

Marshall University

Marshall Digital Scholar

0064: Marshall University Oral History
Collection

Digitized Manuscript Collections

1987

Oral History Interview: Walter Felty

Walter Felty

Follow this and additional works at: https://mds.marshall.edu/oral_history

Recommended Citation

Marshall University Special Collections, OH64-614, Huntington, WV.

This Book is brought to you for free and open access by the Digitized Manuscript Collections at Marshall Digital Scholar. It has been accepted for inclusion in 0064: Marshall University Oral History Collection by an authorized administrator of Marshall Digital Scholar. For more information, please contact zhangj@marshall.edu.



MARSHALL UNIVERSITY

JAMES E MORROW LIBRARY

HUNTINGTON, WEST VIRGINIA 25701

MUH-61

ORAL HISTORY

GIFT AND RELEASE AGREEMENT

I, Walter C. Felty, the undersigned,
of Huntington, County of Cabell, State
of West Virginia, grant, convey, and transfer
to the James E. Morrow Library Associates, a division of
The Marshall University Foundation, INC., an educational and
eleemosynary institution, all my right, title, interest, and
literary property rights in and to my testimony recorded on
December 16,, 19⁸⁷, to be used for scholarly
purposes, including study and rights to reproduction.

- WCF Open and usable immediately.
(initial)
- _____ Open and usable after my review.
(initial)
- _____ Closed for a period of _____ years.
(initial)
- _____ Closed for my lifetime.
(initial)
- _____ Closed for my lifetime unless special
(initial) permission is gained from me or my
assigns.

DATE December 16, 1987

Walter C Felty
(Signature - Interviewee)

849 Madison Avenue
(Address)
Huntington, West Virginia

DATE December 16, 1987

Robert Sawney
(Signature - Witness)

BS: This is Bob Sawrey. Today is December 16th, 1987. I am in my office, 751 Smith Hall, where I will be interviewing Dr. Walter Felty, of Huntington, a retired professor from Marshall University, concerning his role at Marshall and his career at Marshall, which extended from the '40s as a student into the early '80s as a faculty member and chair of the Department of Educational Media. Okay, Walter, let's start with a little information on your family background. Who your parents were, when you were born, where you born....

WF: Well, I was born in Kentucky, October 3rd, 1921, Louisa, Kentucky, which is right on the West Virginia border. My mother, all of her family, had come over here from England back a hundred years before, I guess. My father came over here from Germany at the end of the 1st World War. And we moved to Huntington when I was about three or four years old. And about that same time, my father died, and Mother never remarried. And I had one sister, a year and a half younger than me. And I lived in Huntington and was educated in the public schools of Huntington. The only elementary school where I went to elementary school has now been torn down. And Central Junior High School, which was at one time the high school, before Huntington High School was built, has also been torn down. And I graduated from Huntington High School...the last year I went there, the school was so crowded we went each, I went half a day and half of went half a day in the afternoon and half in the morning. It was the last class before East High School opened. And drained away a lot of the excess population of that high school.

BS: Was that '38, '39?

WF: No, I graduated in January of '40.

BS: January of '40. Let's back up for just a second. I forgot to be clear. What's your mother's name?

WF: Uh, Mary Adkins. And she married my father named Felty.

BS: What was his first name?

WF: Walter.

BS: Walter also. And I was going to ask but then you clarified that already that, whether or not you spoke German at home at all? At the time your father died you were very young....

WF: Well, we only, my father did a great deal. My mother and I do remember him saying some things. But very, very vaguely. Because I was too young to really pay much attention to it then. So I don't...I took German in college, however.

BS: Was he any kind of political refugee, military refugee, or did he just happen to come?

WF: No, he was just one of the immigrants that came over to this country. I guess he decided that...of course, as you well know historically, conditions were pretty bad in Germany at the end of the 1st World War. And he felt that things would be better over here. That's why he came over here.

BS: Okay, so you then...January '40 graduated from high school. Did you come right over to Marshall?

WF: No, I didn't have any money. We uh...I grew up during The Depression, and lots of times, literally, we didn't know where the next meal was coming from. My mother worked for the WPA, Work Progress Administration. And I gathered junk in the alleys and everything else and sold it to pay my dues in the Boy Scouts and things of that sort. It's, it was really a rough period, I kid you not. And when I got out of high school, there was...there was no hope of going to college. We didn't have all the scholarships and grants and everything else that you have now. And so I went to uh, there was a National Youth Administration outfit up at South Charleston at the, there was an old defense plant up there, had been run by Du Pont during the 1st World War.

And I went there and we were taught, we went to school half a day, and then we worked on the job half a day. And I'm very thankful I went there. I was there for about six months. And I learned carpentry. We built the barracks that we lived in. And I learned carpentry and electric wiring and sheet metal work and all kinds of things. And then I came back to Huntington and went to work for the Singer Sewing Machine Company, selling sewing machines and vacuum cleaners and electric irons. And I had part of Cabell County and Lincoln County. And back then, traveling over Lincoln County was really rough. Because there was almost no paved roads anywhere at all. Then I went to work at S.S. Kresge as a stockroom manager. At that time, they had a big five and ten store around on Third Avenue and Tenth Street, Third Avenue between Ninth and Tenth. And that's where I was working when the war broke out. And went in the military service.

BS: Which branch?

WF: Army, U.S. Army. And I served, I went through Basic Training and I was in the 14th Armored Division. And we were supposed to be shipped over for the invasion. We had orders to go to the Port of Emarcation. Of course, we didn't know at that time that the invasion, the Normandy Invasion was coming. And then we learned later on they had nowhere to put us. They had so many men that they just couldn't take any more. So we were held up. And then we were to go in on the Southern invasion of France, down at Marseilles. And we sailed for that and were attacked by submarine wolf pack and the convoy got scattered. And by the time we got there, they'd already landed, the invasion had already taken place. But it didn't make any difference. The Germans didn't fight. They pulled back twenty miles. And so, the good old U.S. Army, you know, you have a set plan, you don't change it. And they weren't supposed to

be where the Germans were for about two weeks. So for two weeks we enjoyed ourselves in Nice and Marseilles and went on around the Riviera.

BS: Did I draw the right conclusion from what you just said, that you joined the Army like in early '42, maybe, and were stateside for two whole years?

WF: Uh, a year and a half. They had...they didn't need more armored divisions in the Pacific. And they had so many men.... It's hard for people to understand this. But at one time I think we had sixteen million people in the armed forces. And they didn't know what to do with us. And so, every time we got ready to be shipped out, they'd call a halt and they'd send, they'd pick some of us for special training. I went to the University of Kentucky for special training in engineering. And to Louisiana State University for special training in demolitions. And uh...it was just special training, special training. We kept thinking, "Hell, the war's gonna be over before we ever get in it." But we had enough of it when we finally got in it, so it was all right.

BS: So you had a fairly active year say from summer of '44 to late spring of '45? Active in the sense of combat?

WF: Yes, that's true. I was, by the time we went over, I was a staff sergeant, and in charge of platoon of fifty-five men. And that's what I was all the time I was over there. Then, toward the end of the war, I got promoted to tech sergeant, and then when the war ended and we were being re-deployed to go to the Pacific, I was promoted to master sergeant, put in charge of the whole battalion.

BS: Did you get to the Pacific?

WF: Well, by the time they got us all re-deployed and getting ready to ship us out, they dropped the Atom Bomb. And when they did and I heard about it, I said, "Hell, drop another one," and a

week later they did and that was the end of the war. So then we were put in charge of some displaced persons camps and things of that sort. And I got home in January of '46, just in time to enroll in Marshall here in the spring semester.

BS: Had you considered college a dream, let's say, rather than a goal?

WF: Yes. In fact, when I graduated from high school, the church that I went to at that time, had a scholarship for me, Central Christian Church, to go to uh, the seminary down in Kentucky, Central Kentucky Christian College, right down the road here a ways. And I turned it down, because by that time, I had become an agnostic for all practical purposes. I didn't have any faith in most of the stuff. And it didn't seem right to me that...take advantage of that. Although I was assured that the seminary would take care of all that for me, but I didn't go.

BS: In the sense that they would tolerate you or that they would straighten you out?

WF: Straighten me out, I think is what the minister meant. And he was a real nice fellow. I care for him very much. But uh, then I wanted to be either a lawyer or a teacher. And I didn't know which. So when I came to Marshall, I enrolled in pre-law in the College of Arts and Sciences at that time, and took sixty hours of work. And I was under the GI Bill. I had four years coming, forty-eight months. And I went to the University of Kentucky for two semesters in law school and decided, "Good God, I couldn't stand that. That's too sordid."

BS: Now, you went to law school without the bachelor's degree?

WF: Oh, you didn't have to have it then.

BS: Right, so you....

WF: You had to get in a pre-law program and have sixty hours with a certain grade average.

BS: So you did that here, went over to Lexington, came back here?

WF: Stayed two semesters, and decided that spending the rest of my life with that kind of stuff was just not for me. And I came back and transferred to what was called the teacher's college, at that time, and graduated in the spring of '49. And I had a straight A average for four years here at Marshall. And then I enrolled in-, I graduated in...my teaching fields are speech and social studies. And then I enrolled in the masters program and the graduate school was just a couple of years old at that time. It'd just been approved...a short time before. But, the state.... And got a masters degree in history. This was back during the time when Dr. Tule was the chairman of the History Department. And I had just, was just getting ready to sign a contract to teach as a public school teacher and Dean Wilburn, Banks Wilburn, who was the dean of the Teacher's College at that time, called me in. And I had been very, very active in photography. And I got my hands on one of the early prototypes of tape recorder we had stolen from the Germans at the end of the war. And Wilburn said, "You're interested in that kind of stuff, aren't you?" And I said, "Yeah." And he said, "Well, we're going to have to have an audio visual director here at Marshall." He said, "If you're willing to go away this summer and take some training work in that area, we'll hire you as our audio visual director and you can teach a couple of social studies classes." And half time was teaching that and half time was audio visual director.

BS: Just let me interrupt for one second. Was that then roughly the same time that he was creating the social studies department?

WF: It had been created a couple years before. (BS: Just before) I'm not sure...I'd say around '48. (BS: Yeah, that sounds about right, of what I've heard) Which I think was a mistake. I mean, I studied in the department and taught in it for years, and I still think it was a mistake to create it. But in any event, so that's what I did. I went to Indiana University. It had the largest

audio visual program in the world at that time, and took summer-, took three or four courses that summer, and came back and was hired as the college audio visual director. And I taught those basic social studies, 104 and 105—they only had two of them at that time—and I taught that for, well, I did that until 1970, when I...went away to take course work and complete the work on my doctorate.

BS: Okay, now, those were...a basic AV kind of course for all education majors?

WF: Yes, we had three courses. There was a utilization course, how to use equipment and materials properly and techniques. And there was a production course, how to create production materials and an audio visual administration course. (BS: Okay) And that's all we had back at that time that I taught. And I just-, I would teach two social studies classes and one audio visual class each semester.

BS: And there was no real AV department? You were housed technically in social studies?

WF: Well, kind of both. When we had departmental meetings, I came to the social studies department meetings, and also to.... We had one big, huge Department of Education at that time. (BS: Oh, okay) [inaudible]...Morris was the chairman of it. And all the different areas now that have been pulled out, were all in that big Department of Education. So I was a member of it, also.

BS: Okay. Let's go back for just a second on this, the GI Bill business. First of all, what were the benefits?

WF: Well, at that time, I had gotten married while I was in the service. And if you were a married veteran, you could have up to forty-eight calendar months, that was the maximum. Now, if you didn't have that much service, you didn't get that much. But that's the maximum

you could get. And I got paid a hundred and five dollars a month, and the tuition and the books and supplies. Now, tuition at that time was about twenty-five dollars a semester. It's hard to believe, but that's what it was. And the activity fee was maybe five dol-, almost nothing. I mean, in fact, back then, we had students from all over the country came to Marshall and enrolled. It was cheaper to come here than pay tuition in their own states. And uh...if, if, at the last.... I actually got more than forty-eight months. Because the way the thing went, you weren't, you weren't charged during summer-, portions of the summer when the college wasn't in session and you weren't going. And that accumulated. And at the end of it, if you hadn't used that time for vacation. Now, if you wanted to, you could use it and they'd pay you. But if you didn't, in the last semester you had over half of that-, one day over half the semester coming to you, they paid you for the whole semester. And so I did. I had about a week more coming and I got paid for the whole semester. So I got four years plus a semester. So I got an AB degree and a masters degree and a couple semesters of law school...in that period of time.

BS: The...let's say Hollywood image of the GI Bill is hundreds of thousands of young, energetic, on-the-make, in a positive sense, moving ahead, serious students who maybe were not philosophies or theory students but, well, vocational's not the right word either. But goal-oriented students (WF: Yes) who took advantage of an opportunity, crowded in, is this the....?

WF: That's reasonably accurate, that's reasonably accurate. There were a few, of course. There wasn't any big employment problem at that time. So you didn't have to go to college because you didn't have a job. Now, there were some who came to college and just, it was fun and they enjoyed it and they stayed in just to go to college. But I would say probably three-fourths, maybe even more of them, were married. And sometimes their college degree had been

interrupted for service, and they had definite plans, and they were pretty serious about it. It was very competitive. Competitive as Hell. I mean...

BS: Was housing a problem?

WF: It was if you wanted to live in a dorm on campus. Because at that time, the, that east end of Old Main was College Hall. It was a women's dorm. And you had Hodges Hall and Laidley Hall, that was it. Now, they did construct on campus, a little old bunch of temporary buildings over there in the area now where Harris Hall is, right between it, that kind of area right in there. It was an old music building, they called it over there at that time. And then there was another area out on the south side of town, way out in the woods out there, that they had constructed. It was old barracks that they had brought in and constructed for married couples to live in. But well, there wasn't much on campus. I mean, there definitely was a problem there.

BS: Did you move...did you live off campus?

WF: I lived off campus in an apartment. In fact, all the time I was going to college here, I also worked part time for a private investigative agency downtown. I worked as a private investigator.

BS: That wasn't with Colonel Browne?

WF: No, it was with Lloyd Ward International Investigators. And Lloyd is dead now. His wife is running the agency now. But I worked for them...well, I continued to work for them, in fact, for about ten years in the summers and part-time after I started teaching here.

BS: Okay. So, fall of '50 you became a faculty member? (WF: Mmm-hmm) And you just said that you stuck with that 'til about '70.

WF: Yeah. At that time, Hayes was the Dean of Teachers, of the College of Education. They'd

changed the name by then. And he was always giving me the devil for teaching social studies classes. Because by that time, I was sometimes teaching two audiovisual classes a semester and two social studies classes. And also doing work at the audiovisual director. Because at that time, I bought all the equipment and materials for the whole campus. There were no departmental budgets for that type of thing. And uh, so when I went away, he said, "When you come back, you're not going to be teaching no more social studies classes." And I said, "Well, okay." And he said, at that time, there were some problems with the library science program here. I won't go into this embarrassing.... And he said that either I took it over or he was going to eliminate the program. And so, that's when we took the audiovisual courses and added a few more and combined that with the library science program and made it the Department of Educational Media. That was in 1970. And we hired Dr. Plumley in 1969 to run...because we were also at that time, developing what now is called the Learning Resources Center. We had other names for it then. But I hired her. She had come here from Kent State as a grad assistant. And when she graduated, we hired her to work in the department, and to run the Learning Resources Center. And it was part of our department. It was our responsibility to operate it.

BS: How did the AV equipment get spread all over campus?

WF: Well, when I first came here, Dr. Stewart Smith, who was president at that time, called me in. And his idea, and his idea, which I never did follow, because he was wrong in my opinion. I didn't argue with him. I just didn't do it. Was that I went around and confiscated everything that everybody had, everything. All the film strips and films and all the projectors and anything, record players, and put it all in one great big room. And then when somebody wanted to borrow something, they made arrangements and came over and picked it up and used it and brought it

back. Well, that's not what they taught us at Indiana University. They taught us that the closer to the ultimate user the materials could be kept, the more likely it would be that they would be used. And that the less trouble that anybody had to go to, to get a piece of equipment, that the more likely they were to use it. And so, I set up a committee right away, which again was recommended, an audiovisual committee. And I had about seven or eight chairmen on it. And they were all in total agreement. They didn't want to give up their equipment and everything. So what we did over a period of time, from '50 to '70, we'd have a centralized budget and then I'd surveyed the campus and found out what everybody had, everything that existed. And for several years, kept use records, usage records, to know who was using what. And people would request a record player or a tape recorder or an overhead projector and they were given a priority, and if they didn't get it this year, they'd get it next year. And we always had equipment in reserve. And if I found out somebody used a piece of equipment often enough, I gave them a piece of that equipment in reserve. Because my goal was to have everybody totally independent as possible. And all the art films and everything went to the Art Department, music stuff..... In fact, the records I bought formed the basis for current music library that they have here. I had no idea...I didn't want an empire....[inaudible]....because that's a pill. If you have all that stuff in one place, and you've got to have people check that in and out and everything else.

BS: A huge staff.

WF: And there was just no way. And of course, they never gave me any staff. I didn't have any help like that. I had a student assistant every once in a while, that was it. But that was the way we handled it. And then for a period of years, six or seven years, we had money that was available under Title Six of the Higher Education Act, to buy equipment and materials. And you

turned in a proposal and it was matched by the Federal Government. After Sputnik went up and '57 or whenever it was. (BS: Fifty-seven) I got all shook up, you know, "My God, we're falling behind." And that's when the government started throwing money at everything in the field. And so we had, we had a whole number of those big grants that I bought equipment. And then there were a couple different times I got into a campaign, well, they had a contest, 3M did. And they came out with their thermal copiers and it's hard to believe with all copiers we have now. But that was the big thing at that time, and overhead projectors. And if you told how you would use them, and you were one of the top ones, you won a whole lot of that stuff. And I won twice, on how we would use it. And so we got about fifteen or twenty overhead projects and about a dozen copiers and thousands and thousands of sheets of paper and film. And I gave those out to departments that needed them. And by 1970, I agreed with Dean Hayes that we were pretty well taken care of. Most departments had the equipment that we needed. I mean, we were in pretty good shape by that time. And so, the position of audiovisual director was terminated. There was no longer any need for it. And the budgets went back to the individual departments or the colleges. And they were given out to the departments and they were on their own. But '50 to '70 was kind of a crucial period, because most people didn't have anything. And some who did, stuff was out of date and obsolete and needed repairs and everything else. But I did a pretty fair job of building up the program here.

BS: So then in '70, you went back to UK?

WF: And finished the course work. And I came home in December of 1970 to move into the Communications Building. Until that time, I was over in the basement of the Science Hall, and had all my classrooms and labs and darkroom and everything over in the basement of the Science

Hall.

BS: You said you were in the Science basement?

WF: I was in the basement of the Science Hall over there. Had pretty good facilities over there.

But when this, when the Communications Building was being designed, it was planned so that radio and television, open circuit, WMUL, it was called at that time, and Instructional T.V.

Services, and the audiovisual, the Educational Media Department, would all be in that building.

And we planned that building. And unfortunately, that was the last building on campus that was

built totally bare. From that time on, the buildings that they built, they built and furnished. Out

of my budget I had to buy the tables, the chairs and every damn thing that went into my

department. Had no money for anything. We would, we would turn in our plans and they would

say, "Cut, cut a half million dollars," and we'd cut and we'd bring it back, "Cut two hundred

thousand." So the time we moved in, there was nothing but a bare building. And it was pretty

sad, it really was.

BS: But were you only over at UK one semester?

WF: No, I was there for a calendar year plus a summer.

BS: Okay. And did the university help you financially?

WF: Yes, I was on a half sabbatical, half salary for nine months. Then the two summer terms I

paid, of course, my own.

BS: Okay. And you were obviously promised your job wasn't in jeopardy, you were gonna

come back....?

WF: Oh, I had to come back for three years or whatever it was. I had no choice.

BS: Oh, that's right. Sabbaticals are like that, aren't they?

WF: Yes.

BS: Okay. When you came back then, we had this new little creature called EDDM, is that right?

WF: That's correct.

BS: And you remained the chair of that until you retired?

WF: Uh, yeah. (BS: Which was?) The summer that I retired, I officially turned the thing over to Dr. Plumley. Because I did teach that summer term three years ago.

BS: Yeah, I was looking and I couldn't believe it's been three years. I suppose maybe you can or can't. But I sure didn't realize that it had been that long.

WF: Well, then when I retired at the end of the summer of '84, then I taught part-time for Jenny during that next year. Because we didn't, Henrietta Ford had retired the previous year. And we elected not to replace her. And then when I retired, somehow there wasn't any money to replace me right away. So I taught part-time for that year. And then for the next two years, I worked for the Vice-President of Academic Affairs Office, doing the catalogs and The Greenbook.

BS: Let's talk about you and some people. For a while.

WF: Okay, be glad to.

BS: Let's start with the various deans in the College of Education or Teachers College that you would have had to have relationships with. And you're gonna have to help me back into the '50s. **WF:** Well, when I came here as a student, in January of '46, the president was a man named Williams.

BS: Who went to 'Ole Miss'.

WF: Who went to "Ole Miss". And the dean of the Teachers College at that time was Stewart

Smith. (BS: Oh, okay) And he was made acting president for a little while and then became president. And then...

BS: Let's talk a little bit about him. Because since he was both. (WF: Okay) He was a long term president....(WF: Yes, he was)...seven or eight

WF: A long time. And he was a gentleman. A very decent, honorable man. Two honorable, in fact, to be a college president during that period in time. Because whenever he turned in a budget, for example, at that time we were under the State Board of Education. There was no Board of Regents during most of the time he was in. And when he'd turn in a proposed budget, he turned in what he felt was an honest budget. And of course, it was always cut...dramatically. And so we always fell behind. WVU took what they needed and added a hundred percent, and got it cut fifty percent and still came out ahead, if you're following what I'm saying. But he would never do that. He was an honest, decent man. And much, [clears throat], much of the time, what Dr. Smith did, he was beset by so many problems. And what he tried to do was to temporize wherever he could to keep the ship afloat. Not to really solve the problem, but to do enough...I don't mean to despair you, but a kind of band-aid approach.

BS: Are you talking, Walter, financial and....?

WF: I'm talking financial and I'm talking about all kinds of things that happened during that period.

BS: Including say '60s demonstrations...

WF: Problems with students, anything you want to name. And the result was, well, in fact, one reason why he uh, he retired early was because all of those problems had been mounting and they fell on the head of poor old Nelson when he came here as the next president. Now, a lot of

people disparaged Nelson. Nelson was a shrewd, sharp man with a terrific sense of humor and very, very intelligent. And I liked the guy very much. But he had all the problems that had been put off for years and years, just fell on him like an avalanche. There was no way anyone could have solved all those problems. No way at all. And finally, he just gave up and left...after a couple of years. The next guy that showed up was Barker, I'm not discussing the temporary ones that were in there like Dedmon and others. Barker, I think, of all the ...

END OF SIDE 1 - BEGIN SIDE 2

WF: . . . gambler, because he wore his hair kind of long and curled up in the back and he always wore a vest. And I don't know, just the overall appearance was that of a river boat gambler. But I call him the great non-communicator. Because you could write him a letter, asking for information or leave a phone call and he never replied. He never communicated in any way whatsoever. And looking back on it, I think it may have been wise. Because if he didn't have enough knowledge or wisdom to know what to do, just don't do anything. And most of the time he didn't do anything. He just did nothing whatsoever. Overall, he had, he insisted upon having an inauguration. I never got along well with him at all. And I was on the inauguration committee and at that time, we were hard-pressed for funds, which we always were. And the very first meeting I said, "This is a beautiful p.r. opportunity, President Barker." I said, "Why don't you say you would love to have an inauguration. Many people would love to have one. But Marshall simply can't afford to spend a penny on something like that, because we're so hard up." I said, "You'll get all kinds of sympathy and everything else, and don't have the inauguration." He went ahead and had it anyway, with great pomp and ceremony and then a year later, left. Big deal. I think it was during his, during his reign that we, we did something that

I...disgusted me at the time. And the faculty hated it, too. He decided that the graduate school dean ought to have his own graduate school faculty under his control. And so, without any feedback from the chairman, without any discussion with anybody, he picked twenty-five or thirty of the graduate faculty and called them budgeted graduate faculty and they were under the control of the graduate school dean. Well, it created chaos. I mean, God almighty, whoever heard of such nonsense. And nobody knew at the time whether the Dean of the College of Education or Arts and Science had charge of those people or didn't have charge of them. And he also put a guy in named Herman Weill, as graduate school dean, who was the worst graduate school dean we ever had. Because Herman started off making it clear to us that he didn't care in the slightest what-in-the-Hell the graduate council did, or Academic Planning and Standards Committee did or anybody else did. By God, he was going to run the graduate school the way he wanted to. Which it didn't go anywhere with us, baby. Because back at that time, there were about ten or twelve of us that didn't put up with any crap of any kind from any administrator. And so, after two years on the job, why, Herman vowed out and went back to the History Department here. And died shortly thereafter. And I'm sorry to speak ill of the dead. But he was a lousy graduate school dean.

BS: And he was brought in as a dean, right, and given a tenured appointment over here?

WF: That's correct. Again, which is something that we all bitterly contested, you come in from abroad somewhere and you work and slave and prove yourself to get tenure. They bring some nut in from outside there somewhere, he never does a day of teaching or anything else, and whamo! he's suddenly tenured in an academic department. And I resented that and so did everybody else. Well, as soon as, as Barker left, well, the graduate faculty went back to their

individual colleges, which is where they should have been all the time. He was a poor president. And I was, I was, well, some of would say, we would dance on the table when he left. And we did, we were glad to see him go. Hayes was a pretty good president. He had been my dean for many years and I respected him. And still, do. He made one...well, he made a number of fatal mistakes, I think. But the most important one was he let himself be beguiled by the athletic facility here on campus. And he channeled more and more money above-board and under the table and everything else, to that athletic bunch over there, who just squandered it away, until it all finally hit the fan. And that was the end of him. In my opinion, the best president that we've had in the time that I've been here, is the one we have currently. I think Nitzschke is a good p.r. man, he's warm, he's friendly, he's...he comes across real well. He's sharp and he's competent and he's hard-working. And he may be just the guy we need for these trouble-some times. Now again, he's done some things with which I don't agree. But that's okay. I mean, that's his business. And...

BS: You left off the word honest. Intentionally or unintentionally?

WF: Well...one thing that I disagree with that he did was to bring Allen Mori in here as the Dean of the College of Education. That was a mistake. I'm sorry he did that. Because Mori, on the surface, was not qualified to be a dean. He did not have the qualifications, the requirement that he had been a dean or an assistant dean in the past—he never was. And I understand Nitzschke made the statement and I have heard this from several people, that he owed Mori for how Mori supporting him when he was out there at Las Vegas. Well, you don't reward someone by punishing other people. And Mori, as a dean in the college has been a disaster. He was a disaster, and I am glad he's gone! And one of the worst things he did was to change the whole

administrative structure over there to totally destroy what we all the academic department. And what he has is those God-damned stupid divisions over there, and in a couple of cases of people he put in charge are bismally ignorant, in my opinion. And he's delegated the departments to where they're nothing, and the department chair still do all the work they did do, but have none of the respected time off. And I don't, I would not support any new dean over there who wouldn't agree to go back and make that college the way the rest of the colleges are. That's absurd. The whole basis for the academic structure in higher education is the academic department. The grouping of people of like background and training and desires and needs who work and cooperate together. Hell, would you, would you know that home economics is a special allied studies, for God's sake?

BS: No....

WF: Or that social studies is in whatever that God-awful name is.

BS: [inaudible]...whatever that is.

WF: And Hell, whoever would know that? And the departments aren't even listed in the front of your director. They're not listed as departments in the catalog. They're listed under those damn division heads. And Mori did that because if he gave appointments to four division heads, they had to be loyal to him. While the chairmen were already there. By somebody else. They might not be loyal to him. And he felt he could handle four of 'em, that he had given the carrot out in front of 'em, you know, and do as he pleased. And it's created a tremendous loss of morale and efficiency in that college over there.

BS: Let's back up just a bit on, on Mori. The public story, at least the public story I heard, is that Nitzschke said to the committee which was deadlocked or had had some candidates who had

refused the position. Second go-around anyhow, to replace [inaudible].... Take a look at this guy out at Vegas. I'm not pushing him on you, but take a look at him. Not true, huh?

WF: He wasn't even on the recommended list the first go-around. And I understand from four or five members of that committee virtually insisted that he be added to the first four and that at least four or five of them be sent to him. And he immediately picked him. The chairmen, we were aghast. Because when we interviewed people, nobody put Mori down as their number one choice. Nobody in the College of Education wanted him. And yet, he ends up being the dean. Okay, I, I forgive Nitzschke for it, fine. But the problem is, when you have some dummy that comes in here and has to change everything around in his image in some way, Hell, when he leaves, the problem is still here. The people here still live with it. It doesn't go with him. The stupid move that he has made and the changes he's brought about, they're still here. You may be stuck with it for years and years and years. If I were interviewing some dean, the first thing that I would want to ask him is, are we gonna be like the rest of the academic colleges on this campus? From an organizational standpoint. If he said, "Oh, I like the division head," baby, he wouldn't get my vote, I'd tell you that. I think that's a bismal, an abomination.

BS: Let's go back to Hayes for just a minute. You had indicated that his biggest flaw was dealings, were the dealings that he had with the athletic department. What were his strengths? You can talk about this either as dean or...?

WF: Yeah. Well, one thing. You could talk to him. You could, until he had made up his mind, until Bob had made up his mind that he was gonna do something, you could come in and rip any idea apart that he had, in any way, in any way you wanted to. In fact, even after he had made up his mind, you could still tell him that you thought it was foolish. You still stayed friends with

him...he had no problem at all. I liked the guy personally, I really do. But once he'd made up his mind, he was pretty adamant about it. You might as well just shut up. There's no point telling him he's made a mistake. Because he's not going to change in any way. Now, he was a good-hearted worker. If he got, if he got down on somebody, it was awful hard to defend him to him. There was a faculty member who eventually became a part of my department that had a drinking problem. And Hayes wanted me to terminate her. Because she'd actually come to campus drunk. And I said, "No, I've never seen her drunk on campus." And she's not in, not since she's been to my department. And I said, "Now, I'm going to move her office right over next to me. I'm gonna have a talk with her. And if she ever comes on campus drunk after that, I'll terminate her." He said, "Okay, good enough." Because he was obsessed about drinking. It really bothered him. (BS: Yeah, I'd heard that) Very, very much. But okay, I don't drink. And I don't look down on people that do. Hell, some of my best friends are drunkards. [chuckles] But I wasn't going to let her drink on campus. I wasn't going to let her get drunk and make an ass of herself and hurt the department or anything else. And she never did. Now, by noon time, she was trembling like that, waiting to get home so she could hit the bottle. But...and she drank herself to death and died...unfortunately. But his, his good qualities, I think, outweighed his bad qualities. He was a good, hard worker. He kept alert. He had an open door policy. You could come in and see him at any time. He was very friendly, very approachable, in anything you wanted to talk about. Now, he did change his views. And of course, I did understand. He was a dean. He had certain views, and was critical of the way the university was being run. Then, when you become president, you have different pressures. You have pressures from the downtown people and from a lot of other people that you didn't have before. And I think you're

sometimes pushed into changing your views into certain things. And it's easy for me to sit off to the side and say, "That's not what you said and did when you was my dean," you know. But I realize that presidents face other pressures. But except, I think his most serious thing was.... We used to argue about it, and we would say that, in fact, Nitzschke said this at lunch today, that having a winning football team, or basketball teams, brings multitudes of students to the campus. And I said, "Dean, I question very seriously that students decide to come to Marshall, whether or not we have a winning football team, I don't believe that at all." I said, "In fact, by God, I'll say the only ones who come here are the ones you pay to come here to play, and maybe a few of their friends and that's it." "Ah, Walter, you're short-sighted." That's not true at all. That brings, brings enormous numbers of students to campus. Athletically, he was short-sighted, I think. That was one of his failures. But he was uh, he was a pretty good president. He sometimes, he got in trouble on the summer session faculty pay one time, when And well, as it turned out later on, he exaggerated some things that he had said, committees had done and hadn't done and we caught him in it, and he had to back down and apologize. And but Sam Clagg and I, he always liked Sam and me. We were always giving him advice, whether he wanted it or not. And uh, we both became very disappointed in him toward the end of his career as president.

BS: Basically on the athletic question?

WF: Basically on the athletic thing, yeah.

BS: Let's hit a couple more folks, and then I would like to talk a little bit more about the governance, faculty versus administration, or faculty with administration. We'll want to look at that. What about Roushy?

WF: I liked Roushy. Roushy was real friendly.... Roushy bent over backwards to let everybody

participate in every way possible. He went too far, in fact. He was so democratic and so liberal and so kindly that I really think he, he went to the extreme in it. There were cases where he just simply had to stand up and make brutal decisions. And he had the tendency not to do it. Now, he called me in one day and said, "What do you think about my giving so and so, promoting so and so?" And I said, "What's he done?" And he started telling me. I said, "None of that stuff is the stuff that goes in the thing for promotion." I said, he said, "But he's gonna retire at the end of next year. He's assured me he'll retire at the end of next year." I said, "Phil, you're making a mistake." I said, "How in the Hell can I tell people in my department you can't be promoted because you haven't done this, this and this, if here's a guy that hadn't either, and you're gonna promote him?" "Well, okay." So he called Sam in. Sam told him the same thing. In fact, Sam told him even more than I did. He went ahead and promoted the guy. The fellow stayed three more years. But that's the kind of thing. He didn't want to hurt his feelings. The guy was a nice fellow and everything else. In fact, I sat next to him at lunch today.

BS: But, is it fair to say that Roushy was a reasonably skilled and competent administrator?

WF: I wouldn't I wouldn't...I would rank him ahead of Mori, but not as competent as Hayes.

(BS: As a dean?) As a dean, yes. Yes.

BS: Well, the stories I've got on Hayes as a dean...would suggest that he was aggressive, relative to the other deans. Sold his college really well in [inaudible] (WF: That's right) to the point almost of belligerence or brow-beating, not necessarily the presidents. But getting what he wanted.

WF: Oh, yeah, indeed. And in fact, if, if you came to Hayes and said, "Do you realize our college has been shafted this year on the budget? The budget went up 20% and our budget went

down 3%.” By God, the next chairman’s meeting we had, we had some of that money back. If you told Roushy, Roushy’d say, “Oh, well, I’ll look into it and find what’s behind it,” and at the next meeting he’d offer some excuse as to why nothing could be done about it. It was that kind of a difference. Of the two, I’d rather had Hayes, quite frankly. Although, I liked Roushy. You couldn’t dislike Phil. He was a real likeable guy. He, one time, Dr. Plumley and I clashed with him. He uh, well, not, Maynard, his assistant over there, had, was wanting to loan some equipment out from the LRC to someone who had no right to use the equipment. And those regulations had been drawn up by an LRC committee and approved by the dean. And so the people over in the LRC refused to let the people have the stuff. And Maynard called me and said, “Order them to let the stuff go,” and I said, “I’ll do nothing of the sort.” He said, “I want you to order....” I said, “I’ll do nothing of the sort. Now, you can just forget about that. The regulations are the regulations. By God, once you start breaking them, that’s the end of it.” Well, poor old Phil, he felt he had to support Maynard. So he ordered me to do it. And I said, “You send me a letter, ordering me, so I have it in writing, and by God, I’ll do it.” He said, “I’m not gonna do it.” I said, “Now, I’m not gonna do it.” So boy, he wrote Dr. Plumley and me a letter and accusing us of insubordination and everything else. And he told him we were gonna haul his ass into court. And he got to go with us and had a long tearful session, apologized to us and everything else. He was not a strong, forceful dean. Now, you would never have got away with that stuff with Hayes. Hayes would have walked in there and picked up a piece of equipment and given it to the person. Which I told Phil to do. I said, “If you feel that strong about it, Phil, go in and pick the equipment up. You can borrow it. And then you loan it to them, and you’re responsible for it.” “Oh, no, I think you ought to do what I tell you to do.”

“Well, I’m not going to.” But that’s the difference in the two. But, even though some of us didn’t like Roushy, after Mori had been around awhile, we wished we’d had him back, I can tell you that.

BS: Let’s talk a little bit about faculty governance. You said a few minutes ago that there were ten or twelve of you who took no crap, I think was your phrase. I’ve heard the same kinds of stories....

WF: We created the constitution around ‘70 or ‘71 or something, I don’t remember, that stayed in effect until this new one went into effect. And at that time, there was a vice-president for academic affairs named Jay Stewart Allen, no it was in ‘6-, ‘65 when that constitution went into effect. (BS: Okay) Jay Stewart Allen came here and uh, Sam Clagg and I and Ed Cubby and I don’t know...Howard Mills were standing around out at the faculty meeting that had just ended, and we were standing outside of Old Main talking. And we had discussed the proposed new faculty constitution. And this was the first semester that Allen was here. Came here from Texas. And he came walking up, shouldered his way into the group and he said, “I don’t give a damn what you all do. I’m gonna tell you this right now. No scabby-assed faculty committee’s going to tell me a God-damned thing to do around here...period!” and walked away. Ah.... And we all looked at one another and Sam said, “Wally, he’s got to go.” And I said, “Boy, he’s got to go.” But he was going around butting at this constitution if didn’t pass. And of course, Hell, it passed by about a 90% vote. And he was put in charge of the North Central Accreditation study. (BS: The preparation?) Yeah, you know, that great big thing you have to do.

BS: Planning documents and all that.

WF: I was in charge of some committee and Sam was in charge of one, I don’t know.... We had

different ones, though. We didn't do a damn thing for him. We didn't do anything for him. And Stewart Smith would call him in and say, "How" and "Everything's going fine, going fine," and finally Smith called him in. The thing had to be mailed out about July or something. He called him in along about-, early March and Allen admitted he couldn't get any cooperation from the chairmen or the committee chairmen. Then Stewart Smith said, "You're no help to me. Find yourself another job." And he left, went back to Texas. So, we did get rid of him. He called me into his office and he had a list. He said a list of forty and I don't think that there were that many. But he had a list of the trouble makers on campus. And he did the same thing to Sam Clagg and some of the others. If you want to interview them and if they want to tell you the truth, they'll tell you this. And in fact, he said, "If you want to stay around Marshall and get salary increases and prosper, you're gonna do what I tell you to do. And if you don't, I'm gonna get rid of you." And I'm not gonna tell you what I told him, because I don't think it's fit for publication. But some of the others told him the same thing. He felt he could intimidate us poor old hillbillies here and dominate us and make us do what he wanted us to. But I said, "You'll be gone long before I am." And he was.

BS: After he left, what was the power balance between let's say the president's office, his office, relative to faculty? And how did that change over the next...til the time you retired?

WF: Stewart Smith supported that new constitution. He made it clear from the beginning that he was in favor of it, no argument about it. And we really didn't have as many problems as many people seemed to think that we have. Now, there was a problem over the Bottino case, with the faculty personnel committee. And I can't say much about that. But I know things about that Bottino case, and I know exactly why the university couldn't come out and say anything more,

than to discuss procedural things. Because it would have placed them in an untenable position. I had reported to them, I was working for a private investigative agency. And in working for them, I came across Bottino and some of the crap that he was into. And I reported this to the president, at that time, Nelson was the president, I think. And that was turned over to the police, who then watched him and were able to pick up a whole bunch of drug pushers and all kinds of other people that were frequenting his house there, that he lived up here on 3rd Avenue...torn down now. And you can imagine what would have happened if the causes for getting rid of him had been that he had been doing this and this and this with your children here at Marshall for a period of time. The University couldn't come out and reveal the real reasons. Plus the fact it would have destroyed him. That'd been the end of him, in higher education. So... [inaudible]...didn't know about that, he and his committee didn't know about it. All they knew was, they're stonewalling on procedure, they're not coming out and giving reasons why they're getting rid of him and so forth.

BS: Let me ask this one question on that, Walter. I didn't anticipate getting into Bottino much. But we, we have talked with Nelson and Barker and a couple of faculty members. I had a student write a paper on Bottino, the Bottino case, a couple of years ago. And one of the things that came up was a relationship between Bottino and his chair's daughter.

WF: She got pregnant, and Wiley Rogers maintained Bottino had done it. Bottino maintained that one of the students did it when he and his daughter were passed out on drugs at his house, but not him. Well, it's a dirty God-damned business. And Bottino was in it up to his God-damned neck, is what it amounts to. And he should never have been hired in the first place. And should have been fired long before he was.

BS: But Rogers was responsible for hiring him?

WF: Oh, yeah, Rogers hired him. And then found out he couldn't control him. I mean, he just ran wild. And I, the University was in a Catch 22 situation there. And so they just tried to stone wall it the best they could. And then, of course, we were put on the AAUP black list, which didn't affect us in any way. Hell, it didn't make any difference. We got all the fine.... I don't know a single faculty member that ever refused to come here because of that. It didn't bother them any. But we did settle under the table, paying a small fee years and years later. But uh...

BS: Well, let's get off him. And talk a little more generally about.... Most of those years then under that constitution, Sam was....

WF: They weren't really bad. Sam was the chairman of the University Council. And at different times I was on the public relations, the publications committee and I was secretary of the physical facilities committee, and I was twice served several terms on the commencement and honorary degrees committee. In most cases, unless the, unless what the administration was trying to do was glaringly wrong, we accommodated them. We knew that the emperors clause gave the president full power if he wanted to use it. And uh, now, we did have one run-in with Nelson. I remember the students, the student conduct and welfare committee or some sub-committee had passed a resolution to disarm the security police. And I heard about it. And at the next meeting with the physical facilities meeting, I brought that up. And of course, we were responsible for the security police. It came under our committee. And so, I made a motion that we ask the president to take no action on the thing until we had investigated it. And Nelson was furious. Oh, I've still got the letter he wrote me. It was vicious. He accused me of wanting to shoot students and everything else. It was the most vicious damn letter I ever received. And

boy, I gave it right back to him. I told him it was strange. I told him, "Just last week you wrote me what a wonderful person I was, the type of faculty member you wished you had more of," and I said, "The only difference between last week and now is, last week you agreed with me and this week you don't." [chuckles] But we didn't disarm the security police. And in any event, he wrote me a letter later on and said, "I learned a lot while I was here at Marshall. Could I use your letter in a book I'm gonna write?" And I said, "It's yours. You already have it." But we did have things like that. Louis Jennings was hurt when the president wrote him a vicious letter about when he was chairman of the faculty personnel committee. In fact, he turned against the university and worked against it for the rest of the time he was here, because of that. So you did isolated incidences where I guess president's got out on a limb or something and uh, felt they had to defend themselves. But I would say 90% of the time the president approved whatever recommendations faculty committees sent to him. And if they didn't approve, it's just because they needed more information. There wasn't the fighting that many people seemed to think there was. It really wasn't that bad. And in many cases it wasn't because when we heard something was going to happen, we went to the president right away. I went to Dedmon one time when he was acting president during that period around the time of the airplane crash or before. And there was something that I asked him, I said, "Are you seriously thinking of doing this?" And he said, "Yeah, what do you think about it?" And I said, "Well, that's bullshit. The faculty'll laugh you out of existence if you try to pull something like that. " I don't even remember what it was now, it was so dumb. And he said "Well, boy, you sure lay it on the line in plain language." I said, "Well, Hell, I don't know how to make it any plainer than that." He said, "That's what Sam Clagg says, too." And I said, "Well, you might stop and ask yourself maybe we're not right."

He said, "Yeah, I asked myself that. I'm not gonna do it." So lots of times we forestalled things, by getting....

BS: Do you think, Walter, that part of the reason you are concluding that things went reasonably well is because you apparently were so much more in the know than maybe some faculty members on the fringe who would prefer to whine and bitch and didn't really know what was going on, didn't take the time to find out what was going on?

WF: It could be. In fact, I've often said that the faculty here at Marshall are not aware of all the hundreds of things that Sam Clagg did when he was chairman of the University Council, that kept things on an even keel and kept problems from arising. Because Sam and I and a few others had feelers out, like Dr. Fitch used to say, we had our testicles out in all directions. I used to say, "Doc, it's tentacles!" [chuckling]

BS: Maybe he knew, maybe it wasn't a slip.

WF: You know, we'd hear things. And as soon as we'd hear it, we started tracking it down.

And we, sometimes we'd isolate it, if it was a rumor or lie or something, we'd trace it right back and make the person apologize and that was the end of it.

BS: Were there serious moves by some faculty against Sam, before the ones right near his retirement?

WF: Well, you always have faculty who come here and they don't want, they don't want to pay their dues. They don't want to work hard for a period of time, and earn the respect of their colleagues and so forth. They want instant utopia. And they see some of the older faculty preempting positions of importance. And they, you know, this is one of the reasons some of them want, one of them told me one time. He was urging, over in one of the science departments, that

we have an election of their chairmen. And I said, "Why? You've got a top-notch chairman." He said, "I know that, but Hell, the only way I can ever be chairman is to have an election." And I said, "Do you really think the members of the department would ever elect you chairman?" He said, "Well, no, but that's the only possible chance I could have." Well, "I said, "It's no big deal being chairman, buddy. You might be sorry when you get in there." But yeah, I think if you're kind of on the outside looking in, you tend to be critical of those in positions of power. But you don't understand all of the things that they're doing for you behind the scenes that never.....

END OF SIDE 2 TAPE - TAPE 1

BEGIN SIDE 1- TAPE 2

BS: ...about yourself.

WF: Sam and I used to say you head 'em off at the pass. You don't wait until the thing becomes a full-blown controversy. As soon as it rears it's head, you try to chop it's head off if you can. You go right to the source and do something about it. And that happened time after time after time. And so, I think a lot of controversial problems that would have arisen, never arose at all. Because we...we knew what was happening, we knew what was going on. Of course, there were fewer faculty during much of that period. And we all knew one another pretty well. By the time I retired, I didn't know half the faculty here. I mean, I just didn't. But when I first came here, when I came here as a student in '46, there were only 60 faculty members here. Fifty-eight, I think it was, in the whole institution. And ten years later there was two-hundred, and twenty years later, there was four-hundred. I mean, just almost geometric. So, if you know people. And Sam and I always and several others, were always very, very friendly with Buildings and Grounds and secretaries and other people. We didn't have any utopian ideas about being faculty,

you know. And lots of times they'd call us and give us information. "Did you know that blah, blah, blah...." And I just sent a letter and that sort of thing. [chuckling] And people used to say, "How in the Hell do you know all these things, dammit? I just received the letter today!" But we know that type of stuff. Well, but things were not as bad as many people seemed to.... You didn't have a running controversy with the administration all the time. That wasn't the way it was. The great bulk of the time there was general agreement. We were unhappy. There were, there were times when three or four years would go by and never no salary increases at all. You just.... But it was a period when many faculty put in extra hours, did extra work. We didn't get time off, we didn't get extra pay, we didn't get anything. We just did it. It had to be done. And uh, I hate to compare period. Because there are other variables that make things so much different. But uh, I don't think I'd like to be working at Marshall full-time now. I'd much rather had worked back when I did.

BS: I find it not what I anticipated. I don't mean Marshall, as much as higher education. There is some things that really bothers me, that I ought not be doing, that require energy. Well, how about you take a couple of minutes and sum up Walter Felty, professor?

WF: Well, a major reason why I took early retirement was I could have stayed 'til sixty-five and instead of retiring at sixty-two, was the deluge of paperwork, the title wave of paperwork, everything you did required more and more paperwork. And I swear to you that back years and years ago, if I wanted to turn in a request for some money under a grant or something, I'd fix it up and take it in and put it on President Smith's desk. And he'd say, "Now, Walter, is everything okay?" And I'd say, "Yes, sir." And he said, "Fine," and signed it. Hell, it got to the point it had to go through a half dozen damned offices before you could get anything done. To Hell with

it! To that, I've had it, buddy. It's burn out as far as I'm concerned. I can't take that kind of stuff any longer. It used to be you could call someone on the phone and reach an agreement with them, a gentleman's agreement. That was it. My god! now, it's fifteen copies going to everybody and his brother before anything can be done. The, the joy went out of working here. I used to love to come to work. I used to enjoy it. And I didn't mind teaching overloads, I didn't mind working at night, I didn't mind any of it. And I loved it. And it got to the point where I hated getting up in the morning and come up here to work. It just was no fun any longer at all, in any way. But I'm sorry to say that.

BS: But Walter, and I don't mean to interrupt here, but that's all impersonal thing. It has nothing to do with anybody in particular, is that correct?

WF: Yes, it's just the system. It's just the system. (BS: Yes) Well, Woody Morris used to say years ago, he says, the system grinds you down...over a period of time, the system grinds you down. And I guess maybe it does. I don't know. And of course, Sam is different. Sam will stay right here on campus and work for nothing 'til he drops dead. Because he's totally, well, it's Marshall. He's Mr. Marshall, as far as he's concerned. I don't feel that way. I many other things I want to do. And I don't mind helping out a little here and there, if I can with somebody. But I'm not going to devote the rest of my life to Marshall. I already devoted a huge chunk of it, and I think that's enough.

BS: Okay. Anything else you want to say?

WF: Well, let me see if I had any notes here that uh...I was going to mention some of the desirable things that happened over the years. But uh...[looking at his notes]...some of the bad events. But I guess we can leave those out. I've enjoyed the years I've taught here at Marshall.

It's been a good experience. And looking back, I don't, I don't think I would have wanted to have done anything else. I wouldn't change a great deal. I enjoy teaching students. But what happened over a period of time was, I had less and less time to teach, and had to spend more and more time in an administrative position. And I don't care for that. And it got to the point where everything I was doing, I couldn't do real, real well. Because I simply didn't have the time. I was on too many committees and had too many problems and too many things to do and too many, too much teaching, too much administrative work. And every report I had to turn in, people would look at it and say, "Boy, that's a terrific job," and I'd think, "Good God!" If I'd had another hour on that, it could have been three times as good, you know." You have your own level of quality that you think you ought to do. And I wasn't doing it at that level. And I decided rather than go on that way, I'd just as soon not do it at all...just get out of it. And I'll close by saying, people ask me how I like retirement. And my answer right now is, the two greatest human inventions is retirement and sex! And probably ten years from now I'll say the greatest human invention is retirement!

[laughter]

BS: That's a good place to stop! Thank you very much.

END OF INTERVIEW



MARSHALL UNIVERSITY

JAMES E. MORROW LIBRARY

HUNTINGTON, WEST VIRGINIA 25701

MUH-61

ORAL HISTORY

GIFT AND RELEASE AGREEMENT

I, Walter C. Felty, the undersigned,
 of Huntington, County of Cabell, State
 of West Virginia, grant, convey, and transfer
 to the James E. Morrow Library Associates, a division of
 The Marshall University Foundation, INC., an educational and
 eleemosynary institution, all my right, title, interest, and
 literary property rights in and to my testimony recorded on
December 16,, 19⁸⁷, to be used for scholarly
 purposes, including study and rights to reproduction.

- WCF Open and usable immediately.
(initial)
- _____ Open and usable after my review.
(initial)
- _____ Closed for a period of _____ years.
(initial)
- _____ Closed for my lifetime.
(initial)
- _____ Closed for my lifetime unless special
(initial) permission is gained from me or my
assigns.

DATE December 16, 1987

Walter C Felty
(Signature - Interviewee)

849 Madison Avenue
(Address)
Huntington, West Virginia

DATE December 16, 1987

Robert Sawyer
(Signature - Witness)

BS: This is Bob Sawrey. Today is December 16th, 1987. I am in my office, 751 Smith Hall, where I will be interviewing Dr. Walter Felty, of Huntington, a retired professor from Marshall University, concerning his role at Marshall and his career at Marshall, which extended from the '40s as a student into the early '80s as a faculty member and chair of the Department of Educational Media. Okay, Walter, let's start with a little information on your family background. Who your parents were, when you were born, where you born....

WF: Well, I was born in Kentucky, October 3rd, 1921, Louisa, Kentucky, which is right on the West Virginia border. My mother, all of her family, had come over here from England back a hundred years before, I guess. My father came over here from Germany at the end of the 1st World War. And we moved to Huntington when I was about three or four years old. And about that same time, my father died, and Mother never remarried. And I had one sister, a year and a half younger than me. And I lived in Huntington and was educated in the public schools of Huntington. The only elementary school where I went to elementary school has now been torn down. And Central Junior High School, which was at one time the high school, before Huntington High School was built, has also been torn down. And I graduated from Huntington High School...the last year I went there, the school was so crowded we went each, I went half a day and half of went half a day in the afternoon and half in the morning. It was the last class before East High School opened. And drained away a lot of the excess population of that high school.

BS: Was that '38, '39?

WF: No, I graduated in January of '40.

BS: January of '40. Let's back up for just a second. I forgot to be clear. What's your mother's name?

WF: Uh, Mary Adkins. And she married my father named Felty.

BS: What was his first name?

WF: Walter.

BS: Walter also. And I was going to ask but then you clarified that already that, whether or not you spoke German at home at all? At the time your father died you were very young....

WF: Well, we only, my father did a great deal. My mother and I do remember him saying some things. But very, very vaguely. Because I was too young to really pay much attention to it then. So I don't...I took German in college, however.

BS: Was he any kind of political refugee, military refugee, or did he just happen to come?

WF: No, he was just one of the immigrants that came over to this country. I guess he decided that...of course, as you well know historically, conditions were pretty bad in Germany at the end of the 1st World War. And he felt that things would be better over here. That's why he came over here.

BS: Okay, so you then...January '40 graduated from high school. Did you come right over to Marshall?

WF: No, I didn't have any money. We uh...I grew up during The Depression, and lots of times, literally, we didn't know where the next meal was coming from. My mother worked for the WPA, Work Progress Administration. And I gathered junk in the alleys and everything else and sold it to pay my dues in the Boy Scouts and things of that sort. It's, it was really a rough period, I kid you not. And when I got out of high school, there was...there was no hope of going to college. We didn't have all the scholarships and grants and everything else that you have now. And so I went to uh, there was a National Youth Administration outfit up at South Charleston at the, there was an old defense plant up there, had been run by Du Pont during the 1st World War.

And I went there and we were taught, we went to school half a day, and then we worked on the job half a day. And I'm very thankful I went there. I was there for about six months. And I learned carpentry. We built the barracks that we lived in. And I learned carpentry and electric wiring and sheet metal work and all kinds of things. And then I came back to Huntington and went to work for the Singer Sewing Machine Company, selling sewing machines and vacuum cleaners and electric irons. And I had part of Cabell County and Lincoln County. And back then, traveling over Lincoln County was really rough. Because there was almost no paved roads anywhere at all. Then I went to work at S.S. Kresge as a stockroom manager. At that time, they had a big five and ten store around on Third Avenue and Tenth Street, Third Avenue between Ninth and Tenth. And that's where I was working when the war broke out. And went in the military service.

BS: Which branch?

WF: Army, U.S. Army. And I served, I went through Basic Training and I was in the 14th Armored Division. And we were supposed to be shipped over for the invasion. We had orders to go to the Port of Emarcation. Of course, we didn't know at that time that the invasion, the Normandy Invasion was coming. And then we learned later on they had nowhere to put us. They had so many men that they just couldn't take any more. So we were held up. And then we were to go in on the Southern invasion of France, down at Marseilles. And we sailed for that and were attacked by submarine wolf pack and the convoy got scattered. And by the time we got there, they'd already landed, the invasion had already taken place. But it didn't make any difference. The Germans didn't fight. They pulled back twenty miles. And so, the good old U.S. Army, you know, you have a set plan, you don't change it. And they weren't supposed to

be where the Germans were for about two weeks. So for two weeks we enjoyed ourselves in Nice and Marseilles and went on around the Riviera.

BS: Did I draw the right conclusion from what you just said, that you joined the Army like in early '42, maybe, and were stateside for two whole years?

WF: Uh, a year and a half. They had...they didn't need more armored divisions in the Pacific. And they had so many men.... It's hard for people to understand this. But at one time I think we had sixteen million people in the armed forces. And they didn't know what to do with us. And so, every time we got ready to be shipped out, they'd call a halt and they'd send, they'd pick some of us for special training. I went to the University of Kentucky for special training in engineering. And to Louisiana State University for special training in demolitions. And uh...it was just special training, special training. We kept thinking, "Hell, the war's gonna be over before we ever get in it." But we had enough of it when we finally got in it, so it was all right.

BS: So you had a fairly active year say from summer of '44 to late spring of '45? Active in the sense of combat?

WF: Yes, that's true. I was, by the time we went over, I was a staff sergeant, and in charge of platoon of fifty-five men. And that's what I was all the time I was over there. Then, toward the end of the war, I got promoted to tech sergeant, and then when the war ended and we were being re-deployed to go to the Pacific, I was promoted to master sergeant, put in charge of the whole battalion.

BS: Did you get to the Pacific?

WF: Well, by the time they got us all re-deployed and getting ready to ship us out, they dropped the Atom Bomb. And when they did and I heard about it, I said, "Hell, drop another one," and a

week later they did and that was the end of the war. So then we were put in charge of some displaced persons camps and things of that sort. And I got home in January of '46, just in time to enroll in Marshall here in the spring semester.

BS: Had you considered college a dream, let's say, rather than a goal?

WF: Yes. In fact, when I graduated from high school, the church that I went to at that time, had a scholarship for me, Central Christian Church, to go to uh, the seminary down in Kentucky, Central Kentucky Christian College, right down the road here a ways. And I turned it down, because by that time, I had become an agnostic for all practical purposes. I didn't have any faith in most of the stuff. And it didn't seem right to me that...take advantage of that. Although I was assured that the seminary would take care of all that for me, but I didn't go.

BS: In the sense that they would tolerate you or that they would straighten you out?

WF: Straighten me out, I think is what the minister meant. And he was a real nice fellow. I care for him very much. But uh, then I wanted to be either a lawyer or a teacher. And I didn't know which. So when I came to Marshall, I enrolled in pre-law in the College of Arts and Sciences at that time, and took sixty hours of work. And I was under the GI Bill. I had four years coming, forty-eight months. And I went to the University of Kentucky for two semesters in law school and decided, "Good God, I couldn't stand that. That's too sordid."

BS: Now, you went to law school without the bachelor's degree?

WF: Oh, you didn't have to have it then.

BS: Right, so you....

WF: You had to get in a pre-law program and have sixty hours with a certain grade average.

BS: So you did that here, went over to Lexington, came back here?

WF: Stayed two semesters, and decided that spending the rest of my life with that kind of stuff was just not for me. And I came back and transferred to what was called the teacher's college, at that time, and graduated in the spring of '49. And I had a straight A average for four years here at Marshall. And then I enrolled in-, I graduated in...my teaching fields are speech and social studies. And then I enrolled in the masters program and the graduate school was just a couple of years old at that time. It'd just been approved...a short time before. But, the state.... And got a masters degree in history. This was back during the time when Dr. ^{Toole} Tule was the chairman of the History Department. And I had just, was just getting ready to sign a contract to teach as a public school teacher and Dean Wilburn, Banks Wilburn, who was the dean of the Teacher's College at that time, called me in. And I had been very, very active in photography. And I got my hands on one of the early prototypes of tape recorder we had stolen from the Germans at the end of the war. And Wilburn said, "You're interested in that kind of stuff, aren't you?" And I said, "Yeah." And he said, "Well, we're going to have to have an audio visual director here at Marshall." He said, "If you're willing to go away this summer and take some training work in that area, we'll hire you as our audio visual director and you can teach a couple of social studies classes." And half time was teaching that and half time was audio visual director.

BS: Just let me interrupt for one second. Was that then roughly the same time that he was creating the social studies department?

WF: It had been created a couple years before. (BS: Just before) I'm not sure...I'd say around '48. (BS: Yeah, that sounds about right, of what I've heard) Which I think was a mistake. I mean, I studied in the department and taught in it for years, and I still think it was a mistake to create it. But in any event, so that's what I did. I went to Indiana University. It had the largest

audio visual program in the world at that time, and took summer-, took three or four courses that summer, and came back and was hired as the college audio visual director. And I taught those basic social studies, 104 and 105—they only had two of them at that time—and I taught that for, well, I did that until 1970, when I...went away to take course work and complete the work on my doctorate.

BS: Okay, now, those were...a basic AV kind of course for all education majors?

WF: Yes, we had three courses. There was a utilization course, how to use equipment and materials properly and techniques. And there was a production course, how to create production materials and an audio visual administration course. (BS: Okay) And that's all we had back at that time that I taught. And I just-, I would teach two social studies classes and one audio visual class each semester.

BS: And there was no real AV department? You were housed technically in social studies?

WF: Well, kind of both. When we had departmental meetings, I came to the social studies department meetings, and also to.... We had one big, huge Department of Education at that time. (BS: Oh, okay) [inaudible]...Morris was the chairman of it. And all the different areas now that have been pulled out, were all in that big Department of Education. So I was a member of it, also.

BS: Okay. Let's go back for just a second on this, the GI Bill business. First of all, what were the benefits?

WF: Well, at that time, I had gotten married while I was in the service. And if you were a married veteran, you could have up to forty-eight calendar months, that was the maximum.

Now, if you didn't have that much service, you didn't get that much. But that's the maximum

you could get. And I got paid a hundred and five dollars a month, and the tuition and the books and supplies. Now, tuition at that time was about twenty-five dollars a semester. It's hard to believe, but that's what it was. And the activity fee was maybe five dol-, almost nothing. I mean, in fact, back then, we had students from all over the country came to Marshall and enrolled. It was cheaper to come here than pay tuition in their own states. And uh...if, if, at the last.... I actually got more than forty-eight months. Because the way the thing went, you weren't, you weren't charged during summer-, portions of the summer when the college wasn't in session and you weren't going. And that accumulated. And at the end of it, if you hadn't used that time for vacation. Now, if you wanted to, you could use it and they'd pay you. But if you didn't, in the last semester you had over half of that-, one day over half the semester coming to you, they paid you for the whole semester. And so I did. I had about a week more coming and I got paid for the whole semester. So I got four years plus a semester. So I got an AB degree and a masters degree and a couple semesters of law school...in that period of time.

BS: The...let's say Hollywood image of the GI Bill is hundreds of thousands of young, energetic, on-the-make, in a positive sense, moving ahead, serious students who maybe were not philosophies or theory students but, well, vocational's not the right word either. But goal-oriented students (WF: Yes) who took advantage of an opportunity, crowded in, is this the....?

WF: That's reasonably accurate, that's reasonably accurate. There were a few, of course. There wasn't any big employment problem at that time. So you didn't have to go to college because you didn't have a job. Now, there were some who came to college and just, it was fun and they enjoyed it and they stayed in just to go to college. But I would say probably three-fourths, maybe even more of them, were married. And sometimes their college degree had been

interrupted for service, and they had definite plans, and they were pretty serious about it. It was very competitive. Competitive as Hell. I mean...

BS: Was housing a problem?

WF: It was if you wanted to live in a dorm on campus. Because at that time, the, that east end of Old Main was College Hall. It was a women's dorm. And you had Hodges Hall and Laidley Hall, that was it. Now, they did construct on campus, a little old bunch of temporary buildings over there in the area now where Harris Hall is, right between it, that kind of area right in there. It was an old music building, they called it over there at that time. And then there was another area out on the south side of town, way out in the woods out there, that they had constructed. It was old barracks that they had brought in and constructed for married couples to live in. But well, there wasn't much on campus. I mean, there definitely was a problem there.

BS: Did you move...did you live off campus?

WF: I lived off campus in an apartment. In fact, all the time I was going to college here, I also worked part time for a private investigative agency downtown. I worked as a private investigator.

BS: That wasn't with Colonel Browne?

WF: No, it was with Lloyd Ward International Investigators. And Lloyd is dead now. His wife is running the agency now. But I worked for them...well, I continued to work for them, in fact, for about ten years in the summers and part-time after I started teaching here.

BS: Okay. So, fall of '50 you became a faculty member? (WF: Mmm-hmm) And you just said that you stuck with that 'til about '70.

WF: Yeah. At that time, Hayes was the Dean of Teachers, of the College of Education. They'd

changed the name by then. And he was always giving me the devil for teaching social studies classes. Because by that time, I was sometimes teaching two audiovisual classes a semester and two social studies classes. And also doing work at the audiovisual director. Because at that time, I bought all the equipment and materials for the whole campus. There were no departmental budgets for that type of thing. And uh, so when I went away, he said, "When you come back, you're not going to be teaching no more social studies classes." And I said, "Well, okay." And he said, at that time, there were some problems with the library science program here. I won't go into this embarrassing.... And he said that either I took it over or he was going to eliminate the program. And so, that's when we took the audiovisual courses and added a few more and combined that with the library science program and made it the Department of Educational Media. That was in 1970. And we hired Dr. Plumley in 1969 to run...because we were also at that time, developing what now is called the Learning Resources Center. We had other names for it then. But I hired her. She had come here from Kent State as a grad assistant. And when she graduated, we hired her to work in the department, and to run the Learning Resources Center. And it was part of our department. It was our responsibility to operate it.

BS: How did the AV equipment get spread all over campus?

WF: Well, when I first came here, Dr. Stewart Smith, who was president at that time, called me in. And his idea, and his idea, which I never did follow, because he was wrong in my opinion. I didn't argue with him. I just didn't do it. Was that I went around and confiscated everything that everybody had, everything. All the film strips and films and all the projectors and anything, record players, and put it all in one great big room. And then when somebody wanted to borrow something, they made arrangements and came over and picked it up and used it and brought it

back. Well, that's not what they taught us at Indiana University. They taught us that the closer to the ultimate user the materials could be kept, the more likely it would be that they would be used. And that the less trouble that anybody had to go to, to get a piece of equipment, that the more likely they were to use it. And so, I set up a committee right away, which again was recommended, an audiovisual committee. And I had about seven or eight chairmen on it. And they were all in total agreement. They didn't want to give up their equipment and everything. So what we did over a period of time, from '50 to '70, we'd have a centralized budget and then I'd surveyed the campus and found out what everybody had, everything that existed. And for several years, kept use records, usage records, to know who was using what. And people would request a record player or a tape recorder or an overhead projector and they were given a priority, and if they didn't get it this year, they'd get it next year. And we always had equipment in reserve. And if I found out somebody used a piece of equipment often enough, I gave them a piece of that equipment in reserve. Because my goal was to have everybody totally independent as possible. And all the art films and everything went to the Art Department, music stuff..... In fact, the records I bought formed the basis for current music library that they have here. I had no idea...I didn't want an empire....[inaudible]....because that's a pill. If you have all that stuff in one place, and you've got to have people check that in and out and everything else.

BS: A huge staff.

WF: And there was just no way. And of course, they never gave me any staff. I didn't have any help like that. I had a student assistant every once in a while, that was it. But that was the way we handled it. And then for a period of years, six or seven years, we had money that was available under Title Six of the Higher Education Act, to buy equipment and materials. And you

turned in a proposal and it was matched by the Federal Government. After Sputnik went up and '57 or whenever it was. (BS: Fifty-seven) I got all shook up, you know, "My God, we're falling behind." And that's when the government started throwing money at everything in the field. And so we had, we had a whole number of those big grants that I bought equipment. And then there were a couple different times I got into a campaign, well, they had a contest, 3M did. And they came out with their thermal copiers and it's hard to believe with all copiers we have now. But that was the big thing at that time, and overhead projectors. And if you told how you would use them, and you were one of the top ones, you won a whole lot of that stuff. And I won twice, on how we would use it. And so we got about fifteen or twenty overhead projects and about a dozen copiers and thousands and thousands of sheets of paper and film. And I gave those out to departments that needed them. And by 1970, I agreed with Dean Hayes that we were pretty well taken care of. Most departments had the equipment that we needed. I mean, we were in pretty good shape by that time. And so, the position of audiovisual director was terminated. There was no longer any need for it. And the budgets went back to the individual departments or the colleges. And they were given out to the departments and they were on their own. But '50 to '70 was kind of a crucial period, because most people didn't have anything. And some who did, stuff was out of date and obsolete and needed repairs and everything else. But I did a pretty fair job of building up the program here.

BS: So then in '70, you went back to UK? .

WF: And finished the course work. And I came home in December of 1970 to move into the Communications Building. Until that time, I was over in the basement of the Science Hall, and had all my classrooms and labs and darkroom and everything over in the basement of the Science

Hall.

BS: You said you were in the Science basement?

WF: I was in the basement of the Science Hall over there. Had pretty good facilities over there.

But when this, when the Communications Building was being designed, it was planned so that radio and television, open circuit, WMUL, it was called at that time, and Instructional T.V.

Services, and the audiovisual, the Educational Media Department, would all be in that building.

And we planned that building. And unfortunately, that was the last building on campus that was

built totally bare. From that time on, the buildings that they built, they built and furnished. Out

of my budget I had to buy the tables, the chairs and every damn thing that went into my

department. Had no money for anything. We would, we would turn in our plans and they would

say, "Cut, cut a half million dollars," and we'd cut and we'd bring it back, "Cut two hundred

thousand." So the time we moved in, there was nothing but a bare building. And it was pretty

sad, it really was.

BS: But were you only over at UK one semester?

WF: No, I was there for a calendar year plus a summer.

BS: Okay. And did the university help you financially?

WF: Yes, I was on a half sabbatical, half salary for nine months. Then the two summer terms I paid, of course, my own.

BS: Okay. And you were obviously promised your job wasn't in jeopardy, you were gonna come back....?

WF: Oh, I had to come back for three years or whatever it was. I had no choice.

BS: Oh, that's right. Sabbaticals are like that, aren't they?

WF: Yes.

BS: Okay. When you came back then, we had this new little creature called EDDM, is that right?

WF: That's correct.

BS: And you remained the chair of that until you retired?

WF: Uh, yeah. (BS: Which was?) The summer that I retired, I officially turned the thing over to Dr. Plumley. Because I did teach that summer term three years ago.

BS: Yeah, I was looking and I couldn't believe it's been three years. I suppose maybe you can or can't. But I sure didn't realize that it had been that long.

WF: Well, then when I retired at the end of the summer of '84, then I taught part-time for Jenny during that next year. Because we didn't, Henrietta Ford had retired the previous year. And we elected not to replace her. And then when I retired, somehow there wasn't any money to replace me right away. So I taught part-time for that year. And then for the next two years, I worked for the Vice-President of Academic Affairs Office, doing the catalogs and The Greenbook.

BS: Let's talk about you and some people. For a while.

WF: Okay, be glad to.

BS: Let's start with the various deans in the College of Education or Teachers College that you would have had to have relationships with. And you're gonna have to help me back into the '50s. **WF:** Well, when I came here as a student, in January of '46, the president was a man named Williams.

BS: Who went to 'Ole Miss'.

WF: Who went to "Ole Miss". And the dean of the Teachers College at that time was Stewart

Smith. (BS: Oh, okay) And he was made acting president for a little while and then became president. And then...

BS: Let's talk a little bit about him. Because since he was both. (WF: Okay) He was a long term president....(WF: Yes, he was)...seven or eight

WF: A long time. And he was a gentleman. A very decent, honorable man. Two honorable, in fact, to be a college president during that period in time. Because whenever he turned in a budget, for example, at that time we were under the State Board of Education. There was no Board of Regents during most of the time he was in. And when he'd turn in a proposed budget, he turned in what he felt was an honest budget. And of course, it was always cut...dramatically. And so we always fell behind. WVU took what they needed and added a hundred percent, and got it cut fifty percent and still came out ahead, if you're following what I'm saying. But he would never do that. He was an honest, decent man. And much, [clears throat], much of the time, what Dr. Smith did, he was beset by so many problems. And what he tried to do was to temporize wherever he could to keep the ship afloat. Not to really solve the problem, but to do enough...I don't mean to despair you, but a kind of band-aid approach.

BS: Are you talking, Walter, financial and....?

WF: I'm talking financial and I'm talking about all kinds of things that happened during that period.

BS: Including say '60s demonstrations...

WF: Problems with students, anything you want to name. And the result was, well, in fact, one reason why he uh, he retired early was because all of those problems had been mounting and they fell on the head of poor old Nelson when he came here as the next president. Now, a lot of

people disparaged Nelson. Nelson was a shrewd, sharp man with a terrific sense of humor and very, very intelligent. And I liked the guy very much. But he had all the problems that had been put off for years and years, just fell on him like an avalanche. There was no way anyone could have solved all those problems. No way at all. And finally, he just gave up and left...after a couple of years. The next guy that showed up was Barker, I'm not discussing the temporary ones that were in there like Dedmon and others. Barker, I think, of all the ...

END OF SIDE 1 - BEGIN SIDE 2

WF: . . . gambler, because he wore his hair kind of long and curled up in the back and he always wore a vest. And I don't know, just the overall appearance was that of a river boat gambler. But I call him the great non-communicator. Because you could write him a letter, asking for information or leave a phone call and he never replied. He never communicated in any way whatsoever. And looking back on it, I think it may have been wise. Because if he didn't have enough knowledge or wisdom to know what to do, just don't do anything. And most of the time he didn't do anything. He just did nothing whatsoever. Overall, he had, he insisted upon having an inauguration. I never got along well with him at all. And I was on the inauguration committee and at that time, we were hard-pressed for funds, which we always were. And the very first meeting I said, "This is a beautiful p.r. opportunity, President Barker." I said, "Why don't you say you would love to have an inauguration. Many people would love to have one. But Marshall simply can't afford to spend a penny on something like that, because we're so hard up." I said, "You'll get all kinds of sympathy and everything else, and don't have the inauguration." He went ahead and had it anyway, with great pomp and ceremony and then a year later, left. Big deal. I think it was during his, during his reign that we, we did something that

I...disgusted me at the time. And the faculty hated it, too. He decided that the graduate school dean ought to have his own graduate school faculty under his control. And so, without any feedback from the chairman, without any discussion with anybody, he picked twenty-five or thirty of the graduate faculty and called them budgeted graduate faculty and they were under the control of the graduate school dean. Well, it created chaos. I mean, God almighty, whoever heard of such nonsense. And nobody knew at the time whether the Dean of the College of Education or Arts and Science had charge of those people or didn't have charge of them. And he also put a guy in named Herman Weill, as graduate school dean. who was the worst graduate school dean we ever had. Because Herman started off making it clear to us that he didn't care in the slightest what-in-the-Hell the graduate council did, or Academic Planning and Standards Committee did or anybody else did. By God, he was going to run the graduate school the way he wanted to. Which it didn't go anywhere with us, baby. Because back at that time, there were about ten or twelve of us that didn't put up with any crap of any kind from any administrator. And so, after two years on the job, why, Herman vowed out and went back to the History Department here. And died shortly thereafter. And I'm sorry to speak ill of the dead. But he was a lousy graduate school dean.

BS: And he was brought in as a dean, right, and given a tenured appointment over here?

WF: That's correct. Again, which is something that we all bitterly contested, you come in from abroad somewhere and you work and slave and prove yourself to get tenure. They bring some nut in from outside there somewhere, he never does a day of teaching or anything else, and whamo! he's suddenly tenured in an academic department. And I resented that and so did everybody else. Well, as soon as, as Barker left, well, the graduate faculty went back to their

individual colleges, which is where they should have been all the time. He was a poor president. And I was, I was, well, some of would say, we would dance on the table when he left. And we did, we were glad to see him go. Hayes was a pretty good president. He had been my dean for many years and I respected him. And still, do. He made one...well, he made a number of fatal mistakes, I think. But the most important one was he let himself be beguiled by the athletic facility here on campus. And he channeled more and more money above-board and under the table and everything else, to that athletic bunch over there, who just squandered it away, until it all finally hit the fan. And that was the end of him. In my opinion, the best president that we've had in the time that I've been here, is the one we have currently. I think Nitzschke is a good p.r. man, he's warm, he's friendly, he's...he comes across real well. He's sharp and he's competent and he's hard-working. And he may be just the guy we need for these trouble-some times. Now again, he's done some things with which I don't agree. But that's okay. I mean, that's his business. And...

BS: You left off the word honest. Intentionally or unintentionally?

WF: Well...one thing that I disagree with that he did was to bring Allen Mori in here as the Dean of the College of Education. That was a mistake. I'm sorry he did that. Because Mori, on the surface, was not qualified to be a dean. He did not have the qualifications, the requirement that he had been a dean or an assistant dean in the past—he never was. And I understand Nitzschke made the statement and I have heard this from several people, that he owed Mori for how Mori supporting him when he was out there at Las Vegas. Well, you don't reward someone by punishing other people. And Mori, as a dean in the college has been a disaster. He was a disaster, and I am glad he's gone! And one of the worst things he did was to change the whole

administrative structure over there to totally destroy what we all the academic department. And what he has is those God-damned stupid divisions over there, and in a couple of cases of people he put in charge are bismally ignorant, in my opinion. And he's delegated the departments to where they're nothing, and the department chair still do all the work they did do, but have none of the respected time off. And I don't, I would not support any new dean over there who wouldn't agree to go back and make that college the way the rest of the colleges are. That's absurd. The whole basis for the academic structure in higher education is the academic department. The grouping of people of like background and training and desires and needs who work and cooperate together. Hell, would you, would you know that home economics is a special allied studies, for God's sake?

BS: No....

WF: Or that social studies is in whatever that God-awful name is.

BS: [inaudible]...whatever that is.

WF: And Hell, whoever would know that? And the departments aren't even listed in the front of your director. They're not listed as departments in the catalog. They're listed under those damn division heads. And Mori did that because if he gave appointments to four division heads, they had to be loyal to him. While the chairmen were already there. By somebody else. They might not be loyal to him. And he felt he could handle four of 'em, that he had given the carrot out in front of 'em, you know, and do as he pleased. And it's created a tremendous loss of morale and efficiency in that college over there.

BS: Let's back up just a bit on, on Mori. The public story, at least the public story I heard, is that Nitzschke said to the committee which was deadlocked or had had some candidates who had

refused the position. Second go-around anyhow, to replace [inaudible].... Take a look at this guy out at Vegas. I'm not pushing him on you, but take a look at him. Not true, huh?

WF: He wasn't even on the recommended list the first go-around. And I understand from four or five members of that committee virtually insisted that he be added to the first four and that at least four or five of them be sent to him. And he immediately picked him. The chairmen, we were aghast. Because when we interviewed people, nobody put Mori down as their number one choice. Nobody in the College of Education wanted him. And yet, he ends up being the dean. Okay, I, I forgive Nitzschke for it, fine. But the problem is, when you have some dummy that comes in here and has to change everything around in his image in some way, Hell, when he leaves, the problem is still here. The people here still live with it. It doesn't go with him. The stupid move that he has made and the changes he's brought about, they're still here. You may be stuck with it for years and years and years. If I were interviewing some dean, the first thing that I would want to ask him is, are we gonna be like the rest of the academic colleges on this campus? From an organizational standpoint. If he said, "Oh, I like the division head," baby, he wouldn't get my vote, I'd tell you that. I think that's a bismal, an abomination.

BS: Let's go back to Hayes for just a minute. You had indicated that his biggest flaw was dealings, were the dealings that he had with the athletic department. What were his strengths? You can talk about this either as dean or...?

WF: Yeah. Well, one thing. You could talk to him. You could, until he had made up his mind, until Bob had made up his mind that he was gonna do something, you could come in and rip any idea apart that he had, in any way, in any way you wanted to. In fact, even after he had made up his mind, you could still tell him that you thought it was foolish. You still stayed friends with

him...he had no problem at all. I liked the guy personally, I really do. But once he'd made up his mind, he was pretty adamant about it. You might as well just shut up. There's no point telling him he's made a mistake. Because he's not going to change in any way. Now, he was a good-hearted worker. If he got, if he got down on somebody, it was awful hard to defend him to him. There was a faculty member who eventually became a part of my department that had a drinking problem. And Hayes wanted me to terminate her. Because she'd actually come to campus drunk. And I said, "No, I've never seen her drunk on campus." And she's not in, not since she's been to my department. And I said, "Now, I'm going to move her office right over next to me. I'm gonna have a talk with her. And if she ever comes on campus drunk after that, I'll terminate her." He said, "Okay, good enough." Because he was obsessed about drinking. It really bothered him. (BS: Yeah, I'd heard that) Very, very much. But okay, I don't drink. And I don't look down on people that do. Hell, some of my best friends are drunkards. [chuckles] But I wasn't going to let her drink on campus. I wasn't going to let her get drunk and make an ass of herself and hurt the department or anything else. And she never did. Now, by noon time, she was trembling like that, waiting to get home so she could hit the bottle. But...and she drank herself to death and died...unfortunately. But his, his good qualities, I think, outweighed his bad qualities. He was a good, hard worker. He kept alert. He had an open door policy. You could come in and see him at any time. He was very friendly, very approachable, in anything you wanted to talk about. Now, he did change his views. And of course, I did understand. He was a dean. He had certain views, and was critical of the way the university was being run. Then, when you become president, you have different pressures. You have pressures from the downtown people and from a lot of other people that you didn't have before. And I think you're

sometimes pushed into changing your views into certain things. And it's easy for me to sit off to the side and say, "That's not what you said and did when you was my dean," you know. But I realize that presidents face other pressures. But except, I think his most serious thing was.... We used to argue about it, and we would say that, in fact, Nitzschke said this at lunch today, that having a winning football team, or basketball teams, brings multitudes of students to the campus. And I said, "Dean, I question very seriously that students decide to come to Marshall, whether or not we have a winning football team, I don't believe that at all." I said, "In fact, by God, I'll say the only ones who come here are the ones you pay to come here to play, and maybe a few of their friends and that's it." "Ah, Walter, you're short-sighted." That's not true at all. That brings, brings enormous numbers of students to campus. Athletically, he was short-sighted, I think. That was one of his failures. But he was uh, he was a pretty good president. He sometimes, he got in trouble on the summer session faculty pay one time, when And well, as it turned out later on, he exaggerated some things that he had said, committees had done and hadn't done and we caught him in it, and he had to back down and apologize. And but Sam Clagg and I, he always liked Sam and me. We were always giving him advice, whether he wanted it or not. And uh, we both became very disappointed in him toward the end of his career as president.

BS: Basically on the athletic question?

WF: Basically on the athletic thing, yeah.

BS: Let's hit a couple more folks, and then I would like to talk a little bit more about the governance, faculty versus administration, or faculty with administration. We'll want to look at that. What about Roushy?

WF: I liked Roushy. Roushy was real friendly.... Roushy bent over backwards to let everybody

participate in every way possible. He went too far, in fact. He was so democratic and so liberal and so kindly that I really think he, he went to the extreme in it. There were cases where he just simply had to stand up and make brutal decisions. And he had the tendency not to do it. Now, he called me in one day and said, "What do you think about my giving so and so, promoting so and so?" And I said, "What's he done?" And he started telling me. I said, "None of that stuff is the stuff that goes in the thing for promotion." I said, he said, "But he's gonna retire at the end of next year. He's assured me he'll retire at the end of next year." I said, "Phil, you're making a mistake." I said, "How in the Hell can I tell people in my department you can't be promoted because you haven't done this, this and this, if here's a guy that hadn't either, and you're gonna promote him?" "Well, okay." So he called Sam in. Sam told him the same thing. In fact, Sam told him even more than I did. He went ahead and promoted the guy. The fellow stayed three more years. But that's the kind of thing. He didn't want to hurt his feelings. The guy was a nice fellow and everything else. In fact, I sat next to him at lunch today.

BS: But, is it fair to say that Roushy was a reasonably skilled and competent administrator?

WF: I wouldn't I wouldn't...I would rank him ahead of Mori, but not as competent as Hayes.

(**BS:** As a dean?) As a dean, yes. Yes.

BS: Well, the stories I've got on Hayes as a dean...would suggest that he was aggressive, relative to the other deans. Sold his college really well in [inaudible] (**WF:** That's right) to the point almost of belligerence or brow-beating, not necessarily the presidents. But getting what he wanted.

WF: Oh, yeah, indeed. And in fact, if, if you came to Hayes and said, "Do you realize our college has been shafted this year on the budget? The budget went up 20% and our budget went

down 3%.” By God, the next chairman’s meeting we had, we had some of that money back. If you told Roushy, Roushy’d say, “Oh, well, I’ll look into it and find what’s behind it,” and at the next meeting he’d offer some excuse as to why nothing could be done about it. It was that kind of a difference. Of the two, I’d rather had Hayes, quite frankly. Although, I liked Roushy. You couldn’t dislike Phil. He was a real likeable guy. He, one time, Dr. Plumley and I clashed with him. He uh, well, not, Maynard, his assistant over there, had, was wanting to loan some equipment out from the LRC to someone who had no right to use the equipment. And those regulations had been drawn up by an LRC committee and approved by the dean. And so the people over in the LRC refused to let the people have the stuff. And Maynard called me and said, “Order them to let the stuff go,” and I said, “I’ll do nothing of the sort.” He said, “I want you to order....” I said, “I’ll do nothing of the sort. Now, you can just forget about that. The regulations are the regulations. By God, once you start breaking them, that’s the end of it.” Well, poor old Phil, he felt he had to support Maynard. So he ordered me to do it. And I said, “You send me a letter, ordering me, so I have it in writing, and by God, I’ll do it.” He said, “I’m not gonna do it.” I said, “Now, I’m not gonna do it.” So boy, he wrote Dr. Plumley and me a letter and accusing us of insubordination and everything else. And he told him we were gonna haul his ass into court. And he got to go with us and had a long tearful session, apologized to us and everything else. He was not a strong, forceful dean. Now, you would never have got away with that stuff with Hayes. Hayes would have walked in there and picked up a piece of equipment and given it to the person. Which I told Phil to do. I said, “If you feel that strong about it, Phil, go in and pick the equipment up. You can borrow it. And then you loan it to them, and you’re responsible for it.” “Oh, no, I think you ought to do what I tell you to do.”

“Well, I’m not going to.” But that’s the difference in the two. But, even though some of us didn’t like Roushy, after Mori had been around awhile, we wished we’d had him back, I can tell you that.

BS: Let’s talk a little bit about faculty governance. You said a few minutes ago that there were ten or twelve of you who took no crap, I think was your phrase. I’ve heard the same kinds of stories....

WF: We created the constitution around ‘70 or ‘71 or something, I don’t remember, that stayed in effect until this new one went into effect. And at that time, there was a vice-president for academic affairs named Jay Stewart Allen, no it was in ‘6-, ‘65 when that constitution went into effect. (BS: Okay) Jay Stewart Allen came here and uh, Sam Clagg and I and Ed Cubby and I don’t know...Howard Mills were standing around out at the faculty meeting that had just ended, and we were standing outside of Old Main talking. And we had discussed the proposed new faculty constitution. And this was the first semester that Allen was here. Came here from Texas. And he came walking up, shouldered his way into the group and he said, “I don’t give a damn what you all do. I’m gonna tell you this right now. No scabby-assed faculty committee’s going to tell me a God-damned thing to do around here...period!” and walked away. Ah.... And we all looked at one another and Sam said, “Wally, he’s got to go.” And I said, “Boy, he’s got to go.” But he was going around butting at this constitution if didn’t pass. And of course, Hell, it passed by about a 90% vote. And he was put in charge of the North Central Accreditation study. (BS: The preparation?) Yeah, you know, that great big thing you have to do.

BS: Planning documents and all that.

WF: I was in charge of some committee and Sam was in charge of one, I don’t know.... We had

different ones, though. We didn't do a damn thing for him. We didn't do anything for him. And Stewart Smith would call him in and say, "How" and "Everything's going fine, going fine," and finally Smith called him in. The thing had to be mailed out about July or something. He called him in along about-, early March and Allen admitted he couldn't get any cooperation from the chairmen or the committee chairmen. Then Stewart Smith said, "You're no help to me. Find yourself another job." And he left, went back to Texas. So, we did get rid of him. He called me into his office and he had a list. He said a list of forty and I don't think that there were that many. But he had a list of the trouble makers on campus. And he did the same thing to Sam Clagg and some of the others. If you want to interview them and if they want to tell you the truth, they'll tell you this. And in fact, he said, "If you want to stay around Marshall and get salary increases and prosper, you're gonna do what I tell you to do. And if you don't, I'm gonna get rid of you." And I'm not gonna tell you what I told him, because I don't think it's fit for publication. But some of the others told him the same thing. He felt he could intimidate us poor old hillbillies here and dominate us and make us do what he wanted us to. But I said, "You'll be gone long before I am." And he was.

BS: After he left, what was the power balance between let's say the president's office, his office, relative to faculty? And how did that change over the next...til the time you retired?

WF: Stewart Smith supported that new constitution. He made it clear from the beginning that he was in favor of it, no argument about it. And we really didn't have as many problems as many people seemed to think that we have. Now, there was a problem over the Bottino case, with the faculty personnel committee. And I can't say much about that. But I know things about that Bottino case, and I know exactly why the university couldn't come out and say anything more,

than to discuss procedural things. Because it would have placed them in an untenable position. I had reported to them, I was working for a private investigative agency. And in working for them, I came across Bottino and some of the crap that he was into. And I reported this to the president, at that time, Nelson was the president, I think. And that was turned over to the police, who then watched him and were able to pick up a whole bunch of drug pushers and all kinds of other people that were frequenting his house there, that he lived up here on 3rd Avenue...torn down now. And you can imagine what would have happened if the causes for getting rid of him had been that he had been doing this and this and this with your children here at Marshall for a period of time. The University couldn't come out and reveal the real reasons. Plus the fact it would have destroyed him. That'd been the end of him, in higher education. So... [inaudible]...didn't know about that, he and his committee didn't know about it. All they knew was, they're stonewalling on procedure, they're not coming out and giving reasons why they're getting rid of him and so forth.

BS: Let me ask this one question on that, Walter. I didn't anticipate getting into Bottino much. But we, we have talked with Nelson and Barker and a couple of faculty members. I had a student write a paper on Bottino, the Bottino case, a couple of years ago. And one of the things that came up was a relationship between Bottino and his chair's daughter.

WF: She got pregnant, and Wiley Rogers maintained Bottino had done it. Bottino maintained that one of the students did it when he and his daughter were passed out on drugs at his house, but not him. Well, it's a dirty God-damned business. And Bottino was in it up to his God-damned neck, is what it amounts to. And he should never have been hired in the first place. And should have been fired long before he was.

BS: But Rogers was responsible for hiring him?

WF: Oh, yeah, Rogers hired him. And then found out he couldn't control him. I mean, he just ran wild. And I, the University was in a Catch 22 situation there. And so they just tried to stone wall it the best they could. And then, of course, we were put on the AAUP black list, which didn't affect us in any way. Hell, it didn't make any difference. We got all the fine.... I don't know a single faculty member that ever refused to come here because of that. It didn't bother them any. But we did settle under the table, paying a small fee years and years later. But uh....

BS: Well, let's get off him. And talk a little more generally about.... Most of those years then under that constitution, Sam was....

WF: They weren't really bad. Sam was the chairman of the University Council. And at different times I was on the public relations, the publications committee and I was secretary of the physical facilities committee, and I was twice served several terms on the commencement and honorary degrees committee. In most cases, unless the, unless what the administration was trying to do was glaringly wrong, we accommodated them. We knew that the emperors clause gave the president full power if he wanted to use it. And uh, now, we did have one run-in with Nelson. I remember the students, the student conduct and welfare committee or some sub-committee had passed a resolution to disarm the security police. And I heard about it. And at the next meeting with the physical facilities meeting, I brought that up. And of course, we were responsible for the security police. It came under our committee. And so, I made a motion that we ask the president to take no action on the thing until we had investigated it. And Nelson was furious. Oh, I've still got the letter he wrote me. It was vicious. He accused me of wanting to shoot students and everything else. It was the most vicious damn letter I ever received. And

boy, I gave it right back to him. I told him it was strange. I told him, "Just last week you wrote me what a wonderful person I was, the type of faculty member you wished you had more of," and I said, "The only difference between last week and now is, last week you agreed with me and this week you don't." [chuckles] But we didn't disarm the security police. And in any event, he wrote me a letter later on and said, "I learned a lot while I was here at Marshall. Could I use your letter in a book I'm gonna write?" And I said, "It's yours. You already have it." But we did have things like that. Louis Jennings was hurt when the president wrote him a vicious letter about when he was chairman of the faculty personnel committee. In fact, he turned against the university and worked against it for the rest of the time he was here, because of that. So you did isolated incidences where I guess president's got out on a limb or something and uh, felt they had to defend themselves. But I would say 90% of the time the president approved whatever recommendations faculty committees sent to him. And if they didn't approve, it's just because they needed more information. There wasn't the fighting that many people seemed to think there was. It really wasn't that bad. And in many cases it wasn't because when we heard something was going to happen, we went to the president right away. I went to Dedmon one time when he was acting president during that period around the time of the airplane crash or before. And there was something that I asked him, I said, "Are you seriously thinking of doing this?" And he said, "Yeah, what do you think about it?" And I said, "Well, that's bullshit. The faculty'll laugh you out of existence if you try to pull something like that. " I don't even remember what it was now, it was so dumb. And he said "Well, boy, you sure lay it on the line in plain language." I said, "Well, Hell, I don't know how to make it any plainer than that." He said, "That's what Sam Clagg says, too." And I said, "Well, you might stop and ask yourself maybe we're not right."

He said, "Yeah, I asked myself that. I'm not gonna do it." So lots of times we forestalled things, by getting....

BS: Do you think, Walter, that part of the reason you are concluding that things went reasonably well is because you apparently were so much more in the know than maybe some faculty members on the fringe who would prefer to whine and bitch and didn't really know what was going on, didn't take the time to find out what was going on?

WF: It could be. In fact, I've often said that the faculty here at Marshall are not aware of all the hundreds of things that Sam Clagg did when he was chairman of the University Council, that kept things on an even keel and kept problems from arising. Because Sam and I and a few others had feelers out, like Dr. Fitch used to say, we had our testicles out in all directions. I used to say, "Doc, it's tentacles!" [chuckling]

BS: Maybe he knew, maybe it wasn't a slip.

WF: You know, we'd hear things. And as soon as we'd hear it, we started tracking it down. And we, sometimes we'd isolate it, if it was a rumor or lie or something, we'd trace it right back and make the person apologize and that was the end of it.

BS: Were there serious moves by some faculty against Sam, before the ones right near his retirement?

WF: Well, you always have faculty who come here and they don't want, they don't want to pay their dues. They don't want to work hard for a period of time, and earn the respect of their colleagues and so forth. They want instant utopia. And they see some of the older faculty pre-empting positions of importance. And they, you know, this is one of the reasons some of them want, one of them told me one time. He was urging, over in one of the science departments, that

we have an election of their chairmen. And I said, "Why? You've got a top-notch chairman." He said, "I know that, but Hell, the only way I can ever be chairman is to have an election." And I said, "Do you really think the members of the department would ever elect you chairman?" He said, "Well, no, but that's the only possible chance I could have." Well, "I said, "It's no big deal being chairman, buddy. You might be sorry when you get in there." But yeah, I think if you're kind of on the outside looking in, you tend to be critical of those in positions of power. But you don't understand all of the things that they're doing for you behind the scenes that never.....

END OF SIDE 2 TAPE - TAPE 1

BEGIN SIDE 1- TAPE 2

BS: ...about yourself.

WF: Sam and I used to say you head 'em off at the pass. You don't wait until the thing becomes a full-blown controversy. As soon as it rears it's head, you try to chop it's head off if you can. You go right to the source and do something about it. And that happened time after time after time. And so, I think a lot of controversial problems that would have arisen, never arose at all. Because we...we knew what was happening, we knew what was going on. Of course, there were fewer faculty during much of that period. And we all knew one another pretty well. By the time I retired, I didn't know half the faculty here. I mean, I just didn't. But when I first came here, when I came here as a student in '46, there were only 60 faculty members here. Fifty-eight, I think it was, in the whole institution. And ten years later there was two-hundred, and twenty years later, there was four-hundred. I mean, just almost geometric. So, if you know people. And Sam and I always and several others, were always very, very friendly with Buildings and Grounds and secretaries and other people. We didn't have any utopian ideas about being faculty,

you know. And lots of times they'd call us and give us information. "Did you know that blah, blah, blah...." And I just sent a letter and that sort of thing. [chuckling] And people used to say, "How in the Hell do you know all these things, dammit? I just received the letter today!" But we know that type of stuff. Well, but things were not as bad as many people seemed to.... You didn't have a running controversy with the administration all the time. That wasn't the way it was. The great bulk of the time there was general agreement. We were unhappy. There were, there were times when three or four years would go by and never no salary increases at all. You just.... But it was a period when many faculty put in extra hours, did extra work. We didn't get time off, we didn't get extra pay, we didn't get anything. We just did it. It had to be done. And uh, I hate to compare period. Because there are other variables that make things so much different. But uh, I don't think I'd like to be working at Marshall full-time now. I'd much rather had worked back when I did.

BS: I find it not what I anticipated. I don't mean Marshall, as much as higher education. There is some things that really bothers me, that I ought not be doing, that require energy. Well, how about you take a couple of minutes and sum up Walter Felty, professor?

WF: Well, a major reason why I took early retirement was I could have stayed 'til sixty-five and instead of retiring at sixty-two, was the deluge of paperwork, the title wave of paperwork, everything you did required more and more paperwork. And I swear to you that back years and years ago, if I wanted to turn in a request for some money under a grant or something, I'd fix it up and take it in and put it on President Smith's desk. And he'd say, "Now, Walter, is everything okay?" And I'd say, "Yes, sir." And he said, "Fine," and signed it. Hell, it got to the point it had to go through a half dozen damned offices before you could get anything done. To Hell with

It's been a good experience. And looking back, I don't, I don't think I would have wanted to have done anything else. I wouldn't change a great deal. I enjoy teaching students. But what happened over a period of time was, I had less and less time to teach, and had to spend more and more time in an administrative position. And I don't care for that. And it got to the point where everything I was doing, I couldn't do real, real well. Because I simply didn't have the time. I was on too many committees and had too many problems and too many things to do and too many, too much teaching, too much administrative work. And every report I had to turn in, people would look at it and say, "Boy, that's a terrific job," and I'd think, "Good God!" If I'd had another hour on that, it could have been three times as good, you know." You have your own level of quality that you think you ought to do. And I wasn't doing it at that level. And I decided rather than go on that way, I'd just as soon not do it at all...just get out of it. And I'll close by saying, people ask me how I like retirement. And my answer right now is, the two greatest human inventions is retirement and sex! And probably ten years from now I'll say the greatest human invention is retirement!

[laughter]

BS: That's a good place to stop! Thank you very much.

END OF INTERVIEW

it! To that, I've had it, buddy. It's burn out as far as I'm concerned. I can't take that kind of stuff any longer. It used to be you could call someone on the phone and reach an agreement with them, a gentleman's agreement. That was it. My god! now, it's fifteen copies going to everybody and his brother before anything can be done. The, the joy went out of working here. I used to love to come to work. I used to enjoy it. And I didn't mind teaching overloads, I didn't mind working at night, I didn't mind any of it. And I loved it. And it got to the point where I hated getting up in the morning and come up here to work. It just was no fun any longer at all, in any way. But I'm sorry to say that.

BS: But Walter, and I don't mean to interrupt here, but that's all impersonal thing. It has nothing to do with anybody in particular, is that correct?

WF: Yes, it's just the system. It's just the system. (BS: Yes) Well, Woody Morris used to say years ago, he says, the system grinds you down...over a period of time, the system grinds you down. And I guess maybe it does. I don't know. And of course, Sam is different. Sam will stay right here on campus and work for nothing 'til he drops dead. Because he's totally, well, it's Marshall. He's Mr. Marshall, as far as he's concerned. I don't feel that way. I many other things I want to do. And I don't mind helping out a little here and there, if I can with somebody. But I'm not going to devote the rest of my life to Marshall. I already devoted a huge chunk of it, and I think that's enough.

BS: Okay. Anything else you want to say?

WF: Well, let me see if I had any notes here that uh...I was going to mention some of the desirable things that happened over the years. But uh....[looking at his notes]...some of the bad events. But I guess we can leave those out. I've enjoyed the years I've taught here at Marshall.