



2015

Howells, Gary Oral History Interview

Robert Dash

Follow this and additional works at: <https://scholarlycommons.pacific.edu/esohc>

Recommended Citation

Dash, Robert, "Howells, Gary Oral History Interview" (2015). *Emeriti Society Oral History Collection*. 62.
<https://scholarlycommons.pacific.edu/esohc/62>

This Book is brought to you for free and open access by the University Archives at Scholarly Commons. It has been accepted for inclusion in Emeriti Society Oral History Collection by an authorized administrator of Scholarly Commons. For more information, please contact mgibney@pacific.edu.

FACULTY EMERITI INTERVIEWS
UNIVERSITY OF THE PACIFIC ARCHIVES



Howells, Gary (1971-2013)
Professor of Psychology

March 17, 2015

By Robert Dash

Transcription by Jade Vo, University of the Pacific,
Department of Special Collections, Library

Subjects: Getting into Pacific, Callison College experience, integration into COP Psychology Department, clinical experience and the Stockton community, and relationships with colleagues and administrators.

UOP ARCHIVES FACULTY EMERITI INTERVIEWS

ROBERT DASH: I am Robert Dash, professor of modern language. I am retired. I am interviewing Gary Howells, Psychology from College of the Pacific, and prior to that of Callison College. Gary, do you want to begin with the chronology of how you got here and so forth?

GARY HOWELLS: Yes, I'll go back quite a ways actually.—People have different backgrounds and different ways to get places. I have to say I grew up as a naïve country boy. Neither of my parents went to college. On my father's side, he wanted to be an engineer. His father was a dentist, but my grandfather died early and I never knew him. So my father, instead of becoming an engineer, worked and put his three sisters through Oregon State University. I don't know very much about their life there. I do know that it would have been back in the twenties, and all three of my aunts were on the Oregon State basketball teams for females. So my father, after serving in the Navy in World War I, got out and went to work. One of his early jobs was working at one of the first hydroelectric plants in California (Copco 1), which was the very beginning of the Oregon-California Klamath River Hydroelectric Project. That project, incidentally, covered the land region first proposed in 1852 as "The State of Jefferson"—a state, covering parts of southern Oregon and northern California. That job started his career working in hydroelectric power plants. He then he went to Oregon, in the newly built Leaburg Plant, as chief operator. Hydroelectric plants were his whole employed life. I practically grew up inside the Leaburg Plant myself (giving me my start on industrial deafness). My mother's side was basically Kentucky hillbillies. My grandparents on that side brought the 10 or 11 kids, out by train to settle in Oregon. The males mostly got land grants in the McKenzie Valley in Oregon, starting farms, general stores and service stations. Probably notable, during prohibition, my entire maternal family was involved in moonshining. Even the in-laws—my father welding stills in the hydro plant shop and my uncle hauling sugar up to the stills. Some of my uncles were arrested and most, like my mom and aunts had the task of sitting innocently on top of the moonshine as it was delivered into Eugene.

DASH: Great Kentucky tradition.

HOWELLS: Exactly. So they definitely found work doing that. They were all involved in that business, at least during Prohibition, and they didn't really know very much about college or preparing their kids for college. I was left alone much of the time to do what I wanted to do. For a lot of my time when I was younger, in the morning I would just leave the house with my .22 and my dog and just wander the hills all day long and then come back in the evening. Later on, as I got closer to high school age, my father amazed me. When I began to get interested in chemistry, he fully supported that interest by getting me all of the chemistry supplies that I asked for. Later on, as I looked back, I thought, "Why in the world would a father order that

stuff?" I would tell him I needed a bottle of concentrated sulfuric acid or concentrated sodium hydroxide and he would get it, just because I asked. I never thought too much about the fact that it had to come by train--not by any other way mail order. It was amazing that he trusted me like that. [I did practically blind myself when some of that acid blew up during my experimenting.] Ultimately in high school I became very interested in both chemistry and biology and qualified to attend a summer program for junior scientists at Oregon State and I came away planning to be a biochemist. I did enroll at Oregon State to major in biochemistry. The chemistry thing lasted a year and a half, until I discovered an Introduction to Psychology course, and I thought, "This stuff is more interesting and fits a lot better for me". Oregon State didn't yet have a psychology major while I was there so I continued majoring in science -- actually double majoring in General Science and Naval Science. I didn't choose Oregon State because of the chemistry--I could have gone to U of O, which was closer to home. I chose Oregon State because it had Marine Corp ROTC. I planned to be a Marine officer. At least, I started out that way but my dreams began to change a bit, and I thought, "What I want to do is live on a cabin cruiser and use it go up the Amazon and Orinoco Rivers. I decided that I had better learn this navigation stuff." So I switched over to the Navy ROTC side, but I never got the Marine stuff out of my blood. When they asked me, "What do you want to do after your commission? What do you want your first assignment to be?" I said, "Hey, that frogman stuff sounds like really great, great stuff." So they sent me to frogman school, i.e. UDT School.

DASH: UDT is Underwater Demolition Team?

HOWELLS: Yes, exactly. I was in the training class for almost four months, going through Hell Week and all that. I was doing average to very good in most of the training. UDT bragged, in those days, about having the most gigantic swim fins that were available. I was like fourth in my class when we were non-fin swimming, but I sucked when we swam with those fins. So they said, "Why don't you come back the next round?" This captain thought he was giving me a winning lottery ticket by offering it and that I would get down on the floor and kiss his hand or something. I said, "No, I don't think so." He yelled, "You red-assed ensign," and threw me out of his office. I then received new orders to minesweepers; I think they sent me there because I had done my Midshipmen cruise on a minesweeper. It was easy for them to figure that one out. I served as Operations Officer on the USS FIRM (MSO 444) for a year and a half home ported at Long Beach. We were on our routine deployment to the Western Pacific and had just arrived at Subic Bay in the Philippines when the Gulf of Tonkin thing occurred. They sent us to Vietnam to patrol off the DMZ between North and South Vietnam to stop smugglers. That was pretty exhausting duty (port and starboard bridge watches and our departmental duties in between) but it was probably my best experience on minesweepers (anchoring off Catalina was not great). After getting back to the States my two-year ROTC active commitment was nearing the end, but I never got that "Marine Corp" sense of accomplishment or excitement. I called my

Navy Detailer and said, "I'll extend active for another year, but only if you send me in-country in Vietnam. They paused and said, "Okay." The first thing I asked for was PT boats going up north, but they couldn't give me that because I would have to extend two years. So then I said, "Okay, how about an advisory team?" My favorite Naval Science Prof had told us sea stories of his experiences as an advisor helping set up the Vietnamese junk navy. The Detailer said, "Okay." So I went over and spent a year assigned to a little remote base with three other Americans and a hundred and twenty or so Vietnamese navy guys. We operated junk boats and did patrols off the coast, night ambush patrols, civil action missions, etc. I did get my fill of excitement and can always say, regarding my active duty, that I only served on wooden vessels during my whole active duty time in the Navy.

DASH: It's unusual in the Navy these days.

HOWELLS: Yes. Before my year in Vietnam I began planning to start graduate school when I returned, like taking GRE, MAT, and lining up letters. I knew nothing about how to apply or select graduate schools. I thought, "Okay, how do you do this?" I thought, "What places have I heard of, what universities? Okay, I'll apply to this place called Berkeley. That sounds like a good place. I've heard of Columbia, I think I'll apply to Columbia. And University of Washington . . . okay, that sounds good. And maybe I'll apply to the University of Utah; I've been through Salt Lake City with my parents. Well, the postcard came back really quickly from Berkeley, saying "No thank you" and others soon followed. Not knowing anything, I had one psychology prof reference, an Asian history prof reference, who taught a course I liked, and of course my Naval Science professor. I didn't know how to apply to grad schools, but I somehow got into Utah, maybe like a "test case," as their first Vietnam veteran graduate student. I started in experimental psychology, which was a fluke there too, because the new chair of the department when I was applying was an experimental psychologist. He had a bias; he did not think an undergraduate psychology major was the best preparation to be an experimental psychologist. He thought experimental psychologist applicants should have been undergraduate science majors. I kind of understand why he thought that, and here I was the clueless and fortunate science major coming into his program as the lone experimental psychology grad student they accepted that year.

DASH: Nice fit.

HOWELLS: Yeah, that was nice and it fit, and I did Experimental for a couple of years for my M.A., but it didn't quite fit for me. Experimental psychology was okay, but I wanted to work more with people. So I switched to social psychology, and then I decided to do my dissertations with rats--studying social behavior in rats--what no social psychology grad student in his right mind would do! So where did I go to after that? I had always planned, as a Psychology PhD, to go work for the CIA. I was actually recruited by the CIA in my first year at graduate school based

on the fact that I worked with the CIA in Vietnam. I also had a couple relatives who were in the CIA--one who was the Assistant Chief of Station in Iranian Embassy at the time of the hostage crisis.

DASH: The embassy hostages.

HOWELLS: Yes. The Chief of Station just happened to be gone, so he was like the senior CIA guy there at the time. My brother-in-law was a Middle Eastern specialist with the CIA as well, but I never got far enough to use any of those people as references. I just assumed that I would glide right in to the CIA with my Ph.D. and military, but of course right at the time I'm graduating from the PhD program, the CIA was doing a huge drawdown in terms of employees because the Vietnam War was coming to a conclusion. So I decided to look for other places to go, and where do I go? I applied to a lot of different places for university teaching positions, and one of the places that sounded interesting was this place in Stockton. I'd been to Stockton once before when I was doing Naval Reserve duty for two weeks. I was on the USS Maddox, which had its own Gulf of Tonkin history. The Maddox came to Stockton and I cruised up the channel and that was my first introduction to it. I had no idea what kind of place I was applying to. I'd come out of a pretty traditional Psychology Department so came prepared to talk about my research, etc. When I got to Callison for my interview, I realized it was not a traditional place. But the Provost, they called them then, of Callison seemed very nice and he was also a psychologist.

DASH: You were interviewing with Callison College, which was one of the clusters that was dedicated to nonwestern studies.

HOWELLS: Right, I was. Callison actually was rather well known for sending their entire sophomore class to India, which was very popular at the time, because the Beatles had also discovered India about the same time. The faculty was an interesting collection of people. Many had chosen to come to Callison because they were really attracted to the new experimental nature of the-teaching environment. There was a much larger proportion of faculty from Harvard, the University of the Chicago, and similar places than the rest of the University because they came because of the experimental teaching approach. Now me, I wasn't very aware of what was going on--the students did a lot of the interviewing and was not interested in my rat research. The Provost, the psychologist who I was kind of counting on to make sense for me about the fluky environment, decided to take a university presidency position elsewhere after I was hired.

DASH: Who was the Provost at that time?

HOWELLS: The Provost at the time was Doug Moore. He had been on the faculty since the beginning and he was, I think, the second Provost of the College. The administration had just fired the previous psychology prof, hired after Moore took over as Provost. He was apparently

notable for being stoned all of the time. Doug Moore wanted a more academic psychologist for a change, not a “dope head.” I remember asking him, “This place is kind of far out. If I were teaching here, I would be teaching about Leon Festinger and cognitive dissonance. Is that okay?” He looked at me and said, “That’s exactly what I want you to be doing.”

DASH: Wow.

HOWELLS: So I came. Callison was a very, very different kind of place than I had ever been before.

DASH: Approximately how many faculty members were in Callison at that time?

HOWELLS: I think there were probably a dozen.

DASH: Covering pretty much the curriculum?

HOWELLS: Exactly, except for history, it was typically one faculty member representing each of the disciplines. There were some really amazing kinds of people. In my first class I was assigned to team-teach in the required freshman course, which that year was on the topic of death, along with three other faculty members, I was warned ahead of time by, I think, Roger Mueller. He said, “Don’t panic when you hear the first general lecture because that lecture will be on the religion of death by Larry Meredith.”

DASH: Oh goodness.

HOWELLS: After sitting through that lecture, I am thinking, “Holy cow, what am I doing here?” This class included the literature of death with Roger Mueller, the biology of death with Steve Anderson, and me dealing with the psychology of death. That was my first experience with Callison and with Larry Meredith.

When I arrived at Callison, I was still very connected to the military because I had continued in the Naval Reserves while at the University of Utah; I stayed very closely connected to the military. I especially liked the benefits of the Fort Douglas Officers Club—one of the only places in the State to get liquor by the drink. There was only one other military person at Callison: Len Humphreys.

DASH: Oh yes, the historian.

HOWELLS: Len had been a career Army Officer and got his PhD in history. I think they hired him partly because he had spent many, many years in Asia--not because of his Army experience. Quickly, John Moriarty referred to me semi-jokingly as the “resident militarist.” I learned quickly that the military was not popular in Callison. When I needed to stop at my office on the way back from a Reserve Meeting, I would put a long coat on covering my uniform.

DASH: John Moriarty was known as the peace activist.

HOWELLS: Oh yes, he very much was. In that early time I didn't quite know what to think about that and him. Much later on, and especially in his last year of life, I asked him to be a guest lecturer in one of my classes. I was teaching my Social Psychology class, which had a special topic portion in it, looking that year at a comparison of the Iraq war and the Vietnam War. I had John come to talk in my class. It was the first time he'd been back in the classroom in many, many years, and he loved it. The students loved him. He would be saying, "Okay, there was this one march when me and Daniel Ellsberg were out there," and students just ate it up. John also offered to read the student papers. It was a really nice experience all around. He invited all the students out to Pacific Avenue to join his peace network group and protest the Iraq war. Students were waving "stop the war" signs and other signs in protest. It was a unique experience for the students to hear from someone connected to the anti-war moment historically. And For John and I, it was a nice to have that final collegial experience with him.

DASH: That's very nice.

HOWELLS: For me, it was probably not until, I guess, 2003, that I began to change my views and joined Vietnam Veterans Against the War where the motto was "Honor the warrior, not the war," I came to believe the last legitimate war was WW II). I started to grow more frustrated and more antiwar. That occurred, starting with the invasion of Iraq, and later during the smear campaign of John Kerry, when I started flying my American flag upside down and someone in the neighborhood egged my house. That solidified me more. Being military and anti-war was interesting dealing with Iraq and Afghanistan returnees. I had several tell me how angry they had been when a prof had started talking anti-war, who had no military experience. Then they quietly told me, they had become anti-war in their first tour there.

Back to my experiences in Callison. A big thing about Callison was that there was really very little separation between faculty and students and this was strongly encouraged. One of the key early features of Callison was that faculty got their lunch free because we were expected to eat every lunch with the students. I did that and had many interesting conversations. However, I also learned that every party included both students and faculty. And there were a lot of parties! The parties were pretty wild. You expected, if you hosted one of those parties, that there would be several students sleeping over after the party. It was just a normal thing for Callison faculty and students. I also discovered pot at that time. I had never before smoked pot in college or while in the military,

DASH: Nothing in Vietnam?

HOWELLS: No, I never experienced any of that in my team; drinking, yes. I think that a lot of that came later much later in the war. Even though there were a lot of Americans in country in

65-67, when I was there, I was not around regular American military—only advisory units in very rural areas—the drugs were heavy after probably 1970. I did see a change in the quiet village near our base when, toward the end of my tour, a regular Army artillery unit came in a few clicks away and it was soon followed, for the first time, by the presence of some prostitutes. So, at Callison, I tried it. I didn't use very much pot, and fairly soon had to cut it out completely because the military, including the Reserves, started doing random drug testing. So my use pot didn't last too long and never returned in Navy retirement. Overall, it was a very different kind of social experience for me at Callison.

DASH: What year approximately was that? Do you remember?

HOWELLS: Which year?

DASH: When there was the interaction with the students socially and the parties and so forth.

HOWELLS: Well it started for me right with my arrival in '71. I heard it had been going on before my arrival, perhaps as early as Callison's inception, I think, in about 1967.

DASH: '71?

HOWELLS: Yes. The attitude there was you tried whatever you wanted to try and did whatever you wanted to do. It was pretty wild. There was a lot of crazy stuff going on. I don't want it to sound like it was some kind of chaotic, libertine environment where academics weren't taken seriously. More like faculty were open to trying out and accepting a lot of innovations, like allowing students to do a film in lieu of a written paper (several grads went on to work at places like Disney, after graduating). For example, one year I decided to get rid of all the chairs in my office and I put a mat on the floor. If anyone came to my office, we sat on the floor instead of sitting in chair--just weird stuff of that sort. We had weird or innovative faculty in many respects. The anthropologists were probably the weirdest ones, in my opinion. Lars Gantzel required the students to dress up formally for his classes. The males had to wear a coat and tie and the females had to wear dresses. He thought that dressing formally was important. Lars was rumored to have another interesting challenge: if a male student didn't like his term letter--you may remember, we didn't have grades, so we wrote a paragraph describing the students work, in lieu of giving them a letter grade. Anyway, Lars would agree to wrestle the student and modify the letter if he lost; apparently, he did not lose very often.

DASH: Term letters.

HOWELLS: ...term letters at the end for evaluation. Several of us used code words to help if a graduate program required a GPA estimate. Toward the end, we were formally asked to

provide GPA equivalents on all our courses for that purpose. Lars also was the only one of our faculty who lived full time in the dorm—I think following a kind of European model.

DASH: Which residence hall was that? John Ballantyne?

HOWELLS: Yes. Yes, right. So it was interesting. Most of the experimentation was in service of encouraging creativity and flexibility, I think, kind of harmless, and Callison did produce some pretty creative minds—and, as I learned later from the Alumni Office, the most dedicated collection of graduates in terms of their college memory. The other weird Anthropologist was M.G. In my opinion he was not harmless. He had a Master's degree only, and he would tell the students that the faculty members with PhDs were lazier; if you only had a Master's, you had to work harder. He also was very, very involved in a lot of sexual things with students, especially when he had complete control of the students who went with him to the Yucatan for a semester. He was their lord and master for that time—they received all of their units from him. Everybody else in Callison, I thought, had a few eccentricities in places, but they worked out just fine. I really enjoyed my time there and working in team teaching. I believe that I picked up a lot of my non-traditional ideas about doing my later teaching. I also got interested in pursuing the clinical side of psychology, which I probably would have never done in a typical Psychology Department. You have a question?

DASH: At that time, was there any negative feedback from the administration outside of Callison to some of the things that were going on with Callison? There was an open period of innovation at that time, so curricular matters were pretty free.

HOWELLS: One interesting thing was in the second year that I was there. At the beginning of each year, we would have a fall orientation for the students that would be off-campus. In that orientation, there was some skinny-dipping and one student was not comfortable and reported it. I was new and did not skinny-dip, but whether we did or not, all the faculty who attended were “invited” in for individual meetings with acting president, Al McCrone, over the skinny-dipping episode. I do think there was a lot rumbling at higher levels. I am pretty sure that C.O.P Faculty resented our having the free lunches, even though I wonder how many would have wanted to regularly eat with students if free lunches had been provided. Also, I know that at least one member of the Board of Regents, Ted Baun, in particular, did not like Callison. I heard, possibly a rumor, that he visited the Callisons (who had, to date, made the largest single donation to Pacific) in San Francisco and told them what a colossal mess they had funded (and that was supposedly the end of the Callison Family donations). I did not like anything about Baun after that, until much later, he donated the first computer lab classroom to the Psychology Department. I sometimes wondered how things at Callison would have been different if Doug Moore had remained as Provost.

DASH: Who was next? Wendell [Crowley?] was next?

HOWELLS: Crowley was the initial Provost, I only saw him at a couple of reunions, but Doug Moore went to Redlands. After that, I think Cathy Tisinger and then Margaret Cormack took over as the Provost in my first couple of years. When they got ready to hire new outside one, there was a very contentious situation because the administration clearly did not trust our faculty to pick an acceptable candidate. They required that we submit three names. We attempted to submit the names in our ranking order. Ranked third was Reuben Smith. Reuben was the one, as you know, selected by the administration, The other two received the approval from the faculty in Callison, but that probably was their kiss of death. I remember Larry Meredith called Reuben after he had been offered the job, and told him that, "You need to know that the Callison faculty did not support you, so if you come, you need to know that that was the case." Reuben came anyway, and I found myself in a very weird situation. I thought I was being honored--kind of naïve, this was about my third year. I thought I was being honored as I was elected chair of the Callison faculty. Little did I know that nobody else wanted to be chair while all this political stuff was going on--so I was a chair when Reuben came in his first year.

DASH: Did any of these tensions affect the student body?

HOWELLS: I think yes, because knowing the Callison faculty, there was probably lots of faculty grumbling to students. I am pretty certain now that Reuben was in the somewhat awkward position of having been told by the administration that Callison was filled with malcontented rebels who needed his strong leadership and that they would not like anything he did. Initially, as Faculty Chair, I would go in and spend time talking with Reuben on a regular basis. And with as little experience, as I had had, I would say, "Reuben, maybe you could go easy on this one and not be as willing to throw somebody out, because this is going to create more uproar." To Reuben's credit, as I only learned many years later, he went down to Yucatan and saw for himself many of the things that went on down there. He did not listen to me and he fired M.G. In hindsight, this was a gutsy and correct decision. He also got rid of Lars Gantzel; although I do not know the reasons he did that beyond the above-described "eccentricities." He did quite a bit of house cleaning. Reuben is a very intelligent man, but there was not much love lost when he was offered Dean of the Graduate School and took it. I have often wondered whether Reuben could have handled things better by communicating and working with the faculty instead of mostly for the administration.

DASH: Was there any resentment on the part of the remaining faculty on those dismissals or did they think they were justified?

HOWELLS: I think that M.G. did not have that many friends in the faculty. I think the faculty probably considered that Lars was maybe an immature, eccentric guy. But with M.G., there was probably an understanding that he was not good news. I think he was closest with Jerry Hewitt.

DASH: Not good for the student body.

HOWELLS: There were a few students who idolized M.G. and probably believed every part of his line of B.S., but probably there were a lot more students, especially males, who were burned if they had tried to stand up to him. Maybe Jerry Hewitt, who was kind of a good friend of M.G., and went down several times to the Yucatan in his role of Preceptor, maybe thought he understood what M.G. was trying to do. Jerry was a political scientist, but he was also a political science-philosopher, like M.G. was a philosopher-anthropologist. One of the unfortunate and sad things about M.G. did not happen until the last major reunion of Callison (actually Ray-Cal, then),

DASH: Ray Cal in being a combination of Raymond College...

HOWELLS: Yes, toward the end of Callison's existence, the administration combined Raymond College—the other English-speaking cluster college, originally conceived, as I understand, something like a Reed College, in Oregon. Along with Callison, the remaining students were allowed to finish their degrees from both clusters even though no longer accepting new admits.

DASH: 2006 roughly?

HOWELLS: Maybe not that far back, but I don't know.

DASH: 2010?

HOWELLS: 2010 was about the time of that reunion, maybe. It was finally when several of the students openly and actively described the coercive kinds of behaviors in which M.G. engaged. These we were all coming out via public emails, kind of like Bill Cosby's situation. Even the administration was now cognizant of these and it was very uncomfortable with some of things that the former students were describing. These had never before reached the full light of day. There were some faculty who were probably aware of them, but not to this graphic extent. Several female students came out and bluntly described the sexual manipulations and control techniques that M.G. used on them and fellow students. That information was long after it would do any good, except for maybe providing a little needed catharsis by the former students.

DASH: Missed? Yeah.

HOWELLS: So Reuben stayed a while and then he moved to the graduates.

DASH: He traded positions with...

HOWELLS: Otis Shao

DASH: Otis Shao, who was Dean of the Graduate School at that time.

HOWELLS: He was at the Graduate School at that time. His wife Marie was on the faculty at Callison.

DASH: She taught language.

HOWELLS: Yes, for many years. So Otis came in and Otis was kind of a mixed bag, in the sense that he was probably brought in with a lot of agenda from the upper administration on how things would now be done. People liked Otis in certain ways. He was a friendly guy and the faculty, of course, adored Marie. They put up with him, but Otis had to go through the whole miserable process of winding down of and ending of the programs, so that was a tough job, I think—probably shortened his life.

DASH: Do you have any opinion on why the program wound down? Why the numbers diminished?

HOWELLS: Well I think that to some extent, initially there was a lot of attention with India. There was also an amazing deal because the University had getting PL 480 funds, which India had to expend as part of wheat shipments that they had been given to them by the US. So there was a very nice financial situation that the University took advantage of.

DASH: Incentive, then.

HOWELLS: Incentive for India to do a lot of the financing of the abroad part of the program

DASH: Bangalore.

HOWELLS: Yes, big area now for, high tech in India and so forth. That went very, very well. Japan was selected as the alternative after the PL 480 funds went. Some students in Japan had amazingly great experiences. I remember the story of a person who went out to an island and worked with this potter and the potter had wanted his son to be a potter, but his son didn't want to be, so this guy was literally adopted, almost, as his son in doing pots and things. But it was not the same, I think, kind of warm, fun experience, full cultural immersion experience where students came back wanting to wear Indian clothing and do Indian things. I was kind of surprised, I think it was the second year, where I went to a Callison evening presentation and we all had our feet washed by students as we arrived—apparently a very traditional Indian

experience. So I think Japan did not create the same kind of cultural mystique as India had and that may have been part of it. Another part of it was a moving on from the idea of no grades. That may have started to scare some people away, who were initially attracted. We started out being a really “cool” place. Quite a few kids of celebrities heard of Callison and came. I don’t have a full understanding of what happened, but yes, we began to lose numbers. We were never composed as a faculty to turn ourselves into a straight International Studies college—the approach needed business economic specialists and a more international rather than cultural approach.

DASH: A critical mass of students?

HOWELLS: Yes, and as you mentioned, there was already resentment. The Regents hated our graduation ceremonies. At our graduation ceremonies, even though there might have been only 15 or 20 students graduating, a faculty member was expected to take ten minutes or so giving a summary of each student’s accomplishments and experiences and so forth when they came forward to get their diplomas—an amazing and unprecedented recognition of each graduating student. Students and their parents treasured it, but you can imagine for a Regent who had to sit there through this process, it was probably agonizing. He was upset at Callison—the eccentricities of our faculty members, our values or reports he heard of our behavior, I think there were issues related to that. It may not have helped but, in doing the general comments at graduation, Larry Meredith used to skewer the administration with references that only those in Callison picked up on—we think.

Obviously, even though Callison faculty focused mostly on Callison, we tried to have connection with the C.O.P. Departments reflecting our disciplines (although I have to admit that some Callison faculty did look down on C.O.P. department faculty). When I first got to Pacific, Doug Matheson was the Chair of the Psychology Department so I approached him. I later heard stories about how he got hired. One was that Mitchell (an early Psychology faculty member I never met, had said, “I will not agree to hire a chair of our department who is shorter than I am.” Matheson was a pretty tall guy, so he got the job over a shorter candidate. Matheson was not a behaviorist; he was a gadget guy. He was into biofeedback and computers before the rest of us were, so as the chair, he was funneled a lot of the Department’s money into buying his gadgets. Matheson was also writing textbooks (he authored both an Intro book and an Experimental Psychology book—at least, the latter with Beauchamp) and he was apparently content to allow the Department to move in a radical behavioral direction at the behest of Martin Gipson [Please note that Martin Gipson should not be confused with the anthropologist I only name in this bio by his initials, i.e. “M.G.”]. Martin got control of the philosophy of the Department and made many connections with behavioral analysis organizations and local psychologists. The Department was able to hire a psychologist by the name of John Lutzker,

who was a rising star in the behavioral area. Lutzker was viewed quite favorably for a while, until he started telling students that he was only one **true** behaviorist at Pacific. That did not sit well with Martin who considered himself to be a true believer and the local force in the subfield.

DASH: Did you during this period of transition of Callison and Ray-Cal have interactions with the psychology department in the College of the Pacific?

HOWELLS: I had very little interaction at first—obviously, a lot more later when faculty members were being moved out of the clusters. Besides Doug Matheson, who I occasionally talked to, there was one who filled the personality psychology position and Ed Gregory, the social psychologist, who I sometimes interacted with. Martin Gipson had this idea, that the very first course that a student should take, if they wanted to be a psychology major, was Experimental Psychology. His position was that if they couldn't handle experimental psychology and they didn't like experimental psychology, they did not belong either as psychology majors or even taking any psychology courses until after completing Experimental. He also had the view that he did not want Introduction to Psychology to be taught. His reasoning was that it introduced students to a lot of areas of psychology that he didn't want the department to be to teaching. I also learned later that in some other university departments that were controlled by behavioral psychologists, the layout of requiring an introduction to behavioral psychology course as the first course was a common practice, but I never heard of any anywhere that refused to allow Intro Psych to be taught there—and this was Pacific where the Department Chair (Matheson) was the senior author on a currently in print Intro Psych text!

DASH: I might interject that that course did not count toward the major, at least during my tenure here.

HOWELLS: Yes, and it was considerably later that it actually became a required course for majors, but it also became standard practice that graduate schools began requiring Intro, as at least the one course that graduate applicants had to have taken. What happened, interestingly, was that Martin Gipson could prevail in quest for behavioral purity, but over in lonely, isolated Callison, I was teaching Intro to Psychology? But I was apparently harmless there. I even had special dispensation from the Housing Department that students who were taking my Intro class could keep their lab rat in their dorm rooms. The female students, oftentimes because of their long hair, would go to their various classes with their rat nestled underneath their hair. Not just in my class, but whatever class they felt like going to with their rat. It was a nice, little happy association for quite a while, and we all had a good time with the rats. I required the students to teach their rats different things using behavioral techniques and then to demonstrate what the rats had learned as part of their "grade." But then, the University decided to cross list all of the courses, including all of the Callison courses. -That first cross-

listed semester I went from 15 to 105 students signed up for Intro to Psych. Martin Gipson was furious.

DASH: That was in part, probably due to its inclusion as a breadth requirement with general education.

HOWELLS: Yes, that probably was the case. Martin was very, very upset. Recall that Doug Matheson and Ken Beauchamp had published texts in Experimental Psychology and in Intro to Psychology and Doug could not teach using his own textbook. There was really nothing Martin could do about it even though, around this time, Martin had replaced Doug as Chair in Psychology. Gradually Martin relented and let Doug begin to offer Intro to Psych and I stopped teaching it. Unbelievably, because other cluster courses were cross-listed too, John Williams' Freudian Psychology, and Bob Orpinella's Humanistic Psychology were now also allowed to count as electives in the major. Freudian and Humanistic Psychology taught in a radical behaviorist department—what a concept! With that pressure from COP, we cluster faculty were instrumental in softening and expanding the curriculum in the Psychology Department. That's one of the things that the clusters were able to lastingly accomplish (although both of the latter courses quietly disappeared as electives when the faculty teaching them retired—I did teach Humanistic Psych once or twice). This was really a huge deal. When I first got to Pacific, no student was allowed to even take a Psychology course unless they first took and passed Experimental Psychology and then we added a broad range of psychology courses for undergrads, including Intro to Psychology. Delta College advisors had previously advised their students, "Do not apply to Pacific as a psych major unless you want to be taught only radical behaviorism."

I did teach one other course without any controversy, I think only once to see if I could. The title was "Pornography and Violence in the Media." I think that may have been the only time in Pacific history that the textbook was kept in a brown wrapper under the counter and students had to ask for it. I used *The Illustrated Edition of the Presidential Commission on Pornography*. This was before there was much use of video in the classroom. I did take the students on two field trips though. One was to an adult bookstore and the other was to attend a pornographic feature film. In both instances, I wanted them to not merely be exposed to some examples in the classroom but to actually mingle with the customers of pornographic material. It is important to note that it was a Callison course. I am not sure if it was before or after cross listing. I never received any criticism from any student or other individual. Al Warren, manager of the bookstore was cool with the assigned text. In this current era questioning "springing material on sensitive students, the course might be controversial. In contrast, Larry Meredith's "Religion of the Body" course was the subject of widespread discussion.

Perhaps, my biggest influence overall on the Psychology Department had its start also Callison-- during my first sabbatical. I somehow got the idea that I wanted to retrain and eventually get a license in Clinical Psychology. I worked out a plan with UC Davis Medical School and Psychology and Psychiatry graduate programs and San Joaquin County Mental Health Services so that I sat in on courses at UC Davis and do various internships beginning in Sacramento at the UC Davis Medical Center and the Medical School in Davis. While there, I would take courses, work at the Medical School Library until it closed and then I slept on the streets of Davis 2 or 3 nights a week in my VW van. Later, I worked at the San Joaquin General Hospital Outpatient Family Practice Clinic at French Camp. An interesting occurrence during that time was that I somehow got to be a regular guest on a noon-time local TV program, so I would go to work at the French Camp Clinic and was kind of a celebrity as there I would be on TV. All this effort was working toward a clinical psychology specialty that involved using psychology to work primarily with health and wellness related problems but I got therapy internship training at both Sacramento and Stockton locations, as well. In addition to the formal class and internship training, I was required to complete over 1500 hours of supervised clinical training, after my sabbatical, I put in a lot of time when I wasn't teaching at San Joaquin County Mental Health, both in the outpatient and the inpatient sections. Fortunately, at the time I was doing this, I was helped tremendously by being given credit for hours I spent teaching similar courses to what I was learning. Otherwise, I would have had to complete 3000 hours of supervised training. Ultimately, I completed the hours required to sit for the formal examinations. I had to pass both a written and oral exam in order to become licensed.

DASH: As a clinical psychologist.

HOWELLS: Yes, as a clinical psychologist. That was important because when I made the transition over to Psychology, which is where I caused the big change. To be precise, in California, the Psychology License is a general license for a PhD psychologist or educational psychologist to practice whatever kind of psychology they had adequately trained to provide. I specifically went through the training to allow me to call myself a clinical psychologist.

DASH: In the College of the Pacific?

HOWELLS: Yes, I was now nearing the time to make shift into the College of the Pacific, when the Administration began trying to relocate cluster college faculty members into COP departments. I was having a very tough time at that point with the process because although I had done everything that Callison was wanting of me, those were not the same academic requirements of the Psychology Department had for their faculty members during their first five years. [It is not hard to understand why they would have thought letting students make films in lieu of writing papers and my becoming very adept at partying with students would not also fit the expectations of the Psychology Department—just kidding.] I think ALL of the other

Callison faculty had gotten tenured before the switch took place and, as far as I know, only Boyd Mathias did not find a home in a department; ending up instead as head of audio-visual services. Fortunately, and thanks to a key intervention from Cliff Hand and lots of help from Bob Orpinella, (and with Martin Gipson's arm being twisted to become more flexible), we ultimately worked it out. This was a HUGE deal because I had entered by tenure year with the Psychology Department initially having vetoed me for tenure. In that year, I had already started making alternative arrangements for a job with the Center for Prisoner of War Studies in San Diego and was starting to imagine my new life, living in Mission Bay and taking up surfing. Fortunately, I was accepted as a faculty member in the Psychology Department and continued there until my retirement since the Center for Prisoner of War Studies actually closed up mostly in 1978, after the Vietnam War. To be precise, I am still teaching summer school on-line courses for the Psychology Department as an Emeritus Faculty Member.

I still have not told you yet about the most significant thing I did during my years at the Psychology Department. It was to create a Psychology Clinic to help train graduate students and expose undergraduate students to practical applications in psychology. I wanted to have the Psychology Department serve the community by having a Psychology Clinic that provided services while offering a good training program but one that brought together the skills and interests of the faculty. I thought we could make a difference by targeting people who were not eligible for Medicaid (Medi-Cal) but did not necessarily have enough money for typical psychological services. I initially called our clinic the U.O.P. Behavioral Medicine Clinic because Roger Katz had actually published an edited book on behavioral medicine, Martin Gipson was doing applied research on medication compliance and Ken Beauchamp was doing parent training. I thought our faculty members could contribute to a project providing behavioral medicine services.

DASH: Ken Beauchamp.

HOWELLS: Yes, Ken Beauchamp and his wife, Judy, were doing parent training at the time. Also, Roseann Hannon was interested in clinical neuropsychology. Esther Cowen was doing some child clinical work. And, of course, Doug Matheson had been doing hypnosis and biofeedback training for some time; biofeedback and stress management were considered key parts of behavioral medicine. I thought we had the foundation for a pretty comprehensive clinic because all of those people could contribute. So, we started the UOP Behavioral Medicine Clinic. As it turned out, in spite of initial indications of willingness to participate no faculty wanted to do any work, except for Doug Matheson (Roger actually had not committed; he was away on an extended leave in New Zealand when I formed the idea). They just wanted to continue individually doing their thing. Doug was somewhat problematic because he had not earned his clinical license in psychology. He was a specialized in a loophole as a biofeedback

trainer exclusively. Doug had already tried several ways to make money from his “clinical” work. He connected up physicians in town to do his biofeedback in their offices so he could work under their license. He liked the idea of a Behavioral Medicine Clinic because he could practice his biofeedback training under the umbrella of the Clinic, i.e. MY license. He did his own thing, but at least he was involved with the Behavioral Medicine Clinic. -The graduate students were very interested in becoming involved and the Clinic functioned, with some modifications, for almost 25 years. I was the Director and chief instructor and clinical supervisor for the entire time. We evolved over time in various kinds of ways. Early on, we had a strong behavioral medicine focus: doing such things as stress management and helping people with meditation, reducing blood pressure, and smoking cessation. Later, with my own and student changes, I moved the Clinic a little bit toward making it an ADHD specialty program, with more emphasis on doing psychological evaluation of children—which physicians were only doing in a cursory way before prescribing stimulants to kids. We were the cutting edge ADHD clinic in the area for a significant period of time. The clinic changed its name to the U.O.P. Psychology Clinic.

DASH: Did you work with school districts?

HOWELLS: We worked some directly with the school districts, but most of what we did was taking referrals from the school districts and working with parents and their kids. We did a lot of work with Head Start. We were quite busy using state-of-art evaluations to determine whether the kids really had ADHD. We also did quite a few evaluations to look and see whether the kids really needed the medication they had been put prescribed. That was a good experience. Students were quite interested in this kind of focus, even if they were planning to be Applied Behavioral Analysts. One student, Joe Wortmann, later the volleyball coach, who was actually doing more of a sport psychology track with Martin, also got a lot out of doing the clinical work. They were particularly interested in the evaluation and testing process. Many students, who went on to counseling psychology and clinical psychology PhD programs wrote to thank me for the experience that they received as masters level students. They said the faculty in their new programs were skeptical at first but came to realize they had gotten very solid training and it had given them a strong background and helped them succeed in their PhD programs.

DASH: Did you have graduate students that were involved in that program?

HOWELLS: The graduate students were the ones almost completely involved in it. I did start a special program in which we accepted 2 or 3 outstanding undergraduates to work alongside the grad students in our Clinic each year. Roseann Hannon was encouraged by a lot of what we were doing and decided to try to get her psychology license, which she ultimately did and had a continuing private practice.

DASH: Roseann Hannon.

HOWELLS: Roseann Hannon. Roseann, like almost all of the other faculty members, decided to do all of her-clinical work through her outside private practice rather than working in the Clinic. Roger Katz also did all of his clinical work through outside private practice. I think Roger may have actually spent more time in his outside practice than he did at his University job.

DASH: Do you think any of that was motivated by remuneration?

HOWELLS: By what?

DASH: Being able to charge fees privately and not through the university.

HOWELLS: I think so. We had a weak arrangement at the time with the money that came in. We could get some of the fees collected for cases we were directly involved in as therapist or primary supervisor, but we were getting that compensation only after it was processed through payroll, i.e. with taxes withheld. There was no way for us to deduct for equipment and expenses for taking required workshops necessary to maintain our licenses and other things like books or mileage and since we were charging our community clients very little, we got very little after all the payroll deductions. If they were working on the outside, they could, of course, deducting expenses before taxes. I think it was partly that but another thing was that they just liked to do their own thing and the idea of having students always involved in everything (including watching them) didn't suit them very well. For me, having the students fully involved and knowing that I was their professional role model was what I liked best about the Clinic.

DASH: I loved that.

HOWELLS: I liked the idea of both teaching the students all of this material, especially sitting down with them and discussing the cases and observing them working. For me, it was an amazing experience. The graduate students loved it too. They seemed to recognize that they were getting an experience, which was, in many respects, unique at the M.A. level. One still current member of our faculty commented that the students had not earned the right to be having those kinds of experiences. We occasionally had some pretty tense experiences, but we handled them. Later, it some times could get pretty heated when we were doing child custody evaluations but, again, not anything we could not handle. One of things we found out when we were working with certain kinds of "acceptable" diagnoses like ADHD and a few others, was that there were certain kinds of complaints that were OK to come in to a clinic like ours, but there were many times when the clients had much more serious problems underlying the initial presenting diagnosis. For example, parents would often bring their child in for ADHD, but it really wasn't their kid who had the problem. For years I had a filing cabinet with a huge dent in

it where an adolescent client punched it when angrily revealing how his father always covered to authorities the kind of beatings his mother gave the teen. Those were sometimes unique experiences but I felt really alive dealing with such cases. Later on, we moved into doing a lot of child custody evaluations. This involved doing lots more training and meeting more standards. Also, because making money was not our primary goal, but rather providing a strong teaching platform, we were able to do really detailed child custody evaluations. Not five sessions and write a report for the court, but sometimes taking three months or more with a case, working on it long enough to finally get the kids comfortable enough to reveal what was really going on with their parents. We also found that we worked with the parents long enough so that they really believe by the time that most of it was over, we had the complete picture and whatever we concluded in our recommendations, was accurate and objective and they could live with them.

DASH: Was the clinic subject to any type of certification by any national organization?

HOWELLS: Not really. No, I mean it was all pretty much riding on my license and my continuing training to stay fully qualified, for example, in child custody cases. I think the type of certification you are asking about would probably be tied to taking federal funding.

DASH: Right.

HOWELLS: Yes. There was a time when we were the primary if not the only referral source that the San Joaquin County Courts would use for child custody. The private practice psychologists who were certified for child custody evaluations charged very high fees and took one side of cases. Our fees were minimal and our evaluations were far more detailed and contained far more test results and data. We also pretty much only took custody cases in which we were the only evaluation team for the entire case—not a situation of dueling psychologists. By the time the Psychology Department had decided to end the Clinic, we had the best reputation in the County and students were learning so much. That was pretty awesome!

DASH: Wow.

HOWELLS: Students loved that process. Eventually the Clinic had to close for several different reasons. One was that the graduate psychology department committed itself to be a certified training platform for Master's level BCBA graduates and a majority of our grad students came to get certified in behavioral analysis. In other words, the hours and experiences needed to become certified were very tightly controlled by the national accrediting body and the only hours that were allowed to count toward the BCBA Certification had to be provided by certified behavior analyst supervisors. I was not a certified behavioral analyst and had no interest in becoming one. The graduate students did not have enough time to work in both the Clinic and to work on behavioral cases, toward their BCBA. I understood that. And with very few non-

BCBA graduate students involved, I did not have the staffing to sustain the Clinic and it closed, quite suddenly. There were still many open cases that the current grad students were working on and just abandoned. It was very frustrating and made me really angry. Once the faculty decided to close the Clinic, they told all the graduate students, "You're done. You don't have an obligation with the Clinic anymore," even though every student had open cases with people from the community. This was probably my most frustrating experience while at Pacific. Especially those faculty members, many with licenses, should have recognized the ethical responsibilities to clients that they were ignoring! I went back and got in touch with former graduate students, who still were working in the area, who understood ethics better than our faculty did, who loyally came in and helped me finish out the cases. In some case, it took us quite awhile to wrap up like a child custody case and we had to refund all the fees the parents had paid because our reports were not accepted by the courts as being timely.

DASH: That was a decision that was taken by the department, not by the upper administration.

HOWELLS: Yes, this was by the Department. In one particular instance, I felt particularly resentful because the Psychology Clinic was soon replaced by a "parent-training clinic." Graduate students then went to work in the parent-training clinic under a faculty member who could have done his parent training within the Clinic umbrella, but apparently wanted full control of the students for his research purposes. The one thing that helped me get over being too angry (obviously, I still am some) was that, at that year, I was in the process of moving to Calaveras County and it ended up being a good thing. I no longer had to be on call, day or night or weekends, for clinic supervision, which would have been difficult living almost an hour away. It was not a problem when I lived 5 minutes away, I could come right in if necessary.

The other part of that good thing about the Clinic closing was that my perception is that a lot of faculty members start feeling burned out by the time they were reaching their sixties. Some start phoning it in; others are glad that they are now chairs and have a reduced teaching load. I had been focused for so long on running the Clinic and supervising clinical grad students and it almost felt like I was to teaching full time, even though my load had never been reduced in order for me to direct the Clinic and be the primary clinical supervisor. I felt reenergized. In my last five to six years, I was having a ball with my classes and reconnecting with people in the community, like I mentioned John Moriarty. I introduced a big special topic assignment as part of my Social Psychology course, which I had shied away from for a long time, thinking I could not handle it. Each topic was almost like researching to start a new course and I was also concerned because my topic would likely irritate some people. I introduced only current issues and very controversial topics, bringing in guest speakers and exposing students to all sides of the issues. For example, when looking a same-sex marriage and don't ask, don't tell, I had students read a lot about why Mormons were so opposed to it; when doing the topic of

Islamophobia I had psychology majors reading a short text on Islamic history, as well as looking at a slick color publication put out by Al Qaeda. I brought Reuben in to help me on that topic.

DASH: That was just a year or so ago, was it?

HOWELLS: Pretty close, but a bit longer than that. My last topic, looking at California's water wars was in Spring 2013. The neat thing was that the students put up with me. They put up with me assigning them a book on history of Islam. When we discussed same sex-marriage and don't ask, don't tell, they had to read a lot of material about countries in Europe and the experiences in those countries, so, hopefully, they were not later surprised when there was NOT a massive revolt when the change took place in the U.S. military. They also had to read a lot of stuff about certain religious groups and why they believed that same sex marriages were wrong. Students had to research the issues and the history, and write papers based on what they learned and what they now thought about the topic. I remember when I was doing the special topic comparing Iraq and Vietnam. We went back into the why, in great detail; I didn't even know some of these things. For example, how we claimed that we were innocently attacked by North Vietnamese when, in fact, we had for several years, been sending secret units into North Vietnam to do harassment attacks and acted like innocents when the Gulf of Tonkin occurred. I remember one student came back from a visit home when my topic was Iraq and Vietnam and said to me, "I showed my dad one of these papers and he said, 'You're finally learning something at Pacific.'" I did have a kind of sour experience on my last topic, which should have been as exciting as the other controversial topics but I could not get any cooperation from fellow faculty who knew about John Muir and water issues and did not have time to help out in that topic area. By the time I was finishing my two years of phased teaching, and probably why I continue to teach summer classes, I didn't burned out at all. In all likelihood, if my phased teaching agreement had not reached its contracted end point, I think I might have continued for another year or two.

DASH: That's wonderful. I wanted to ask; one of the topics that we should hit on is how you saw students change. You were in a cluster college and you talked a little bit about the student-faculty interaction and student personalities. With the enthusiasm you just showed for the students in your last years of teaching, did you observe any particular intellectual or social development or changes in the student body?

HOWELLS: Well there certainly was a change. My first shock at Callison was when I assigned a paper and a student came to me and said, "Can I do a film on that instead?" That was like, "Huh? A film?" I began to appreciate that there was often more creativity with that kind of student. Typically that kind of student graduated and went on to work for Disney and other places like that. They were a creative lot. As time went on, the students became far more focused on accomplishments, achieving academic success, going on to graduate school and

being able to end up in a good-paying profession, and less on creativity and the creative process. A month or two ago, I had the opportunity to spend a few days with one of my students from a long time back, Chris Schueler. Chris and I had worked a lot together when he was an undergraduate. He was a Drama major, but he was on my psychology research team. Actually, back in his day, I recruited Drama Majors almost as much as Psych Majors for my research teams. [Another full circle; my last research study again involved working with the Drama Department.] Anyway, Chris and I had been in contact in 30 years or so. I attended one of the first talks he presented as part of the duties of Outstanding Alumni Award recipients. He wasn't aware that I was in the audience. He was talking about a research study on mate selection that he did, as part of my undergraduate research team. He said, "And then you know, we actually took that work and presented it at a professional meeting." How good is that--to go to the American Psychological Association and do a presentation at their convention? He said, "It is so amazing to think that an undergraduate junior could have done that. So I do think that more recent students look more seriously at graduate school and occupations, putting the necessary courses together and so forth, to seriously get hired later. Anyway, that was such a thrill to reconnect with Chris. I was able to take him and his fiancée out to the LUCID and give them a ship tour and listen to the kind of questions he asked as a filmmaker. He was most interested in what we were doing with the former dropout students working on the ship from the Building Futures Academy while finishing up high school. Their story would have been similar to what he has focused on in several of his documentaries; I still find it hard to believe, my former student with 21 Emmy Awards and still counting!

DASH: I wanted to ask you a little bit about your service to the University outside the classroom and the department. Did you participate in University committee structure and governance?

HOWELLS: I did. There was a period of time when I was pretty involved and then later on, I basically just said I will stand for a vote on anything you want to nominate me to and sometimes I got selected and sometimes I didn't. Notably, I spent a lot of years on and for two years I was the chair of the University Research Committee during the Atchley years. I didn't like Atchley, in general, but I got along well enough with him one-on-one. We had good conversations involving mostly people who had given grants, figuring out the allocations of how much money we could give out-for research- I found Atchley to be a very pleasant person one on one. I didn't think he could probably put two sentences together when he was out trying to publicly communicate, but we could talk about concrete, as well as monetary things. I liked chairing the University Research Committee. I spent several terms on the C.O.P. Courses and Standards Committee. I also worked closely with Dean Krise on his Veteran's Committee and attended several functions with him on that, as well, and I was the Faculty Advisor to the Campus Veteran's Organization for a while. One function within the Department that I really, really enjoyed was doing the reviewing and selecting of transfer applicants who were applying

to the Psychology Department. This also meant that for several years I was also the faculty advisor for the incoming transfer students. I have been especially happy about working with the veterans among them, who pretty much all had second thoughts at times but have later credited me with convincing them to hang on. I had similar feelings in my first year of graduate school after coming back from Vietnam so I knew the feeling—we did not know if we fit. Recently, one female vet let me know that she was hired for her dream job in law enforcement and was very grateful for my support, as a faculty advisor and fellow veteran.

DASH: As graduate students or undergraduate transfers?

HOWELLS: Undergraduates.

DASH: You did that with the Admissions Office?

HOWELLS: Yes, I did that in connection with the Admissions Office staff and then, I reaped what I sowed because of being their transfer advisor. During the selection process, I actively communicated with them in many instances to find out more information about them. I remember one, who was describing some of her experiences and why she thought she could be a good psychology major. She was talking about how she cared for her uncle who had been a Vietnam vet and had PTSD. I wrote to her and said, “You had me right there. You were in when I saw that.” Those were very gratifying experiences. I got an email probably six months ago from a student who was in Iraq who came here and then wasn’t sure whether she should stay. We would often ~~time~~ spend an hour or more just talking about various kinds of things. She said, “I graduated, I got my job and you did it.”

DASH: That’s nice. Those are wonderful things.

HOWELLS: I will treasure those.

DASH: It really is wonderful.

HOWELLS: But there was no way that I would put myself into the category of loving committees. Committees were not pleasant experiences. I was on the Joint University Judiciary Committee, for a while; there was nothing pleasant about being on that committee. So I served when requested.

One of the things that was very important to me was all the encouragement and help I got from Bob Orpinella, getting me through the process of getting into COP just at the point that I’m coming up for tenure. I didn’t know if I was going to get tenure because I’d been initially turned down. I also spent a lot of time with Bob, beginning with the Human Development Major, and had long discussion with him. I hope I have somewhat repaid Bob for his help when I had the opportunity to later on do something similar for Randy Koper when it seemed that his

department had soured on him and I was able to serve as Chair of his tenure evaluation committee and help him to get tenure.

DASH: You said you were denied tenure in your initial thing; I was too. We've talked about that before. Was this when you were still in Callison?

HOWELLS: I am a little hazy on that. I was kind of in limbo. Larry Meredith and I had been kicked out of our offices in the Callison Lodge and I was moved into Wendell-Phillips. Officially, I was still a Callison faculty member. I think the following year was when Psychology faculty moved out of the Quonsets and I joined them in our "new" building.

DASH: You mention Bob Orpinella, who came in Philosophy then. Was there anyone else who you felt gave you support and guidance along your career within the department, or the college, or the University. Someone you looked up to?

HOWELLS: Martin Gipson eventually came around and I got support from him later in his role as Chair. I went from John Morearty calling me "the resident militarist" to Martin calling me "The Admiral." I guess it was a promotion. There were people that I spent a lot of time with. I probably spent more time talking with Roseann Hannon over the years. She has always been very knowledgeable about administration and university policy and it has been great to have her input. Ken Beauchamp coached me on my teaching style and helped me improve my teaching evaluation during my tenure year. I added multimedia to my lectures at that point and it had such a positive response from students that I continue to use multimedia to this day including in my online courses. Both Roseann and Ken were very steady co-leaders at the Psychology Department and they have also been strong supporters of the Department throughout the University. They both were good to work under and chaired the department well.

DASH: One of the questions that we like to ask is relationship with the community. You mentioned a lot of outreach of the department and of the clinic. What was your impression of the city of Stockton when you came?

HOWELLS: Initially, at Callison, I spent a lot of time involved in the community. I did several studies looking at the Nisei personality, and so we spent a good deal of time interviewing second generation Japanese Americans. I was teaching a graduate class for the School of Education on Cross-Cultural Psychology (I had begun teaching Cross-Cultural Psychology as an undergraduate course after no longer needing to teach Introductory Psychology). It turned out that most of the students in the class were Pilipino female graduate students. We had been looking at an interesting phenomenon that female Pilpinos at the time had the highest percentage of full-time jobs of any female group, including whites, in the US. But Pilipino males had one of the lowest graduation rates. So Pilipino females were the ones who were going to

school, going to college, and going to graduate school. Males were not finishing school. That was interesting and what we found was that males could not handle criticism. If they were criticized in any kind of way, their reaction was to depart or get mad. Females worked with the system and things worked better for them. One of the students and I ended up getting an article published in *Integrated Education*. I also served for quite a few years on the Board of Directors of Lilliput Children's Services, an adoption agency that specialized in adoptions of children with special needs, like with medical or cognitive issues or in one case, six siblings to be adopted together. I also served as President of that Board.

Another weird thing about the community dimension of the faculty evaluation process is that the Clinic made many contributions to the community, meaning that the Community dimension was a very big part of my University contribution and chairs over the years remarked that they had trouble trying to write supportive reports for me since the clinic did not fit well as "university service"

DASH: General impression of the community.

HOWELLS: I loved the fact that there was the high proportion of Pilipinos and a sizable population of Japanese Americans because I was doing ~~the~~ research with those groups. For the Nisei population, I was fortunate to have Lily Tanji as our Callison secretary during the time I was researching the Nisei personality. Oftentimes, we would contact prospective participants for our surveys and they would call Lily and ask her, "Is he okay?" Lily would say, "Oh yes, he's good, go ahead and participate with him." Much later, I did some research with her son Jeff, who is a UC Davis physician and researcher. We were doing some interesting wellness kinds of projects before he went to college and during the time that he had gone to Stanford. I liked learning about the culture and interracial aspect. Stockton has a rich multicultural history. Later on, it was very interesting when I was doing clinical work, to find pattern, which you never see typically with the white population. The Vietnamese and Cambodian fathers were bringing their children to us in our Clinic--not the mothers. I think, in part, it was that the fathers were the official family representatives to the public and they may have gotten more language training. I liked working with the community from that perspective. I think community involvement has been talked about, but I'm hoping that it is more than being given lip service now at the University. For so many years it was talked about but-it was a minor part of faculty evaluations.

Several of my classes over the years involved community issues. My Environmental Psychology classes and my Social Action class got involved in looking at recycling many years before it became a requirement for communities. We started doing city surveys; we attended the City Council meetings and made formal presentations. We succeeded in getting the Council to agree to a trial commitment to do curb side pickup of newspapers, which subsequently became

standard. The students involved in that project won a State Environmental Award I can look at curbside recycling with pride, I can say, "Hey look what we did for the community! We helped introduce recycling to Stockton!" We conducted a high school poster contest, got judges who picked the poster that was the best poster Stockton Scavenger garbage trucks then had a big replica of the winning poster on the side of their trucks. We did that! It felt great, like we were making a difference. I don't think that the work I did for the community over the years, in the Clinic and other community projects, was ever adequately acknowledged by the Administration. But the value to me was great--even if the administration didn't recognize it. I have always been a person who keeps his light kind of under a blanket.

DASH: Absolutely, absolutely. Is there any topic that you would like to just...?

HOWELLS: Let me quickly take a look at my notes. I think I've just about covered everything that I have except to make a kind of wrap-up statement. I was at Pacific for my entire 41-or 42-year professional career. I have few regrets about spending my career at Pacific. One of the best things was that I had the opportunity to grow and change without having to leave. I came originally because I did not think the CIA could hire me but I never really tried after hearing the downsizing news. I have not thought very much about how my life would have been different. I learned a lot about life while in Callison and whether I would have been a conventional psychologist studying one general topic area and publishing a lot in that area if I had come straight to a Psychology Department is debatable. I don't think, without Callison that I would have headed off in a clinical direction. I went from looking at ADHD and children to forensic psychology to eventually aging psychology and I enjoyed learning about and teaching each and every area. The same continues to be the case as my latest learning venture was to acquaint Calaveras County Senior Peer Counselors with the current information on hoarders. Just as I was glad I did not return for a second try at UDT/SEAL training and subsequently did not learn how to silently strangle people without making a sound, I also came to like teaching better than I think I would have liked spying on foreign governments. I was disappointed but not overly surprised that the criteria would be changed for selection of faculty members for the Order of the Pacific just before it was my year for serious consideration. I certainly did not deserve it under the newer "single faculty member" criteria. What I did resent, however, was allowing Robert Benedetti, who had **always** been an ADMINISTRATOR at Pacific (C.O.P. Dean and later Director of the Jacobi Center) to be considered THE FACULTY selection. That was clearly an example of how little this administration viewed the importance of faculty! I will NOT forget that!

I did have some satisfaction and a smile when I got over on the current Provost by strongly lobbying and succeeded in getting a reprieve on the last time there would be faculty members

allowed to introduce retirees at the Retirement Dinner; another full circle with Larry Meredith doing the first lecture I attended at Pacific and then doing my retirement speech. Both not receiving the Order of the Pacific and turning the Retirement Dinner into a Provost photo op made it easier to adopt an attitude of feeling little loyalty toward expending effort at the request of the University administration, starting with never crediting my University affiliation when making United Way contributions or making any monetary donations to the University, except possibly for my sometimes joking idea of leaving enough money to erect a bench near the Psychology Building with my name and the caption: "Please rest your ass on me."

Nevertheless, I remain motivated to help my lasting colleagues in connection with the emeriti organization (such as this oral history) or otherwise as needed and I am more than willing to lend my expertise to assist the faculty and staff and student programs directly in ways that I see value. I have also made it a bit of a project to try and create a "presence" in the Psychology Department in my semi-retirement (as the Biology Department has done for many years), even though I believe some of the remaining senior faculty would be happy to see me disappear. I continue to have a nice relationship with junior faculty and the office staff and feel very good about that. I value the opportunity to have use of the swimming pool in service of my successful aging program as well as some athletic events and to be able to use a table at the De Rosa Center at lunch even if I don't buy anything.

DASH: We haven't gone over the list in terms of any particular order, but I think you covered everything very nicely. I didn't know a lot of things about you, and I'm very privileged to be able to bring these out and put them on the record at the University here. Thank you so much for your participation.

HOWELLS: You're welcome. I'm happy to have this opportunity.