Transcription of Interview with

Marshall Parker, Professor Emeritus of Physical Education

Interview Date: June 13, 2019 in the CCU Video Production Studio

Interview with Stephen West, Professor Emeritus of mathematics

June 14, 2019 – Interviewed by Charmaine Tomczyk

Introduction by Charmaine Tomczyk:

Hello, I’m Charmaine Tomczyk, director of the Coastal Carolina University History Project that includes interviewing individuals who have made significant contributions to the development and growth of the university.

Today it is my pleasure to introduce Marshall Parker, professor emeritus who contributed his talents to Coastal in several positions throughout his 30+ years here. He taught physical education courses in the School of Education, later called the Spadoni College of Education.

In addition, he served as the Coordinator of the Continuing Education Office in the 1970s when Coastal was a branch of the University of South Carolina. That office handled graduate study, non-credit courses, and off-campus undergraduate courses such as those taught at the Myrtle Beach Air Force Base and at Georgetown, South Carolina.

Parker also was the head coach of the men’s tennis team for many years. Men’s tennis was the fourth intercollegiate program established at Coastal. He coached many local, national and international students in tennis.

[NOTE: Transcript includes bracketed, italicized NOTE: sections by the transcriber to provide further explanations or clarifications to the content.]

Tomczyk: Hello, Marshall. Thank you for being here today to chat with me about Coastal and your role here.

M. Parker: Good to be here.

Tomczyk: Thank you. Tell me how you first came to this area because I understand you didn’t start at Coastal, you started in Horry County.

M Parker: I was principal of Chesterfield High School. I had a call from Horry County, “Was I interested in coming to be principal at Conway High?” I came down for the interview and discussion with the Superintendent and Board. They said, “We need a principal at Conway High and we also need a director of secondary education in the department. Which one would you
prefer?” So I chose the education director of secondary ed position. I was in that position for several years.

**Tomczyk:** Can I ask you why you chose that one over the principal position?

**M. Parker:** Well, I had been a principal for five years. It’s a hard job and it’s a rewarding job because you can get things done and make things happen and so forth. But it’s a tough job and particularly with discipline and that kind of thing. And so I said the other. I took the easy job. And it was; it was a good job. I was in that position for several years.

Then I got a call from Dr. Singleton saying they were expanding, and I think it was a time they were just becoming a four year institution. They brought a number of administrators in. Paul Stanton, Dr. Stanton, was brought in at that time.

**Tomczyk:** For Academic Affairs

**M. Parker:** [nodding] and Ron Lackey came in at that time

**Tomczyk:** For Student Affairs

**M. Parker:** Right, and Dennis Wiseman as dean of the school of education and they were looking for someone to do the graduate regional program at Coastal.

**Tomczyk:** and that would be through Columbia at that time?

**M. Parker:** Right, but it would be a full time position here but working very closely with Columbia and it was sort of through them.

**Tomczyk:** Because it was their degree

**M. Parker:** Right

**Tomczyk:** Was it just for graduate studies, Marshall or did you do other things?

**M. Parker:** Well I had Director of Continuing Education added to that and so that was a Coastal thing. And with that we directed the Georgetown Education Center and the Myrtle Beach Air Force Base. So I was coordinating those two places and the graduate regional studies and doing some continuing education here at Coastal.

**Tomczyk:** Well, those off campus sites you mentioned, the air base and Georgetown were really critical to Coastal's enrollment, weren't they?

**M. Parker:** I think they were. And because it really promoted Coastal in those areas and helped those people get a start there. So they were good.

**Tomczyk:** And in continuing education, we're talking about noncredit courses, too, right? So you really ran the gamut of a lot of different educational opportunities under one roof.

**M. Parker:** I was, and it was fun. It was good.
Tomczyk: And if I recall, it was Diane Watson who was the admin. [Administrative assistant] for you.

M. Parker: Diane had worked for me at the Horry County Schools. And when I made the change, she was interested in coming out here as well.

Tomczyk: How nice. That's a compliment to you as a boss I think.

M. Parker: It worked out well, yes.

Tomczyk: Very good. And she has been with Coastal a long time as well and enjoyed her career here.

Tomczyk: So where were you located on campus when you came here? What building were you in?

M. Parker: We came and there was some buildings in progress, and they weren't ready for us. So we had a little trailer, a little portable, mobile home out there, just sitting out there by itself.. And so we were there for about a year, and Kearns Hall opened up, and that's where we were to go. And so we moved there upstairs of Kearns Hall for our offices there.

Tomczyk: Wow. So you moved into a new building after being in a portable for quite a while.

M. Parker: It was a portable.

Tomczyk: As I recall, Coastal has a history of having portables because so much construction was going on and not ready for people to occupy the buildings.

M. Parker: Right. There were several.

Tomczyk: When I actually came to Coastal, I interviewed with Paul Stanton and he was in a portable. The Vice Chancellor for Academic Affairs and Clara Rogers were in a portable.

M. Parker: Okay. I was thinking that they were, but I wasn’t sure.

Tomczyk: So we had a lot of portables.

M. Parker: and I think there used to be a portable right here [indicating where the Hampton Hall now is located] that was used as art studio and all at one point.

Tomczyk: The faculty offices were also in portables for a time. Yes, we used them quite a bit. So it seems to me that you really had a nice advantage coming from Horry County in education to then out here. You really knew a lot about education in the county.

M Parker: I did, and it was really good and working, particularly with the Graduate Regional program, in that I knew lots of teachers, all the principles and so forth. We had, like, 43 schools in Horry County at that time. And so having been working in all of those schools, I knew them and continued to.
Tomczyk: So you probably traveled a lot too, with your job, even though when you first described it, I thought it was more of an office job, and I'm sure it was a lot of paperwork, but you probably traveled out to some of those schools?

M. Parker: We did, and particularly with the Continuing Ed part, Georgetown Center and the Air Base. And we would actually go out to some of those places to register for the graduate Studies program.

Tomczyk: So you had to be there certain times of the year as well.

M. Parker: Yes.

Tomczyk: I'm curious. What did you do or what got you involved with education? Why did you even choose to go into it eventually? You just started as a teacher and then became a principal? What got you interested in education?

M. Parker: Um, well, I always liked my teachers, and they were, you know, they were liked typically by the students when I grew up. As I was at Erskine College, and I went there and was majoring in chemistry and math. And I was thinking of then about possibly going to med school. And I just decided that, I didn’t want to go study that long.

Tomczyk: It's a long, long time to get that degree.

M. Parker: So I had a couple of options in different kind of people related positions. One was with a Y M C A directorship in North Carolina which I came close to doing. And then, she was finishing up at, Joyce was finishing up at Erskine the next year, and I had decided to teach a year to wait and then decide from there. And then we went to Florida together to teach. So I just it just kind of worked into it and immediately started working on my masters and doctorate in administration to get into the principalship.

Tomczyk: So you had good role models, obviously, to start with.

M. Parker: Yes, I did.

Tomczyk: And obviously the environment of education just fit where you wanted to be.

M. Parker: And I had one particular Professor at Erskine who was education professor and I really liked him. And he was a great friend and we stayed in contact through the years and would visit each other. And so I think that he led me in that direction as well.

Tomczyk: Yes. It’s wonderful to connect with people early on to advise us on what route to take. It’s so helpful in really trying to make a decision.

M. Parker: It really is.

Tomczyk: Think of how different your life would have been if you were a chemist or a doctor?

M. Parker: Oh, I know it. [smiling]

Tomczyk: We’re glad you didn’t choose those roles
INTERVIEW WITH MARSHALL PARKER, 6/13/2019

M. Parker: Oh, right. That’s for sure.

Tomczyk: But when you came to Coastal, Marshall, as busy and as hectic as your job seemed to have been with graduate studies, you still got so involved in other things on campus. When did you actually move into physical education to teach and do more of the athletic kinds of things?

M. Parker: Okay. Well, I always had been a tennis player mainly,

Tomczyk: Always? Even as a young boy?

M. Parker: Yeah, I played high school tennis and college tennis, and so that had been a sport that I really enjoyed. And it was good for me. But anyway after I was after I came here, it was just too much to do with all the positions. And so I kept with the continuing Ed Part, going to the different campuses, but I dropped a graduate regional studies aspect. And, when I did that, I did have more free time and it wasn't nearly as hectic. And the tennis coach position opened up here, at Coastal. Richard Dame had been doing that and..

Tomczyk: for the men's tennis

M. Parker: right, men's tennis And Richard and I would had been playing lots of tennis and we discussed his role with that. So I mentioned to Dr Singleton that I would have an interest in that And so I pretty quickly got that position.

Tomczyk: When you showed an interest at Coastal, you’re going to get that too.

M. Parker: You’d get that. .That’s the truth. Anyway, I went then into coaching the tennis team but still doing the continuing ed for several years. But in coaching the tennis team, I would gradually teach a class or two of tennis and things of that nature. And so I was doing some in physical education, still teaching my education classes and doing the continuing ed kinds of things. And I did that for several years.

Tomczyk: Wow. So you really spread out doing a lot of different things. But you enjoyed that. You like that change?

M. Parker: Right, yes. And then gradually, I dropped the continuing ed aspect. I did just the teaching of tennis and education. I kept both of those going.

Tomczyk: Did you teach the foundations course in education?

M. Parker: Of course. Yes. And also a methods classes in science and some of the learning theory classes as well.

Tomczyk: Oh, good.

M. Parker: And I love the teaching. It was fun.

Tomczyk: Well, I want to know a little bit more about your coaching tennis because as I look back, there were …We had a lot of great tennis players. and I've got to think that that's in large part because you were a good coach. Tell me more about your coaching career and the students you worked with,
INTERVIEW WITH MARSHALL PARKER, 6/13/2019

M. Parker: It was really a fun part of my work because I enjoyed it. [Photo inserted here of Marshall on the tennis court with student Delan Stevens and another player] And it was great working with the students, particularly in getting to know them and help them as they went along. [Another photo inserted of Marshall on the original Coastal tennis courts behind the Williams Brice building] But when I took over the position, there were several good players here, two or three good players that had come here with Dr Dame. The team was a Conway team. Practically all of them, definitely, Horry County; they were local people.

One of them particularly was an outstanding player and Craig Holly was his name. He's a Conway native and he had won the regional for two years. But the team couldn't win because the other players were not as competent as Craig was. Then Delan Stevens was on that team and a number of Conway people. But Delan came after I had taken over, and, Delan was great with the students. And as we went out and played, he met everybody and talked to them. And he came to me one day and said that, he said, “I think we can get three or four of these really good players if we can figure out and get a little scholarship for them and get them to transfer.” And it wasn't a big problem getting other people's students at that time. And so we talked about who and discussed it and then talked with those players.

And so we brought in three or four foreign players. These were all foreigners that had come from another school. And then we had one other one that was from the Philippines. And he was a national champion there. And he was had been at the Citadel and had a hard time adjusting to the regiment of the Citadel and I could understand that. He was wanting to make a move. And so we got about three or four foreign students in and that made the team really strong. And, so we won the regional several years from that, and I took him to the nationals for four years. It was in Kansas City at the time, and they did well out there, but we were in the top 10 rank for several years as they played together.

Tomczyk: And you were the only coach; there wasn’t an assistant coach? You didn’t have anyone else helping you. It was you in that team.

M. Parker: yes, that was it.

Tomczyk: And thank you for explaining all that because I always wondered, how did we get international students into tennis?

M. Parker: And we didn't have you know Clemson, South Carolina and so forth, the top Americans would rather go there to a big time program rather than come to Coastal.

Tomczyk: Well, they had a scholarship probably, for one thing.

M. Parker: Right. And yet we were expected or we expected ourselves to compete with those schools and we did after we got those players. But so in order to do that and to get really good players, you had to go out of the country and, so we did that, and mainly through writing them and contacting some of them personally. We got a number of ones who continued. They spread the word when they're here to the other foreigners and say, “You need to talk to us.” And we didn't have that much scholarship money, but we had a little and, we could give them, do some division and get them in-state tuition by coming in as a foreign student. They could at that point.
Tomczyk: I wonder if the scholarship was local scholarships or did USC help at all?

M. Parker: No, USC didn’t help at all. Mr. Walt Hambrick, who was our director of athletics at that time, didn't have a lot of my money but he was helpful in us getting some of it. And, I did all I could to spread the money out.

And, one of the things that we did is I could let them come here and offer them free housing. I had rented a four bedroom, little rinky dink, four bedroom house in Conway. And with that, some of the money that I had been given. And so and rather, I used the money that would normally pay for one student, and I had a little house and put four athletes in it. And so it had its problems. But it, worked well financially.

Tomczyk: You know, when I interviewed Bob Squatriglia, who was the VP for student affairs and asked him about dormitories on campus, he said, “Well, you know, the first dormitory on campus was created by Marshall Parker.” And I said, How is that? And he said, “Well, ask him about the tennis house.”

M. Parker: And that was a house on campus. This came open, I guess Coastal just bought that property, and there was a house there

Tomczyk: Now it’s a maintenance house [a brick home on Hwy 544 used by CCU facilities operations]

M. Parker: That’s right .

Tomczyk: But what you're speaking of wasn't another house in Conway. And you started the concept, right?

M. Parker: Right. And but then when this came available, it had, I think, maybe five or six rooms that so we put five or six students in,

Tomczyk: It was critical to retaining them, though wasn’t it? It was really probably the linchpin that made them decide. This is where I want to go.

M. Parker: Right. And they didn't have cars, and so transportation was an issue. And so they're being together really helped them with that. And the main problem I had was since particularly it was on campus; I thought that we needed to keep it a little decent. And, you get six, guys,

Tomczyk: Young guys,

M. Parker: Young guys together and they don't want to wash their dishes. And, I would go through for an inspection about once a week. In many of the times the sinks were full and, that was a headache, trying to get them to keep the dishes washed.

Tomczyk: Some of that, too, could have been cultural. I had an international student stay with me for a year from Brazil, and they were used to having maid service. So dishes was not in her vocabulary.

M. Parker: They may have thought I was going to be their maid for them you know. [Smiling]
Tomczyk: Perhaps, a valet, but it worked out

M. Parker: It worked out, and it was, I think, a good experience for them in that they really got to know each other and be close together and so forth. So I think that was good.

Tomczyk: So when did you give up being a tennis coach? And why?

M. Parker: I did the tennis from ’78 to ‘85 thereabouts. Coastal had just built the it was called then the physical education center. Not sure what's the name of it is now . Where the little gym is and the pool is?

Tomczyk: Yep, physical education center - attached to Williams-Brice as a separate addition.

M. Parker: Okay. Right.. And anyway, it had just been built. The tennis, it was hard work and I mean I’d get out and try to work out with them, to get them staying in shape and all. But anyway at that point the physical education center was opening and they wanted somebody, Dr. Eaglin at that time I guess it was, to open it up and direct it. And they wanted to open it to the community and have the faculty using it, working out and so forth and so.

Tomczyk: And if I recall, they were even talking about corporate memberships, local corporate memberships?

M. Parker: That was true. So we did the membership thing and all of that. And so I told him I would coordinate that and direct that.

Tomczyk: You and Joyce both said yes a lot to the opportunities your had!

M. Parker: [smiling] I have a hard time saying no. So I went in and started that. And at that point, Diane had gone into some other offices and she was excited about the physical education center as well. And so she wanted to come over and help get it started. And so we got back together to start doing that.

Tomczyk: Ah, how wonderful.

M. Parker: So we started that and I did tennis for a year or two more. I guess that would up to, I guess it was about 1985.

Tomczyk: Yeah, I think we need to remember, too, that when that physical education addition was added, we didn't have the kinds of gyms or rec centers in the community like we do now. So that really was THE place for the community to go.

M. Parker: That’s right.

Tomczyk: Similar to Wheelwright Auditorium, there really wasn't a lot. There weren't a lot of venues aside from the convention center where people could have performances. So Coastal really served the community in big ways like that.

M. Parker: Yes, they really did

Tomczyk: So after tennis, what was life after tennis like?
M. Parker: Well, I moved into the physical education center and was doing that [photo inserted of Marshall with another person doing stretches] and, somewhere along the way they asked if I wanted to get in more into administration. So I moved over as assistant Dean with Dennis Wiseman and teaching and more administration with him in the School of Education. [Photo inserted of Marshall and Diane Watson in the continuing education office in Kearns hall – also the location of the College of Education] And so I did that.

Tomczyk: That school was really, one of our biggest in terms of the first graduate program came there and we really served. We had a good influx of enrollment because of the people in this area, the teachers in this area who wanted to come to school here. So there was a lot to do in that school.

M. Parker: It was, and it was. All of my jobs were fun jobs on. And that was but that was a very good one, advising students and that kind of thing. And I guess I did that until I ended up retiring.

Tomczyk: And what year was that, Marshall?


Tomczyk: So you worked a little bit longer than Joyce did? You didn’t retire at the same time?

M Parker: No, she I worked on 95 she worked with 98.

Tomczyk: Oh, excuse me. That's right; it was the other way around.

M. Parker: And I had had my years in for retirement, and I got a good offer of something that back into the tennis, directing in Litchfield Country Club Tennis Center and, that I needed to be there full time. So I ended up going there in 1995.

Tomczyk: Well, knowing that you know so much about tennis and in this area, maybe you can clear up something for me. I read something somewhere that the early faculty like Stephen Nagle and Richard Dame, some of the other faculty who loved playing tennis,

M. Parker: Right.

Tomczyk: They were concerned that they couldn't get access to courts on campus. So there was an arrangement with the hotels or places at the beach where they could - maybe the Dunes Club - where they could actually play tennis. Are you familiar with that?

M. Parker: No. When I was here, that wasn't an issue. As long as you weren't practicing, it was sort of first come, first serve on the courts. And it wasn't just reserved for students like that.

Tomczyk: And how many courts did we have?

M. Parker: Then we had six.

Tomczyk: Okay.
M. Parker: It was a 2-2 and two. Right now where the hitting place is, the baseball-hitting place is. And they were called the Joseph Holiday courts.

Tomczyk: Oh were they? After the Galivants Ferry family?

M. Parker: Right. He had given some money to the tennis program, and so the courts were named for him at that point.

Tomczyk: but then I also remember Charles Watson?

M. Parker: Yes. Charles gave a lot to the baseball field.

Tomczyk: Baseball, okay. I’m mixing my sports [chuckling]

M. Parker: He had done that as well.

Tomczyk: I did not know that the Holidays did that.

M. Parker: Yes.

Tomczyk: Because there's a picture of a, nice portrait of Joseph Holiday in the Atheneum Building.

M Parker: Well I didn’t know. I don’t remember seeing that picture there.

Tomczyk: Well I guess my recollection of the faculty playing tennis at the beach then might have been before your coming because Nagel was here prior to your coming here.

M. Parker: Maybe. Right.

Tomczyk: But I thought that was interesting that the local community would allow them to go ahead and use those courts.

M. Parker: And one other thing. Once I got to the physical education center and involved in that a little bit and spending more time there, I started a program for older adults. It was a health promotion program for them.

Tomczyk: And what was it called?

M. Parker: We named it our ABLE program, A Better Lifestyle Experience and we had all T-shirts made for them. They were excited about the ABLE program. It was for older adults. Most of them were 60 to 80 years old and we met every Monday, Wednesday and Friday at 8:00 o’clock in the morning. We had ended up with for several years over 100 students and they would show up at eight. We eventually got it divided. Some who wanted swimming for fitness would go there and some would go with me to the workout room. But we would have a 15 or 20-minute lectures on health issues, mainly nutrition kinds of things, stress management.

Tomczyk: And so were there other physical education faculty who would assist you with that?

M. Parker: No I did it and usually I would get - but I did have a volunteer to do the swimming.

Tomczyk: A student volunteer?
M. Parker: No, it was one of my people in my ABLE program. She would lead the activities in the pool for them. But I’d meet with all of them in the room first there in Williams Brice and we would discuss issues. And one of the things is for the older folks just a socialization, having somewhere to go. They were all retired folks and it was an exciting thing, seeing them so happy and being there. We would have discussions on the health issues. Sharon Thompson [CCU Public Health professor] helped some with those discussions. Then she ended up helping, doing some with the group as well as far as the exercise bit. We were go to the gym and then do our exercises and I realize now how that had to be good for them. As I bend over in the mornings and we would get down on the floor and up and you know just really simple things, keeping things simple. And it reminds me a lot of the yoga today.

We did a lot of the things that they do in yoga. And then we would do about 15 minutes of fast walking around just inside the gym typically, unless it was a beautiful day then we would stroll around campus. And we got the Governor’s Award for health promotion for older adults one of those years as well.

Tomczyk: So it was a different kind of student for you then, wasn’t it? It was an older student really is, as you said, enthusiastic and enjoyed being there and probably was more vocal and asked questions.

M. Parker: I think so. And I did have some assistants who were students here. That were like working assistants who were majoring in physical education and it was a good experience for them to work with those folks. And so I’d usually have 40 or 50 people working out in the gym. And I’d have two or three students helpers helping me with them.

Tomczyk: Wow. So you created basically from ground up that entire program

M. Parker: Yes we did.

Tomczyk: And it lasted quite a few years.

M. Parker: It did. It lasted a little bit after I’d left. And they have some things that are a little similar now, but I hated to see it even go by the wayside then.

Tomczyk: But you probably touched an awful lot of people who probably re-enrolled year after year. But then some new faces too. A lot of people.

M. Parker: Right. And the way that we did it, they would get one unit of credit. And they loved getting their A’s. I mean they were really excited. It’s “I got an A today!” But if I registered for one unit of credit and were over a certain age, it didn’t - no tuition was charged.

Tomczyk: That’s right - over 60, I think it was at the time..

M. Parker: So most of them could register and didn’t have to pay like a continuing education fee or fee for the credit or whatever.
Tomczyk: And so on a fixed income, as some of them may have been, that was a good incentive for them to come. Well it sounds like a great program. I remember the ABLE program. Thank you for saying what it meant, too, because I figured it had to stand for something.

M. Parker: It took a while to come up with that. But I kept working. I said we need a name for the program and I said ABLE would be good. And from there I said we figured out the words A Better Lifestyle Experience. We came up with that.

Tomczyk: That’s wonderful. I like that. Well, Marshall, you were so busy on campus with so many things. I hesitate to ask this, but were you involved in committee work or other things with the faculty in your department?

M. Parker: Yes. I was on the Faculty Senate and on various other committees but mainly the Faculty Senate. We did start a health promotion program for the college and staff. I coordinated that program. In giving credits, they would send in what they did that was healthy that week and how much exercise they got and we gave rewards to them. And the college gave us a little money for rewards. We would give them a t-shirt or something like that.

Tomczyk: Did that program have a name?

M. Parker: It was just College Health Promotion, no it was called the Wellness Program and it was connected to the Carolina Wellness.

Tomczyk: The state program. , right?

M. Parker: We got directions from them. And so I coordinated that. I had that but the Faculty Senate and then different education committees.

Tomczyk: We now have a program called “Live Well.”

M. Parker: Well, Okay.

Tomczyk: And it’s the same sort of the same. Probably an outgrowth of that, of what you started recognizing how important health is to a good workplace.

M. Parker: Right.

Tomczyk: That was great. Is there something that happened on campus that particularly affected you during your time here? A change, an event?

M. Parker: I think it’s hard to name any particular one but I love the interaction with students, advising students, trying to help them. And particularly the tennis guys, they needed lots of help and we would have them over to our house and celebrate Christmas with them when they couldn’t go you know away. But I think those kinds of interactions the personal ones were the ones that were meaningful and continue to be.

Tomczyk: You know that’s something that of course nowadays we see very little of. It’s actually even discouraged to bring students home for a meal because of unfortunately the society that we live in today. But I hear that from many faculty of your time.
M. Parker: And it wasn’t an issue then, you know, it was a blessing for the student for sure. And a big plus for the faculty I think when they were there and got to know them.

Tomczyk: Absolutely they had a home cooked meal and particularly for international students to see an American family and how they lived.

I know history professors did that, many professors. Jim Brenham was one I know that was very popular with students. He would have some over to his house. And you mentioned that you went to Erskine and ah, Wightman.

M. Parker: Joseph Wightman

Tomczyk: Yes, was actually president of Erskine and then came here. He was a history professor.

M. Parker: Yes. Right

Tomczyk: A lovely gentleman.

M. Parker: Oh he really was.

Tomczyk: And I think that there’s really never one event but there certainly are the relationships. How we made people feel is what is memorable. And I’m sure you had advisees. Did you have a lot of advisees then?

M. Parker: I did. I had a lot of them. I still have one or two that stay in contact.

Tomczyk: Do you still? Wow.

M. Parker: One of them is on the Facebook and asked me to be on the Facebook with him.

Tomczyk: Invited you as a friend.

M. Parker: Yes, he invited me as a friend.

Tomczyk: and what does that person do now, that former student?

M. Parker: She went into teaching and became an administrator and her dad had a business, actually at Surfside, and he passed away. And so she stopped teaching a bit and took over his business.

Tomczyk: That’s admirable to take on a faculty business when it wasn’t your chosen profession. I admire that.

So tell be about what you recall at Coastal that changed over the years that you were here. There have been a lot has changed here, but a particular change that you can really point to and say that was a big one.

M. Parker: Mmm.

Tomczyk: Because you were changing almost everything here. You had a new position but as a campus overall was there something that you would call really turned a corner, changed.
**M. Parker:** Maybe as I was in... one of the things, one big aspect that did lots of change was athletics. And it’s even doing more now in the last few years.

But even then there was more emphasis on getting the name out there and being super successful in it. And I think that changed during the time I was there that they kept even wanting to do more and more of that. But that’s one of the things.

And I’m not sure but it seems like that through the years, you would think that the administration would be spreading out and working with people but it seemed a little bit like they were maybe pulling in and you didn’t see them and get the communication as much. You would hope it could move the other way. But so often as you grow they get closer to gather - that group - and you don’t know what’s going on as much as well.

**Tomczyk:** That’s a very interesting observation because you are right. You would hope that as we got bigger that the communication would also spread out but

**M. Parker:** It has to be something you really work at it if it happens because the tendency is to do otherwise.

**Tomczyk:** Absolutely. It’s easier to go into your cocoon and work on your thing.

**M. Parker:** Yes that’s right.

**Tomczyk:** And in terms of athletics, I’m thinking about now how much really athletics has grown. What do you think about football when football came on? That seemed to be a really big thing.

**M. Parker:** It did. And personally I just felt like it we were too small and didn’t need to do that, if we could do well at the other things. But it’s evidently paid off as far as enrollment and so forth and the finances of the school. It evidently has happened.

**Tomczyk:** Yes, but I think many show your concern about the other sports then and what happens with them and getting equity and moving into bigger conferences pertinent to your comment about getting bigger and losing track of what’s going on outside, you kind of implode. We had a lot of sports now at Coastal, women’s and men’s sports that keep us busy

**M Parker;** but another thing that happened at Coastal that I thought was pretty major. All colleges do it and probably doing it more and more here now is the emphasis on research and writing. I always felt that the door should be open for students and you can’t do both. You could be there to advise or you can close the door and put “working on research”.

**Tomczyk:** and that isn’t the Coastal way?

**M. Parker:** and you miss and you miss a lot of students. If an emphasis is when the emphasis is own research for promotion and so forth, you have to do that if you want to get the promotion. And I always felt that particularly when we were a smaller college, the conferences and meetings with students was really important and that it’s more important than writing something that probably nobody will read and it won’t amount to anything,. But it’s going on your resume and
INTERVIEW WITH MARSHALL PARKER, 6/13/2019

helping you get a promotion. And I think that really changed as the years went along when I was here.

**Tomczyk:** Early on, the success of the student was really the focus.

**M. Parker:** that was the focus.

**Tomczyk:** And many called us a teaching institution.

**M. Parker:** Right.

**Tomczyk:** But you’re right when we got bigger and research became important, there was a move towards undergraduate research, trying to the students involved with the faculty in that way. But it’s still a different sort of interaction. And you’re right. That is something that I think changes the culture of a campus.

**M. Parker:** I think so.

**Tomczyk:** And that’s a major shift here now. You’re right. You’ve pinpointed the big move that changed who we are. I like to think though that there are still pockets of that interaction with students.

**M. Parker:** I would hope so and I think probably so.

**Tomczyk:** I would hope so, but you have to work at it. You have to find the time.

**M. Parker:** And I would hope that the pockets of interaction wouldn’t affect the promotion of the professor that was doing that.

**Tomczyk:** Right. Exactly. Sounds like you might have served on some promotion and tenure committees?

**M. Parker:** I guess so - a little bit. One or two.

**Tomczyk:** Because pertinent to our conversation, that criteria changed over the years and put more pressure on faculty to perform in different areas. And that does trickle down to the student.

Wow. So what have you enjoyed in your retirement? Now that you’ve been in retirement for a few years now.

**M. Parker:** Right. Well I went to Litchfield from ’95 to ’98 to direct tennis and that was fun. My son, who was into tennis in Richmond, called me and said a club was up for sale and he wanted me to come help him with it. I appreciated him asking and I didn’t have much money but I think he was just wanting money. But I asked him that and he said: No, I want us to do it together.

**Tomczyk:** Oh, How nice.

**M. Parker:** And that was a nice thing

**Tomczyk:** He wanted your talent, not just your dollars.
**M. Parker:** So we went there in '98 and that’s when Joyce retired here when we needed to move. She gave up her work here to go and do that with our son. From '98 to 2008 we did that together and it went well. We had enjoyed doing it and it was a good business venture. I was really worried about it being a good business venture.

**Tomczyk:** Well it has staying power if it lasted that long.

**M. Parker:** Right. But I said we’ll go give it a try and we did and it was a good adventure. But in 2008 I think he was probably wanting autonomy to do it himself. You know I think that’s a natural thing instead of having your Daddy making decisions and stuff.

**Tomczyk:** He didn’t need the consultant anymore.

**M. Parker:** I think not. He didn’t and he knew what to do and so in 2008 we turned it over to him and his family, his wife there and he now has a son teaching tennis there. He went to College of Charleston and then went there to teach. So it’s a family thing there still. And it’s still operating and doing well, really doing well. I just go now and play tennis. So I get to play three days a week there at the club and see them the family and so forth.

**Tomczyk:** What a nice story. That’s wonderful. Not many parents have an opportunity to help their children

**M. Parker:** That’s true and it was good that we had that

**Tomczyk:** and watch them succeed in that way and then be able to let them go on their own and continue it. That’s very nice. That’s great. Well, good.

Is there anything else that you would like to tell me, Marshall, about your time at Coastal or about Coastal Carolina?

**M. Parker:** I think not. But I have enjoyed talking with you about it. And I wasn’t sure what I would say or how this would go but I’ve had a good time with it.

**Tomczyk:** Good! Well I hope you now realize how much you have contributed to Coastal and really made significant contributions to Coastal over many years. And I thank you for that.

**M. Parker:** Thank you very much. Thank you.