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# Morrow, Robert, Oral history interview

Doris Meyer

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FACULTY EMERITI INTERVIEWS  
UNIVERSITY OF THE PACIFIC ARCHIVES



Morrow, Bob  
(1975 – 2002)  
Professor, Benerd School of Education

April 30, 2014

By Doris Meyer

Transcription by Shameela Maskeen, University of the Pacific, Department of Special Collections, Library

Subjects: Special Education program, Early Childhood Education, Stockton Children's Home, Women's Center Family Resource & Referral, Mentor Seminar, Advising, Promotion & Tenure, Administration: Deans, Presidents.

DORIS MEYER: Ok, that thing is on. Hello? Hello. Good Morning Bob.

ROBERT MORROW: Good Morning, Doris.

MEYER: Here we are. I'm going to interview Bob Morrow. Bob and I have tried to do this for a while, and finally we are here today, on a lovely day when we'd rather probably be outside. We just figured out that it's April 30<sup>th</sup>, and we are sitting in a conference room, a lovely room, in the School of Ed, where Bob taught for a number of years, and probably has good memories. Bob, you and I have been good friends for a long time, and you've told me a little bit about your former life. Anyway, how did you end up at the University of the Pacific?

MORROW: Well let me go back to 1948, when I was in high school in upstate New York, in a little town called Penn Yan, New York. I played on a football team that was undefeated that year. So that was 1948. We held a record for 30 years until another team went undefeated, and two of those players went into the NFL, from this little high school program in Upstate New York. So what I'm leading up to, the connection to UOP is that my football hero was Eddie LeBaron. Eddie LeBaron, as you and I know and everyone in Stockton, and this part of the country, and in the nation, knows that he was a fantastic football player. I identified with him, because I wasn't the biggest player on our team either-

MEYER: Right-

MORROW: I know he wasn't the biggest player on COP's team, as they were known at that time. So I was really enamored with him. I did some research on the College of the Pacific, and I realized it was the kind of place I would like to end up teaching, or spending time there-

MEYER: Right-

MORROW:-So when the opportunity came up, I was at the University of Illinois finishing my doctorate degree in 1975. I jumped at the chance of taking a job in the UOP School of Education, and came out here, interviewed in December, and was so happy that I didn't have to wear a top coat. The weather was beautiful, and I took the job in the School of Education, and I retired in 2002, which would be 17 and a half years. I came in February of 1975, and I left in June of 2002. The job intrigued me because of my background in Early Childhood and Special Education. My doctorate is in that area and they were looking for someone to work with another person that was in Early Childhood Education here at UOP. Her name was Vicky DeMayo. She and I taught courses that would lead up to both a Master's Degree and a Specialist Credential in Early Childhood Education. At that time, Wilson Riles was the California Superintendant of Public Instructions and many people may not know this, but his number one priority in the state was to promote Early Childhood Education for everyone. He was quite disappointed when that didn't pass. Consequently, the program that I was in, where I taught several courses that led to, as I said, both a Master's and a Specialist Credential, kind of, so to speak, died on the vine. We had no takers; there were no jobs available, and students weren't willing to come here at our tuition prices to get an Early Childhood Specialist Credential at the graduate level, because it just wouldn't pay off. The job that would be waiting might pay \$9.00 an hour at a day care center. That was the problem. Those are the circumstances under which I came...

MEYER: Hang on just a second Bob. Can you describe what your thesis was about?

MORROW: Yes. It was about Early Childhood Special Education and the difficulty of identifying and placing young children in Special Education Programs. I did what's called a Delphi Technique, where I surveyed several different districts throughout the state of Illinois at University of Illinois [Urbana-Champaign]. I surveyed these districts, in Special Education Primarily, and I got their best take on how many students in their districts would be screened, how many would be identified as having special needs, and how many would be placed. The range of answers was very wide. The Delphi Technique is one where you ask the people who responded the first time if they would reconsider their answers based on some of the other responses. So what I found at the end of my dissertation, was that there was still a wide discrepancy among all of the different districts I surveyed as to how many children should be identified, placed, etc. So it was an area of interest. I worked in a Special Ed. program at Illinois, working directly with kids in the classroom. It was a survey of the different districts. The dissertation tied right in nicely with the open position was here at UOP.

MEYER: Right-

MORROW: Consequently after our ECE Program didn't fly, I taught primarily in Special Ed.

MEYER: The uniqueness of having the two areas that you felt comfortable with, with Special Ed and Early Childhood, and then the job was asking for those kinds of things-

MORROW: Right-

MEYER: Do you think you, at that time, a young man, were interested in Early Childhood, when we think usually of young men not being interested in little ones?

MORROW: Well, that's an interesting story, and for years I've tried to figure that out. I finally came to the conclusion that there is a direct relationship in my own background and the area I chose as my career, because I didn't start out in education. I started out working in journalism and advertising agencies. I didn't feel satisfied...

MEYER: Was that right?

MORROW: Yeah. I had an older brother who was Superintendent of Schools in a small district in New York State, and he kept encouraging me to go into education. So that was 1963, and there was a shortage of teachers at that time, so I went through a crash program in the summer. Eight weeks, got a temporary teaching permit or certificate for the fall, and start teaching fourth grade that fall. So I taught 5 years fourth grade, and then I was a Summer Head Start director. That was another force that kept pulling me to Early Childhood Education. I've never regretted that, and you're right, there are very few men that seem to go into that area, but that's something I think we need more of.

MEYER: You can say that again. When you arrived here then, in '75, one of your positions or-was related to Special Ed with Vicky. When you arrived in Stockton, what did you think of the place? Did you arrive

downtown, or did you arrive around the campus, and what happened there when you first appeared in Stockton?

MORROW: Well, at the time that I came on and interviewed for the job, there was an airline connection with San Francisco to the Stockton Metropolitan Airport. So I flew in to Stockton, and I'll talk about him later, but Bill Bacon picked me up at the airport, and then we drove through South Stockton, which was not a very impressive site to begin with, and I remember Bill kind of not making excuses, but explaining that while this is not the most residential area, and looks a little bit-oh what's the word? Shabby-so that was my first impression, but then after I got to see Stockton and some of the beautiful areas, I was quite impressed.

MEYER: Right. And Bill Bacon was really helpful to you in the beginning?

MORROW: Bill Bacon was a real gem of an individual. Bill had gone through my resume and he had read that I was a Jr. Varsity basketball coach when I was teaching, and so he knew of my interest in basketball. At the time, freshmen were not allowed to play on Varsity Teams. I do remember that. Freshmen here at UOP, and I think this was a standard rule throughout, they had freshmen teams, but they didn't have any freshmen on the Varsity. So he took me to a game, a freshman game, knowing of my interest in basketball, which showed me that he had not only done his homework, but made arrangements to make sure I felt comfortable when I first came on campus.

MEYER: Yeah that's great. Who were some of the other helpful people when you first came aboard?

MORROW: Well, I was hired by Dean Oscar Jarvis. In fact, Dean Jarvis hired Elmer Clawson, who was one of my colleagues, in the fall of 1974, and I was the second hired, in February 1975. When I left the University of Illinois, I had not finished my dissertation, so I could remember him coming and going, asking me to come talk to him about my dissertation. He said that our number one job is for you to finish your dissertation, so he provided time for me to spend over in the computer lab with former colleague Bobby Hopkins - you remember Bobby Hopkins?

MEYER: Sure do.

MORROW: Bobby was extremely helpful in gathering all of the data, and I went back in fall of 1975 and then defended my dissertation. So Oscar Jarvis was really helpful. Some of the staff here, and I'm trying to think of the faculty-well, Vicky DeMayo was very helpful, knowing that this was my first college teaching job, and...trying to think....

MEYER: That's good, you know. So people were pleasant to you?

MORROW: Oh yeah. People were very pleasant and I realized, after I got here and started working, that I had made a really excellent choice.

MEYER: That's right.

MORROW: Yeah.

MEYER: OK. Let's move forward a little bit. So, programs that you were involved with, at first, were two areas: Early Childhood Education, and Special Education. Were there any special programs within programs that you were involved with, in either one of those?

MORROW: Ah, yes. One of the programs that was developed by another colleague of mine, Dr. Hugh McBride; I think he came in the Fall of 1975, who's background was totally Special Education. He developed a program, which was designed to collaborate with the Stockton Children's Home-

MEYER: Oh yeah-

MORROW: -The students that were working on a Master's degree in Special Education, served as Teacher's Aides at the Stockton Children's Home. They received pay from the Children's Home and a reduced tuition. I remember-I coordinated the program for several years-

MEYER: Right.

MORROW: The Children's Home had a full blown Special Ed program, and some of the students there were extremely difficult, and they were very challenging. Our students had already finished a basic teaching credential. At that time, you had to have a basic teaching credential to get a credential at the Graduate level in Special Education.

MEYER: Right. And so, what were the behavioral problems then, the primary Special Ed problem?

MORROW: -Some were "severely emotionally disturbed." And the reason I use severely is that in the provision of the Special Ed Law, unless they've changed it, there was nothing in there that addressed "mildly emotionally disturbed." It was all severely, so many of them were severely emotionally disturbed, behavior problems, and some were a step away from being in jail.

MEYER: What was that age group?

MORROW: The age group, at the beginning, the age group was mostly high school and maybe middle

MEYER: Were there any other kinds of special programs? I remember [Euele McBride], of course, very well, and were there any other programs within programs when you first came?

MORROW: Well, one of the-one of the areas that I've always been especially fond of and enjoyed working in, was Head Start. So I immediately made contact with the Head Start program locally, and I served on their board for several years-

MEYER:-Oh yeah-

MORROW: So I was on their board for several years, and then at one point, we negotiated with Head Start to see if we could locate one of their programs in classrooms on campus, to serve as a laboratory school. At that time there was a pretty large enrollment in Special Education here in the School of Ed. Part of that was due to some of the foreign students that we had. Back in late '70's, when Venezuela was really doing well economically, many of the students who were in Special Ed-we had as many as 10

or 12 that came over from Venezuela to study here specifically in Special Education, so that helped our enrollment quite a bit.

MEYER: Did Head Start fall under Special Ed?

MORROW: No, it didn't. That went kind of astray-

MEYER: Yeah, we strayed there a little bit, but back to the Head Start group again: did we actually have a site on campus by the athletic facilities at one time or another? A Head Start...there was something here, I can't remember. Well, no big deal. You don't recall having Head Start project on this campus?

MORROW: Yes, there was. It was later dropped.

MEYER: Oh-

MORROW: -and it was interesting, why, if I remember exactly: the reason given by Head Start is that the University did not have their act together as far as having personnel policies for the employee's of Head Start or the-just-there were some difficulties in making all of the arrangements. Insurance was a concern, and we had the same thing with the Children's Home, and we worked with Stockton Unified-

MEYER: Oh yeah-

MORROW: -because that was...No, we worked with the County Office of Education, I'm sorry-

MEYER: Yes-

MORROW: -because Stockton Unified had students at the Children's Home, but the County Office of Education was responsible for them.

MEYER: Yes. Well I guess we have to be careful though, and you know, legally, these things are important. Let's move on here.

MORROW: Ok, sure.

MEYER: So, time goes on, and did you move forward in to Special Ed with greater amounts of your time, or Early Childhood, or-

MORROW: Well not really, I kind of moved-

MEYER: -what happened next?

MORROW: Well, I moved in different directions because I became involved-I don't recall the date-when the Mentor Seminar Program evolved?

MEYER: Yes.

MORROW: I became involved in teaching Mentor Seminar, and it was part of my load-

MEYER: And that was great. That got you off of this site and into the big-Bigger World.

MORROW: Right, Right.

MEYER: Did you enjoy that?

MORROW: Yes I did.

MEYER: How come?

MORROW: Well, it was interesting, because previously every course I taught here were comprised of those working on their teaching credential-

MEYER: Yes-

MORROW: So everything we talked about had to do with education, teaching, etc.

MEYER: Right.

MORROW: So this gave me a glimpse at some of the other students across campus. I had Pharmacy students, I had Engineering students, COP students. It gave me an idea of the type of students that were across campus, so yes, and it was an education for me.

MEYER: I bet it was. Were there mostly one particular group-were they freshmen, or were they...?

MORROW: Well I taught two: Mentor 1 was, I think most of them were freshmen. I taught Mentor 1 and Mentor 3. Are you familiar with-

MEYER: Yes I am.

MORROW: Ok, well the Mentor 3 Program was designed, I believe, to kind of offer a Capstone course for the students who had gone through Mentor 1 and 2. The School of Ed designed our own Mentor 3 program. Some of the requirements that we had here were different from some of the requirements in the other Mentor 3 classes. That-the-I believe that the textbook we used was called "The Moral of the Story"-

MEYER: Called what?

MORROW: "The Moral of the Story."

MEYER: Ok.

MORROW: So it kind of pulled together what you supposedly had learned in Mentor 1, Mentor 2, and all of your other classes, and looked at it through a moral sense.

MEYER: So was Mentor 3-you had a whole group of students, not just Ed students?

MORROW: Just Ed students.

MEYER: Just Ed students? By the time it went to Mentor 3, then it became...

MORROW: Yes, we designed it-Right-

MEYER: I didn't know that. I thought each of the Mentors was a mix of students, but they must have become narrowed as they went up then, to the Capstone.

MORROW: Yes, because we had our own Mentor 3 for education students.

MEYER: Right.

MORROW: So we had assignments that had to do with education, and I remember they had to do a portfolio, and at that time, there was an ungodly task to evaluate all of those portfolios. It would take me probably a week just to look at them and evaluate them, and there were different parts to it, and I can't recall, Doris, the exact focus of the assignment-

MEYER: Right.

MORROW: -but I know it was related to education.

MEYER: Right. I know how you feel about that, because I remember being involved in what we called I&I and other programs, so it got us away from our own little specialty, and our relationship with our colleagues was wonderful too.

MORROW: Yeah, that was another plus.

MEYER: That's right. Then...was it somewhere around this time that you became more and more involved with community programs? Or was most of your attention to your classes on the campus?

MORROW: I'm trying to think, let's see...

MEYER: Because I think of you as being always involved with community-

MORROW: I made up for it the last ten years-

MEYER: Yes. [Both Laugh]

MORROW: That's a good question, and I worked well-I worked closely with the students at the Children's Home. Incidentally, about 90% of the people working at the Children's Home, at the time I was working with them, were graduates of the UOP program.

MEYER: Yes.

MORROW: They hired them because they were so well trained.

MEYER: Sure, and that was just great. So tell us a little bit about some of those other kinds of things like that.

MORROW: Well I was one of the Founding Members of the Board for the Women's Center, and let me just give you a little tid-bit of that: at the time, there were two men on the Board, and the rest were women. Many of them were from UOP. Maybe UOP faculty or spouses, Maria Heffernan, do you know her? Do you know Diane Morgali?

MEYER: Yes-

MORROW: Yes, Diana Morgali right. So we would, at the time, we would have these Board Meetings and it was kind of a "group hug" type environment. You know what I mean? And they wouldn't vote on anything, so I kept saying don't you think we ought to go on record as proving that, 10-1, or whatever it was, and they wouldn't do that. So then, eventually, they started doing that when they were submitting Grants, so it had to do with some money.

MEYER: Then-

MORROW: The other thing that I was involved in, in the community, is that I was one of the founding board members of the Family Resource Referral. I met Joan Richards when she was a preschool teacher in Lodi, and I remember she called me one time, wanted to get some input on problems she was having at school, so I met her. Then later, she invited me to become a Board Member of Resource Referral.

MEYER: Yeah. Now that's what I remember are your connections with all of these...and that gave so much credibility to you as a professor, just great.

MORROW: Yes.

MEYER: Let's talk a little bit about some of the folks with whom you worked here, a little bit about your impressions of the students, the faculty, the administrators after you were here a little while and had a sense of who we were. Think back and tell me a little bit about your impressions of our students, or our faculty people, or-how did you feel about all of that?

MORROW: Ok, yeah. Well, do you want me to name names?

MEYER: Sure.

MORROW: It's hard to generalize, because students vary all over the place.

MEYER: Right.

MORROW: I did a tremendous amount of Student Advising, an awful lot of Student Advising, which I was very proud of. Even though some of the students were not my advisees, assigned to me-

MEYER: Right-

MORROW: -they would know who did the good advising, and they would come to me, or Marilyn Draheim. We both developed-and I'm not bragging, but I'm just saying this as a fact-both developed a reputation of providing accurate information. It was very tricky when you had to meet all of these requirements and know what counted at Delta College, and what didn't count, and Math 1 doesn't

count, but Math 3 counts and all of that. So, they would not get the same straight information from some of the other advisors. If I had them as freshmen, I'd like to see them grow. I had a student-she was from Seattle Washington, and I had her for four years. At her senior year, she came in and said, "I don't know if I want to be a teacher or not. I called my mom and we were talking about maybe transferring schools." I ended up getting information from another college for her. You know, generally, the students took it seriously when they would come in for advising.

MEYER: Let me interrupt, and ask you if your-the students that you were advising-were they all of, at least temporarily-in the School of Ed, or projecting in that? Or did you have some general freshman advising? I remember I had freshman advising, and as-working with Doug Smith and the advising group, if you were part of that, then I, like you, had freshman of all majors at first.

MORROW: No.

MEYER: No, you were School of Ed, right from the very beginning.

MEYER: And so do you think advising is an important part of a professor's job?

MORROW: Absolutely.

MEYER: Why?

MORROW: Well, why? Because, as I said before, you have to know all of the requirements that are needed for graduation and for a credential; so it got very tricky. And I had a couple of students that were very upset with me because they couldn't graduate, based on some information I had given them. I felt terrible about it; you just make one little mistake and I think it had to do with a transfer math course-Math 3 or 5. So you have to really know these and you can't just shrug that off. I had one faculty member here in the School of Ed, in the Curriculum Instruction department, who said, "I'm not an educator, I'm a linguist, so I don't do advising." You know that attitude-

MEYER: That's right-

MORROW: That doesn't help the students at all, and it doesn't help the School of Ed, or the University, so you get a reputation for not being a very good advisor.

MEYER: That's right.

MORROW: So, yeah, but I'd say generally, the impression of the students in my classes and advising was very positive, given the few exceptions.

MEYER: Right. What about your colleagues within the department? Was there a lot of congeniality? Did it depend on who was Dean at the time? What was the environment when you were working here?

MORROW: Well-remember Doris, I started in 1975 under Dean Jarvis, and then we had another dean after that, and that was Faye Haisley, and we had another Dean after that, and who was that? I guess-

MEYER: John Nagle?

MORROW:-Yes, Jack Nagle. So I served under three Deans, and I have to say that Oscar Jarvis, despite all the problems he had after he became Academic Vice President, was very fair, very thoughtful. He said, when I was up for promotion, or tenure-both-he said, "If you do what I ask you to do Bob, I'll make sure you get promoted and get tenure." And so I always carried that with me because he did. He followed through on his promises, not like another Dean; who endorsed one of the best school administration professors here in the Ed/Admin department for tenure, but then wrote ten pages saying why she shouldn't get it. I was on Promotion and Tenure Committee at the time. Nagle was the one that, you know, she really betrayed this faculty member; I lost a friend over that. She felt it was my fault because I didn't stand up on Promotion and Tenure, which I did, but it fell on deaf ears. I had no respect what so ever for Dean Haisley. None. There were too many instances where she played favorites, where she would befriend somebody and wouldn't believe anything you would say. She was blaming me for plagiarism one time, and I said, "I want you to put that in writing, that I had not plagiarized." So I had no respect for her.

MEYER: Were there social things within the department?

MORROW: No, when I first came here, we always had a graduation celebration at somebody's house. We would go up to a cabin, Pete Osuna's mountain cabin before the start of school.

MEYER: Osuna?

MORROW: Yes, Osuna's cabin, and people would spend the weekend up there, and we would go gamble, and we'd play cards, so yeah. It was for family too. At one time, they only invited the faculty member, but families were invited when Jarvis took over. After Jarvis left it kind of dwindled. I don't remember having a lot of social events with Dean Haisley. So yeah, as far as congeniality, it depends who you get as a faculty member. I had certain friends here on faculty that I trusted completely, and others that I did not trust at all or respect.

MEYER: What about how it felt under various presidents of the University?

MORROW: Oh, ok.

MEYER: You were here for which ones?

MORROW: I was here for McCaffrey, and then Atchley. Then I did not serve under the current president-

MEYER: DeRosa?

MORROW: Oh, wait, DeRosa, that's right. DeRosa, and then the current president: I didn't serve under her, so I served under three presidents.

MEYER: Did you have any either direct relationships, or any feelings about how things were under each of those?

MORROW: Oh yeah I do, in fact, I made notes.

MEYER: Wow.

MORROW: Yes, there was one time, and I'm sure you remember this, there was a vote of no confidence for President McCaffrey, because at the time we had football, and he approved a special admit. So the faculty were very, very upset about it, and they had a vote of no confidence. It turned out it wasn't "no confidence." There were enough votes that supported him, primarily because of Dentistry and the School of Law. So that was one of the few times I think McCaffery upset the faculty. I can't think of anything else under his reign. And then we had Dr. Atchley, and I always questioned his capability of being a president. I don't think he was bright enough; I don't think he had leadership skills. I think he made decisions on the spur of the moment. I'll tell you, if you don't mind, a little anecdote: at one time, the university was having a real financial short fall. They were trying to make up some budget deficits.

MEYER: Right-

MORROW: Nobody knew exactly what was going to happen. So we came in one morning and we received a notice that they were doing away with the contribution to our retirement fund, as a way of saving money. We could still contribute money I believe, but the University didn't contribute anything. The night that that happened, I came home and told my wife Pam, I said, "Well, we just got a hit at the office." That was important to me because I was not too far from retirement. And so the moment we sat down to eat dinner, the phone rang, and Pam answered the phone, and it was someone, I believe a student trying to raise money for the University, and Pam said, "Oh I'll have to tell you, my husband just gave at the office."

MEYER: That's a cute story.

MORROW: Anyway, I don't think Atchley showed much leadership, and I think he had favorites. He was very cozy with Faye Haisley, and there was just a feeling of incompetence. That's the feeling I had.

MEYER: I think that was the feeling across the whole campus. Most of the oral histories speak to that.

MORROW: Right. I remember when Atchley was being interviewed for President job. I went to all three interviews. There was a guy in charge of fund raising at the University of Southern California, and I thought outstanding. When the Southern California candidate was asked about our programs here at the University, he knew every one of them. He could speak to the Mentor Program; he knew exactly what our majors were. When it became Atchley's turn, he said "Oh, I have some studying to do." That was it. So when they hired Atchley for whatever reason, I don't know what the politics were, I just didn't feel there was very much leadership. I think DeRosa did an excellent job. He seemed to have a good relationship with the faculty, and I was very impressed with that. I don't have anything negative to say about him.

MEYER: We are doing very well here.

MORROW: Well good.

MEYER: Let me interrupt here, because there's a question that has been on my mind-

MORROW: Oh?

MEYER: Earlier you talked about your initial appointment. I think of you also as being in Special Ed, but with Learning Disabled-

MORROW: Yes.

MEYER: -instead of being in the severely handicapped category.

MORROW: That's true.

MEYER: Back up and tell me a little bit about what that responsibility was.

MORROW: Ok, sure.

MEYER: Because it wasn't Early Childhood, or it could have been, huh?

MORROW: Well, we got into Early Childhood.

MEYER: OK.

MORROW: You're right, the terminology has changed since: it's not Learning Disabled, its Mild-Moderate.

MEYER: Is that right?

MORROW: Yeah, and then the severely are Moderate-Severe, The terminology in Special Ed changes all of the time. In fact, they used to call them Trainable Mentally Retarded.

MEYER: Sure, right.

MORROW: Educable Mentally Retarded. So anyway, you're right.

MEYER: Right.

MORROW: And Ennio Cipani -

MEYER: Yes I remember him-

MORROW: -he handled the moderate severe. So I taught courses in Special Ed Learning Disability about assessment of children's learning disabilities. We did a tremendous amount of reviewing assessment instruments, different ways of assessing, and how you assess. So I learned a tremendous amount from that too-

MEYER: Me too.

MORROW: Then I would have curriculum for learning handicapped, so I taught that. I also taught a couple of survey courses, the Exceptional Child, but I didn't teach that very often. Bob MacMillan used to teach that.

MEYER: Oh yeah, I remember him too. Gee, you recall all of these names.

MORROW: Oh yeah.

MEYER: Ok, let's move ahead. You're looking at your notes. Is there anything that you're dying to tell me?

MORROW: Well, let's see...

MEYER: That's ok, we're moving ahead-

MORROW: Oh yeah, I served on a lot of committees.

MEYER: Let me introduce that subject.

MORROW: Ok. Right now?

MEYER: Yes. We've talked about course work and programs. The professor's job, besides research, includes committee work or "service," as it's called. You mentioned a little bit about being on tenure and promotion. Tell us a little bit more about your attitude toward committee work, and what you think about doing it.

MORROW: Right. Well, I served on a variety of committees. I served on Academic Affairs committee for about three years, and I was Chair for a couple of years. Then I also served on Academic Council, and I served on Promotion and Tenure. I also served on the Benefits Committee; here at the University it is called the Compensation Committee, Benefits. Let's see, what else did I...? Oh, Grievance Committee.

MEYER: Those are all really top scale important governance committees.

MORROW: Right and I think, for the most part, they were worthwhile. The one committee I was very disturbed about and I served on it my last three years here as a faculty member, was Promotion and Tenure. I had problems with the composition of the committee, and I know it's since changed, but the composition was heavily loaded with Deans. There were three Deans, three faculty members, and a student. So we would not vote, you know, by secret ballot: we would vote a show of hands, which I thought was defeating some of the purpose of the committee. Supposedly, everybody is open and neutral, but I remember one particular vote. It had to do with this woman I mentioned here in the School of Education, who was let go, and is now doing extremely well at a university in Southern California. I remember we voted on her, and I voted to give her tenure. Three deans voted against it, and I guess the student, for some reason, also voted against it. My feeling was that Phil Gilbertson, who was the chair of the committee voted against giving her tenure as well, so my feeling was that it was loaded towards the Administration. In fact, one of the deans, and I'll tell you who it was, it was Dean Phil Oppenheimer. He was on the committee for the School of Pharmacy. After the vote, I walked outside,

and I was very upset. I said, "Tell me Phil, in all honesty, was your vote influenced by Gilbertson's vote?" He said, "You're damn right it was," and I thought, that's not the way you do it. That's not a democracy, for God's sake. So any way, that was the one committee I had problems with. I was very bitter when I left after three years on the committee. It was also...well, there were some other things going on, like the treatment of Heather? Remember Heather Maine? She was an Assistant Provost for a while.

MEYER: Oh yes, of course I do.

MORROW: Heather was Jamaican, I think-

MEYER: Yes, of course I do.

MORROW: She and I really hooked up, and she really had some grievances about the way she was treated.

MEYER: But committees belonged on our workload-

MORROW: Yeah, right-

MEYER: I think they call it shared governance. I enjoyed my committee work. Did you ever feel any pressure, while you were here, to do research?

MEYER: Oh, that's a good way to put it. Well, one of the years, that I remember, I was preparing for promotion, and Haisley was Dean at the time. She said, "Well, you haven't written anything." So I said, "Oh you want me to write something?" So I had 8 articles published in the next two years. The focus was South East Asians, because I had taken an interest in how the South East Asians acclimated to the United States, and I had several in my class. I did some research on cultural values; in fact, one of the articles that I wrote was for a little journal called *Academic Therapy*. It's published in the Bay Area. The gist of the article was that you cannot assume that South East Asians look at Special Education the way we do, because if a child is Special Ed and has special needs, it's a negative reflection on the family. I wrote the article and sent it. They wrote back and said that we think that this is such an important article, that you ought to try one of the larger publications, larger distributions like *The Exceptional Child*. That article was published and republished. It was a very popular article. So then I wrote about South East Asian education, as it applies to family relationships. So then I got promoted as Associate?

MEYER: Now that you've mentioned it, I think I remember that you moved into that area of interest, but now you're telling me it was probably pushed as a result of having to work on a research study of some sort.

MORROW: Right.

MEYER: They were a refugee group at first. You learned a lot about those folks-

MORROW: Oh a tremendous lot. In fact, I would make presentations at conferences, and I'd have South East Asians in my audience, and some of them would come up and say that you're right, you're exactly right. One woman told me that, when she came to this country, she had a daughter that had Down

syndrome and was very severely mentally impaired. She kept her in a bed and would not seek any kind of outside help because that was a disgrace to the family. People didn't understand that, and that's why they felt it was an important article.

MEYER: Sure. I'm really glad this topic came up because that's something special that you contributed, there's no two ways about that.

MORROW: Yeah. And it helped me understand my students: I had one student who was the outstanding teacher in Lodi for a couple of years running I believe, and she was Cambodian, and she was in my class. Obviously very bright-

MEYER: Right-

MORROW: She would never contribute in class. So I talked to her. I said, "You know you really have a lot to contribute." She says "No, no I can't do that. I'm too shy, but boy, you're heck of a teacher." So it helped me understand that.

MEYER: That was great.

MORROW: Yeah, I'm glad that came up.

MEYER: Yeah I'm glad that came up too. Ok, let's move ahead. Let's see, number 8: Students. You've talked a lot about that. Would you think that in any of these programs of which you've had a part, you would call yourself an administrator?

MORROW: Um, yeah.

MEYER: Ok, so what kind of an administrator were you-or are you?

MORROW: Well, I had this one I forgot to tell you about. We had an off campus program at the Dental School in San Francisco, for getting a teaching credential. We recruited students in that area and we'd meet on weekends. The contact hours were there-

MEYER: Oh. Yeah-

MORROW: It was taught by regular faculty members. The students were all getting a multiple subject credential. That went on for about three years. We reduced the tuition and made money; I administered that out of my office in Stockton. I even had to find Student Teaching spots for them in the Bay Area.

MEYER: Were they dentists at the time?

MORROW: No, these were students that wanted to get a teaching credential, but classes were held at the Dental School.

MEYER: Oh yeah.

MORROW: Yeah, at the Dental School facilities. I was in charge of the program, and I remember I went to Dean Haisley, and I said, "I need to have somebody supervise the student teachers in the Bay Area, because I certainly can't do it, and we can't ask people from Stockton to do it. Can I take enough money out of the budget so I can hire somebody?" She refused to do it, so I paid the person out of my own pocket. I hired a former Superintendent who supervised the student teachers, and gave me feedback. We also had a connection through Ray Tom, do you know Ray Tom?

MEYER: Yes of course-

MORROW: He has a twin brother.

MEYER: Yes I know that.

MORROW: He was administrator in San Francisco-

MEYER: Oh yes-

MORROW: I contacted Ray and told him we're trying to implement a program, and we need some sites. He was very helpful in doing that. I think I was fair and tried to listen to people. We had one guy that dropped out of the program, and there was never any complaint, because he knew that he just wasn't doing it; he wouldn't come to class.

MEYER: How long did that program go on?

MORROW: For three years. Yes. I don't know why they don't still have it, because it was a money maker. We had-I think we had as many as 15 students a year, and these were all from the Bay Area. That was a real innovative program.

MEYER: Who were they actually?

MORROW: A whole variety of people.

MEYER: Is that right?

MORROW: We had a mother; maybe her kids were grown, wanting to get a teaching credential-

MEYER: Oh-

MORROW: There were some young people. We had a couple of people that ended up in Stockton, that got their credential. There were sisters that came back to Stockton and worked locally, so yeah, we had a variety of people.

MEYER: I didn't know about that at all.

MORROW: Yeah. Not many people do.

MEYER: No, I didn't. Let's go on here and change the subject a little bit-

MORROW: Yeah, ok. Sure.

MEYER: You've been writing articles for the Stockton Record, for how long, and was it only since you retired? You mentioned way back, when we first started, that you were interested in journalism before you were interested in being a teacher.

MORROW: Right.

MEYER: So, here it is, umpteen years later, you're a journalist. Tell me a little bit about that.

MORROW: OK. Well, I had always been a frustrated writer, and I took quite a few creative writing courses in college as an undergrad. I think I took two or three of those. My major was actually a combination of Advertising and Journalism, and it was a program that supposedly groomed you for a position working in marketing or advertising. I went to the University of Ohio, where I graduated with my undergraduate degree, and so I have a checkered background in many areas. When I came here, I didn't have an opportunity to do a lot of writing on my own.

MEYER: Did you?

MORROW: I wrote a few articles that were mostly based on my early childhood years, and living in different foster homes and that kind of thing. When I retired, I contacted the Stockton Record. I contacted a guy by the name of Eric Grunder. He was the editor of the Opp Head page, and he has since retired, about November I think. I asked if he would be interested in my sending a piece in on education. I didn't hear from him for a couple of weeks. He finally got back to me and told me he was checking me out. He told me that his wife was one of my students in Special Ed, and she gave her stamp of approval. I sent the first article in and away we went. They never changed anything at all.

MEYER: Is that right?

MORROW: Maybe punctuation,, a typo of some sort, but no, and I chose all of the subjects that I wrote about.

MEYER: How many have you written?

MORROW: Four years ago I started writing them, and my last one was in January. I've written probably one a month. Probably about 40 articles and I have them all in a binder at home. I have gotten a lot of excellent feedback from various sources, mostly teachers, because they all felt that they didn't have a voice. Some of the issues that I raised, they could really identify with.

MEYER: Have you really enjoyed doing it?

MORROW: Oh God, yes, and I get a lot of satisfaction out of it. It's nice to see what you've written in print, and then other people read it and think it's pretty good.

MEYER: It's kind of like you're educating. I mean, every article that anybody reads is learning something. What do you think about the University?

MORROW: I still think there's a strong division between the community and the University. We used to do a lot of workshops through the Bring Me a Book Program that I worked with-

MEYER: Yes-

MORROW: We would talk to parents and even teachers, and they'd say that they had never been on campus at all. Never set foot on the campus. So there's a division that still exists, and people just feel that UOP is a big University on the hill, and they don't have any business going there. They don't realize how the University is making an effort, and that's the one thing that I think is not so positive at this point. I know that President [Eibeck] has tried to do something about that, with the programs that she's implemented.

MEYER: Go ahead.

MORROW: Yeah, I think physically, the University is beautiful. It's absolutely inviting to anyone who comes to the campus. They've done an excellent job of keeping the facilities up to looking extremely attractive and inviting, so I think, once a student gets on campus with a parent, they're very impressed with at least the physical appearance. The students that I talked to said they really enjoy and love the University's physical appearance. Now: the programs. I don't know Doris. I have mixed feelings on this, because I know they've just gone through a whole review, of many, many different programs. They have recommendations. That sounds like what we did 25 years ago, when we didn't have as many Vice Provosts as we have now. We had one Provost, and that was it. In fact, I can remember, we didn't even have a Provost. We had-

MEYER: Academic Vice Presidents, that's what they were called.

MORROW: That's right. Cliff Hand, he was the man.

MEYER: One of the best.

MORROW: Yes he was. So anyway, I don't know whether they are heading in a good direction. I know they are reviewing programs, which is positive, and hopefully they will streamline it, so that they can keep afloat with the tuition. Tuition is just a huge problem for anyone not being able to afford it. I couldn't send my own kids here, paying the tuition. If they didn't have the tuition remission program, they never would have come here. So I think they're heading in the right direction, and I think, from what I understand, President Eibeck is doing an excellent job. She's very aware of the community. She was at an award dinner where I received an award. She was very congratulatory, and very positive in her comments. This goes back to knowing that I wanted to be in a small college.

MEYER: Yes. Bob, is there anything that you wished I had asked you, as you look over your notes and-?

MORROW: Well, not really. Although I think under community, the first question: which contributions? I think one of the programs which has been around for many, many years that isn't well known is the CIP Program.

MEYER: Yes, and it seems to show its face from time to time, like right now, they're having the Strawberry Breakfast. It's a great program.

MORROW: Oh it is.

MEYER: Tell a little bit about them.

MORROW: It's the Community Involvement Program whereby low income students who reside in San Joaquin County, and are first ones in the family to attend college will receive a full scholarship to the University if they qualify. to be entered, or be admitted. That program has had students in all different departments. One of the committees I served on was the selection committee for students for that program. I think that CIP is an extremely excellent program, except it's not well known. I don't know why they don't advertise or promote themselves more, because it's a program that I think is one of the most worthwhile on campus. Yeah, that was one I wanted to mention. Also this program we had out at the Children's home, wasn't very well publicized either, which I wish it had been. I think, Doris, we covered a lot of ground.

MEYER: I think we covered the waterfront. Well, Bob, I really enjoyed spending an hour or so here, with you.

MORROW: Good.

MEYER: We've wanted to do this and your contributions, not only to the School of Ed, but the community, the writing of the articles, is education, and you should feel like you contributed a lot over all these years.

MORROW: I appreciate that.

MEYER: Feel good about what you've done.

MORROW: I do.

MEYER: And not only being a great professor, but being a congenial colleague.

MORROW: That's the highest compliment I could have, thank you Doris. I appreciate it.

MEYER: Thank you, Bob.

MORROW: I hope I have contributed a little bit that people didn't know about before, because it matters.