1987

Oral History Interview: Woodrow W. Morris

Woodrow W. Morris

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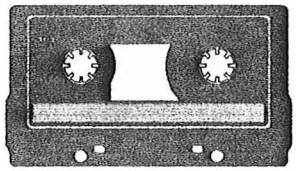

AN ORAL INTERVIEW WITH: WOODROW W. MORRIS

CONDUCTED BY: MONTSERRAT MILLER CHAMBERS

DATE OF INTERVIEW: FEBRUARY 16, 1987

SUBJECT: MARSHALL UNIVERSITY HISTORY

TYPIST/TRANSCRIPTIONIST: GINA KEHALI KATES

MM: This is an oral history interview with Woodrow W. Morris, former chairman of the Marshall University Education Department. Today's date is February 16th, 1987, and the interview is being conducted by Montserrat Miller Chambers. Mr. Morris, could you tell us when and where you were born, please?

WM: I was born in [inaudible]...post office in Nicholas County, by the name of Gilboa.

MM: Gilboa. How do you spell that?

WM: G-i-l-b-o-a. Biblical name. And then I went to a one-room school as a, until I finished the eighth grade. Then, I went to Summersville to a high school, secondary school. And it was a nine through twelve school. And no transportation at that time. All, Route 19 was a dirt road.

MM: Did you live far from the school?

WM: Seventeen miles. And another fellow and I batched. We had one room and we did our own cooking and that's the way we lived while we were in high school.

MM: In a boarding house or...?

WM: No, a room, just a one room in a dwelling house that belonged to a lady by the name of Alice Walker. And we had, it was a big house, but... It had one room. We cooked, slept, studied.

MM: Was that a fairly common thing for a secondary school?

WM: Yeah, it was at that time, because of no transportation and.... You know, a few people, it might have been when I was there, it might have been four or five, drove automobiles. In fact, I drove for one year, but I couldn't stay at home because the roads into where I lived were not passable with an automobile. So I had to board with

family and drive to where they lived to Summersville. But that was a Model T Ford and it was not very satisfactory. Because half the time the automobile wouldn't run. And believe it or not, with that model of a Ford, sometimes you had to go up something steep, the gas tank was over the motor. And it wouldn't feed the gas, so you had turn around and back up. And that was not very satisfactory. So we just batched in Summersville after that episode with trying to drive it.

MM: Okay. You went to Glenville, I understand.

WM: I went to Glenville State College and started in 1934, and graduated in the spring of 1938. And out of those, between those two periods of time, I'd go to school sometime and teach in a one-room school in the winter time. And in a period of five years, I taught three years and graduated from college.

MM: And you...you were majoring in....

WM: Elementary education. And uh, that was my major when I graduated, elementary education. And now what?

MM: Were there many men teachers in elementary education at that time?

WM: Not very many, no. But...it wasn't half men. But I'd say at least a third of them were men. And the rest of them were women. And of course, in my graduating class I expect about half of them were men who were elementary education majors. And that way....

MM: From there you went on to Duke University?

WM: From Glenville I went to, I started...I taught and then started school at Duke University in the summer time and finished my master's degree. It took me three

summers to finish it. And at that time, it was...it was long distance for me. Because it took me eleven hours to drive from Durham, North Carolina to where Mrs. Morris and I lived.

MM: Yeah, that's no problem at all. Mrs. Morris has just served us some coffee, which is very kind. And at Duke University you were majoring in what?

WM: School administration.

MM: School administration. Now, were there more men in school administration than women at the time?

WM: Yes. About...I'd say...three-fourths of them were men.

MM: And you completed your master's degree in what year?

WM: Nineteen and forty-one.

MM: And from there....

WM: I went in the United States Navy.

MM: And you were in the Navy from...?

WM: I was in the Navy from '43 to '46. As a communications officer.

MM: As a communications officer. And tell us about some of the places you were stationed, in the course of your military service.

WM: I was first enlisted, or stationed, at Great Lakes, Illinois. At that time, we had 80,000 sailors in basic training. And while I was in Great Lakes, Illinois, I applied for a commission. And after about two months, a commission came through. And I was granted a commission, Lieutenant General Grade. And that was an outright grant by the Secretary of Navy. And I moved from there to Hollywood Beach, Florida, and then

office candidate school. And then from there, I went to two or three, I was always in and out of Norfolk [Virginia] at least four or five times during my Navy experience. Because that was the fifth Naval district. And every time I made a move, I had to go through Norfolk. And I was stationed at the Brooklyn Navy Yard for awhile on a merchant ship. Because at that time merchant ships were operated by the Maritime Men. But for protection, they had a gunnery officer and a gunnery grew, who were Navy. And they had a communications officer and a communication crew who were Navy. So you really had a communications and a gunnery who were regular Navy. And then the ship was operated by the Maritime workers. They weren't members of the United States Navy. But it worked pretty satisfactorily. But I didn't stay there long, because I was detached and sent to the Pacific. And I went to Guam as a communications officer. And I worked under, in an outfit that was [inaudible]...in the Pacific. It's still in existence. And it was almost next door to [inaudible]...who was at that time Nimitz. And I've seen him numerous time. I never did talk with him. Of course, he passed away several years ago. And that was headquarters for Halsey, who is the, who was on the move all the time. And I was there from oh, early in my Naval experience until January 1946 and the war was over in '45, August '45. I came back to Pearl Harbor, and from there I came home. And then I started work on a doctor's degree in school-, in elementary education. I wasn't, I didn't continue elementary. I just took school administration.

MM: And you, your Ph.D. work was done at Ohio State?

WM: Ohio State, mmm-hmm.

MM: And you began working on that in what year?

WM: Nineteen fifty.

MM: Now, did you receive any sort of....

WM: No, wait a minute, excuse me. I started work on that in 1946.

MM: That's right. Did you receive any sort of assistance from the government?

WM: I received $75 a month from the Veteran's Administration.

MM: Was it difficult to live on $75 a month?

WM: That paid the rent and that was about all.

MM: And by then you had one child and you were married?

WM: Had one child-, had one child when I started. But I was going to school in the summertime. And then the time I took off from public school work to do my residency, we had two children. And that's Jerry and Jean. And then while we were at Ohio State, we went there in '49 to do my residency, because you had to have a year of residence work for [inaudible]. And then Teresa was born in June of 1950. And in the fall of 1950 I came to Marshall to teach, and stayed there from 1950 til 1969. Then I went to Glenville and stayed six years and retired. Of course, prior to that, I had done sixteen years of public school work.

MM: So you've had a long career in education?

WM: [inaudible]

MM: That's really something.

WM: Well, it's...it was difficult, yes. And teaching, because I [inaudible]...dissertation,

after I finished my, all the other requirements for my doctorate. I worked on my dissertation, except one six-weeks term. I did that at home while I was working full-time.

MM: What factors do you think influenced you to go into education, as opposed to some other field?

WM: Well, I think one reason, well, I think there were two reasons. One I always admired my teachers. And then, two, being born and reared back in the woods country, you didn't know any other profession other than teaching. I didn't know, I knew there was such thing as a medical doctor. But beyond that I didn't, I didn't know anything about it, that there was an engineer or any other type of profession, or I guess, I might have known I might have been a lawyer, but I'm not sure of that even.

MM: You mentioned earlier that when you attended college in Glenville, one was able to begin teaching once they had forty-eight hours.

WM: Yes, that was a on a first-grade temporary certificate. And it was, it was a balance certificate, and you could start teaching on that. And they were good for three years, and then you had to renew them.

MM: Now, given the fact that the Depression was on at the time, was that a factor perhaps in choosing teaching, that there many jobs available?

WM: No, I chose teaching because there wasn't no Depression when I chose teaching. It was due to the fact that I was interested in it. And due to the fact that I didn't know anything about any other profession. And another thing, I had to start teaching on less college work than I could have if I had known about other professions, such as

medicine, law, engineering. And I was never interested in engineering. I did like medicine a little bit, particularly dentistry. But I, it was too late by the time I graduated from college, to get started in that.

MM: Now, when you went to work on your Ph.D., did you hope to teach in higher education at the time?

WM: That was my intent, yes. Because I was...real tired of public school work, mainly because it was so unstable. And I thought I would like to teach in higher education for two reasons. One I would be working with adults. And another, it had a little more stability than being in a superintendent or assistant superintendent of schools.

MM: Now, in 1950, correct me if I'm not on target here. But Dean Banks Wilburn was dean of the teacher's college at Marshall?

WM: Dean Banks Wilburn was dean of the teacher's college. Let me tell you how I got....

MM: Sure, tell us how you got to know him and how you came to be employed.

WM: Well, first, at first I knew Dr. Wilburn when he was assistant superintendent of schools in Berkeley County, and I was superintendent of schools in Nicholas County. At that time, he was a real skinny fellow. But he wound up being pretty hefty. And I stayed skinny. [laughing] But anyway, I had had two summers of graduate work at Ohio State on my doctorate. And he offered me a job. He was dean of teacher's college at Marshall at that time. And I wanted [inaudible]..... so I came to be interviewed. Although I knew at the time I wasn't going to take the job, because I didn't feel qualified to work with graduate students and anyhow, I didn't have my doctorate.

So I didn't take the job when he offered it to me. And I told him that I would be interested in coming at a later date. Of course, at a later date he might not have had an opening. But then when I took a year off for residency at Ohio State, I was in class with a fellow by the name of John Meaderhouse. And he was a doctoral candidate the same as I. But he was a placement officer, also. And he came into class one day, that we were having together, and said, "Do you know a fellow by the name of Dean Banks Wilburn?" And I said, "I sure do." He said, "He's on the phone across the hall, and he wants to talk with you." So I said, "You bet, I'm going to go right over there right now." I didn't even ask my teacher if I could go, I just took off. And I answered the phone and he said, "I have a job, are you interested?" and I said, "I'll take it." I didn't even ask him how much it paid. So I, I've always gave him a hard time, because I said you paid me less with almost a doctorate than what you offered when I had+ two years of graduate studies. And he said, "Well, that was because I didn't have the money." SO that was how I got to Marshall, was through Dr. Wilburn.

MM: And so, you had worked with him before?

WM: Well, not worked with him, I knew him slightly, not too well. But I had seen him at Jackson's Mill when they'd have meetings. See, [inaudible]...and they still do, I think. They have a, I believe it's a general-wide meeting of all school superintendents and assistants at Jackson's Mill, and that's where I first met him.

MM: Had you..had you spent much time at Marshall, or visited Marshall with any frequency?

WM: I'd never been on the campus at Marshall. I'd been in Huntington several times,

not several times, but two or three times. We'd had...we'd had WVA convention here and that's what brought me to Huntington. And I remember the first time I came, I was with a fellow by the name of Bill Rader. He and I graduated from high school at the same time. And we came to Huntington to WVA convention and he said, "Let's go over into Ohio so we can say we've been out of state." I said, "Yes, let's go over into Ohio and also down the river and over to Kentucky to Ashland and back into Huntington, and we can say to people we've been in two different states other than West Virginia." And that was my only experience with Marshall. I didn't...I remember seeing Old Main, drove around the campus, I guess. But I had no experience with Marshall until I came here.

MM: Do you recall what your impressions of the facilities were when you came?

WM: Well, I thought they were mammoth at that time. Because I was used to a school like Glenville State College, where they had three or four buildings. And of course, at that time, when I came to Marshall, they had Old Main, Northcott Hall, Shawkey Student Union, two dormitories, one for men and one for women, the Science Hall, and they had one temporary building which was, had been formally a military barracks, but was double-story. I taught a math class in math education. And that was approximately where Smith Hall is located now.

MM: Did you and Mrs. Morris buy a home when you came here? Or did you...?

WM: No, [inaudible]....and my salary for nine months was $3600. And we rented an apartment on, when I say down, down from here, (MM: We're up on Norway Avenue) because we're on Norway Avenue. But at 29th Street and 5th Avenue. And we lived

there three years. And the man that owned the place, sold it, and I thought, the man who bought it didn't say anything about our staying there. So we moved down to West Pea Ridge and stayed one summer and decided that with one automobile we couldn't manage that. So I taught a man who had told me that his dad had built a house and they were wanting to sell it. And it was Raymond Denney was the young man. I taught him, but he passed away two or three years ago. Which is sad, because he was young. And his widow lives next door to us now. And we bought the house from Mr. Ray Denney and it wasn't complete. Downstairs was complete, but the upstairs, since I retired. In fact, we reared three children in a house with a living room, kitchen, one bath and two bedrooms downstairs. And we had beds upstairs, but it was kind of like living in a barn, because the only thing you could do was sleep there. And that's the way it was until I retired. Then we finished the upstairs and did the work down here and took out two or three partitions. And that is, we're still working on it.

MM: Now, when you started at Marshall, what was your teaching load like. Do you remember how many.....

WM: At that time, when I first started teaching at Marshall, the minimum teaching load was fifteen hours. It was required that you had-, teach fifteen hours. Because one semester, I had to teach an extension class, because let me see.... I had twelve hours on campus. And to get fifteen hours, I had to teach an extension class and it was in Logan. But that was a graduate class and I had been teaching undergraduate classes up to that time.

MM: How many different preparations did this entail? Were they five different classes

usually, or were they only two or three different classes, different sections of the same class? Do you recall?

WM: First year I was here I think I taught...I'm trying to remember...I can't remember exactly. I taught a course called Education 117, which was a beginning course in teacher education. And I had five classes. A three hour course, and I had, of course, with that I made one preparation. Of course, the main problem was getting papers graded. Because with five classes and thirty, forty, fifty students for class, (MM: Those are large classes) oh, yes, they would get jammed. Rooms would be crowded til you would have to carry in chairs for the people to sit in. Then after the first year I started teaching the Education 117, which was Introduction to Teaching. And also, teaching the first course in human development, which was Education 218, I guess. And then, now the third year I was here, I was teaching, I taught Education 319, which was Theories of Learning, and also, some graduate courses. And my first graduate course was in supervision, because supervision, which is a required course for school administrators and supervisors, and I think at that time, music students were required to take that course in supervision. And then I was teaching a course called, we had a course called elementary school curriculum, and then one called secondary. But eventually, we would put those two together and made one curriculum course and it had to do with elementary and secondary schools. Mainly it was graduate students. And I taught regularly a course in educational philosophy, which was [inaudible].... And I taught that for oh, fifteen, twenty years. And I taught a curriculum, but I already told you about that, though. And the curriculum and the supervision. And then I also a

taught a course called the elementary school principal. But that was mostly in the summertime, that course. Because I don't think I ever taught that in the winter time, because you'd have too many takers. But in the summer time, when the teachers would come in, those wanting to be principals had to take the course, it was a requirement.

MM: So you taught summer school, as well?

WM: Yes, I taught summer school as well.

MM: Did they have two summer semesters back then like they do now? Or was it different? I'm sorry, I'm not familiar how that was set up.

WM: I'll have to think just a little bit to remember. [pausing for thought] They had, when I first started teaching summer school, they had two six-week terms. And that would work in pretty well at that time, because somehow or other we, the winter term closed out earlier than it does now. Because we would start summer school in early part of June and it would be over easily by the first of September. But we're on a six-week basis. I had to think because I was almost getting trapped in..... My school experience in Glenville, we had a nine-weeks summer term and a three-weeks intercession, which totaled twelve. But that wasn't true here. It was six-weeks terms.

MM: Now....

WM: Now eventually we had to shorten, we had six-week terms, but we had to...we had to, in order to get twelve hour credit for a student, we had to, we couldn't go twelve weeks. So we had to double up time, we had to increase the time on the classes and run 'em for five weeks in order to get the students in and out before they had to start

work in the fall.

MM: Now, when you started at Marshall, do you remember about how many were teaching in the department? How large was the department at that time?

WM: The Department of Education, I was just thinking about that recently, let me count. (MM: Okay) I can give you the names.

MM: That would be interesting, too, anyone that you can remember.

WM: [inaudible]...Bush, Mr. Landerson, Dr. Russell Smith, Louise Sowers, who married Frank White, I think, a math teacher at Marshall, Dr. Woods, Dr. Beard and Dr. Musgrave, and uh...he handled the student teachers in secondary education. Mr. Gray, who was principal of the elementary, and Dr. Newsome, who was principal of the secondary school, handled some of the secondary, but Dr. Musgrave handled most of it. Now, Mr. Gray supervised the elementary school teachers, in addition to his principalling job.

MM: Who was chairman when you started?

WM: When I started, we didn't have a chairman. Dr. Wilburn was acting as chairman. Now, Dr. Russ Smith did a little coordinating of it. But not, Dr. Wilburn was really the administrator of the department.....

END OF SIDE 1 - TAPE 1

BEGIN SIDE 2 - TAPE 1

MM: Dr. Morris, we were talking about the English, or the education, excuse me, the education department when you started in 1950. As you said, there was no chairman at the time. When, when did you get a chairman in that department?

WM: I became department chairman...I'm thinking...I think it was around '54, 1954. And I was...but prior to that, prior to that, I was...I taught at Marshall and I skipped this part as we were talking a bit ago. I was on loan to the State Department of Education for about three years. It wasn't a permanent job. I was just on loan to work, I had nine counties in the state where I was attempting to work with the public school superintendent and assistant superintendent and his supervisor, to see if we couldn't get something going in the education program for children and adolescents that was different or better than what, for example, I had had when I was in elementary or secondary school. Because in many instances, they were just doing the same thing, like my teacher did, for thirty years before. And I think, I had nine county areas in which I worked. And I was called a Marshall University State Department of Education Coordinator. That's certainly a big title. But....I stayed with that for three years. And then Dr. Wilburn wanted someone to be chairman. And I remember he called, he called me and Dr. Runyon and Dr. Hess into his office. And he said, "I want someone to be chairman of the department, because it's getting so big and I have so many other things, I can't handle it all." Because we had increased over a period of time, the faculty members and students. So he said, "Will you gentlemen volunteer?" Well, of course, I wasn't about to [inaudible]....I remember talking to Hess and Runyon, and I said, "I'm not really feeling ambitious about this. I'd rather just teach. Or I don't want to say just teach. I'd rather teach. So one of you gentlemen volunteer." Well, after a lapse of three or four days, no one had volunteered. So Dr. Wilburn just called me into his office and said, "You're it." And of course, when he said "you're it," I, if I wanted to

stay at Marshall, I'd better do it. So I, I became chairman, I suppose, around 1955, '56, somewhere in there.

MM: Okay, so now when you became chairman, did that mean an increase in your salary?

WM: I can't really remember. I don't think it did, though.

MM: And did it....

WM: And I had, I was relieved from some of my teaching in order to do that. I think when I became chairman I taught nine hours instead of fifteen.

MM: And before you became chairman, what sort of facilities did you have, in terms of office and classroom? First of all, what building were the offices and the classrooms in?

WM: All of education, the professional education faculty members were in, on the third floor of Old Main. And then, let' see, I can remember the room number. Room 320, there were six, seven of us. Let's see, two, four, seven of us. Dr. Musgrave was in a building over next to east of the Science Building. I forgot the name of that little building. But it was torn down when Smith-, or Harris Hall was built. And then, of course, Mr. Gray was in-, principal of the laboratory school. And his office was there. And Dr. Newsome was principal of the secondary school and he was in the lab school. And that was, all our offices were, practically all of them, were in Old Main. Now, classrooms, there were wherever we could find space. Because I remember teaching a math education class in a temporary building, which was, which was reconstructed from a military barracks, which was a double-story building and if you made a step in the

floor, it sounded like thunder. And I remember I had about fifty young people in my my education class. And I remember several years later I was in Chicago, and some young lady called me name and I said to her, "Whom are you?" And she told me her name, she was originally from Milton. And I said, "I remember having you in a math class, but I never knew what happened to you after that." Well, she said, "I have a doctor's degree. And I'm teaching math education at the University of Michigan. Or Michigan State", I forget which one of those two, it was one of those schools up there."

MM: So that must have made you feel proud?

WM: Yes, it made me feel quite well. Because I had no idea that she was interested in the way she went. But that's, she said it was that math education class I taught. And I said, "Well, math is my major, but I taught math to elementary kids." And she said, "Well, that math class started me in doing a doctorate in math education." She said, "I became interested in how to perceive that." And I said, "Well, that was the only time I ever taught the course. So maybe I didn't do very well."

MM: You must have done well. At least you inspired her to...to go on. Now, upon becoming chairman, did they supply you with secretarial help of some sort?

WM: No, we didn't...we didn't have secretarial help. We had student assistants. But they would come and work an hour or so and go. And while I was chairman, I had one secretary who worked half a day. Believe it not, it was Grace Haeberle and she was the president's secretary for Nitzschke and whoever came before him, for several years. And she's retired now. But we were talking at a luncheon. She had an old manual typewriter in Old Main 320, a great deal of the third floor of Old Main swagged

in the middle. Of course, they've doctored that now. But Grace's was the outer office and they had to get the carpenter to block up the right side of her chair as she worked so she wouldn't work tilted. And I finally, when I first started, I had just a straight-backed chair in my office. And somewhere I found a chair with, a little more comfortable and had rollers on it. And I would sit at my desk, but if I didn't hold my feet firmly, I'd slide out into the hall. So I finally nailed a strip so I could hold a chair in place on the floor. But eventually, they jacked up the third floor up and it became level. But then, Grace, Grace became full-time secretary to someone around on the campus. That was before she went to the president's office. And we had two or three part-time secretaries who worked half a day. And I think about the time I went to Glenville, we had a full-time secretary. But I don't remember who they were.

MM: Now, in the late '50s, mid-to late fifties, when you became chairman, did individual professors type up their own exams? Or did they give them to someone to be typed?

WM: At that time, Dr. Wilburn would say, told us that, at least I remember he told me. And I suppose the other professors the same thing. That anything that we had to have typed, bring it to his office and his secretary would type it. So, I would work a test in pencil form and take it down to Miss Holley and she would type it for me and have it mimeographed.

MM: And how was the department suited for money in the fifties? Were you very short of money, in terms of supplies and things like that, to run the department? Or was there enough to get by on?

WM: It wasn't luxurious. But we did manage to buy paper. And eventually we got a

ditto machine. I remember having a ditto machine. And you could run, have the secretary type it or a student assistant and you could run your own tests and papers that we needed to have run off. So uh, it was tight, yes, it was, money was tight.

MM: When you got the ditto machine, were people pleased and excited about it?

WM: Oh, yes, everybody on the third floor wanted to use it. And that included several departments up there. Except English Department. I think they had one of their own. But the social studies people, it was just , I don't remember. They were in the teacher's college. And I had to put a requirement on it, that on people in the teacher's college could use it. Because pretty soon, you got so many people using it, we couldn't use it ourself. So I said anyone in the teacher's college use it. But if they're not, they have to go elsewhere. And of course, at that time, we had three full-time..let's see, we had Teacher's College, Arts and Science...Liberal Arts and Engineering. And of course, engineering has been dropped, I understand.

MM: So tell us a little bit about the lab school program. What...describe it for us and tell us what was innovative about it.

WM: Laboratory school at that time...they didn't really have an innovative program. It was used mostly at not great advantage to having it on campus. It was for prior student teaching purposes. And to start with, we had the first year students over there and we had the second year students over there and we had third year students over there. And that was a madhouse with so many students coming and going. So we, the first course in education we just tried to teach it as innovative as we could, without the presence of children. And the second course of education, which was human

development, we assigned those to non-school activities, which was such as daycare centers and Stella Fuller Settlement, other places...social service. And then [inaudible]...we sent those to the laboratory school one hour per day for what we call a prior student teaching experience, where they actually helped a laboratory school teacher teach. They would work with a child or with a small group of children.

MM: And were there more than one of these students assigned per classroom per period, or were there sometimes several?

WM: They were limited to one at a time. You couldn't provide much experience for them if they had three or four in the classrooms. So as far as I remember, we just had, we scheduled them the same as we did classes. Because I remember an experience with the present registrar, what's his name? (MM: Eddins?) Eddins. Eddins was assistant registrar. And Dr. Willy was handling the education trend activities. We called them [inaudible]..... That's where the student went over to the laboratory school. But they started assigned classes by section. And you didn't give section numbers to [inaudible]...activity. So a student would sign up for classes and leave a space for his 319 activity. And then it would be washed out because of a conflict with a class. So Dr. Willy and I went to see Eddins. And of course, Eddins was assistant registrar then and he didn't think we ought to have section numbers for the 319 activity. And I said, "Well, there's no way we can schedule students unless we do have. Because we sign them up and they get washed out with the conflict of other classes." So we worked on it for an hour or so. And finally, I said, and I still tease him about it, "I'm so worn out trying to convince you that I think we better wait until tomorrow and come back and start

over," which we did. And the next day he walked and said, "I've already assigned section numbers for the activity." But they went to the laboratory school on the basis of regular class activity. Except they were to help the laboratory school teachers in any way that the laboratory....the laboratory teachers tried to arrange things so they'd have experience in what I call itty-bitty teaching. You're working with HI or adolescents or small groups. And by the time they finished a semester, the lab teacher would try to give them a few days of experience with the whole class. And then the student teaching wasn't a shock to them, because they'd already experienced some of it.

MM: Now, how was...[short break]...okay, no problem. Okay, I wanted to ask you, what sort of demand was there for placement in the school by parents for the students? Was there a waiting list for, in the lab school?

WM: Students, children and adolescents in the laboratory school were first come, first served. They had to apply in advance. Because I know Dr. Runyon applied, he had two children both sons, and he applied for their admission to the lab school as soon as they were born. Now, with our children, Jay went to Beverly Hills Junior High, because he wanted to play basketball. Then when he reached the ninth grade level, tenth grade, ninth grade, he was accepted in the lab school, so he transferred to the lab school and played basketball for the lab school. And of course, Jean was, started the lab school in the seventh grade because she would down to Gallagher school. And Teresa, as I explained before, started at the lab school. But she didn't like it. And she transferred over to Beverly Hills Junior High, and then from there she went to Huntington East. But she graduated from Huntington East, and Jerry and Jean both

graduated from the laboratory school. And the children and adolescents were accepted on the basis of their application and it had to be in order. No preferences given. They just took them in order of the application. Date of application.

MM: When I was a student there in the middle '60s, the lab school used a phonetic alphabet called ITA to teach students how to [inaudible].... Why was that undertaken? Was that an experiment?

WM: No, that was one of them band wagon things. Mr. Grace used to say to me, who was the principal of the elementary school, if I had stood right in the same spot since I started teaching, which had been 30 years ago, all of this stuff would have passed me by about five times and just repeat. What they do is to get band wagons going. Not really experimental. Because what was it you mentioned?

MM: It was called ITA, it was a phonetic alphabet.

WM: Oh, yes, I remember that. That didn't last. Because my teachers in the one-room school taught me alphabet phonetically, and that was in the '20s. So it wasn't anything new. Now, one thing we did have new going was what we did up at Beech Hill Elementary School in Mason County. Because I had never seen it anywhere in the state, other than at Ohio State University, University School, which was the elementary and secondary school, all the way from kindergarten to twelfth grade, they were constantly trying to gear their teaching programs to what I call the developmental needs of children and adolescents. And they didn't just talk about it. They planned their teaching programs relative to those to the needs of children and adolescents. And we did the same thing at Beech Hill. And out of that came what we called a cooperative

student teaching program. And that's where I explained to you prior to the tape recording, that students would go to Mason County and teach one semester and get paid a certain amount. I don't remember exactly. And then they would come back to campus. And they started [inaudible]....I'm not sure of that, though. But anyway, they, they could either rotate semesters or they could lay out and go to school a semester and then go back for a second semester in student teaching. And that seemed to work quite well. My son went through the program. And he said it was, it was a real experience for him. And I'm sure it was. But of course, I grew out of a family of teachers and my son is a teacher and he's art education major. Jean is an art major, and she is teaching art in elementary and secondary school in Philadelphia. And Teresa is an elementary major. But she has a minor in art. Now, they get that from Mrs. Morris, not from Woodrow. Because Mrs. Morris is a, she's a fixer of things. When I say fixer, decorations, matching colors, you name it. But I couldn't draw a straight line unless I had a ruler. But Mrs. Morris, somehow or other, my kids experience with their other gave them a start on that. Not from what I did.

MM: They inherited her artistic talents?

WM: Well, I don't know what it was. I think it was experience. I don't know...you inherit certain things. But I suppose the interest in art and being artistic, came from her. Whether that was heredity or experience, I don't know.

MM Now, in the course of time that you were at Marshall, some nineteen years, what would you say were the most significant changes that you saw take place?

WM: Let me think awhile. (MM: Okay, take your time) Well, one big change. When I

came to Marshall, there were 2700 in the entire college. At that time it was called a college. And the year that I was acting dean of the teachers college, as I explained before, I don't think we have that on tape. We had 3800 students in teachers college alone. And of course, one significant change, if we follow this through, is the increase in enrollment. Because at the time I went to Glenville, we were up to 6- or 7000. Now I suppose around 12- or 13,000. So increased enrollment was one change. New buildings helped some. Because we got Twin Towers dormitory. Students didn't have anywhere to stay because we had two dormitories. I can't remember the names. One was Hodges Hall, and I can't remember...what's the other one?

MM: Is it Buskirk? (WM: No, over in the corner) Laidley?

WM: Laidley. And they mostly stayed in town. And I remember Dr. Willy was dean of student affairs and dean of students. And he and Mrs. Buskirk, she was the dean of women, they spent most of their time helping students find places to live and deciding whether it was suitable or not. And then we got Buskirk Hall, then we got Twin Towers and what else I don't know.

MM: It was called South Hall, and now they call it Holderby Hall. The one across from the lab school. I think.....

WM: I don't know the name of that. Because the only thing in it was the...the dormitories for ladies and the dormitories for men were over in the corner of campus. And that would be the east, east end of the campus.

MM: So, in other words, alleviating the on-campus housing shortage you see is one thing.....

WM: One thing. And then, of course, we had Smith Hall, which was built before I left, and that's helped a great deal, in terms of places to teach. And uh....

MM: Now, most of your years at Marshall were under President Stewart Smith. Did you know him personally?

WM: Oh, yes, I knew him and he was a very professional man, most professional, one of the most professional men I've ever known. And I think he was president from around '47 to nineteen sixty-some.

MM: I have '46 to "68.

WM: Now when?

MM: Forty-six to sixty-eight.

WM: And then came .....who did come next?

MM: Roland Nelson, Roland H. Nelson, Jr. I have a list here. No, I don't have these memorized. And Mr.-, President Nelson's tenure was (WM: short) short. Did you know him?

WM: Oh, yes, I knew him...I knew him. He left..in fact, he taught at Duke University before he came here. But when he left here, he started teaching in an off-campus center somewhere down in North Carolina, which was an off-campus center, I suppose, for Duke University. And then after him came...see, Nelson was president when I left to go to Glenville. And after him came Barker, and I didn't know Barker. And then after him came Hayes. Now, I knew Hayes, because he taught at a little school in Indiana called Taylor University or something, and had him in here for summer teaching. I think three summers before he became dean of the teacher's college. And then he was

made, let's see...I left when Nelson was president. And then after that I don't know how things..... I guess it was Barker, with whom I didn't know, and Hayes, whom I knew only by the fact that I..... Well, he came before I left as dean of the teachers college. And see, I was acting dean of the teachers college for one year and then I wasn't interested in the job. So uh, he came in the spring of '65, I believe. And then he was president after I left. So I didn't know anything about that. Then after Hayes came Nitzschke. But Dr. Smith was one of the most professional men I've ever known. He was nice, kind. Now, he ran a pretty taut ship. But he was never unkind. And you could always say that when he was trying to get something done, you could trust him. Because he wasn't trying to manipulate for himself. And that was true throughout his entire tenure. And of course, I guess when Nelson came, Dr. Smith had retired. But I don't know...I don't believe he was 65; he might have been. But after that, I didn't know much about the presidents, other than Hayes.

MM: This tape is almost over, but I have a few questions I want to ask you. Maybe we can go over just a little bit onto another one. I have an extra one. (WM: Okay) But I wanted to ask you about the integration of Marshall University in the early-, late '50s and early '60s.

WM: I remember that quite well.

MM: How did the Department of Education, what was their attitudes towards it, and were there very many blacks that went into education in the early '60s or while you were there?

WM: We, when I first came to Marshall we didn't have any black students. And it was

sad. Because there was a pretty large black settlement almost on the corner of the campus. But Hal Greer was the first black student that I knew that went to Marshall. And he came to play basketball and he did an excellent job. And I suppose after that, there wasn't any, I didn't know any real regulation that kept them out. Because I know when Hal came, there was never, there was never no uproar over it. And then from that, it was largely up to the black students if they wanted to come, they .....

END OF SIDE 2 - TAPE 1

BEGIN SIDE 1 - TAPE 2

MM: This is tape two of an interview with Woodrow W. Morris. Okay, go ahead, Mr. Morris. We we're talking about Hal Greer and....

WM: Well, after Hal Greer came, he was the first black student. And as well as I know, I didn't know anything one way or the other about it, there weren't any restrictions on the black students attending. [tape skips].....black students at West Virginia State. But Marshall, after Hal came, then students started coming in. And as I say, most of them were black athletes. And then, of course, a scattering few of other students. And then by the time I left, we had a pretty good representation of black students on the campus. But so far as I ever knew, there were never any segregation connected with it. It was just a matter of doing it.

MM: Did you ever note any unpleasant attitudes among your students?

WM: I never did, I never did.

MM: Okay. Do you remember a group called the Civic Interest Progressives? (**WM**: No, I didn't know them) That were active on campus?

WM: I don't remember, I don't remember.

MM: Okay, another thing I wanted to ask you about, was there was a group on campus called the SDS, Students for a Democratic Society. And they tried to get recognized as a student organization twice and there was some difficulty. I was wondering if you remember any of that, or if some of your students were involved or anybody in the teacher's college?

WM: I don't remember anything about it, no. Never heard of it.

MM: Never heard of it. [chuckles] Okay. I wanted to ask you what you think of the direction that Marshall University is going in today.

WM: Oh, I think it's might fine. If you can get money to run it. And I think that stadium is a very important thing. Because we've needed one for how long has it been since I came here? 1950 to the present, however long that is. And one of these days, the place is going to collapse if they don't get, well, of course, they work on it all the time. But.... Of course, now, a stadium isn't the heart of everything. I'm sure the university needs other things. But that's a tangible something, and I can see that they need....

MM: How do you feel about the location they sought?

WM: Oh, I don't have any attitude on that. I would have to leave that to other people who've studied it. I haven't, so I really don't know. Although I think it needs to be close to campus. Because if we move it out to the western, not western, Eastern Heights, of course, they do own some land out there. But that's not suitable for people who want to attend football games. And I don't know whether they ought to locate it relevant to the city of Huntington. But it ought to be reasonably close to the campus. Because of two

things: one, suitability for the people to attend the games, and number two, it needs to be close enough so you won't have to transport athletes back and forth to where the football field is. Because pretty soon you spend an awful lot of money and time at that. And if they had it at a place where the athletes could walk to it, that would be fine. Now, of course, a stadium is not the central aspect of the university, but it does help. There may be many other things they need worse than a stadium right now, but I don't know what it would be. Because that certainly is a going out place.

MM: What do you think of the new Yeager Scholar program that's being started up at Marshall?

WM: I think that's very nice and I wish we had more of them. Now, how on earth they perceived to select the students I don't know. So I have to assume that it's done well and if it is, it's a fine program.

MM: And what do you think of President Nitzschke's leadership in these past few years?

WM: I'm not in a position to judge that, because I have so little contact. I talked with him a time or two. But not about running a school system or a school. Of course, when I was in public school work we had, as assistant superintendent, I guess, we had 5,000 teachers or 5,000 students and about 500 teachers. And they were scattered all the way from one-room schools to two-room schools to three-room schools to schools with eight or ten, fifteen teachers, all over the county. And that was a [inaudible]...one person trying to keep up with them. Of course, the superintendent, the two of us, the superintendent and myself. And he had to spend a great deal...he handled

transportation. I didn't deal with that. But I had to do what needed to do, most everything else. Of course, he handled the money business of it, and all the, what little money business we had going, he had to keep records of it. We didn't have any money. It was all kept at the sheriff's office. But to run a school system is a tremendous job. And I suppose running a university would be the same thing. I never did try to run, to administer a university. But so far as I know, so far as I know, I haven't heard anything negative about what he does. And he's a very impressive sort of a man. He's tall and he's thin and he's...seems to have a lot of vigor. And it takes a lot of vigor to run a school. Other than that, I couldn't make a judgement on his administrative ability, because I'm not on the campus.

MM: So do you get over to Marshall with any frequency for ....?

WM: I go about once a year. Because most of the people whom I have known are gone. They're still a few there, but not very many.

MM: Is that difficult for you to go back on campus and not recognize as many faces as you once did?

WM: No, it doesn't bother me, no. Because I was gone, see, at another school for six years, and that would take some of the sting out of it. But I can go back to the campus now and go to the, I don't know what they call the thing, in education. I guess they have different departments. Because they divided those the year I left, into [inaudible]...areas. And it's all, what is it they have? Curriculum and foundations, and you name it. And of course, when I was there, it was one [inaudible]...but I had people who were designated as directors of these different departments, and it worked quite

well. But I don't know very many people around there, probably half a dozen, that I know in education. But in the other departments I have no idea whom I know. Except Mel Brown I know in social studies is still there. In education a fellow by the name of Neil Gibbons is still there. And trying to think...there was two men in guidance. And Jack Jervis is there, Harry Sowards. And that's about it. But I think, well, Hayes is there. He went to education after he was the president. And I think Bernard Queen is in that, too, is in education. Although Bernard was, what was he doing? He was doing something else when I left, or I can't remember what it was.

MM: Well, this has been a very informative interview and I thank you for granting it to us.

WM: Well, you're perfectly welcome. I'm glad to help.

MM: Thank you very much.

END OF INTERVIEW