

was sick, I mentioned this that I used to we had quite a lot of case materials to write up and I would turn over some of his papers to my wife. I remember sitting there and she'd be here, and I said, "Toie, look at this." For a college student, penmanship lovely, word structure, word choice, sentence structure, use of three-and four-syllable words, which many college students don't use or use them wrongly if they do, but absolutely just perfect. I mean, his thinking, he only did B work with me in the course. Of course, principles and of managing ^{was} in the football season, and he was very busy, ~~and so on~~, But ^{he was} so intelligent and had had apparently an excellent high school background. This is what I mean. I've had other students in my class, (in that class) that had ^{an} "A" as athletes. I had Steve Regan, a quarterback who started ⁱⁿ the fall as fifth-string quarterback in his junior year, I think, because he was so little, and others weren't doing well and got injured, and he went in and he became a star. He only weighed about 150 pounds. His ^s brother ^[is] Terry Regan, who is now a junior or senior boy that kicks our points after touchdown. But here was Steve Regan, who was too little to make the team really, but he hung on and finally got his chance, and he turned out to be just a pinpoint passer, and he even made a lot of yardage. He was so small he could get behind our big center and then ^{make} get a lot of yardage through the line. So I've been, and then Steve was a strong C+ ^{plus} student with me, and I've had good luck with him in attitude. They were prepared. ^{They are.} As a matter of fact we have not lost a student ^[-athlete] in the last two years here for academic deficiency.

Management

Emily: Moving away from athletics now, how was it that in the winter of 1952 you became the dean of faculty?

Marsh: Well, actually in the fall President Chandler came here, of course, he didn't know me from Adam, and I didn't know him from Adam, either, but I made his acquaintance then, and he knew I was a department chairman, and I was on this athletic committee, and he checked through things, as you could have, I had been for years in these positions. I had been on leave just the year before and worked for the state government and so on. So he knew who I was, and Mr. Miller, of course, he was desperate. (President Chandler was desperate) that very first day when Marshall submitted his resignation. He had no dean. So he asked Mr. Miller, who was the acting president and had been a dean before, if he would please, temporarily until he could work things out, serve as dean. So Jim did. Now Jim has been rather frail, ⁱⁿ health emotionally in many ways, ~~nervous health~~, a superb teacher and a very fine scholar. So he agreed to do this. But of course, it became a very, very difficult type of thing because with the new president who knew nothing about college activity really, He had taught physics, I think, at the naval academy years before, but his whole experience was Naval Academy and military experience. And of course, being his father's son, you know, his father had, of course, been here, and he grew up, well, actually he was away in the Navy much of the time his father was here, so he did not know too much about it. But ^{anyway} actually he knew how his father worked and so as a naval officer his whole experience was bingo, make decisions

and tell the people what to do ~~and~~ send them a directive. So when ~~the~~
he came coming in ~~and coming in~~ with the feeling (I think he had clearly been
 misled by ~~board~~ members) that the faculty was in chaos and they absolutely
 needed a strong hand and so on... One of my businessmen friends at
 Rotary Club last night got to talking with me and said, "Don't you
 think that Alvin Chandler was the best president we ever had here at
 the college? Wasn't he really the man of the hour, the man that was
 really needed at the time?" And I said, "Well, I think very highly
 of President Chandler in many ways. I worked closely with him, but
 I certainly cannot buy that, because he was not the best president the
 college had." He created as many problems as he ^{solved.} ~~sought~~ But on the
 other hand, who should have come in? I don't know. Maybe he was the
 best president at that ^{moment} ~~point~~ because it kind of ~~crystalized~~ ^{crystallized} issues, and
 so that may have been the case. And so this is why I had to disagree
 with him, quietly, but he is sort of a bombastic chap who
 doesn't know much about college work.

[Chandler and Marsh] [he]
 So we got acquainted, and knew that I was a responsible member of the
 faculty ~~and so on~~ and had considerable administrative experience.

And so as I indicated the other day to you, ^{that} on New Year's Eve or New
 Year's Day, ~~New Year's Eve~~, I think it was, ~~or maybe it was the 30th~~, at
^a ~~the~~ reception over at the Nelson House in Yorktown, ^{that I} Mrs. George ~~Blair~~ Blow
 gave (the whole faculty ^{was} were there), He buttonholed me and ~~pulled me~~
~~over~~ and he ^{said} ~~says~~, Now Dr. Marsh, he said, "I'm up against a problem."

Mr. Miller has real health problems and feels ^{that} he can't stay on until February. This was the plan that he would stay on until the ~~February~~ Board meeting ~~of~~ the first week in February. And he said that he ~~was~~ ^{MOST} certainly ~~he~~ can't go on beyond that. ~~At that time he said, he goes~~ ~~out of office in February, and he will not continue on, he has health~~ ~~problems, and so on.~~ And he said, Now, I know this, ^{may} ~~might~~ be a surprise to you, you may want to think about it, you may want to talk to your wife ~~and so on,~~ But ~~he said,~~ I have looked around, and I think that probably ~~that~~ you would be the best person to come in as the ~~Dean of~~ ^{the} Faculty. Well, I was bowled over, of course, honored and pleased, in a way. So I said, Well, I'll certainly think about it and talk to Mrs. Marsh and come in and see you the next day or the following day or ^{en} whatever it was. And ~~so~~ ^{she} ~~did,~~ ^{to accept and} and I decided, my wife said, Well, ^{of} yes, sure, go ahead."

I don't know whether I told you this or not, ~~the previous~~ ^{just the} previous ^{spring} (the spring of '51), I had been invited to become a candidate for the ^{presidency} of Bowling Green State University in Ohio. My name had been [#] thrown ~~out~~ ^{into} of the hopper by one of my friends who had gone to graduate school with me at Illinois, ^{and} who was chairman of the department of economics ^{of Bowling Green.} And their dean, who was chairman of the faculty ~~of~~ selection committee (screening committee), came down to see me along in March, I guess ~~for so~~. So it worked out that I was asked to come up for an interview. Well, I was sort of misled in a way. ~~My~~ Bowling Green was originally a normal school, you know, like Fredericksburg and

~~like Frederickburg and~~ Radford and Longwood, ~~and things of this kind.~~ And

I found ^{out} later on that the Board had insisted that this screening committee bring in at least two names so that they would have a choice and not just say, "Well, here's our candidate, take it or leave it."

Well, I found ^{out} later they ^{had} pretty well decided on a man from North Carolina, by the way, ~~I think McDonald, I believe, or something like~~

~~that was the name.~~ Very dynamic man in the field of professional education. He was pretty much their first choice, but I was the ^{stalking} ~~stroking~~

horse. They didn't let me know that, you know. And so my family got all concerned and we were interested, ~~and~~ I was sort of ambitious ~~and so~~ and interested in having wider responsibility, so we went up there.

and they entertained ^{us} royally and met all the faculty and visited a lot of people and asked a lot of questions and so on. Then a few days

after ^{we got home} ~~that~~ I got a telephone call from this friend of mine, ~~that well,~~

He said, "I know you're probably disappointed but the Board has selected this other man." My little girl went out ^{in the garden} and cried. She ^{had} thought I ~~was~~ ^{was}

going to be president, it's the most fortunate thing in the world that I didn't go because ~~it went on~~ and he stayed for many years, but he had

~~terrible~~ student ^{riots} ~~drives~~ and things of this kind, because he became very unpopular toward the end of ~~his 15 or 20~~ ^{the 15 or 20} years, that he was there.

And it became a large, ~~what we call~~ ^{class} a second ~~rate~~ state university. It is sort of like East Carolina, you know what I mean? I don't want to

^{throw} ~~show~~ ^{what} off on it, but I mean ~~that~~ ^{is} it moved on out real fast and it began to give doctorate degrees ~~and everything else.~~

Of course, they're a reputable institution in the Ohio State system. I would never have had the wonderful experience that I had at Wofford, which was much more my

This Bowling Green incident

style of college. So anyway, I think President Chandler had known about that, too. So that was a part of the ^{reason} ~~fact~~ that I was considered for ^{the} ~~this~~ position ^{of} ~~the~~ ^{Dean of the Faculty.} ~~the~~ Faculty accepted ^{that} ~~my~~ election, I think, ~~well~~ I was welcomed by them. I was able to be a real help to President Chandler in softening some of the antagonism that existed between ^[the faculty and Chandler] ~~them~~. And I had to take over, though, on (as I think I told you the other day) about January 10th because Jim Miller ~~just~~ ^{was} virtually cracked up. ^{The doctor} told him he just had to stop everything that he was doing, ^{and} get out of town for a rest. So he and his wife went ^{on} ~~down~~ to Florida, I believe, and were gone for three weeks or so. I moved right into that office, ~~with~~ his secretary was very helpful. [I thought the other day, and it could be that this is something that we don't want to put in, but ^{ma} ~~Aly~~ Newberry had been brought in by Dean Marshall as secretary and ~~then~~ had worked those two years, you see, there. ~~She may have come in under Dean Umbeck, I think not though,~~ and then worked under Dean Miller and so she was in charge of the office. Then she was my secretary all the time I was there six years. In many ways a very fine person, but she had difficulties. Then when Mr. Jones ^{Succeeded me} ~~came in~~ the difficulties became very severe because, of course, she had her own family ~~difficulties~~ ^{problems}. ~~with a mother that was very domineering and so on.~~ So she tended to be domineering toward other secretarial help that we had and really in some relations with other faculty ~~and so on,~~ overprotective of my office and this type of thing. So she just worked herself out of a job, she had problems, and she went to other places and finally was in the state system and was really secretary to a man who became ~~President of R.I.~~

Don't you think you should be doing this?

R.P.I. in Richmond wasn't working out and then came down here expecting she could step right in to a senior position at the college. It didn't work. She and her mother are here and her mother is ² retired hostess ^{for Colonial Williamsburg} and was divorced as ^{Alma} a young woman. So ~~she~~ didn't have a normal home life ~~Her father died and had become an alcoholic. His friends in South Carolina said he became an alcoholic because of the Virginia lady he married, but anyway. This was there.~~ So I was helped by Alma ^{who after} Newberry ^{and is not employed by the College} Newbury, I was helped by being there. She lives in town ^{It} could be that she could shed some light on it. But I'm afraid it would be so warped by her own experience and the fact that she's never obtained the job and has had some mental health problems. So it's rather tragic biproduct of this whole thing.

[secretary Alma Newbury] I came in on January 10th, and she ^{very} was helpful, and then the Board elected me as ~~Dean~~ ^{not any "acting" but elected me as Dean} at the February ¹⁹⁵² meeting. I stayed on until my resignation to go to Wofford. So that's how it happened.

Emily: You were speaking the other day of this. What qualities would you say this situation called for in a dean of the faculty at that time?

Marsh: Of course, the main thing, I had to be the reconciler between the members of the faculty (many of them leaders of the faculty) ^{who} they were hostile to the President. ^{As a matter of fact} By effect ^{virtually} no one on the faculty was enthusiastic about his ^{coming} company ^{under the circumstances you can see how that would be. Some were very vigorously opposed and just decided that it was a complete mistake and didn't see how it could ever work out.}

the College

Well, I knew, and I found as I worked with him, ~~he was~~ ^{that} no man was ever a harder-working ~~man~~ and more devoted ~~to his father~~. He, of course, had his affection for his father and knew that his father had helped build it, ^[the college] and he sort of felt ^{and} that the Board had led him to believe that the time had come for another strong Chandler to come in and make his mark. And he did do this. He opened the way for stronger financial support to the college by the state. He went up there, and he really made progress ~~and in~~ ⁱⁿ ~~getting~~ things started so that Mr. Paschall could come along and have ~~this~~ ^{his} glorious ten years. You've seen this, of course? [Mr Marsh pointed to a copy of Highlights of Progress, 1960-1970.]

Emily: Yes.

Marsh: But Mr. Chandler got things started that way. ~~The~~ One thing about ~~him~~ ^{him is that} he ~~is~~ ^{was} a man that never did any delaying or postponing. ^{He'd get} He got an idea, and he would go to work on it right away and would force it through if he could. ^{He'd win acceptance by --} He could be (and he was to me ~~and could be~~) a very charming person and ^{had an} absolutely lovely wife who was very helpful to him in smoothing him and even went with him and did a lot of driving for him when they went on trips because he worked ^{# (so)} so hard, many hours, that he would have a tendency to go to sleep on the road. So she did a lot of his driving as they'd go out ^{for} talks to alumni groups and things of this kind. But they had no children. They were very gracious entertainers at the President's House.

and he could be just as gracious and thoughtful as could be at times. Then he could just turn on you when he thought things were coming to a head and just be a very difficult to work with, ~~even though you were working with him.~~ I think I mentioned the other day he looked at me a time or two and said, The trouble with you Chuck is that you're just

He approved, I'm sure of

Baseball Player's Manager

too nice. ~~So you may have heard~~ ^{part of the idea -} the quote from Leo Durocher,

"Nice guys finish last." Well, of course, in the college teaching world you're working ^{with} people ~~who work with college teachers~~, you don't ~~key~~ ^{achieve} success ^{through} ~~to~~ forcing college teachers and order ^{ing} them around. They have to be attracted; They have to be led; They have to have a feeling of confidence in the persons that they are working with, the presidents, the deans under whom they are working. I was conscious of this, of course. While sometimes you lose speed in achieving some solutions to ~~a~~ problem^s in the long run you gain through it. This ^{was} ^{big} ~~is~~ the difficulty of ~~the~~ president ^[Chandler]. He never won the support of the faculty. You would just get going, and you'd be all ready to say, "Isn't he a wonderful person?" ^{By} His father was the same way. You'd get the feeling, "Well, think of what this man is doing for the college, and then, bingo, he would do something utterly arbitrary and petty. They'd get so angry with particular individuals. In a way Mr. Nixon did some of this same sort of thing. This was some of ^{Mr. Nixon's} ^{his} problems with getting up his list of enemies, you know, ~~and this type of thing. And with Congressmen, he~~ ~~did the same thing with Congressmen that Chandler did with faculty. And Presidents have to work through Congressmen, they have to lead them and so on. This is where Johnson~~ with all of his weaknesses, ~~he~~ knew how to work with Congress. Mr. Nixon, poor guy, didn't. This is where a lot of his difficulties came, with Congressmen and cabinet members, ~~as far as that's concerned.~~ He worked with these ^{young men} ~~guys~~ boys that he could ^{command} ~~achieve~~ complete loyalty ^{from} you remember, ^{these} ~~this this is the Madison Avenue boys, the men who came in, and this proved to be his undoing.~~

Emily: What did the Admiral expect of his faculty?

Marsh: Well, he expected them to just move ahead and do everything possible to improve the College in terms of his own frame of mind, in terms of his own philosophy as to what was best for the College. I don't believe there was too much real conflict in basic objectives between the president and the ~~College~~, but there was tremendous conflict in short-term ob-

Faculty
Could you give an example?

jectives and the means of achieving the objectives. And of course, I mentioned the other day he would have grandios^e patterns^{of} quickly¹ doing ~~the~~ job,

one in particular that I had to really lock horns with him on ~~and that~~ was this business of trying to set up a school of business which would include the Norfolk Division and R.P.I. and would have a dean of the

School of Business here who would in effect be boss of these things, ~~and~~ ^{Business Administration programs} ~~sort of~~ ^{at all three places} have a ^{sort of} sub-dean ~~down~~ ^{in Norfolk + Richmond} in those other places, but working under the dean up here. ~~And~~ you just can't work that way. And of course, we

weren't ready. I felt and the faculty in general felt that we were not ready to move to this much of a professional program at that time. Our ~~school of business or our~~ department of business here with a related

field of accountancy. ~~This is the way he worked it out and worked very~~ closely with the economics department. We were doing a good job. We were a strong outfit, ^{and} by ^{time} in large, for the ~~time~~. We simply were not ready to leave all of that. We had won the battle finally of relating this

important professional area, business management, to the liberal arts, because we continued it within the pattern ^{of} ~~within~~ the liberal arts. ~~the~~ first two years our students were exactly the same as the students in any of the major fields. And even in the last two years they were encouraged to take work in the other fields. Indeed, ~~in~~ instead of putting in

certain special courses in ^{fields in} which we now have courses (in behavioral science courses in management), ^{for example,} we would ask them to ~~go~~ take sociology and to take ~~liberal arts~~ ^{government} and philosophy, and psychology courses, you see, ~~to take these~~ outside the department, ^{of business administration} whereas the school tends to be ~~self-contained~~. True, you may take courses outside, and our ^{students} boys do that even now, but it's a different situation, and yet we have now reached the point where our courses in the school of business (a good school of business) are so affected by the social sciences and the natural sciences, mathematics, and so forth that really we are working with them, but we are developing our own courses, ~~working with the approach~~ ^{to} this material. We were ~~ready~~ ready for it by 1968; We weren't ready for it in 1954, ~~or~~.

Emily: You mentioned that this was one of the occasions when you and President Chandler disagreed. Was he willing to take ^{the} advice of his deans?

Marsh: Not if it completely opposed any of his pet projects. If, on the other hand, he was feeling his way in marginal situations, yes, he would take advice there. But he would be more likely to come along and say, "This is my decision, ^{which} ~~which~~ is all right. He was the top officer of the [at Wofford], College; I have no objection to that. But there, during my own presidential career, ~~nothing~~ I enjoyed ~~more~~ than to call attention to the fact that this is a contribution of such-and-such a faculty member. But of course, ^{Wofford was a} that ~~was a~~ smaller college, ~~there at Wofford~~. But even so, I feel that the president is a coordinator and a leader, and I do not like (I've never liked) college presidents who have gone out and said, "You see what I have done," ^{yet} And many of them do just that. And many people

q want to do that. They say, Well, isn't he a great president, when often times he's been a great president because of the way in which he has chosen people and worked through them and got things done and given credit to these other people.

Emily: You mentioned the other day that Chandler did not often meet with the faculty--was this part of ^{the} ~~his~~ whole problem?

Marsh: I think so, yes. Well, I think he ^{felt} ~~thought~~ that it was better not for him to do that. Now he did come ⁱⁿ ~~again~~ on occasion. My memory is a little foggy on that. I think he came in fairly often, but he was not [#] the presiding officer of the faculty. ~~He~~ ^{the} I was presiding officer of the Wofford faculty. ~~Down there in a small college, you are.~~ But of course, now (particularly at William and Mary when we're set up with our separate schools) the President is always welcome and the academic vice-president is welcome, but when the faculty of arts and sciences meet, Dean Fowler was presiding, ^{Quittmeyer} And Dean ~~Whitman~~ ^{Quittmeyer} presides as dean of the school of business, and Dean Brooks did ^{preside} at the school of education meetings ~~and so on,~~ ~~you see.~~ This is ^{the} a normal thing for deans to ^{preside} at meetings ~~but~~ but the college was a unitary college, and I ~~think~~ I believe Pomfret presided at the faculty meetings, isn't this right?

Emily: Yes.

Marsh: But you see, President Chandler did foresee the fact that we were growing. As we were growing we were really becoming more of a university. He and I were in that rocky period of moving toward that status, you see,

which did not really come until after the expansion of the college and particularly getting more money, ~~and so on~~. We were a college of liberal arts with a few professional fields, ^[with] but the professional fields closely geared to the liberal arts program. Well, we still are in that situation compared with many institutions, but nevertheless we do have the separate *professional* schools now.

Emily: During your period as dean of ^{the} faculty the question came up more than once about faculty morale, and a gentleman who later became a member of the Board of Visitors wrote a report to the Board of Visitors that the faculty had the mistaken idea that they were to determine policy. Also, you were on a committee that set up the faculty advisory council, so ~~he~~ was wondering ~~what sort of a role~~, how would you refute this man's statement ~~that the faculty did have this idea?~~

Marsh: Well, I would say this, that the faculty did have the idea, ~~unlike~~ and rightly so, of determining academic policy, and they should have it, always recognizing that they act as ^{a recommending} ~~an advisory~~ body, the Board may overturn ^{them} that, because to the degree that academic policy involves additional financial obligations, ~~and~~ additional faculty and new building, ~~and all this sort of thing,~~ ^{and} a new public image, ~~will quite obviously,~~ the Board of Visitors can't abdicate final authority. So the faculty comes along with ~~recommend~~ ^{action} ~~every~~ things. Now the situation should be developed in such a way that there is a clear understanding of this. Even at Woford, ~~there~~
~~we~~ we knew that any major curricula change, any major developments in the area of student affairs, ^{etc.} ~~and all that~~ would eventually ^{have to be approved by} the faculty,

would ~~approve them~~ subject to approval by the Board. And there need be no conflict there. And this man, I think that he was thinking that in terms in part of the athletic situation, ^{when} where the faculty really issued its manifesto ^{in 1957} and came out... This rangled of course, in the eyes of the Board because the faculty had to take this position because

^[members] the Board simply were part of a ^{promotional} conspiratorial group at that time, ^{to emphasize athletics.}
~~The Board were really strong builders-up of that, very frankly,~~ the young man who took my position as President at Wofford, Paul Harden, who had been a professor of law at Duke ^{and an} extremely able person, ~~he~~ accomplished an awful lot in ^{his} four years, so much so that he ^{at Wofford} was well known ^{was the best} president of S.M.U. He lasted at S.M.U. two years ^{as} when his ^(in effect) resignation was requested because he dared to ^{question the big time emphasis} ~~again athletic~~ ^{SMU.} ~~SMU.~~ ~~SMU.~~ ~~SMU.~~

~~Bearing on it, could be the spark of other things also that happened.~~

They had a ^{seventy-two} ~~72~~ member Board of Trustees, and then under that they had a ^{twenty-} ~~20~~ member ~~I've forgotten what they called it, but a smaller~~ Board of governors.

But actually ~~then~~ it was a group of around three to six ~~little~~ insiders who said, This is our college. We're the ones who make the decisions.

They didn't want a president to come in and make decisions. They wanted to make them, especially on big-time football, and so forth. And so Paul, . . .

and yet, as it came out, the young President, he was only ^{forty-one} ~~41~~ when he went there and was ^{forty-three} ~~43~~ when he left, he came out of the whole thing smelling like roses, and the S.M.U. Board came out not looking good ~~at all~~ in the national publicity.

~~Now~~ the University of Texas has just come through a similar situation with ^{a young president who raised questions about overemphasis} ~~the same deal~~ and often times it has been the

~~athletic situation with the same people with money who up there, and you~~

see S.M.U., they've got a perfectly good stadium on their campus, but they don't want to use that; they want to use the Cotton Bowl stadium downtown, where the national football arena ^{power,} This is what ^{built that up,} broke that out. ^{IN MOST OF} This has been a constant threat. The better institutions do not have this threat ^{Administrators and} ^{work harmoniously with their Boards of Trustees} ~~between~~ faculty and Board because there is understanding ~~on both~~ sides, both on the part of the faculty and on the part of the Board as to what the situation is, and by ~~and~~ ^{that and} large, the faculty are ^{recognized as being} in the best position to go ahead and do ~~all~~ the spade work of study ^{and discussion,} and so forth and come up with recommendations as to policy ^{that} that affects the academic ^{and related} activity ^{in clubs and} ~~and~~ that affects athletics, as far as that's concerned to ~~come to recommend it.~~ ^{Faculty} ~~Now~~ they should recognize, on the other hand, that the Board has different responsibilities, and they have to be concerned with the broader constituency of the college. Many faculty people are narrow, ~~and~~ selfish and opinionated as all get out, ~~and~~ usually there are enough faculty ^{members the} so that decisions that come out are pretty good; But not always. And so the Board has ^{the} a final authority, ~~and~~ of course, the Board ^{can hire and fire the} is ~~an~~ entire president. The statement has been made ~~sometimes~~ by one ^{astute} observer of colleges ~~who made the statement that~~ ~~a good board is~~ -- it is impossible to have a strong college without a strong board. It's the Boards that ~~make it because they do~~ ^{the} appoint a president, you see. ^{These same observer also said} ~~And he said this,~~ that very the leading item on the agenda of every Board meeting should be, Shall we fire the President? If not, why not? Well, this is true, ~~you see.~~ It does emphasize the fact that this is the ^{basic function} of the Board ~~thing.~~ The other thing is this, that in general discussions of Boards of Directors, this is true, not just of colleges, you see, that we're talking about, but for corporate Boards also. And the other thing

of the

basic function

It should be emphasized also that a major duty of college board members, as well

As Corporate board members generally

~~is, this, in talking about duties of trustees, duties of directors,~~
~~one of the major duties of directors~~ is to ask discerning questions at every meeting. They cannot and should not get into the details of operation as they try ^{to} ~~and~~ do often times, and overturn things as they ~~do~~ ^{have done at}

various institutions you see

in connection with ~~this~~ football ~~team~~. They had no business ⁱⁿ (the William and Mary Board had no business) getting into trying to build up big-time football on their own with no recognition of the faculty ^{role}.

On the other hand the faculty cannot go ahead and say ^{we} think football should be abolished except on a club basis, or something of this kind.

They can make their statement, but then it's up to the Board, up to the President and the Board to finally make the decisions. And if the Board doesn't like what the President's doing, they can fire him. ~~He has no tenure.~~ College Presidents have no tenure whatsoever, And this is as

it should be. But of course, there are plenty of college presidents who have served ^{for twenty} their 20 years ^{as Chairman} as Chairman, Umbeck did ^{at Knox after serving as Dean at Wm. & Mary,} I served for ten years at Woford until I retired, and we had no ^{near bb} squabbles. And, indeed, we had ~~no~~

it was an ^{era} ~~air~~ of good feeling because ~~(I had a lot to do with this)~~ because this is the way ^{only that colleges can function effectively.} you ~~have to work colleges~~ ~~if's got to be a~~ place ~~of good feeling or you can't do it.~~

Now this doesn't mean it's a place in which everybody ^{just} gets together and agrees ^{on?} ~~the~~ the lowest common ~~the least common~~ denominator, not at all. But you work cooperatively ~~and~~ and get the best fruits of thinking from everybody ~~and come out that way.~~

I think President Graves is doing an excellent job. Of course, he's had tremendous administrative ^{big} experience, and ~~he~~ knows what a president of any organization is supposed to do. And he is doing that, ~~and~~ that is to listen, give everybody a chance to ^{express} their ^{opinion} ~~decision~~ make his decision, pass it ^{as} on a recommendation to the Board and ^{accept fact that} ~~let~~ the Board, and if they

want to ^{Mary} fire him. ~~fire him.~~

Emily: Did you feel that your experience here ~~has~~ ^{the} as dean of faculty perhaps reinforced this belief?

Marsh: Oh yes. I was a far better college President due ^{to} having had this experience. Now I was too old ^{as} I was ^{fifty-five} 59 years old when I went to Woford as President. That's an age when ^{most} Colonels in the ^{have ready} Army ~~are~~ all retired. ~~by then.~~ They're out, considered too old for that. But it so happened that Woford had been through the experience of ^{having} a young ^{for} ~~man~~ ^{president} who had come ⁱⁿ in his early ^{thirties} 30s and there were some real difficulties. He was actually dismissed, although it was ^{up} covered as a resignation. He was there almost five years and this almost tore the college apart.

~~And what they~~ ^{needed at the} ~~college and also relations with the church.~~ He was a man that had a drinking problem ^{even in} in a church-affiliated college this was fierce. He was a handsome, six-foot-five man ^{and bring in} and bring in a dumpy, stubby five-foot-five person ^{liberally quite comedown!} was a ~~disgrace~~ ^{disgrace}. But they knew they needed someone who had a strong academic background, who knew what the academic world was ^{all} about, ^{and} someone who knew the Methodist church ^{and worked} and worked with it as a layman ^{and} and I knew that my job was ^{one of} a hearing, ^{and} reconciling ~~it~~ as it was here ^{at William and Mary} ~~and certainly~~. By the time President Chandler left here and by the time I left, things were moving along pretty harmoniously.

In that way I was successful as a dean and ^{Dr.} Moss, my neighbor across ^{street} the ~~way~~, who was the leader of the ^{"loyal"} faculty opposition, ^{to the president} they had no use for ^{President Chadley} him. ~~he~~ wrote me an extremely nice letter as I was leaving indicating that I had done a good job. I'm not saying this to be cocky or anything like that, but looking at it ^{factually} they needed somebody like me with my experience here ^{at} and Woford had the same problem. I am not a great innovator, ^{and} ^{somewhat} ~~but~~ ^{at}

~~Chandler~~
~~Moss?~~

but I'm apparently a person who sees the need of ^{getting opposing} working with ~~both~~ parties ^{to cooperate}
I ~~told you, didn't I,~~ about my experience with the professor in philosophy?

~~This~~ is what I had to do at both of these places, you see although ^{at Wofford} my
job was very ~~easy~~ ^{were} easy because there ~~was~~ ^{was not} two sides there. It was
just this, everybody recognized that ~~this man~~ ^{my predecessor at Wofford} he did some good things.

He got some ^{new financial} support ~~from~~ the college and so on, ~~but~~ ^{for} most people
~~realized~~ ^{realized} that ^{a change was needed;} ~~well,~~ he was gone by the time I got there and they got
him a job; ~~He~~ ^{they} resigned but actually ^{they} got him a job as vice-president
in a bank ^{local} in charge of new business, and ~~he~~ ^{just} stayed there a few
months and then went on to the University of Arizona. ^{as director of the summer school} ~~But~~ the point was

^{that} I was received ^{at Wofford} with open arms. They needed somebody ~~like me~~ who was not
glamorous and who ~~would~~ ^{had solid} have some academic experience and ability to
work with the church. And that's what I did. ~~And~~ so we had ^{really} a
great period of growth and development in peace and harmony.

Emily: Your last couple of years at William and Mary appeared to have been
fairly peaceful and harmonious, but just before that there had been complete
uproar in 1955.

Marsh: in 1955, that's right. ~~Now~~ this was very interesting. ~~As it came~~
~~out,~~ really Jim Miller was in the center of it to some degree. He had
at least precipitated ~~it~~ ^{by} at that time ~~in~~ smaller colleges ^{generally} (and
I think they were right) had antinepotism regulations, particularly with
respect to husbands and wives in the same department. Now you can say
all ^{you} want to about it, say "oh well, there shouldn't be any problem,"

problem but there is, especially ⁱⁿ small departments. Supposing ~~that~~ there are four people in a department, ~~and~~ ^(including) a husband and wife, ~~is one~~ and ~~the~~ husband becomes chairman of the department, and his wife is one of the three ^{other} members. You've got some extra ^{factors} ~~there~~ that ~~complicate~~ ^{accentuate} the normal friction and problems of a department. And ~~well~~, after Jim Miller, ~~who~~ resigned as dean ^(he kept on) as chairman of the philosophy department, ~~he~~ ^{and} brought in a man named Sidney Room ^(me) about through ~~the~~ with a Harvard ^{P.H.D.} degree. Well, Sidney was Jewish, and he was ^{at another institution} a friend of mine ~~later~~ and a good academic person, ~~whom I talked with later~~, ~~he~~ said, "Yeah, Everybody at Harvard thought ~~he~~ ^{Sidney} was a slob." ~~And he was~~. He was an ornery ^{but bright} sort of person ~~in many ways~~, ~~but~~ he married a perfectly beautiful and brilliant, ~~really~~ very gracious lady. ~~She~~ was Jewish also, Beatrice. She was a graduate student at Harvard. Well, when she came down here, they ~~came on~~, and she wanted to do something. So they made her ^{a sort of} ~~really~~ almost as a graduate assistant, ^{in the philosophy department} ~~and~~ even though she was ~~doing her work~~ and was ~~behind~~ ^{doing} her work at Harvard. ~~And what she did, the~~ philosophy department then, I don't know if they still do it this way or ~~not~~, but ^{taught} Dr. Miller had this marvelous course in introduction to philosophy, ~~degree~~ ^{was} which is really a history of philosophy, ⁱⁿ and a big lecture section of 250 or so and ~~met~~ ^{twice} two times a week, and then ⁱⁿ once a week ~~he~~ had quiz sections, (small groups of 15 to 20) ~~and~~ ^{this proved to be} frankly, ~~it's~~ a good system for a course like philosophy or a course like Mr. Fowler's big, ^{European} history course, ^{Rome} ~~it works in them~~. So they ~~did this~~ and Beatrice ^{was assigned} was assigned quite a lot of the grading work for all the sections ~~and things of this~~ kind. Gradually, she ~~received~~ ^{was assigned} sections of her own, and then ~~she~~ ^{as} moved on,

her

~~and she was approaching her doctorate, and the point was instead of being~~
~~just a graduate assistant shouldn't she be an instructor?~~ And then the
 next question was, shouldn't she be an assistant professor? Well, then we
 were running head up against ~~(rightly or wrongly)~~ regulation of the college
 Board against wives and husbands ^{teaching at Wilkes and Mary, particularly} being at least in the same department,
~~well, being at the college, as far as that's concerned, but less~~
~~vigorous enforcement than in the same department.~~ Well, this gradually
 came to a head, because she became increasingly popular as a teacher.
 She was superb and she taught a course in philosophy of religion which
 was just great, and this was what she was writing her dissertation in.
 So this went on and then in the meantime ^{Harvard's} Chandler had arrived, ^{and soon after that}
 So here it moved and ~~students~~ Sidney and Beatrice began to work on ^{the Resne}
 it -- propagandize on it from their rostrums, in their ^{Situation vis-à-vis}
 teaching position, ^{with remarks like -- "} began to talk about it, isn't it terrible the college
 has this regulation, and so on. Well, there were a few other ^{similar} situations.
 There are always, you know, you can fill up a college ^{faculty} this way. Well now,
 the college, ~~was~~ moved much more feministically, and we've gotten away
 from ~~it~~ and probably just as well, except I think it is still a very
 serious problems ^{of the two people being in the same department, especially if}
~~and if~~ one of them becomes ~~the~~ chairman, and so on. There are difficulties,
 but I won't get into what's done now, I think we've eliminated ^{the AAW} ~~at the~~
~~college here.~~ But that went on and frankly that was the issue that came to
 a head and in 1955, the year my son was a senior, ~~and~~ he was opposed to the
 "revolution." But the president of the student body and others, they had a

big mass meeting, and it came about this way: That the idea as to whether she, ^[Mrs. Rome.] should be promoted to assistant professor or whether she was already assistant professor and whether she should be promoted to ~~an~~ ^{associate professor} professor and have tenure ~~and things of that kind...~~ And the Board took ~~the~~ ^{that} position that ~~no, we recognize she is fine in classes.~~ I think we did ~~finally say, okay, she can be assistant professor but no farther and that also it would be a limited appointment of three years, or something of this kind. Well, we were approaching the end of that period. That's the thing that came to a head, over it, and President Chandler took the very vigorous position, and the Board did. We had hearings for the Board, and we got into the facts as to what other colleges were doing, and the vast majority of colleges did have similar regulations. So that's what happened and came to a head. And then the Romes, ^{both} decided to leave, and he got a chance to go with the nd Ray Corporation, ^{in California} ~~and she~~ ^{went with him} So they're leaving. ^{Then} Jim Miller resigned; he got a job at McGill. ~~There was another thing, a year earlier both the dean of students and the dean of women resigned and went to other places, and part because they didn't like President Chandler. I can't remember now, the dean of women went to Jackson College at Tufts; and the dean of students went to ^{the University of} Delaware (John Hocutt). He's still there. He's an alumnus of the college. They moved out, and they said that actually this ~~was not~~ really had nothing to do with President Chandler, but they had these better openings; ~~but it was a part of this type of thing.~~~~~~

Emily: It was often hinted ~~at~~ that perhaps there was a great turnover in the faculty because of Chandler.

Marsh: Well, there was. It wasn't serious, but it was dramatic in the case of Jim Miller, who had been here since 1935.

Emily: Or in the case of the Romes. Did it ever occur to the Board to keep her and terminate his contract?

Marsh: No.

Emily: That's a modern idea.

Marsh: No, that was too modern, ^{an idea} That would have never occurred. He was already there with tenure. He was associate professor, I believe. He had come in as assistant ^{professor} and became ^s associate professor, but that was it. But interestingly enough she was ^{--this is} one of the problems with this nepotism business. So often the wife is better than the man, and this creates some difficult situations.

Emily: Was there any problem during the time you were Dean of the Faculty with ~~the~~ faculty hiring, ^{simply} not ^{this, but because of} because ~~because~~ of low salaries, or at one time I think the faculty-student ratio was jeopardizing the accreditation.

Marsh: Well, yes, we did have to keep working on it. Now faculty salaries were beginning to improve in that period, fortunately. The period which was really bad was from '45 to '53 or '4. The McGraw-Hill Company dramatized this very sad situation of ~~the~~ faculty salaries with a series of articles and ~~the~~ ^a wonderfully ^e expressive diagram showing what had happened to other classes, industrial workers, business executives, professional people, and so forth, and college teachers. ~~and~~ ^{to} we were at the bottom of the heap as far as what happened, the real income of the college teachers during that period of rising prices, ~~and so on.~~ ^{to} And ^{to} But by the mid 50s that was beginning to change, and President Chandler was beginning to get some relief from the state, you see, in connection with this, whereas his predecessor had not gotten anything. We were just falling

behind. And so there was improvement in salaries, but ~~again~~ ^{still} they were low. But we were not in danger of losing ^{ac} creditation. Now there was another situation during that period which you may have run into; I don't know what the minutes would show on it. We had a young man who was teaching French and ~~he got into~~ there were some problems of his relationships with one of the male students. His relationship, I mean it was a one-to-one relationship of being together night after night, ~~and so on~~. The boy was a very brilliant student, and the man [was] a bachelor and a fairly good teacher. And ^{it was} other members of his department that raised the questions about it and just felt that it was a homosexual situation ~~where the teacher was~~. Again it came to a head one night when ~~the~~ I think ~~the teacher~~ ^{they} had been out to dinner in town and both of them did some drinking, and the teacher walked the boy back to the dormitory drunk ~~one night late~~. This and other things came to a head ~~where~~ ^{when} we took action with respect to this man. We had no basis for saying what it was ~~but at least~~ ^{the un} beyond a professional relationship, ^{ship, excessive} excessive friendship, ^{other} Well, and this was right in the middle of this other business, and we carried ~~this~~ and this went to the AAUP, and we had hearings and but that went on and on and on. I wish we ^{had} never heard of the case. But the man did resign finally, but then he resigned under pressure, and I had a problem with the letters, ^{that} I had to write to provide some measure of support for him to ^{teach at} other colleges. ~~The time I was dean, really something...~~ But it was one of those little specific things, thoughtless, improper conduct on the part of the faculty, ^[member] and the student. This is what deans have to do sometimes, suffer through ~~it~~ things of this kind, and they go on for years.

This was one of the undercurrents in this, and of course, there were other things. Faculty had to be let go and so on. But in general we have ^d no ^{greater} ~~vast~~ ~~we lost people~~, but ^{than other} colleges do..

turnover
Emily: How would you evaluate Chandler's administration, ^{if you had to} just sum it up when you left in 1958, ^{--let's put} what ~~was~~ it at that point?

Marsh: Well, I ^{would} ~~must~~ say this: ¹ One progress in various areas. ² He was very much interested in building our relations with the English outfits, the

University ~~Exator~~, strengthening that program and developing the Draper ³ scholarship.

However, ^{Dean} that came to a head really after I left, and ¹ Mr. Mel Jones did a lot ² and had received recognition for it as dean as to what he did to

really systematize the program. But President Chandler was right in the middle and back of that type of thing. And he was very energetic in

doing this, in opening the way toward greater financial support for the

college, ^{with} of the legislature. Along with this was the unnecessary frictions ¹

that we had to work with all the time here at the college. I was in the middle of that type of thing. They had begun to ease toward the end of

my career, and Mel did not have as difficult ² problems as I did, yet he

still have the same problem of the President and the faculty not having respect for each other. Now as I said, Mr. Chandler was an ^{unshinibing} outstanding

worker -- ¹ Not a lazy bone in his body. He developed ⁴ ~~trends~~ ⁵ ~~trends~~ for the

college; He brought in some people that provided some financial help for the college and certainly opened the doors ^{with} of the legislature, ^{and} was

respected in the community in general. ~~But both faculty and students~~

~~for the most part didn't have too great~~ ⁶ ~~But~~ he was not a man who inspired

affection from the people he worked with. He was too used to the old Naval approach. He suspected this type of thing. Nice guys finish last, if you're too nice to people they take advantage of you, you've got to let them know who's boss, you've got to give orders and directives and see that they are carried out. But as he said, these faculty people, they're strange birds. Well, they are. But that's the way they are. He never understood them, never fully respected them, and they certainly never there were very few faculty people that had any real feelings for him and said, "well, we have to work for him," and recognized the good things he'd done, bringing the additional help. But it was not only faculty members but staff members, too. Hugh Sisson, who was the business manager before Mr. English came in, just had health problems and finally resigned, and went to a position in the North somewhere, and finally to now he's at Old Dominion. He just couldn't take him at all. There were others: Mr. Oliver, who was the head of the department of education and left here to become President of R.P.I., and (he was the last president of R.P.I. — I don't know that ever think he was, the President of V.C.U. I think that came after he retired), but he had the same problems and indeed, all of us (the administrative staff) would go into these meetings, which were at least every two weeks, I think every week, we would go in, and sometimes they were very constructive meetings, looking at specific problems of the college in the admissions field, academic affairs, faculty recruiting, and so on, so we would keep him up to date with our various administrative areas and keep each other up to date; but Well, often times they would develop into arguments in which he would spend the whole time haranguing us, not necessarily about what

what we were doing, but about what some faculty member was doing, where
 what was going on elsewhere, or "these students" or something of this kind.
 And sometimes you'd come out of there thinking, poor man, what ticks
 with him, anyway? He must be a little tetchy.
 But ~~on~~ other times we would have some very constructive meetings.

He could be just as nice and constructive and positive as could be. But
 often times there would be these other periods in which he would be just ~~be~~ on
~~beyond a joke~~ and launch a tirade on something that was really not a
 major factor in the college, but something that was bothering him personally.

Yet with all that, he made contributions to the college, ^{through high-level} ~~and get the ideal~~
 resources, and in this way maybe he was the man that was needed to at least

financial
~~fight our way into~~ fight our way out of the inertia in the relations
 between the college and the state which existed previously. Paschall,
 of course, gets most of the credit for breaking that open because he came,
 of course, with such ^{guilt-} edged associations with the legislature, having
 been state superintendent of education for some years and being the type
 of ^{peleoverer} ~~collaborer~~ he was. He was able to pat people on the back and so on.

Well, Mr. Chandler could do some of that if they weren't people that were
 not working for him, you see. So he was pretty careful with his relations
 with the legislature ~~up there~~, and many of them never quite understood
 quite why he was having troubles down here and were inclined to assume
 that it was entirely the ^{faculty or the} students' ~~fault~~ and administrators' ~~faults~~ rather

fault of

than his. But it was a joint problem, and I think he was just cast that way. I don't think he could help it. I mean he was himself, and you had the good with the bad as you do with all of us. My problem has always been that I have been a little bit too much ^{of a} ~~more~~ harmonizing ^{er} and at times have not been forceful enough to break things open. I think in the college field generally my type of weakness and my type of strength were less harmful than they would have been in industry and probably less harmful, ^{er} certainly, than the approach of Mr. Chandler.

Emily: I want to talk to you also about your role in the business department ^t and the conflict between the liberal arts and ~~and~~ ^s profession, but I think this would be a good place to stop for today.

Marsh: Fine.

[The sequence in which the two interviews were taped has been reversed here to put Mr. Marsh's account into chronological order.]