarily} left, he would have had to ~~have left~~ ^{resign}, probably. But he voluntarily left, and fortunately the job at Huntington Library opened up just then, he landed really on his feet, ^{as it} ~~which~~ was an ideal set up. He ~~had~~ made a superb record out there. And he made a superb record here in ~~the~~ strengthening the institute of early American history and culture, of developing faculty research, providing funds for this and so on. And ~~again~~ ^{he was} a very nice guy to work with. He was not at all the arbitrary man. He was basically a faculty-type person and a real scholar, ^{and} contributed a lot. He had experience at Princeton and at South Carolina and various other places ^{before coming here} ~~department?~~

Emily: What was his attitude toward the business? Was it any different from . . .

Marsh: He thought it was important ~~important~~ the way we were doing it, a strong business administration department, but geared closely to the liberal arts. You see, ^{our} that degree during that period was an AB degree in business administration, and we were very closely integrated with the economics department. Now, of course, at the present time this isn't the case. The business school of business, ^{is} fully ^{fac} credited, ^{and} gives a BBA degree (bachelor of business administration). And yet the first two years we ~~still have~~ ~~mean~~ these students are taking regular liberal arts programs. So this is my story, I guess.

November 8, 1974

Marsh: ~~and I love the bass part on the hymns. So that's the way it is.~~ Now as I understand it, you're particularly interested in the period of my deanship.

Emily: Right, right. And to go back just a little bit to set the stage, I thought perhaps we could start with the troubles leading up to Pomfret's resignation and Chandler's becoming president that would be a good starting place.

I was here through all of it.

Marsh: I was on leave of absence (lived in town and commuted to Richmond)

in 1949 and '50 because of ^{was} the coordinator-consultant of the governor's advisory council on the Virginia economy and worked with ^{three hundred} about 300 people throughout the state who were on various committees of this council. I was the coordinator and did a lot of the writing or editing of about ^{twenty} 20 different reports particularly aimed at why Virginia's per capita income was so much below the national average.

Several of the ^{prominent} government, business men and government leaders (the governors themselves) were very much in back of this, and our reports were made to a group of about ^{forty-five} 45 prominent business and governmental leaders, and they in turn, then, were made to the legislature, and ~~many~~

~~of our reports, and~~ ^{formerly} we had a very good man, a newspaper man, who worked with us ⁱⁿ developing editorials. ^{based on a condensation of our reports,} For example, ~~in~~ our fisheries report ^{resulted in} editorials in all the fisheries sections of the state, and we had ^{editorials on our reports on} mineral industries, and forest industries, with general regular resources and physical resources and agriculture, and all these sorts of things. ^{related fields} I was on leave for the year '49-'50 doing that. So things were moving, but nevertheless I was living in Williamsburg at that time.

Emily: You were quoted in the faculty minutes in 1950, ^{AS} speaking of a growing cleavage between academic objectives and the scheduling of athletic events. What was the situation at this time?

that caused you to make that kind of statement?

Marsh: ~~see~~ that '49-50 period, you know, led up to that big explosion in 1951. You've seen of the "faculty manifesto," I'm sure. Well, ~~that what happened~~, nobody knows exactly what happened, but some members of the coaching staff and some members of the alumnae and unfortunately some members of the board were parts of ^{it} that. They were just so ^{hell-bent} ~~held-down~~ to make William and Mary a big-time athletic power, we played ~~and beat~~ Oklahoma, for example, and Michigan State and such teams. And, of course, every team, even moderate-sized colleges such as we were, had a chance in those post-war years to do that because you had this backlog of mature, strong men, some of ^{whom} ~~them~~ had played service ~~on~~ service teams, coming out of the ^{armed forces} ~~war~~ and coming to the college as G.I. students. So we had an abundance, any team could become a Rose Bowl team almost because there was this temporary bulge in the supply of strong, experienced men, and they were a little older than the typical boy just getting out of high school. And so as a result during that period from '47 through '51, when the explosion came, ambitions were unleashed, not only here but ^{at} other places. Wafford had a problem with a coach. Wafford played ~~with~~ the big teams, too. Strange situation. But we were caught with that, and it meant that rescheduling with ^{on} I'm not quite certain whether we met scheduling of classes, I think I had to do with laboratories and classes and this sort of thing, to some degree scheduling games all over the country, which again would take the boys away from, not only Saturday classes, but Friday classes, and they might be late getting back ^{to} to classes on Monday and all this sort of thing. ^{It} was a part of the overemphasis that developed, and so this was a serious problem. This was before I became dean, you see, that I spoke that. So in 1950 we were just in the ^e hayday of this type of thing, and it was approaching the crisis.

? build we ...

Emily: There was a general faculty concern about this, ⁻⁻⁻ this wasn't limited? --
I mean this was an obvious problem.

Marsh: Yes, it was. It was growing and so much so that actually Dean Nelson Marshall, who was dean at that time, ~~and he~~ ^{he did} made it a part of his business to really dig in, and get into a lot of the facts. There were, for example, changes of high school grades, high school transcripts to make boys eligible. There were boys that received credit for working in their own hometowns in the summer on physical education programs. Now under proper guidance this could be done, you know, playground directors and things of this kind, but there was all sorts of this. The thing was documented in this ^e faculty report and made available. And finally this, of course, I don't say resulted in, ^{President} Pomfret's resignation, but it resulted in the resignation, of course, of practically the whole top coaching staff. It was a very tragic thing because some moderately innocent people were just caught up in it, ^[were] and some real heartaches, involved in the situation, but it had to be done. And it was good for us because we can always look back on that. And so even though we have had strong football teams, I think that the idea that we had ^{we} any problems of that kind now just isn't true. I mean our football players are regular students here. They take regular courses and very frankly do better, ^{work} on the average than the ~~male~~ ^{male} student body, ^{as a whole}.

Emily: At this meeting when you made this comment a committee was appointed ^[the situation] to study it, I wondered if this was the beginning of Dean Marshall's investigating it?

Marsh: It was a part of that, yes. It ^{was} certainly concurrent with it.

Emily: Right, because ^{he was the one who broke} ~~people beforehand~~ the whole thing open.

When was it that you first found out about concrete malpractices, the ones you've just spoken of?

Marsh: Well, it was coming gradually. Indeed, it began, you might say,

with the bringing of Mr. Voyles here in 1939 and ~~in the years~~ ^{we} had one of our great teams ~~in~~ the fall of 1942 ~~team~~. ^{This was} There we had just a

tremendous team, several all-American players and so on. And this was ^{the} beginning. ^{Some of} These boys were paid ~~much~~ more in the way of scholarship ^{and other} help ^{than they} ~~and more people faded the college faculty~~ ^{should have been}

Even President Bryan was in back of it and thought it was great stuff. ~~And so you brought in these great people.~~ Mr. Voyles moved on during the war years. There

were some private personal matters affecting him that never were made public, fortunately. And so he got a chance to go to Auburn and then ^{to Canada}

~~went away~~. But Rube McCray, ^{a was} his assistant, and Rube stayed on. He was here ~~here~~ even during the war period and kept up somewhat of a program.

Obviously during ^{the} a war itself we just carried on what you might call like Freshman teams, you see, because that's all we had. ~~But then, of course,~~

~~as beginning in the fall of 1946, I would think,~~ ^{with it} The fall of '45, there weren't enough of them back to do too much ^{work}, but the fall of '46 we were really in the big-time and moving on, '46, '47, '48, '49, '50. - And

they became increasingly arrogant. But it was all started back there in those early years. Now when President Pomfret came here in 1942 or

~~'43. I've forgotten which, '42 I guess,~~ he (I know it was common knowledge) he tried in a way to figure out what was going on, and he soon learned

he was up against something right in his Board. There was ^{ex} access; The Board had a committee on athletics that ^{was} were in direct touch with the

coaches here ~~and this type of thing~~. And Mr. Pomfret, instead of fighting it, as I think ^{later} he wished he had, ~~he~~ more or less turned his back on

it and said, "Okay, let them run the athletics and I'll run the College."

So this is pretty much what happened during that whole period when he was here. And of course, as anybody could have really told him, that type of thing never works. He was a very fine man, a very good scholar, highly ^{qualified} academic man and so on. And he went on, you know, to the ^tHuntington Library out there and is known as a very fine historical scholar and writer. I found him a very fine man to work with in academic activities, and so on. But he ^{just} in effect, turned his back on that and said, "Okay, if that's the way the Board wants it, they're my bosses." And so he didn't have anything to do with it.

Emily: To make a long story short, in the summer of 1951 McCray and also the basketball coach resigned, and then Pomfret resigned in September. He said he felt he did not have the confidence of the Board of Visitors.

Marsh: That's right. But he also had an ideal job for him ^{at the Huntington Library}. That job is the type of job he had probably been looking for his whole career, and to move into that and live with it for the rest of his life was wonderful. He landed on his feet.

Emily: Yes. Then the faculty issued the ^{if} Faculty Manifesto, which apparently did not set well with the Board of Visitors.

Marsh: ~~No~~, it didn't.

Emily: What was the Board of Visitors' stance? Did you get the feeling perhaps that they were trying to put the faculty in their place, not only from the Manifesto, but from their later action?

Marsh: This is right - that there was poor communication. A part of it was due ~~to~~ as is so often the case, a little over-^{to}zealous, ^aovermilitant leadership on the part of the faculty and over ^fresentment on the part of the board members, but there were some board members that ~~were~~ just shouldn't have been there. ~~But the old William and Mary -- and frankly it still goes on in other colleges, not our college to any degree.~~ I don't have any worries about the current athletic situation

here now. I think we simply aren't going to turn our backs on a legitimate program for this college. There are just too many alumni and friends and even students involved. There's always a militant group of students and faculty who say, ^{if} Look, any weekend, we can cut the throat of ~~the~~ ^{> fine, >>} football ^{fund?}. You didn't have that problem at your college?

Emily: No, Not at all.

Marsh: But at Chapel Hill and North Carolina State, ~~and yet there,~~ they're first-rate, legitimate institutions, and Duke ~~and~~ ~~g~~ has done the same thing. Wake Forest can't quite get up there.

Emily: I went to Wake Forest one year and I know.

Marsh: They try, you see, to compete with the others, and they just don't have the resources to do it. Now for example, they lost all their games this year and last year, too.

Emily: Yes. It's ~~a~~ hard.

Marsh: They ought to step down to the Southern Association, ^{and} ~~and~~ we ought not to try to go all the way up to the other institutions, ^{problem} And yet it's a difficult ^{problem?} There's no easy way out.

Emily: Right. The alumni will never stand for it ^[at Wake Forest].

Marsh: They certainly won't, ^[at William and Mary] And the Board won't, either, ^{The Board,} there are many alumni on the Board, ^{And yet they're good men.} They're not -- we had some men back there who really were just blind over it. They were so dazzled by big-time football that they thought it would keep on forever. ~~And of course,~~ ^{the} only reason we were able to do as well as we did during that period was this great surplus of potential football players who were comparable to the people, ^{who were} in the pros. ^{They had} ~~Have~~ the strength and ^{have} been playing football for years, and even though they didn't play football in the service they were doing their physical work, and so they were in general fine physical condition, ~~and~~ ready to go.

Emily: When and how was it that you yourself first found out that ^[A.D.] Chandler had been elected President by the Board of Visitors?

Marsh: Oh, at the faculty reception that acting President Jim Miller was holding over in what is now the Ewell Hall, the old Phi Beta Kappa Hall. We were over there, the whole faculty and their wives were there, and Mr. Miller got a telephone call. Well, I think he got the telephone call from Mr. Chandler that he was coming down the next day, but he had been elected that day.

Emily: This was, do you remember, was this on, ..

Marsh: Yes, it was ⁱⁿ ~~about~~ October, I think it was around October 9th or 10th, and I think it was October 11th, as I remember, or 12th, that he came down here and was sworn in.

Emily: You said the other day that you were at the swearing in at the faculty meeting that morning Dr. Miller announced that any faculty ~~members~~ members who cared to attend were invited. By having him sworn in in the President's office, it didn't seem they were looking for a very large crowd.

Marsh: No. It was a very brief occasion, it was no big deal. The idea was that this was an emergency. You see, President Chandler had been told by the Board that the faculty were virtually in an anarchical situation and they were meeting all the time instead of being in classes. And so he, in effect, was led to believe by them that he was to ride in on the white horse with the firm hand and be the great knight that would bring order out of chaos. So he, the Board, did a very poor job on him, and yet he kind of liked that idea, and he came and he found that it took him a long time ^{to} realize that basically this was a very fine, respectable, orderly faculty. Our meetings were just as orderly as could be, and we didn't slight our classes to have these meetings, very rarely there might have been one or two meetings, ^{for} a really emergency, of course. But I was one of a group, you see we went ahead, and our first job the Board indicated that

that one of our jobs, we tried to communicate with them. And we did to a degree, but ~~not~~ they weren't happy about it. They knew they had to have some contact with us. And so they encouraged us to go ahead and recommend to the Board one ^{of our number} member as an acting president for an indefinite period. That sort of left the impression that it might probably be as much as a year. And so we went to work on it and ^[had] three nominations from the floor. There were, I guess, ^{eight} 8 or ^{ten} 10 of us that were nominated, and I think that group then was made ~~then~~ a sort of steering committee to go ahead and really discuss the whole matter further. ~~And~~ I think that group then finally decided that Jim Miller was the man. I was on that group, I was one of the names, one of the people suggested, nominated from the floor. I don't remember the number now, ^{ten} 10 or ^{eight} 8 -- something like that, but it was in that neighborhood. And we then had several meetings. ~~Are we on tape, now? Well, I was going to mention one other thing, but I don't think I will, I mean a personal thing that not of effect. Well, I will and then and then take it out of the transcript.~~

Emily: Okay.

Marsh: ^{Fowler} ~~It was this that for example, Mr. Farmer was one of the people nominated, interestingly enough someone was best friends. No, I don't think he could be, should be president because of his wife. Ted was a very lovely person but a tremendous gossip, tremendous talker. And she just had no limitations on her tongue at all, and just felt as a president's wife, ^{or} exacting president's wife just wouldn't work, rather tragic thing, you see. Now we can take that out.~~

Emily: Yes, that will be taken out. That can be done.

Marsh: ~~But this was an interesting thing to show the care with which our faculty~~

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~~went into looking at all these things.~~ Well, we decided, you see, Jim had been academic dean from 1939 to '46, I believe, something like that. And so we felt he did have this background of administrative experience right here at the College and would be, of course, our best man. We were united in saying that he should be acting president. And he had been in, you see, just about one month when ~~this~~ he went out of office. And of course, Nelson Marshall had been dean for just two years. ~~Charlie~~ Sharvy Umbeck had been a very strong dean here, succeeded Jim Miller in 1946 and was there until 1949, and he then became President of ~~Knocks~~ College and remained President of ~~Knocks~~ College and was noted as one of the best in the country for ^{twenty-five} 21 years. Then he died of a heart attack here about a year ago. But I knew him very well and kept up with him, ^{all} through the years.

Emily: You spoke of a sense of a crisis, sense of emergency, and you were on a fact-finding committee that Dr. Moss was chairman of later on that year that criticized the Board of Visitors for creating the impression, I believe was the wording ^{of} in the report, that there was a crisis at William and Mary.

Marsh: That's right, When there was no crisis, ~~the~~ College was moving right along, ~~operating~~ ^{ed} we starting that new year smoothly in spite of the football team business and so on and turned it over and had a new coach who came in, Jackie Freeman, I think, was made coach, as I remember (an alumnus of the College), and we moved ahead and played ~~as~~ schedule and turned around and did pretty well.

Emily: You were also on a committee that was appointed in that fall called the Faculty Committee on Control of athletics that was supposed to explore

the statement in the Manifesto that the faculty should control athletics.
Would you comment on that committee report?

Marsh: No, I don't have too clear a picture, but we moved ahead to see that we eliminated the absolute lack of any faculty control and any real control before. There was nominal faculty representation on the committee, but we did set up this committee, and we worked with that and frankly made a transition to a good situation, that always did pretty well athletically, and they worked out quite well academically, as well. We made the transition. But I'm very proud of the general role of the faculty during that whole business. They brought it to a head and made the statement which went of course, which was widely publicized throughout the country, and it was good for all colleges because many, many of them were in the same situation. I found that Ford had almost an identical situation down there with the coach and with alumni and with boys who came in there who had no business being in college at all. And this was true in college after college, because there were plenty of them, and they're all lit by the Rose Bowl bug. So we moved in and we stayed with it, and to a considerable degree we had faculty control of athletics since then (to a degree). But now there's faculty and faculty. Many faculty type who are strong athletic boosters, I am, of the right type. . . . Alumni contacts with the boys who have been here, and as I have said I have had a very fine experience with most athletes. Now back in the first couple of years I was here, actually one of the administrative officers who is no longer here, who is dead as a matter of fact, he actually came to me and talked to me about a certain several boy in my classes who was

getting an F in my class. And he said, "Now he's an awfully good football player and everything, can you do something for him?" or something like that. But that never got anywhere. That man left shortly thereafter, and that was the only time I ever had anything of this kind happen at all. That was way back in 1931 or '32. But in later years we've . . . we have had this. I remember that Marvin Bass, who later became coach and Director of Athletics at the University of South Carolina, he's, I think, in the pro field now as an assistant coach, associate coach and so forth. A nice person, alumnus of the college, and his wife was, too. But they had while he was here right in those years and all the years before, they did quite a job of picking courses for the boys. And they canvassed pretty much who were stiff graders and this sort of thing. Well, that is all ended now. They got some advice and so on, but they come in, and they have to work at things just the same as anybody else. Relatively few of the football players now are physical education majors. Their majors are in other fields. I've had many of them in business administration. They were some of my very best students. I may have mentioned to you the other day, I don't know, but David Knight, did I mention that, well, David Knight, of course, is presently our most famous athletic alumnus because he is a regular wide receiver. — Do you know what a wide receiver is?

Emily: Yes.

Marsh: A regular wide receiver for the New York Jets, catching Joe Namath's passes, and David graduated here two or three years ago, I've forgotten which. He's one of the absolutely most finest, most cultured young men I ever had in my classes. So much so that, as I mentioned to this class the other day that I was teaching while Professor Jones was