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Schippers, John Oral History Interview

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FACULTY EMERITI INTERVIEWS
UNIVERSITY OF THE PACIFIC ARCHIVES



Schippers, John (1962-1990)
Professor
School of Education

Feb. 11, 2013
By Doris Meyer

Transcribed by Mark Linden, University Archives

Subjects: Development of Teacher Corps program; association with National Science Foundation program; student teaching in Mexico; early computer use program in School of Education; Lawrence Hall of Science curricular materials and program.

MEYER: Let's see, why don't you speak up for a minute, John, and see if I can hear you.

SCHIPPERS: Okay.

MEYER: Because I have to hear you otherwise I won't know how to ask the next question.

SCHIPPERS: Alright, well I'll tell you. I arrived in the University in 1962 from Iowa... the University of Iowa.

MEYER: Are we starting?

SCHIPPERS: Well, you wanted to check so go ahead and check now. Did it get me?

MEYER: Yeah, but we don't even have to do that as long as I can hear you we'll assume. Let's start from scratch. So hang on a second here we go. Hello this is February 11th and I'm here with John Schippers. My name is Doris Meyer and I'm the interviewer, and John Schippers who was my colleague, way back when, is the interviewee. We're sitting in the Marc Jantzen room in the School of Ed in a beautiful classroom that has potted plants and great pictures of Marc and his wife [Ruth] and I'm looking forward, John, to talking with you about some of your recollections and impressions from your early work. So the question always comes up how you ended up in Stockton, California.

SCHIPPERS: Okay, well I came to Pacific in the fall of 1962 from the University of Iowa, which I got my PhD that summer or spring. The way I came to Pacific was I interviewed for a job with Marc Jantzen and Lloyd King in Chicago. There is a national organization of teachers... colleges of teacher education. I'm not sure that's the full title. I was interviewed there and luckily at that time there were jobs available. As a matter of fact I had three jobs offered to me and most of the guys that went out... from Iowa anyway, that I knew had offers too.

MEYER: Where were the other two?

SCHIPPERS: Where did they go?

MEYER: No, where were the other two openings?

SCHIPPERS: Oh, Chico State, Fullerton State, and Coldwell, Idaho.

MEYER: Oh, for goodness sakes.

SCHIPPERS: I wanted to come to the West Coast because my brother lived out here. Actually, Fullerton offered me right there, I could sign right there. Chico said next week we'll let you know, and that kinda thing. Next week they accept...

MEYER: Right

SCHIPPERS: The salary at Fullerton was seven thousand a year, and Marc Jantzen interviewed me and he offered me six thousand five hundred a year. I said to him... I just interviewed at Fullerton within a few hours anyway... they offered me seven thousand, and he says let me call that academic vice president's name was... it'll come to me. But anyway he called him, and the Vice President said "go for it." Marc was apologetic about me not seeing the campus... He said we have no funds to bring you, to bring you out. He said you come out, and we'll show you around, so he described the campus. That was in February, and he told me the camellias were blooming. In Chicago there was a snowstorm about that time, and that sold me right away. Then we came out... we got here August 1st of 62' and found a house and so on. There is another caveat I guess you would call it... [Ed Rainbow] I don't know if you remember him.

MEYER: I don't remember him.

SCHIPPERS: He was in music, and he taught at the University Lab School where I did too. They had a full school. Kindergarten through high school there, and it was an observation school, so you were always being looked at but anyway he'd come out to Pacific the year before. Of course I didn't know, and he didn't know I was coming out the next year. As soon as he found out he gave me a call and he said... and he had kids the same age as our kids and so... and he taught at the lab school so I knew him pretty well. Well he greeted me of course as soon as we got here and got together and it was a real nice arrangement. Of course Marc Jantzen was an A number 1 person in himself, and he sure looked after his staff. As soon as Sally and I got here, within a couple weeks he invited us over to dinner at his house.

MEYER: Oh, that was nice.

SCHIPPERS: There was one other faculty member, and I don't remember who it was now. We had a very nice dinner with he and his wife and Sally and myself and this other fellow. So we were very welcomed early, and you might have heard we used to have [] a retreat in the School of Ed. Pedro Osuna was a grand old man... grand old educator.

MEYER: Right.

SCHIPPERS: He was teaching here and his retirement year... well just about the time he retired. He would invite the whole staff for a weekend up at his cabin up at Echo Summit. Then Jantzen would always have a... one evening around the... had a big steak cook. [] was it Elmer? [] no, Elmer wasn't here, somebody else cooked. Well the Osuna retreat went on for several years but anyway Jantzen would have a seminar afterwards, and we'd sit around the fire and talk about what was going to happen this next coming year in the School of Ed, which was very helpful, his thoughts and what our thoughts were. A tremendous communication....

MEYER: Did you feel comfortable right from the get go then?

SCHIPPERS: Oh, yeah, and you get to know the other faculty. Course most of the other faculty knew each other but us few new... I think I was the newest. One or two maybe, I can't even recall. Ted Pohlman had been there a year before I came I think, and that's about it that's still around that I remember. Anyway...

MEYER: Well, when you first met Marc in Chicago, how did he describe the position? What was the position?

SCHIPPERS: He described it very well.

MEYER: What was it?

SCHIPPERS: Well, it was a teaching, science methods and math methods, supervising student teachers, advising, and that's about... that was the main things, which I felt very comfortable with because my background was that, and I really liked teaching and that was a big factor, you could tell right off, with Marc Jantzen. So he described it well. He described the University campus very well and the town... now Stockton at that time was like 80 thousand and we came out of Marion, Iowa three years previous... before I went to Iowa City and that was the suburb of Cedar Rapids, and it was 80 thousand and we didn't really like rural. I mean Cedar Rapids is big in rural industry. And Iowa City was about 30 thousand, I think, at that time. So we liked the idea of a rural atmosphere. More or less rural than what we came from a smaller town. Of course that was close to my brother who did have a bit of an influence in that he was over in the Bay Area. He was a mechanic for American Airlines. No... TWA... yeah... Well anyway that put all these factors together, and it was a go all the way.

MEYER: When you got here then, did Stockton seem like what you had perceived, or was it totally different? What did downtown look like? Or?

SCHIPPERS: Downtown, Penney's was downtown and Montgomery Wards and so on. Yeah, the downtown was the center of the city at that time. University set quite a ways out actually. Pacific Avenue went through. I'm going to have a cup of coffee or something.

MEYER: Yeah.

SCHIPPERS: When we would go anywhere and we lived north... we'd very seldom... well maybe once a month went downtown, maybe once every two weeks, to do some shopping at the department stores. Sears and so on... It was definitely the center of town.

MEYER: Hang on a second. Let's stop and you get something to drink.

SCHIPPERS: Yeah.

MEYER: We're going to start again here. John's got himself something to drink. Says he's not used to talking so much. John, one of the questions in this early part of the interview has to do with people that helped you out. Well, you said that the Ossuna retreats were great and Marc Jantzen's welcome to you and Sally was great. Were there any other folks that you remember that were especially helpful at the time?

SCHIPPERS: Everyone here on campus that I met was quite friendly. Used to call it the Pacific family... You remember that.

MEYER: Yes, right.

SCHIPPERS: In a sense it was. We did quite a bit of socializing. [] and especially in the School of Ed. I know in the fall of the year was the Ossuna retreat and Jantzen always had Christmas and in the spring my wife and I... after the first year or so would have a spring get together out at our house and they'd come. I mean...

MEYER: That was great. Yeah. Backing up even before you met Marc in Chicago. What was... What were you doing? You were in the service, were you not? Tell me... Tell us a little bit before you met Marc.

SCHIPPERS: Okay, I graduated from high school in a little town of 900 people in 1947. I went to a small Methodist school and that was another thing. This was a Methodist school and it was... well the Methodist school in Iowa was about six hundred students, and I think Pacific at that time had about fifteen hundred or maybe two. I never heard for sure, but it was quite small. So I taught in Iowa for three years on an emergency credential after I graduated... I hadn't even graduated from Simpson. I ran out of

money. People today complain about things are tough, well it was tough, but as I look back on it, there are people in Stockton today that had it tougher than I did. My dad died when I was seven, leaving my mother with five kids and no income. No income. Now my dad worked for the VA as an orderly, you know, this nearby town. He was a World War I vet. Well then my mother was able to get a whole soldiers something or other. It was only like \$46... my sister says it was 49 dollars a month to raise five kids on. Now we... my dad had purchased an older house in this little town, and he paid four hundred dollars for it and he took a hundred dollar loan to get it. No running water, it did have electricity. Outside privy and all that... When you grow up... it was during the depression. See I was born in 29. I didn't know otherwise, so I never sat around and moped because we didn't have anything. I didn't know any better. Well anyway when I got out of... I got an emergency teaching credential in Iowa in 1950. I got a job for two thousand dollars a year teaching. It was a little town... they only had sixty in high school and it was ideal. A little country high school...

MEYER: Right, what were you teaching?

SCHIPPERS: I was teaching science and math. The kids were the best. The good genuine Midwestern kids... The worst thing that went on was the kids would from time to time pass notes. That was your...

MEYER: That was a big... bad behavior.

SCHIPPERS: Bad behavior. Well it was easy to take care of, just had the kids stand up and read the note to his girlfriend or something, well that took care of it. Well, I taught P.E. Girls, junior high basketball. They had a regular high school coach for boys and the girls... anyway I got the girls, and also I taught P.E. whatever. As I look back and even at that time this is about the best it's been.

MEYER: Yes and that was great.

SCHIPPERS: That fall I got married, met my wife. She's a teacher, she taught in my home town. We got married, and then the draft was on and I was number one draft pick in 1951. In Marion, Iowa. Well I was teaching, so the draft board, and I was teaching in the county where the draft board was, so the draft board thought... well I asked for a deferment until June. Well the school was out the last of May, and about the first week of June I was in the Army.

MEYER: For how many years?

SCHIPPERS: Two years, I stretched it.

MEYER: What part of the army or what were you doing?

SCHIPPERS: I... basic training was military police basic training. I mean it was regular basic training plus military police activities. You learned how to direct traffic and make arrests. I did that, and then I went to two or three schools... army schools... leadership type schools, whatever. I ended up in Korea... Yeah, I got sent to Korea in winter of 52', 53'. I had good duty in Korea. Nobody shot at me, and I didn't shoot at anybody. Because I was in the military police they put me in a prisoner of war camp. We took care of Korean... North Korean POWs and communists that came out of China... big compound there. We had a South Korean soldiers did most of the work for us. We didn't have to do KP for one thing. We didn't have to do guard duty. We did work six days a week but it was mostly paperwork type things. Moving people around or checking who is coming in and taking their pictures and they do fingerprints. I didn't do the finger prints.

MEYER: That's right.

SCHIPPERS: It was good duty although we lived in the tents for a while and it was cold. Slept on cots and you had to find out real fast who go cold just as fast from below as you do from above. I grew up in Iowa and first thing I did was find some cardboard and laid cardboard in there as an insulator. No sheets, we had sleeping bags. Well they never got washed. I remember in the spring we hung them out on the line to air them out and the bugs got in. I brought them in and ahh well...

MEYER: Well gee, well listen John moving ahead then, now you're here and we'll say and that was in 1962, right. Tell me then what happened after that. What kinds of programs did you get involved with and some of the curriculum. You were with the part of the school that had to do with curriculum and instruction, teacher training, student teacher supervision, carry through on that a little bit.

SCHIPPERS: Well I'm going to back up just a minute. For three years when I left Marion, Iowa where I taught... well then I went from... after the army I came back. I went to University of Iowa... I didn't have a teaching credential. I had a year of teaching, but I didn't have student teaching. So I went to the University of Iowa and got that, came out and taught at Marion, Iowa for five years... junior high science. At the University of Iowa... in their student teaching program there they put their student teachers out and around kind of like we do at Lodi and so on, Tracy or whatever. Well, they went to Marion, Iowa which is... they hooked up... somehow or another they hooked up with me to assume teacher, which I did. So in my classroom and after the

first year they asked me if I wanted... not the first year. I was there about five years. About the second or third year they asked me if I would be interested in working on a doctorate down in the University. I said "no way." I had too much school. So I said no, I'm just not ready for that. We had just bought a house and so on. So then they kept putting student teachers with me, and so next year they sent a gift, and then I started thinking and it was a hard thing because I had two kids and I was going to move to Iowa city and all that, and they'd take care of my tuition and pay me like three thousand a year so I did.

MEYER: You couldn't turn that down.

SCHIPPERS: No, so three years later I graduated and then I came out here. Well when I came out here there were some things going on which Jantzen had started, which were very good. One of them was the Rosenberg thing, which was not in operation when I got here but he started that in like 58', 59' and 60' and I came in 62'. Well it was very similar to Teacher Corps, only he was looking for people who finished Delta in two years... or others but mostly Delta... that wanted to go into teaching. So he set that up and he had... and I don't know much about it at all other than I've read about it and he set that up. Somehow or another they got student teaching in there somewhere and []. I think it's a bachelors education.

MEYER: I remember that because there were two women that came here to the University, part of the Rosenberg program. One was a teacher from Oakland area or something and one was from down the Fresno area and I had dinner with them or lunch with them several times. I know one was from the Bay Area, yeah I remember that program. I don't remember the details.

SCHIPPERS: Well I don't know much about the details either but it was quite similar to Teacher Corps, which is very important because... we'll jump back and forth from dates but Teacher Corps came on in 1968. He and superintendent school of Stockton.

MEYER: What was the name?

SCHIPPERS: [Ruswig] was good. He ended up in Vallejo. He left here for Vallejo. He probably was here four, five, six years I don't know. Anyway he and Jantzen went to Washington D.C. on some sort of Office of Education conference and they had had heard... the office of education had Teacher Corps going Cycle One and Cycle Two at that time and it was all graduate. In order to be eligible for Teacher Corps you had to have graduated from a bonafide good school or whatever, I'm sure and wanted to go into teaching somewhat like Peace Corps. But when they came out and a lot of them...

I think there are thirty five colleges mostly on the east coast maybe all of them there at were involved with Teacher Corps back there. They were all graduate programs. A graduate from an eastern school was white, male and hardly any of them. So they came from middle class or better families. Jantzen immediately... I'm just imagining what went on in these meetings... Thought hey these guys are all good teachers and they're well educated in teaching but they... oh and they had to teach in a low income school to be in Teacher Corps you had to teach a ghetto school especially. Well Jantzen thought, hey, [] and [Russwig] come back and they got a hold of Meyer... what was his name... Sam Meyer. Do you remember him?

MEYER: What was the name?

SCHIPPERS: Sam Meyer.

MEYER: Oh, sure he was our Academic Vice President.

SCHIPPERS: Yeah, that was the guy that offered me... that told Jantzen to hire me. He got back here and told Sam Meyer about it and Sam says "Let's go. Let's get one." I mean he came back in the last of March or the first of April. They made decisions. That's one of the things about a private school... I mean, hands off, they can make decisions and move, whereas the state schools have to go through all kinds of bureaucracy to get there. Well they came back and Sam Meyer says "Let's go" and Jantzen came to me and says let's see if we came get this going. I said I don't know anything about it and he says I'll tell you what... I think Meyer or somehow or another I said I've never written a proposal and he says I'll get a proposal from the Office of Education that one of these eastern schools had and he says... and Sam Meyer said to me... no, Bevan, was Bevan here at that time? No, it wasn't Sam Meyer. Sam Meyer okayed it, but Bevan was the Academic Vice President. Now Bevan was a mover, like [Bill Bacon] said, he opened more doors than he closed, but he was a mover. So Bevan called me... Jantzen sent for him and said... will you write this proposal? I'll pay you whatever it was. It was a decent wage [] my salary. An hourly wage... it was probably fifteen dollars an hour, which today would be a hundred and fifty. I don't know. I said yeah, you know, I'll... so they got me the proposal back. So I sat down... I remember the weekend. Almost 24 hours a day... well like fifteen hour days I modified, did this, did that to fit UOP. Course that was in '68 so I'd been here six years so I know the school pretty well. Well as soon as I got it put together they sent it in, and they more than sent it in, and Bevan sent me a check for my salary just like that.

MEYER: Is that right?

SCHIPPERS: Yeah, I don't think a day went by. He said you did your job, you got in it. We didn't know if it was approved or not. But you did your job, they paid me. Well they sent it in. That was like the... well we found out the middle of April whether we got it or not. It came back and I remember I wrote down how many changes. There were like fifteen changes, but they were pretty easy to make and modify whatever and they approved it. Well they approved it like the middle of April, and we had to advertise to the students out there, Junior college students to apply... They had one month to apply because we had the grant ready for the fifteenth of May as I recall. Well, we went to Delta; we went to Bay Area schools... junior colleges and had the applications for them to fill out.

MEYER: How many were you seeking?

SCHIPPERS: We needed... 27, they allowed us 27, Washington did. That paid their tuition and seventy five dollars a month.

MEYER: They had to be transferable with the junior standing. With junior standing, something like that?

SCHIPPERS: They had to have completed sixty some... 64 units or something like that. Transcripts too... they had to meet our standards. Well anyway we had a month to get our people applied for, and we interviewed and all that, and we settled down for... well we had a maximum of 27 and we had like 150 applicants... good applicants that got their stuff in. There was at least a hundred out there that never had time to get their stuff in.

MEYER: Was there a requirement of diversity?

SCHIPPERS: No, we made.

MEYER: You made that.

SCHIPPERS: They had to be low income and come from a low income background. In other words they had to be presently at low income. Jantzen... I don't know if Jantzen said to me... minority or not...well it was pretty clear that that's where these kids were going to be teaching. So we went to the schools like Delta and they... one of the things we really looked at was experience, and we got a lot of teacher aides. Black and Mexican American teacher aides that we... they had... we knew that they had had this in their application and so on, and we checked... and I can't say that I went out there... I don't think I'd observed... we just took the classroom teachers' word that they were working with that they were good, and were they good!

MEYER: I remember that group. I think that looking back, John, that then they took that class that I had in elementary school physical education... they were the best cohort of people that I ever had.

SCHIPPERS: I can believe that.

MEYER: They were just so... they were motivated, they were experienced, at street life. They were mature, and they went on to be a great group. Back to the word cycle, was this then a Cycle Three?

SCHIPPERS: Yeah, we had Cycle Three.

MEYER: Yes.

SCHIPPERS: Government cycles... so we had Cycle Three, and it went on the Cycle Four and Five here I think, but when we... '68 well then finished then in '70... my cycle. I didn't want to go on with the next cycle.

MEYER: Was that two years then, that they were with you?

SCHIPPERS: Yeah and I'd been teaching. I like teaching. It wasn't that it was such a tough... it was a tough year but it didn't burn me out, but I thought... I had to face this too. I was a white honky.

MEYER: Yes, of course.

SCHIPPERS: There was a lot of resistance, you might say, even one of them says well you're doing it for the money. Well I got the same salary exactly that I would have if I'd had taught here all the time. I didn't ask for more, but course they didn't know that and I didn't explain that.

MEYER: So during this time that you were the coordinator of this program, was that your entire job?

SCHIPPERS: It was, except I like my class... that one class in science, so well that I told the Dean, and I said look... I'll do this if I can keep my class. I don't want any more money, not that I'm altruistic or anything, but I liked that class so he said okay. So they met three times a week for an hour.

MEYER: Once a year...

SCHIPPERS: during...

MEYER: both semesters?

SCHIPPERS: Yeah and that worked out fine with me, and some of the Teacher Corps people took the class at times. By the way, in here somewhere, it was like seven or eight of the Teacher Corps men enrolled in Covell.

MEYER: Oh, is that right?

SCHIPPERS: A lot of them were Spanish speaking. I think out of the twenty-seven, fifteen of them were Spanish speaking.

MEYER: Right.

SCHIPPERS: Well, seven I believe, and I've got the data here somewhere...

MEYER: Don't worry about it.

SCHIPPERS: Went to Covell and graduated from Covell.

MEYER: So then after the two year program, what kind of paperwork did they then have in their hands?

SCHIPPERS: Well, they had a degree from the University of the Pacific for one thing, and they had a teaching credential. They could go out, teach full time, full salary. California at that time and still does, says you have to have a fifth year for a complete credential. Well they had time to do that later. I mean after they're out working. A good shot of them did. Do you know [Jose Alva]?

MEYER: Sure, I know, now he's a judge.

SCHIPPERS: He was in our Teacher Corps.

MEYER: Yeah, I remember.

SCHIPPERS: And his wife was in Teacher Corps. Second or third... a couple Cycles... the next Cycle or so from us.

MEYER: Yes, I remember both of them.

SCHIPPERS: Yeah, but he taught one of the requirements was at Teacher Corps you had to teach two years in a low income school.

MEYER: After the two year program here.

SCHIPPERS: Yes.

MEYER: So then the commitment was two years after that.

SCHIPPERS: He did that and the rest of them. One gal went on to be a stewardess for Pan Am or something, and well two or three... at least two or maybe a third one... well I'll tell you about the sore thumb but... got their doctorates in time and one of them ended up on the State Department of Education and the other became a professor in the Bay Area in one of the schools.

MEYER: Yeah, they were a wonderful group.

SCHIPPERS: They were. They would challenge you... they probably did you... By and large the University professors were quite used to that. Got some complaints about that, but most of them rolled with the punches. So they did, I think, make some changes in the attitude in some of the faculty.

MEYER: Yeah, I think so. They were... you had to respect them for what they knew that you didn't know. They knew so much about, you know, Hispanic culture and things that I didn't know anything about. I learned as much from them as they did from me.

SCHIPPERS: I learned a lot... well much more I think because... of course they were continuous challenge with me. Not in your face, but they would question you. Two of them became some of my closest friends.

MEYER: Is that right?

SCHIPPERS: [John Manahan] was a... and [Walter Adams].

MEYER: I don't remember [Walter]

SCHIPPERS: Both of them have died now, but they became good...

MEYER: That's great. The programs, then the other Cycles... we'll say four or five or something. They were also here but they brought in a new administrator and then you went back to the curriculum program.

SCHIPPERS: Teaching right. One of the reasons was, well, I'm a white honky.

MEYER: Right, sure.

SCHIPPERS: Then Horace Leake

MEYER: Yeah, I remember Horace

SCHIPPERS: Assistant director... and then he became the director. Now he's black, of course, and he taught in Stockton schools and all that and then...

MEYER: Manny

SCHIPPERS: Manny Montano was a Spanish or a Mexican-American, and he took over after Horace. I don't know whether Horace was director out of UOP for more than one year or not. Stockton Unified by the way... this was a cooperative effort with Stockton Unified. Essentially totally because they had to have a... well Jeff West was the assistant superintendent in the elementary education of Stockton Unified. He was our big contact down there, and then we had to []. They had several that were team leaders. Now the Teacher Corps was made up of four teams and four schools... four south Stockton schools, and each of the team leaders who were from that school, and they were full time team leaders. They might have taught, I don't know. Anyway, they were all minority and that really made a difference because they could... they knew what was going. They had happened to have full credentials so they were bonafide supervisors.

MEYER: So back when Marc and the Stockton superintendent... What was his name again?

SCHIPPERS: [Russwig]

MEYER: When they went back and found out about the program, was it a joint effort between the two of them so then when you planned the program, developed the grant and what now was Stockton Unified built into the program?

SCHIPPERS: I don't know what... Why [Russwig] and Jantzen went together, and I don't know the interaction there but it had to be... we had to be affiliated with a local school district. It could not have been Lodi or Tracy or anybody else? Well it probably couldn't have been Lodi, because they didn't have low income kids at their schools at that time.

MEYER: Right, bad time.

SCHIPPERS: No, it was just automatic, I think, since [Russwig] went back, and he was superintendent of Stockton Unified, and he knew the need.

MEYER: Yeah, that was good.

SCHIPPERS: So that worked out just right.

MEYER: Yeah, that was great. Do you... moving ahead a little bit, and then if you wanna go back we can go back, but were there other programs like this that you were involved with, or did you move then into the regular program, or were there other innovative things? Marc Jantzen was willing to do these things, wasn't he?

SCHIPPERS: Marc Jantzen was a giant when it comes to leading and ideas. He could see an idea and take it, and he had very good judgment. Well prior to coming to UOP, I had gone to a National Science Foundation... summer schools... See back in '54 to '60 the National Science Foundation since Sputnik came on we were in a... almost a panic in this country.

MEYER: Having to catch up?

SCHIPPERS: Science and that, so the National Science Foundation came... put together a lot of workshop summer school, you could even go for a full year and they'd pay you to go. It's a regular college and you had to take college classes in science. Well I had three of them. They are fairly easy to get into because a lot of teachers didn't like science or something. It was designed for anybody... teachers. I applied for them, and I got them. I don't know why it was so easy for me. It might be because they needed an opening or had an opening. Anyway I got them, and it was good. When I got to UOP in 62' I been here two years I think, and I went to Jantzen and I said... we could have a nice National Science Foundation for teachers here. Well yeah, okay. I said in astronomy and space science.

MEYER: Yeah.

SCHIPPERS: I said I don't think I can teach... I like airplanes, I like science, but I don't know anything about space travel or astronomy; well let's find an instructor. You run the program and... I did teach some.

MEYER: Right.

SCHIPPERS: I got Floyd Helton out of math.

MEYER: Is that the connection? I wondered how Floyd got here. He was...

SCHIPPERS: No, he was here, and he used to teach astronomy where he came from. He didn't teach it here I don't think. Neil Lark taught it later but I... When I knew Floyd, he was teaching math only but he had taught astronomy, so I got him. Now our grant was for weekends. One weekend a month for the year, and you had to be an elementary teacher employed at the time. The teachers got off on Saturday, and so

they could be here on Saturday, and we had like... How many weeks would it be? Like 15, 14 or 15 sessions over the school year. We met over in... It used to be the science and chemistry building over here on the campus... anyway I've forgotten the name of the school.

MEYER: Weber Hall?

SCHIPPERS: Yeah, I think it was Weber Hall.

MEYER: Yeah, that was always chemistry and so forth before Business moved in.

SCHIPPERS: We got... We had about thirty teachers.

MEYER: Is that right?

SCHIPPERS: Well, maybe not that many. I have a picture. I don't have it here. I think there were twenty-four or five of us. I guess they were all here, I don't know. It was a time when it was fairly easy to get help from the government. I don't know how I did it or whether I... somehow or another I got lined up with the Air Force... by gosh through the county. Somehow or another, and they would fly us down to China Lake, Edward's Air Force Base, to see what was going on down there. We also went over to... We didn't have to fly over there.

MEYER: Travis?

SCHIPPERS: No, Moffat.

MEYER: Moffat Fields, right.

SCHIPPERS: They had people there...

MEYER: From NASA.

SCHIPPERS: That would teach us... spend a day...

MEYER: Who is we? Who are the leaders now? You and Floyd?

SCHIPPERS: [Henry Osner] was the other guy. He was...

MEYER: [Henry]?

SCHIPPERS: [Osner] Well [Henry taught down in Modesto and I knew him because he came through here, and worked on his doctorate in Education here.

MEYER: So stop for a minute. What we're talking about now is a yearly program that was a year that met monthly, and the learners were whom?

SCHIPPERS: They were all teachers out in the field.

MEYER: Elementary teachers...

SCHIPPERS: Or junior high... they came from mostly around here and few from maybe Castro Valley or something.

MEYER: And how many about?

SCHIPPERS: About twenty-five.

MEYER: That's okay.

SCHIPPERS: Before I came here I tried to find the little brochure we had for it. I will find it and put it in the School of Ed because I don't...

MEYER: How many times was that repeated?

SCHIPPERS: Two years I think. I think we had it for... well I know we had it for two years. I think we went for third, and here's the way [] works. They want to get things started which is right, and when you learn to walk and you're ready to run they say okay you've got the ball go, which is right. That's the way they did with Teacher Corps after a while here, and by the way it did work into New Careers here, and then Stanislaus State ended up with Teacher Corps.

MEYER: With which?

SCHIPPERS: With Teacher Corps. That was like ten years down the road.

MEYER: Did you yourself have anything to do with New Careers?

SCHIPPERS: Very little. Kind of as a consultant [] people would talk to me about it, but I didn't know a lot about it. Then there was a... I'll tell you about... there was a program here... I don't know what the name of it was. It wasn't CIP although CIP hit... we started '68 and I think CIP started in '69, but I don't know these dates. I do remember the event though. Here we've been... Teacher Corps had been meeting and []. CIP came on the scene, and I remember we met over where the Engineering is in the big room that they have. The President's Room or something... We met over there just for one time. We had a special meeting, and the Teacher Corps man wanted to match with the CIP crowd. There were a lot of regular UOP students [] because UOP

students had the feeling that we should have more minorities here. Course they had some city people and so on. I didn't go over, but they wanted to so we []. We talked about it and I said well, you're not to go over as a group from Teacher Corps. Go over as individuals and walk around with them and whatever, but we're not going to mass Teacher Corps and march on that. I said it's just not appropriate.

MEYER: That's right.

SCHIPPERS: I encouraged them to go over and several of them did. Bob Burns.... That guy was a step ahead. He was a half a step ahead of the movement, because when they got over there... I think it was when the big group over there. He came out and he had a plan. Community Involvement Program... He laid it out... I wasn't there, but I read about it later and what a beautiful plan it was.

MEYER: It's still going today.

SCHIPPERS: It's still going today!

MEYER: It's still going today.

SCHIPPERS: And that astronaut went through it too. I think I had the benefit of Bob Burns and Marc Jantzen that influenced my career, which at the time I didn't know, but as I look back there it was.

MEYER: They were both very innovative and willing to be risk takers.

SCHIPPERS: Yeah and trusting.

MEYER: Yeah and trusting. That's right.

SCHIPPERS: Jantzen would trust you, I mean, I'll never forget Dave Lema. Do you know Dave Lema?

MEYER: Yes, I remember him.

SCHIPPERS: Bless his soul, I guess he died. He had a terrible last eight or nine years. He was bedridden. He had a stroke, but I really liked Dave. One day Jantzen came to the faculty meeting, and Jantzen sat down and he was going fix this. Now he said we're getting this phone bill for the last month or two with a lot of phone calls back east and so on. He says, I don't mind you people making phone calls at all if it's business, but he said [] and Dave Lema says That's me. And Jantzen says okay Dave; I just want you to know... He says it's not personal. I'm setting up a Conference for Special Education.

A national conference for special educators... He never even told Jantzen that. That was the first Janzen knew about it, and it was going to happen about three months from now... from that time. He'd had the applications coming in... well that was Dave Lema. I mean, I love Dave but he was... Dave disliked authority. That was my take on him. He was a very competent, active, energetic, good thinker but he was... Dave disliked authority. That was my take on him. He was a very competent, active, energetic, good thinker, but he just didn't like authority. Maybe I'm wrong but...

MEYER: Wasn't he connected to Dr. Potter or somebody?

SCHIPPERS: Yeah, he was Potter's...

MEYER: Grandson?

SCHIPPERS: Daughter?

MEYER: Son-in-law or something.

SCHIPPERS: Potter's daughter.

MEYER: That was it, yes. I did remember there was a connection there some place. Oh my gosh... Well did you have anything to do with any other programs like that or what sort of direction did your career take then? After the institute... after the science institute things... then what happened?

SCHIPPERS: Well somehow or another and I really don't know, I got connected with the Lawrence Hall of Science over in Berkeley.

MEYER: Oh, is that right?

SCHIPPERS: Yeah and I think I went to one of their... over there they have a section of curriculum development...

MEYER: You mean over in Berkeley?

SCHIPPERS: Yeah, at the University...

MEYER: Okay at the Lawrence... Yeah.

SCHIPPERS: Yeah, the Lawrence Hall of Science. Pretty good size building complex []... They have a section there about the size of the School of Ed here, and what they do is develop curriculum for teachers. Science curriculum mostly... some math... I must have gone to one of their workshops or something. I can't recall how I got...

MEYER: Involved

SCHIPPERS: involved with them and so I approached them and I said I've got this summer school class...teachers. I'd like to bring them over and show them around here. Well yeah. So every summer we... this went on for maybe eight or so summers. We'd go over there and they'd put on a... not a picnic but...

MEYER: They rolled out the red carpet.

SCHIPPERS: They rolled it out and the teachers loved it and they loved it. Pretty soon they put me on their advisory board.

MEYER: Oh, is that right?

SCHIPPERS: Yeah. Well I did... I don't know that I did much advising but I brought in an element they hadn't had, let's put it that way, into that group because there was... there is a lot of school districts in the Bay Area that were involved with them too. Somewhere I've got a list on, they came out with some beautiful stuff. I mean easy to work with. Hands on and that's what I always liked. Hands on stuff especially designed for teachers and to work with kids.

MEYER: Right

SCHIPPERS: I use that all the time in my teaching and so on so I get on... as a matter of fact when I took my sabbatical in '86 maybe... I don't know. I had other stuff... I took a sabbatical to New Zealand, and I had written to the Ministry of Education there and said I'd like to come over and spend some time with your teachers over there with this Lawrence Hall of Science stuff.

MEYER: Was that at Wellington or in Auckland? Or where?

SCHIPPERS: It was...

MEYER: In the South Island?

SCHIPPERS: It was in the north island. Both... Auckland... I was in the different schools and they assigned a... one of the ministry of education guys []. We went Auckland and then on to Wellington. They had a different guy down there, but any way that was great because unbeknownst to me, because I'd read them and so on... they wrote to Berkeley to check me out.

MEYER: Oh, did they?

SCHIPPERS: Oh, yeah. I did not... well [] everything was over. One of the guys somebody told me that... we heard about, you know.

MEYER: So then in chronological order the Lawrence thing preceded your sabbatical. It must have been, otherwise they would not have checked you out. What were you doing in New Zealand what was this...

SCHIPPERS: Teaching teachers. I would... teaching teachers the Lawrence Hall of Science materials, and as a matter of fact I shipped them over and used them in the classroom. I only used... they had several different kits. I think I only used one or two of their kits. I'd show the teachers what they had and how to... they all taught basic science concepts, beautiful the way they did that. By the way they... well there was another science movement called "Inquiry," which was good but not [].

MEYER: It was called what?

SCHIPPERS: Inquiry.

MEYER: Yes, Inquiry, 'cause they'll want to write that down.

SCHIPPERS: Yeah, Inquiry.

MEYER: Who sponsored that? It wasn't good?

SCHIPPERS: Well, it was good to the point... we didn't get money for it. Now I worked with county schools... that was before Haisley came. After Haisley came well I was here, but Haisley put a damper on working with the county. Why? I don't know. Anyway, Jarvis, he was very accommodating. Inquiry was teachers never give answers. They just...

MEYER: Pose another question.

SCHIPPERS: Or say well what do you think about that? And then what different kids think about that. The standard answers well if you said it's because that went there and cost this and I said did you like that answer? Well let's keep it. Does anybody else have another answer? The kids themselves were the best critics of ideas.

MEYER: Was that in New Zealand?

SCHIPPERS: No, this was well before, and it was just something I did on my own with the county. As a teacher, Charlie Jones was the county science guy, and he and I were

good friends so we'd go to these conferences together. Inquiry had a whole... not a series as much... probably four or five meeting you could go to.

MEYER: Did that change your teaching style very much?

SCHIPPERS: Yeah it did. I always liked the idea but I started telling like the lecture does. Someplace in that Inquiry is that they did a study in [] thing of teachers and they found out that the teachers ask 95% of the questions. One way or the other the teachers got the kids... I think that they gave 80% of the answers. The summation was that teachers talking to herself and that kind of shook me up. Yeah, that's right I could go out and see that. I don't know how much has changed now well anyway. Well that Inquiry... and there is Hall of Science, Inquiry... Oh, student teaching in Mexico.

MEYER: Yeah, did you do that?

SCHIPPERS: Oh, yeah.

MEYER: Yes, tell us about that. About what year?

SCHIPPERS: Well I came here in '62 and it'd been going on about three years, two or three years. First thing I knew, Jantzen... I don't know that he... Dorothy Seaberg was on his staff then.

MEYER: What was the name?

SCHIPPERS: Dorothy Seaberg

MEYER: Okay, Dorothy Seaberg

SCHIPPERS: This was back in '62 and she had gone down that year I guess and the supervision that took place... First of all, to do student teaching in Mexico you had to be in your final semester at UOP and your final semester of student teaching. Well, a lot of people thought to get a degree in Bachelor of Science in education it was mostly education. You had to have an academic major of thirty or thirty-two units or whatever it is... in order... but if you read carefully as a counselor or advisor they could do it.

MEYER: In the last semester of their fourth year.

SCHIPPERS: of their fourth year or maybe not quite, but catch it up in the summer but most of them were able... if you do it early on. About my second year here, Dorothy Seaberg didn't want to do it or something. Jantzen came to me and said... would you do it? Well okay. I've never been to Mexico, and we put an average of probably five to

eight student teachers there in one American school. They taught in the American school, and they taught using English. The American school is not what a lot of people might think it would mean. They use the American curriculum but nearly all the teachers are Mexican teachers. They have a sprinkling of U.S. citizens teaching. The American teachers teach in English... by Law... Mexican Law... the students have to go at least a half day Spanish instruction... half a day they could go English or German because they have German schools there, they have Italian schools there. Different cities... but we were started out in Torreon, which is an industrial city in Mexico... Big industrial city.

MEYER: What's the name?

SCHIPPERS: Torreon. T-O-R-R-E-O-N... I think, Mexico. Center of the country... well anyway good American schools, so we put them down there and then one person from UOP would go down and spend a week with them, observing what they were doing to see that the program was working smoothly. Now all these people that we sent down there were mature, well-intended people. We had two bad apples in the probably thirty or forty that I knew. I went down about every semester. [] went down once... Bob Morrow went down; well anyway, that was a good program and that went on for about ten years or so. Then the State Department in its wisdom and I tell ya... the State Department of Education is a negative, in my thinking, of what goes on in school. They mandate what goes on. They don't let a teacher teach. Teachers today can't really teach; they've got a syllabus that has to be filled and minutes with whatever it is. Now I say that like I know that. I don't know that. I think that this is what I hear from others, and down there the teachers were good, but our students teachers down there actually took over the class. They were the teacher. They did a nice job.

MEYER: I knew that program pretty closely because one of our physical education gals, I've been trying to think of her first name. She just... it was just wonderful for her. She was a little bit older but mature. We corresponded when she was down there. When she came back she even brought me a little... two or three things from Mexico. Little mementos of her trip, and it was a great experience for her. I had forgotten about that. Tell me that student teaching experience went on about ten years or so.

SCHIPPERS: Yes, and I don't have a record of it. Well I haven't studied through all the stuff I've got, but I don't have a [] and I don't know if the dean has it in the files or not.

MEYER: Yeah, I remember that program.

SCHIPPERS: [] the State came through in their wisdom. They came to us and said this is really truly not [serving teaching]. It was one of the best programs going. They

said... they can't student teach down there. Well, we didn't have close supervision cause one week a semester but we sent them down with... and they'd all been out in the schools here.

MEYER: Yup, that was a good program.

SCHIPPERS: So we had to drop it. I think that... did that happen when Jantzen was still around? I don't think so because... well Jantzen retired in 74'... something down somewhere.

MEYER: Well, tell me about all of these different innovative programs that you were involved with. Think now about way things are going at the University, in education generally. What's your reaction to things as they are either in education or anywhere you want to take it? Thinking back to all the things that you had things to do with... What's your reaction to where we're going today?

SCHIPPERS: Well, I keep telling myself I don't want to be pessimistic. I'm realistic but I'm on the pessimistic side. Especially our society and I don't... like I say I don't want to be that way, because you ought to be optimistic, and in some things I am of course but overall... and as far as schools are concerned I haven't been out in them. There are five of us from the School of Education that are retired. Dennis Brennan, Elmer Clawson, Bob Morrow, Roger Reimer, me... Is that four or five? Anyway we meet once a month for breakfast. They retired after me so they know a little bit more than I do. They kind of keep an eye on it. One way or another... what's going on... The overall feeling is things are... well, the good ol' days, I guess it's because if they were good ol' days or you think they were good ol' days. I don't know. So I don't know. Well, the way things are taught now and of course with the technological revolution with the computers and everything... can kids learn as well on computers? Well probably so, but they can't learn the same things that they might out there... a lot of it is the communication skills. There are some really big plusses, and then you have to say hey what are we losing here? There is only so much time in the day, and how they spend it I don't know or whatever.

MEYER: It's hard to know how to answer the question that I posed. I think like you we all see pros and cons and we think the good ol' days were better but we're not sure.

SCHIPPERS: It's not because we lived them, and we think that was the way it should be. I don't know that. One of the things that worries me about UOP is online education. it might be... from way back when like in the 70's... I thought you know if I sit back in the back of the room of somebody teaching world history and had a video

camera and did that and the professor gave a test... the kids that were in class and the other half of the class or another twenty or thirty kids did the video tape. Would there be a difference in the outcome? I don't know but I kept thinking I ought to get a... there ought to a graduate system that would do that but nobody ever did. Maybe it's been done now. The online education... the big problem I have with that is... how do you evaluate it fairly? Now let's say that you took this course in world history or usually it's science or whatever, and you did everything right. Report it and all that, and then you got an A. Now whoever determined that I don't know, but now I said hey I know her, she took that class and I'd like to have that class. I'm going to get her notes and have her take the test. Now how to they know that's me? The only thing... well driver's license... the only thing I can come up with is a thumb print at the evaluation. A thumbprint to start and maybe something else too would be as good or better. Like the University of Phoenix. You could take everything there, and I bet a dollar there are people just cheating like everything. So it's not quality that way. You have to have a quality evaluation. Well that's... I guess not... that's a total difference from my experience at all. Oh, by the way I... [Ann Zink] and I ditched our computer lab over here. It's still there. Jarvis came... both of us had a sabbatical the same spring and we didn't... I didn't know []. Jarvis went to a national conference and it was teacher education and how it was going for computers. He came back and said we got to get going here. How here's another small private college movement. We got to get going here. You two guys come up with what kind of... what we should do. The kind of computers and all that and [Ann Zink] had taken... she had been a computer buff for a long time. She took... was into the computers when you had to write your own programs with numbers, I think, rather than letters. I don't know, but she had had a background, and this was about in '82, '83 going in there... but I hadn't, so I real fast went over and took a computer class at Delta and it was good. So I came back and I said alright well I... So Ann and I both... well during the time I was going to the school over there... Jarvis wanted to know what kind of computers we should have and there were three major computers that.. for classrooms at that time. Radio Shack, Commodore and Apple. IBM was not in the picture at all; they had the business but they didn't fool with schools at all. Well, we went out to the different schools and where they were. We came back and we said Apple is the most popular out there. Teachers like it the best. Well, there some professors here on campus who were heavy into Commodores. When they found out we were thinking of Apple I got a very nasty letter from one of the professors over there. I don't think I still have that letter but... Well, I say nasty... very negative letter about we should not have Apple, we should go

Commodore. They wanted the whole campus to go Commodore. Ann and I looked at each other, and we said we're going the way schools are going.

MEYER: So what did you do? Apple?

SCHIPPERS: Apple and we set up this computer lab up here. Jarvis was...

MEYER: okay with that?

SCHIPPERS: Oh yeah, he trusted us fully and put it up. I taught a class and so did Ann. I had students in there actually had taken... it was just starting in the high schools. They'd taken a high school class and they'd say to me well I know... I've had that or we've had that class. I'd say yeah you probably have, but this is what I've... well out of twenty-five students there would be one or two that... I didn't know so much that I could help them but forget the credit thing but they were nice.

MEYER: You know John... Oh, I didn't mean to interrupt. Speaking of now the computers, which brings up a really interesting question about the future... How can... let's see... If teacher training institutions need to be ahead of the curve and be teaching for the future teachers how does one do that? Does one do like Marc and... they went back, they got an idea or Jarvis said... What triggers off and how can teacher institutions like we... teacher training institutions. How can we keep... we can't look at a crystal ball and say well we think it's going to be this or that. How do we do that?

SCHIPPERS: Well, I don't know. It's easy to predict the future but impossible to predict it accurately. I can't even predict... I don't know enough about it... the trends. It's going so fast now that who knows what the School of Ed ought to be doing ten years from now? I don't have any idea. Now maybe the dean and some of the department chairs are going to meetings and listening and finding out what others think but I don't know. Jarvis was right at the top of the edge there with that. He had gone back and he came back and like that. Now that was pretty cut and dry then. Personal computers were here... I used to belong to [] here, and we used to have meetings at schools. One of the things that really stood out in my mind was before we had the PC there was the big mainframe. Stockton Unified was hooked into it. Like the junior high school. I remember it was Webster Junior High that we went to see, our [] group did... about six or eight of us, and the teacher there from Stockton Unified was teaching this class, and he was showing us what it would do. He had this girl and she was there... He had this girl junior high age or so... She could not talk. She could see... She could hear... but she could not talk. How did that go... anyway, he got her onto this computer, and she could type on there, and it would say. It talked for her. This girl went from a recluse to a just

blossomed out, because all this time she had it in here but she couldn't express it. I thought wow, now that was a mainframe. [] do that with a little one. Such a revolution...

MEYER: Your mentioning about the online learning... the institution... every institution in the United States... in the world probably is faced with that exact question. They just don't know how to handle that because it's going to be... I mean institutions are all doing that, but how they can restrict it... the cheating that you mentioned... all of the other things... it's like that cart has moved ahead of where it should be because it hasn't been controllable up to this point. I don't know what they're going to do about that.

MEYER: Well, listen John is there anything else that you wished I had asked you or anything else that you would like to record for posterity? In your experience with the University... it's been a... it was a good career. Is that right?

SCHIPPERS: Yes, well you've mentioned that, and I've said this several times to different people. I never had a day... all the time I was teaching... I taught here twenty-eight years... that I got up and wished I didn't have to go to school today. Now I was always pleased when Saturday and vacations came, but I never had a day where... I did have one serious situation, well probably more than that. The one that stands out in my mind... I was director of student teaching and I placed the students out in the schools. People like you would tell me this is a good school put them there. I always tried to put them in good schools cause there are some principals and I saw it happen... wanted the student teacher because he had such a bad teacher, he wanted the kids to have something, so he put the student teacher in there. No, no, no... Well anyway I had this student teacher. Anglo, blond, pretty girl came from a well-to-do family, and I put her out in a school... I didn't do it purposely... put her with a black teacher. Now I knew the black teacher and she is good. Well that was bad news. So the gal went to her daddy, and daddy was a big man down in Texas. He flew his private jet up to Stockton, came in to see the President. Now I didn't know that was all going on...

MEYER: Oh, wow John!

SCHIPPERS: and McCaffrey was the President. So I get this call, kind of out of the blue, and he says so and so Susie Q has to be moved from her student teaching assignment. I said she's with a very good teacher. She has to be moved. A direct order from McCaffrey. Now I don't think he could have fired me because I had tenure, but

being in the military I remember what a direct order is, you do it. I thought well I'll get back to you. I thought well, if I don't do this it's going to have repercussions over here. If I do it it'll have repercussions there. I thought it over no longer than a day. I thought, well, I'll move her. It's on its first week. I'll move her. I did move her, and I didn't pick out the spot I put other than it was one of the better spots that was open then. But I had to go out to that black teacher, and she knew what was going on. I didn't say it was prejudice or anything like that. She knew. She took it very well. Yeah, she was a good one, but I often thought that was... a bad mark on me as a person in a sense, but it was a bad mark on the University that the University would do that. Well anyway that's what happened.

MEYER: It's nagged you ever since?

SCHIPPERS: Still does.

MEYER: It nagged you ever since.

SCHIPPERS: Did I do the right thing or not? Well she went on... I guess it was okay in that she went on and put this teacher out there who was a decent teacher but the teacher had an unruly class, so the student teacher was always fighting the unruly class, although it was an okay situation. I think she ended up teaching here in Stockton Unified.

MEYER: I think we all look back on a few of those episodes. Generally I agree with you, it's just I love teaching and...

SCHIPPERS: And you have a reputation to it.

MEYER: It was great, but I can recall a few of those things and they stand out because you're never sure...

SCHIPPERS: []. I had to make a decision of my own prejudice I guess. Well whatever. Certainly I have some prejudice but not like that. I remember the first inkling I got about... between blacks. I'd gone through a little all-white high school, all-white college. I taught a year in an all-white school and good kids. I went into the Army. Drafted in the Army and I was in this barracks of fifty sixty guys all young guys out of... and I got bunked with a fellow by the name of Johnson... a black guy. He was black; I didn't know enough about blacks to be prejudice. I was innocent I guess, and we got to be pretty good friends during basic. After three or four weeks of basic you got a pass to go into town. Up till then you were involved. You couldn't go anywhere. So we got our first pass, and I said hey Johnson lets go to the movie. [] Oh, I can't. I said come on! I

didn't know whether he had money or not. I said I've got the money. He said I can't, and I was getting upset with him. I says what do you mean you can't? He says they won't let me. I said what do you mean they won't let you? The Army? No, he says I get... [] he says they won't let me in the theater with you. I thought my God. This is 1951. Of course the march went down south [] or whatever it was about ten years later. Actually the military had been desegregated by Truman about '49 or something. I don't know the dates. Just a little before I was in the Army. Things like that just wasn't...

MEYER: I know.

SCHIPPERS: And football was an issue, all of the time at Pacific, during my entire career.

MEYER: I think we've done a good job.

SCHIPPERS: Well I hope so. Oh and one other thing. It's kind of significant to UOP. They ask in here about formal dress and manner. When I first came here, I wore a tie and a suit. I think the last four or five years I went without a tie because I'm [] but the students were well dressed. There wasn't any jeans, the women didn't wear slacks, it changed. The attitude of the students was always good that I had. One time I had a graduate from Berkeley come over, he wanted a teaching credential. He had good grades and whatever. He graduated Berkeley. He said... I used to advise, and he sat there and I went over his stuff, he said by the way how large are your classes here. I said well our classes in School of Ed run fifteen, twenty some less, University about the same. I said why do you ask? He said Berkeley they'd be four hundred.

MEYER: I know.

SCHIPPERS: He said I'd sit in the back there, and they'd be a TV screen there. I was just kind of flabbergasted. Another girl came from San Jose. These are graduate students. I remember I always put a half an hour on my calendar to advise a student... a new student. We went through her transcript, and after about a half an hour or whatever it was... she got up to go and she said I'd like to shake your hand. I said okay. She said you've spent more time with me today than all the advisors I had in San Jose State.

MEYER: Oh, that was great.

SCHIPPERS: I thought, "Wow." That tells you something about UOP at that time. I think it's probably a similar...

MEYER: I think it's still the same. That's too much of a... that such an important issue they couldn't drop that.

SCHIPPERS: Teaching has always been our primary goal. Research creeps in there, and there is some pressure there, but I never felt that pressure. Teaching is where it is. Okay that's about it.

MEYER: Well John I've enjoyed our conversation. We're going to close this thing off now and let's ...