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Jantzen, Marc Oral History Interview

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FACULTY EMERITI INTERVIEWS
UNIVERSITY OF THE PACIFIC ARCHIVES



Jantzen, J. Marc
(1936-1974) Professor and Dean at School of Education

Spring 1999
By Doris Meyer & Bob Blaney

Transcribed by University Archives

Subjects: History of the School of Education, Development of philosophy and curriculum, teacher corps, diversity of students and staff, international program, importance of liberal arts and cluster colleges.

BLANEY: [intro'd the interview--can't understand] A lot of this interview.... manuscript is dean's memoirs dated 1997, so if some of this is in there, I don't think it's necessary to repeat it, probably. On your arrival at UOP, what were the circumstances that brought you to the University?

JANTZEN: I was finishing my doctorate at the University of Kansas in 1936, with that the University gave me an instructorship. I was teaching and supervising student teachers in the _____ school. And upon completion I would go on to a job and someone else would come in to earn a doctorate. So Ed Price, who was the Wesley Foundation man at the University, said I'm going to the Methodist Board of Higher Education. I'm a member of that, and we have some _____ presidents there, I'd like to take your picture and vita to them. So he shared those with Tully Knoles, which resulted in communication with Tully Knoles, and subsequently he came through by train going to the Methodist conference in Atlantic City, the spring of 1940, and said, "I'd like to meet you." So I took him off the train in Lawrence, took him by car to Kansas City, about 40 miles, to the Union Station where he had several hours lay-over. And he said, "I want to meet your wife." He was interviewing not just the candidate but his wife. Well, we had a four week old son, and we couldn't afford a babysitter, so we put the baby in a basket, and Ruth, and we had a four door car. She was in the backseat, Tully in the front. And we go into Kansas City and he interviewed me. Offered me the the job. To make a long story short I said, "Well now, why would you come to Kansas for a candidate when you have universities, UC, Stanford, others in the west....in California?" "Well," he said, "your papers were pretty good." The he said, "Looking over your picture, I liked your jaw. You'll have some fighting to do." Someone wanted to be dean, had asked to be dean, and Tully Knoles told him he couldn't. And so that brought me to Pacific with an assistant professorship. Immediately to be dean of summer session. Following Ollie Werner; Ollie Werner wanted to give it up. And he said there are so many summer session students that are education people, so let's turn it over to an education person. And also he said, "I'm selecting you as an Education dean. Harris is not well, I don't know how long he'll last, so as soon as we have a change--you are to be the Education dean."

MEYER: Marc, on following up then, when you and Ruth and your young son arrived, what were your first impressions? What did you think of Stockton? Here you left Kansas....

JANTZEN: Well....before the summer was over in Lawrence, Harris and his sister came through by train, and I saw them for 20 minutes during a train stopover. And I said where do we stay when we come to Stockton? "Well there is one motel in Stockton. And that is in south Stockton." And, uh, so we tried to make for that one motel. And we came in to Stockton on 99, and of course saw south Stockton, that's where we were. Was our first impression.

MEYER: Yeah.

JANTZEN: Which was so-so.

MEYER: Yeah.

JANTZEN: The next day we got over to the campus and looked around. So, it was alright, but so-so.

MEYER: Yeah, you weren't sure whether you made the right decision at that point or not, huh?

JANTZEN: But, at the time I made the decision, back still in Kansas I had an offer from Kansas Wesleyan, and I had signed a contract there. And Knoles says, "Well, see whether you can get released." And the president there said, "It's still early, no problem." So I gave up the job in Kansas, Kansas Wesleyan. Where Fred Farley had been at one time before he came here.

MEYER: Oh, is that right?

JANTZEN: And when Farley....when I came here, he said, "Well, Kansas--that's a good state to be from." [laugh]

BLANEY: Marc, you mentioned your first impressions--or did you? Of the University and its physical appearance, its faculty, staff and students?

JANTZEN: Well, of course I had been reading about and I guess Tully Knoles arranged for me to get the Collegiate, or the Pacifican rather. So, for some time I was getting copies of the Pacifican. And I was also getting the Pacifican about the time that the gym burned down. So I had pictures of that. See that had burned down at that time. Before before I came..wasn't it just before?

MEYER: What was the date of that about?

JANTZEN: Must have been Spring of '40.

JANTZEN: Or was it the year before? I'm not sure. But at least, I remember seeing pictures in that. Maybe they were published in something that happened before. But it was about then that the gym burned down. And so I knew quite a bit about the University before I came. Or COP, College of the Pacific. Before I came, our Methodist preacher.....we had a new son, and by that time we were in quite extensive interviewing by mail, and when Ruth said to him, "I'm considering going to College of the Pacific." "Oh," he said, "that's where Stagg is!"

JANTZEN: So of course he knew immediately that that's where Stagg is.

BLANEY: This was the Methodist preacher in Kansas?

JANTZEN: Yes.

MEYER: Yeah.

JANTZEN: So my impression was very favorable with COP. Yes. And I was to have a pretty

good job here, and was very much involved. So yes, I was favorably impressed.

MEYER: And you were probably honored and flattered....

JANTZEN: Oh yes!

JANTZEN: Then the interesting part is... see I was...it was coming out of the depression years....

JANTZEN: They just hadn't hired new people.

JANTZEN: And I was the new comer on the block.

MEYER: Sure.

JANTZEN: I was the new guy, so Iboy I was royally received..... Werner, Farley, all these big shots!

MEYER: Yeah.

JANTZEN: I was the new blood in this system, and I was royally received by them.

JANTZEN: Treated wonderfully.

MEYER: Yeah. And they...they accepted you.....

JANTZEN: Oh wonderful!

BLANEY: Was there any particular person or persons at UOP that

JANTZEN: Helped me?

BLANEY: Was especially helpful?

JANTZEN: Oh yeah. J. William Harris.

BLANEY: J. William Harris.

JANTZEN: J. William Harris, who was the dean...

BLANEY: Of the School of Education.

JANTZEN: Yes. Harris was a wonderful scholar. I don't know whether you know anything about G. Stanley Hall. G. Stanley Hall was the first true psychologist, experimental psychologist in America. And was president of a new Clark University. And he did doctorates, not just education psychology and other fields, but physics and science...

JANTZEN:in his institution. By the European method, whereby Harris would say, I read and then I went into Hall. We didn't have class.

JANTZEN: I went into...to Hall. So Harris worked under Hall. Did his doctorate in child development. And uh... a doctorate from Clark was considered THE person. Harris had been at DePauw University and then came here from DePauw, Greencastle Indiana.

JANTZEN: And that was considered quite a special...that we could get a Clark University person in. He was a tremendous scholar.

BLANEY: Now DePauw, is that the Methodist school?

JANTZEN: Yes, Greencastle.

BLANEY: Greencastle. In DePauw University?

JANTZEN: Yes. And uh... he was just a wonderful scholar, Harris was. Not an administrator.

MEYER: No.

JANTZEN: And I came immediately to take over some of the administrative duties as soon as I got here.

MEYER: Um hmm. Yeah, it mentioned that you did some of the professional...

JANTZEN: Yeah. Yes.

MEYER: writing right away to keep...

JANTZEN: Not so much professional writing as keeping track of....

JANTZEN:of the administrative matters.

JANTZEN: Well the credentialing part and so forth, Ellen Deering is the...the registrar was doing. Her office was next to Harris, with a door in-between.

MEYER: Oh. Oh.

JANTZEN: Where the registrar is. And there was a whole set of offices which has been rebuilt, where Harris went inside, and Marion Pease on the other side, and then I was on the outside office. I was in the reception room with my desk.

MEYER: Knoles Hall?

JANTZEN: Yes.

BLANEY: It wasn't called Knoles, it was something else.

JANTZEN: Yes. Yes. And I was in the reception area. With a desk.

MEYER: So the education department.....you were called education department then?

JANTZEN: No. No. In 1924 it was established as a School of Education. Although really it was more department than school.

JANTZEN: But in 1924, the State Department of Education decided, let's get the private colleges into teacher education.

JANTZEN: Tully Knoles had resisted, but Redlands, Occidental were going to teach education... Tully Knoles said, "If they do, we do too."

JANTZEN: And so somehow in the process.....it was supposed to be the School of Education... and so in 1924 it was established as a School of Education. When I came there was Harris, and Glen Pease and Marion Pease at full time. And I was the fourth full time. We were really more department than school, but it was called the School of Education.

MEYER: Right.

JANTZEN: And then in subsequent years, right after World War II, when I became Dean, why I think I made it in through the professional schools (??) which I can discuss later.

BLANEY: Was there a COP dean at that time as well?

JANTZEN: Yes. There were three deans. There was a COP dean who was Fred Farley. And there was a Conservatory dean John Elliot, and myself. Now later on, Bertholf was brought in when Farley gave up. Lloyd Bertholf was brought in. And when Bertholf was brought in, he sort of considered himself the super dean. Now whether official or not, was never made known. Burns by that time was president. I had always been responsible direct to Burns. And John Elliot had been. And Bertholf now was trying to insert himself as the super dean....and that caused conflict.

MEYER: I thought he was....cause he interviewed me--Bertholf--and he was identified as the vice-president.

JANTZEN: Well he was not a vice-president during my time. He was a dean.

MEYER: He was a dean.

JANTZEN: He was a dean.

JANTZEN: He was not a vice-president.

MEYER: Right.

JANTZEN: He may have called himself that, but no....

MEYER: So at that time in 1940, there were three major parts to the University?

JANTZEN: Well there were three deans.

BLANEY: Three deans.

JANTZEN: Whatever their status. You could question the education one as being maybe only a department, but it was still called the School of Education.

JANTZEN: But there were only those three.

BLANEY: But the next general area...or did you have any questions?

MEYER: No. Go ahead.

BLANEY:is curriculum...and asking for what's your impressions of the changes in the curriculum Of UOP, or especially in your situation, the School of Ed, from your initial induction to present day. That's a huge...

JANTZEN: Yeah. Yes. In school of education when I first came we did elementary teachers and secondary teachers and administrators kind of on an ad hoc basis. Not very excessive. And of course a very small faculty. Well I took over in 1944, and I was immediately ambitious, I wanted to increase things...and playing with that was the end of the war and the influx of new people, and especially people who wanted some kind of objective, having been in the war, especially fellows, teaching became sort of an objective for them. They were a little older, they wanted something specific, not just a liberal arts. And so teacher education grew in students and in faculty. I'll get to faculty maybe later, right now let's get to curriculum. With growth of course, you can add curriculum. You can add courses and programs, which we did. We added more programs, we added extensively into our admin...well.. I think faculty has to come in, because I wanted to go into administration. And so I brought in Lawrence Turner as my first full-time man teaching administrative courses. Then also, I was ready to develop a psychology department, there was no psychology department--well not the department--but a major. The department comes much later. There was no major. The only psychology being offered was General Psych, Social Psych, Abnormal Psych, and Educational Psych, and Adolescent Psych. Teacher education, except for abnormal and social. So I wanted to develop a psych major, so I brought in Bill Mitchell from Yale. I was always interested in diversity from Universities. Lawrence Turner came from UC Berkeley, and Mitchell from Yale. Mitchell was really a combination of philosophy and psychology--not just straight psychology, but a combination. But he worked in field psychology.

He got interested in clinical psychology so we offered...got into some clinical psychology coursework. And into play therapy. And then we developed a room, equipped for play therapy. Which was his specialty. We moved over into reading, psychology of reading and a reading clinic, which was increasing our offerings. Um... much more in administration courses. We increased graduate courses. The degree, the masters degree was given. Not many, but we were now ambitious, and Knoles...not Knoles--Burns, by now. Burns encouraged me to look into the doctorate.

BLANEY: And what year is this?

JANTZEN: This is mid '47,'46..'47. And so I started looking into the doctorate program. I checked the programs out at Stanford, Cal. I checked out...I actually visited Johns Hopkins. I had correspondence with Northwestern. And I made a special trip to Syracuse. My... word at Syracuse was they had a program that I liked. So I made a trip to Syracuse on a trip east. And I found the Syracuse program was what I wanted. I developed a doctorate program, which is not what it is now. I wanted to develop those who were specialists at being generalists. Not specialists in some statistic or research.... I wanted to develop generalists. The generalist is the policy maker and the one who selects the specialists. And so I wanted those who were top figures. Syracuse I found had a doctorate which related to the liberal arts program. And the liberal arts program were very much involved in this. Well that's what I wanted. IN fact, the dean of education, the dean at Syracuse, was about to retire, I got more of my information from the liberal arts dean on what they were doing. Excellent cooperation there. So I developed a program in which we didn't have majors, we had concentrations. Broad fields. Kind of a major broad field and a minor broad field. The minor broad field had to be outside of the school of education. They had to do coursework outside. Maybe it would be business, maybe it would be political science, maybe economics, uh... something that might relate. Or I'd send them over to you, Blaney. You had some seminars. Because I wanted them to get some of that thinking.

JANTZEN: So.

BLANEY: Those were the seminars and....

JANTZEN: The seminars that you had, Blaney--those were excellent for our doctorate people. So we developed a doctorate program that they've gotten away from. Well, the reason I wanted that, Cal and Stanford had the usual doctorate programs--a major and a minor. And I wanted to do something different.

JANTZEN: And we did I think, a good one. But then, in subsequent years when uh...Oscar Jarvis came in, he didn't see what I was trying to do, and he didn't ask me. And he developed again a typical University doctorate program.

BLANEY: With specialties...

JANTZEN: Specialties, majors, and doing your work within the school of education instead of... I said the total University is the source... is for competent people to use. It's a total University that should be used. And I think that's still a good program, but it hasn't been used.

BLANEY: And it's a difference in philosophy that you would....

JANTZEN: Difference in philosophy, yes.

BLANEY:train generalists over and above specialists.

JANTZEN: In all of the School of Education curriculum material, well--in all the programs, I wanted a very big input of liberal arts. Later on, and you'd have to check the date, I decided the School of Education should have a Bachelor's degree...it didn't have.

BLANEY: And that's the Bachelors of Science?

JANTZEN: That was first the Bachelors of Science in education. And in that bachelors degree, I had liberal arts concentrations in the social sciences, in the fine arts, in the English/literature part, and the science/math.

MEYER: Yes.

JANTZEN: That total program required only 7 units of education.

JANTZEN: 3 of social foundations and 4 of psychology of human behavior. In addition to general psych, which is really liberal arts. There were some electives which they could use for a credential. But, really, Clair Olsen, I don't know whether you ever came across Clair Olsen before he died.

BLANEY: Yes.

JANTZEN: Clair Olsen was....

BLANEY: English department?

MEYER: That's right.

JANTZEN: Yes. He was a traditionalist. Kind of anti-education in general, but not with me.

MEYER: No.

JANTZEN: Not with me.

MEYER: No.

JANTZEN: When this came before the University curriculum committee, he said, "This is a better liberal arts program than we have at COP."

MEYER: Yeah, that's right.

JANTZEN: He was a strong supporter of mine. And Bill Nietmann. Bill Nietmann's philosophy.

BLANEY: Philosophy.

JANTZEN: Very traditional again, and kind of anti-education--but not with me. Bill and I had the best relations.

MEYER: That's because you went into their fields....and that's really important.

JANTZEN: I related to them...and I played ball with them.

MEYER: Yes. Marc....back on curriculum again, where did the clinical services, that you're talking about now, the clinical services with Will, and all of that?

JANTZEN: Good, clinical services .. I again wanted to interrelate

BLANEY: That was 51' 54'....

JANTZEN: Yeah, That's right, you have better dates, that's good,

BLANEY: I am just trying....

JANTZEN: ... that's good, that's good, we had play therapy program, Bill Mitchell, we had the reading clinic by that time we had a pretty good program, in offering psychometrics, testing both personal, individual testings, group testings, educational testings, a pretty good testing program, we had the speech therapy, which that is later, communicative disorders I guess, but speech therapy with Roy McCall. After that Runion, by this time Runion, Howard Runion

BLANEY: Howard Runion?

JANTZEN: Yes, Howard Runion by now.

And Wilhelmina (Billy) Harbert in music therapy, well Bob Burns again, Bob Burns is one of my big supporters, Bob Burns came around and says I met the woman in charge of Roseberg Foundation in San Francisco and he said, "she is interested, considering putting in an application it has to be dealing with young people, children, young people in California" Is that what he said.

See what you come up with. By that time I had added Ned Russell, from the University of Kansas, in psychology. And ah... to become my director of psychology. I was beginning to put together a department, pretty good major. And Ned Russell and I started planning and we put together this combination and we brought in Fay Goleman, we wanted into that team a social worker, so we brought Fay Goleman in that. And we brought on a part time basis a psychiatrist, Schenerman, Arnold Schenerman, a psychiatrist from the community. And they met as faculty, and these graduate students weekly in sessions and it was a tremendous program there for awhile. Of interrelating, crossing various areas.

MEYER: I met a couple of ladies, in fact, with the Rosenberg Foundation; do you remember there were several ladies here for quite some time?

JANTZEN: Eva Ott?

MEYER: Yes!!

JANTZEN: You met Eva Ott?

MEYER: Yes

JANTZEN: You mean now recently?

MEYER: No

JANTZEN: Oh, at that time, yeah

MEYER: Two ladies.

JANTZEN: Eva Ott from Oakland, and the

MEYER: Yes.

BLANEY: Is that O-P-P?

JANTZEN: O-T-T

MEYER: O-T-T, Ott, yeah

JANTZEN: And the other gal was from Fresno State

MEYER: Yes, they were wonderful ladies

JANTZEN: Yeah. They were on a subsequent program, that was a different one

That is different one from clinical services, clinical services led into another one

MEYER: Student teaching, something to do with first year teachers

BLANEY: Clinical...

JANTZEN: No, no the next one isn't clinical, the next one is...

MEYER: Supervision of first year teachers or something

JANTZEN: Yeah, Supervising of first year teachers

MEYER: By principals

JANTZEN: yeah

MEYER: That was it

JANTZEN: Yeah the principals should be the administrator, the educational administrator, so Eva Ott was working with, down here in the Stanislaus Valley, a small place. One of our fellos was the superintendent principal and he had to deal with the bus schedule, and he had to go get the mail, and he had to do this, so he didn't have time to go to the classroom, so Eva Ott arranged thereby where the custodian went to go get the mail, where-by some guy organized the desk thing and he finally had time to go into the classroom. And when he did he said to Eva Ott, "What do I Do?" That was the problem, "What do I do?" As a principal in a classroom to help these teachers, that was a good program, where-by we demonstrated that beginning teachers needed this

MEYER: Mentoring thing

JANTZEN: Mentoring and at that time we used the principal to do it.

MEYER: Yeah, yeah I remember those two ladies.

JANTZEN: Yeah, in between there was another Rosenberg; we had several Rosenberg programs, in between those two, clinical services and this other, was a program to tap a new source of teacher supply.

I was chairman of a state committee in the California consulting(?)education, to see what ah junior colleges with a shortage of teachers where offering something in PE for elementary teachers, art for elementary teachers, music teachers, well they were almost getting into teacher education. And my committee was supposed to try to orient, relate these to the junior colleges and the four year colleges. At that time the four year colleges, especially Fresno State, San Jose State and so further said you come to us for four years we want you for four years. Well we said no get them from junior college, over, junior college for two years then get them over. Here is a

source a supply of teachers we are not tapping, so we went ahead and we got the Roseberg program for the administration part. And Burns got the alumni to do it's annual fund for the tuition for these people. And we had eighteen people each year for three years, where-by we accelerated their program. We selected from Stockton college and Modesto college those who wanted to become teachers, but couldn't afford our tuition and couldn't go to these state colleges for it. And put those through on an accelerated program. And again we were beginning to get into minority people. See one of, when I came here the ones going into teaching of course were the, the ah... pattern of the total institution and they were northern Europeans. Not even many of Italians.

MEYER: Northern Europeans

JANTZEN: Northern Europeans

BLANEY: White Anglo-Saxon Protestant.

JANTZEN: Yes, Yes

BLANEY: WASP

JANTZEN: Yes, And I became interested and began to get the Italians interested those who were coming into teaching, gradually we worked in those who were ah, well the Chinese come quite a bit late, but the blacks and the Mexican Americans are quite a bit later, but with this program in the fifties when we were beginning to tap a new supply through the junior colleges we were getting especially into Mexican Americans and blacks. And that then lead to the sixties teacher core.

BLANEY: And that was 1967 I think?

JANTZEN: Well, before that, early sixties.

BLANEY: Oh, real sixties, what about '63?

JANTZEN: Okay, Any way teacher core, teacher core was a federal program. Teacher core started out modeled after peace core. Graduate students who would now do a couple of years to become teachers. Well, once you get your degree you don't want to put in a lot of time doing extra work, furthermore what they were getting were white women do-gooders. The two years of teacher core. It was renewed by Congress and Edith Green, who was congress woman from Oregon, put in an amendment into the renewal permitting undergraduate upper division. Well we went after that. We were later in the spring getting into it with the later in the spring the final notification of it. But we were late. But in the process we were encouraged, we were going to especially going to get into blacks and Mexican Americans. And the Mexican Americans used Elbert Covell College to develop Spanish competency. So we involved Elbert Covell College on

that. Well Armando Rodriguez, with whom I worked with in the state Department of Education in Sacramento. Was then the head of the Mexican American program in the US Office of Education. He knew what I was after and he helped me push that through and we got the permission to get a program, undergraduate, the first undergraduate in the nation, furthermore it was so late in the spring before that the

BLANEY: The first one in the nation

JANTZEN: Undergraduate

BLANEY: Uh huh, undergraduate

JANTZEN: Before that the applications all had to go to Washington DC, to a central office and they would farm them out. USC had a program, San Francisco State had a program, while that we were so late getting in there we got permission to do our own recruiting, so we were the first ones to do our own recruiting. And we recruited in this general area, as far as Arizona. Then had several programs I think in all we had about five of these teacher core programs there which really we were getting blacks and Mexican Americans very much...

BLANEY: Two of the students I knew very well. Albert Ortiz whose got his Ph.D. at Stanford who is now teaching at Delta and Booker Guyton Jr., who is teaching at Delta.

JANTZEN: We supplied more minority people to Stockton then any other place in the state.

MEYER: That's right.

JANTZEN: But, from the very beginning my idea was to get into this so called minority group. I saw it was coming in California and that we had to move in that direction.

MEYER: And, and you know Marc those people, many of them stuck around and helped Stockton Unified and to this day they are the best teachers, the best principals...

BLANEY: In San Joaquin and Delta

MEYER: In San Joaquin, right. I remember those people, I think they were the best students I ever had.

JANTZEN: See we finally got...

MEYER: They were motivated..

JANTZEN: The education policy, no the academics policy committee to accept the fact ... that the recruiting was by a committee made of, primarily, of Stockton teachers, and if this person looked as though he might be good person for teacher core, he might not qualify in terms of units

or grade point. We got permission to accept them anyway. Regardless, but from that point on, they had to meet COP requirements. But they could come in on less. The admissions office resisted it, but we got through anyway. And ah, so from that point on they had to meet COP requirements.

MEYER: Marc, could I interrupt at this point to kind of change and swing around, but following up on that...Ah , when we read your memoirs you identified high risk students. You talked about your feeling on high risk students, you just alluded to that just now.... What is your feeling

(BLAINEY: continuation of interview with J. Marc Jantzen.)

JANTZEN: You were asking, what I thought of high risk students. The university now is going into high standards, which is alright. But I think with high standards, there still must be a part on high risk students. I think we used to accept more high risk students than we do now. I guess we are trying to be a little more elitest than we used to be. We used to appeal much more to kind the in between student who became good community leaders. But maybe not quite the elite. But I think we are now trying to appeal to the high elite. I remember right at my early time there, Rudy, Rudy something in Merced. When Rudy came here on a football scholarship, which included tuition only, not room and board. He couldn't even afford room and board. His father was a section hand worker, Mexican American, from ah, Napa area. Somewhere in there. And Rudy was staying with a cot under the bridge on Pacific Avenue. Living there, until O.H. Ritter found out about it and he put him into the power house. What is now engineering, was the power house for heat. And put him in there. But Rudy Rivera came from that kind of a background. Went to Merced and became eventually superintendent and there is a school named after him in Merced. But those are the high risk students that we have had. Now you take some that drop out on that basis. But I still think that we need to reach some of those that are now falling through the cracks.

BLAINEY: Another question on ethnic diversity. I noticed in your memoirs, you talked about faculty diversity.

JANTZEN: Oh, Yes.

BLAINEY: And could you address that, in the School of Education.

JANTZEN: I was the first one to bring in a black, for the total institution. That was, I am not sure of the date, you will have to check the date. But anyway I did a correspondence with Juanita Curtis for many years and she didn't have her doctorate yet. Finally she finished her doctorate at Arizona State and was ready for the job. In the meantime, I been....

BLAINEY: Excuse me, it was 1964.

JANTZEN: 64', okay. In the mean time I been checking out with Burns and others. Feeling whether we were ready for it. So we were preparing ourselves for it. We brought Juanita in, and

Juanita turned out a very good person. Oh, she had her peculiarities and later with Oscar Jarvis, she had problems. But you had to know how to work with her you couldn't just come right head straight on with Juanita. And so I had a good way of working I think with Juanita, I think she was a good person. Well I hired her in the spring of

BLAINEY: 64'

JANTZEN: 64', later that same summer the art department employed Larry

BLAINEY: Walker

JANTZEN: Walker, so there were two blacks started, that fall. Larry was a tremendous person. Went from here to an institution in Atlanta, Georgia. Yeah, Larry was a tremendous guy in art. Then a year or two later I employed another black. In psychology. Well she just didn't work out at all. And so, I terminated her employment, which in future years might have given me difficulty, but at that time she accepted it and went on to southern California and got into a college there. Did alright. But here she just was not, did not fit our institution. She constantly had her special axe to grind about race relations and her peculiarity, rather than teaching the subject matter. Now there was ah.... another Mexican American....

MEYER: Pedro?

JANTZEN: OH Yeah, Pedro Osuna. Pedro Osuna had been top educator in California..

BLAINEY: How do you spell his name?

JANTZEN: O-S-U-N-A, Pedro Osuna's daughter married Jacoby's son. Osuna came from New Mexico. School man in California was superintendent, president of Marysville junior college. When I brought him in he retiring there and still had some good years. Spanish competency. So I brought him in on half time and later increased it. And I could pay him a very modest stipend, and even with his retirement he said he did plenty well enough. And I involved him, then later on in the NEA, in the project into Columbia and Puerto Rico. Where he was the one using his Spanish. So Pedro had a wonderful time with us and was involved with Elbert Covell college.

JANTZEN: Yes

MEYER: Speak about that a little bit.

JANTZEN: Elbert Covell College. What was his name, the president of that, the dean of that.

BLANEY: The provost

JANTZEN: The provost of that. (Arthur Cullen)

MEYER: Gaylon Caldwell.

JANTZEN: No, Galen is a different college, not Elbert Covell. No he is a different college. He is the subquant the third college. But, Art, Art, yeah Arthur. He was in the Elbert Covell. He and I related well because there were those who were interested in teaching and Peter Osuna was able to offer courses in Spanish. Then I brought in a former priest who had left the order and he was competent in Spanish. Also offering courses. So we had a good cooperation with Elbert Covell College.

MEYER: Did you get to work on a credential in bilingual education at that time?

JANTZEN: Yes, yes very much so. Yes and that was also leading into our teacher core. See that helped us get the Teacher Corps program. With Armando Rodriguez who was in Washington D.C. by then.

MEYER: And then I think Pedro also had some connection with the people down in Mexico and student teaching.

JANTZEN: Oh, yes. He had family down there. In Mexico. In Ontario. So through Pedro going down there we arranged for student teachers there. They would spend a whole semester there. And we sent Pete in several times to supervise student teachers, later on we sent other faculty members to supervise student teachers. Then we transferred that over to Mexico City. To an American school. These were both American schools. But these were good programs involving some of our students in the foreign culture. For example, one chap was in there teaching eighth grade and he got to teaching at the Alamo. And he very soon found out that there are two sides to the Alamo. Yes, so this we carried on for quite a few years.

MEYER: One of my students in physical education. We placed down there. And it was a fabulous student teaching experience for her. She continued to write to me to tell my the supervision was good, the experience was good. Now that was a great, that was a great, very many innovative programs. And you refer to the encouragement that you got through Robert Burns. With the innovative programs

JANTZEN: Oh, yes, yes.

BLANEY: Have we dealt with the summer sessions I am trying to recall.

MEYER: No, summer sessions

BLANEY: And you were director of summer sessions.

JANTZEN: Oh, summer session is one of my loves. Oh I enjoyed summer session.

BLANEY: From the beginning you were director of summer session.

JANTZEN: Yes, right away. And to begin with Olly Werner gave me tremendous support. Olly Werner had been the dean.

BLANEY: Olly Werner.

JANTZEN: W-E-R-N-E-R. Olly is his nickname G.A.. Gustav A. Werner

BLANEY: Gustav

JANTZEN: Gustav A. Werner, political science. Werner incidentally had offerings in Stockton in 1923 before the COP came over here in 1924. He had been in Argentina, as a missionary teacher in Argentina. And he taught Spanish and he taught some history, political science courses. And I don't know what else. But he was the single one professor teaching courses, so that we would have some students already started ready to go into the new COP the year after. Well Werner had been the summer session dean.

BLANEY: It says here that you served 32 years from 1940 to 1972 as dean of the summer session.

JANTZEN: Yes, It is I think, the longest on record anywhere. And so Werner just gave me tremendous support and help. And he and I were friends all of the rest of his life. Wonderful guy, but anyway. I got into summer session. And in summer session my idea was, lots of teachers coming in, these teachers need some liberal arts courses. For example, we brought in from Lutheran college in Indiana Jim Schrug, Jim Schrug. Jacoby arranged to exchange with Jim Schrug in sociology. Well after they made the arrangement then I got involved to make it a legal thing. And low and behold Jim Schrug and I had been undergraduate classmates in Duffel(?) college in Kansas. Anyway Jim Schrug, I had sent quite a few teachers into Jim Schrug's Sociology courses. Well here he was in a liberal arts Lutheran college, he says in my school that doesn't ever happen. The education people all go over education, I don't get them. Here he was getting teachers in his sociology class. And so I would very much encourage teachers. I had the idea that if you just take education course and keep taking education courses that is intellectual indigestion.

BLANEY: I agree

MEYER: Good for you.

JANTZEN: You have to have a balance in this. And I want lots of liberal arts in my education work in my education department. So, for example Chemistry, Emerson Cobb was ambitious in chemistry. He wanted to get into a graduate program in Chemistry. And a doctorate. Well I helped him with his doctorate, get started. It is still going. He and I started it. But in the chemistry offerings in summer. He wanted to get into graduate course offerings but he couldn't ahh... But the enrollment wouldn't finance it. Well in the overall I could do as I pleased with

summer session. I had no one to be responsible to except Burns and he gave me full blanc. Carte Blanc. So I worked out with Emerson where he could try out some graduate courses. And I would guarantee the salaries. Whether he payed out or not it didn't matter, I could guarantee the salaries. Well he increased his summer offerings and brought in people from outside. And to strengthen the summer course he had. There was no university in California offering graduate work in chemistry for high school and college teachers, except UOP.

BLANEY: And that was in 1950.

JANTZEN: Somewheres in there.. Not even Cal Berkeley was offering it in summer. So I encouraged Cobb and he really was doing a good job in this. For example, Bob Smutney(?) Wanted to try something in summer in Latin, for Latin teachers. So I said fine let's try it. I was always the kind to give a chance. So he organized it and he was trying to publicize it.

BLANEY: And you mentioned marine biology.

JANTZEN: And the Latin just flopped. It didn't go. He said let me try it again. Okay, he tried it a second time and it flopped something struck me that it wouldn't go. But I gave him a chance to try it. That is how we started music camp. I started music camp. If you want to say officially John Elliot gets the credit. But unofficially it wouldn't have gotten started without me. Here is music has good offerings in the winter, but doesn't do anything in the summer. With their staff nothing in the summer. Well we need to get teachers into summer school to get some of that qualified staff from music, so I knew about music camp at the University of Kansas. University of Kansas was a direct result of interlock. And the associate director Dave Lawson I knew personally there.

BLANEY: Interlock and Switchland

JANTZEN: No,no, no. Interlock in Michigan, a music thing. And Dave Lawson I knew there. Dave Lawson was the music man of Topeka and the associate director of music camp at the University of Kansas. So I finally convince John Elliot. Let's develop a music camp here. We brought Dave Lawson in. We got him a job both with UOP and Stockton college for the winter salaries, and he would have the music camp in the summer. And again I could guarantee salaries to begin with, and he brought in top flight guys. I dare mention them here, Bachnelocov(?) others Leo Koff. Big names, big shots. Jester Jairston was a repeat for many years. And so I could guarantee salaries and then later on he was kind of going beyond himself with his budget so I kind of was trying to cut back on him. And at that point he went to Burns who took it away from summer school. But he was spending too much money for me. But I got music camp started. I got folk dance camp started. Folk dance comes out of R.E.

BLANEY: Religious Education. J. Lawton Harris.

JANTZEN: Sure, J. Lawton Harris had an idea, especially for community leaders, church leaders,

a music camp, and he had good contacts. But how to organize it, how to finance it. So I said Okay we organized it, we financed it and got it going. So you see I could guarantee...

BLANEY: It is still going.

JANTZEN: Yes, I could guarantee some internal income was good. And so I could guarantee some of these salaries and get them going.

BLANEY: And you are willing to innovate

JANTZEN: Sure.

MEYER: You Know...

JANTZEN: So I had contacts all across the board. I would go into their office. I did not expect them to come to me. I would go to their office. I would make an appointment to see them in there office. Best relationship with Bill Nietmann. And his Philosophy Institute. He had a wonderful Philosophy Institute.

MEYER: You know, Marc, what you have identified, and I never knew before, was the fact that you had thought by having the summer programs you would be increasing the opportunities for the education people. But actually what happened in addition to that. These individual programs, like the folk dance camp and the Philosophy Institute and so forth. They attracted totally different groups, so the whole thing expanded. From a small idea to a really big idea.

JANTZEN: Yes, I was willing to venture out not only into teacher education, but into other areas. But my summer session job was fun. I liked that.

MEYER: And you know Marc you also in your memoirs mentioned how you were able through your association with CTA, with people to people and so further through your series of tours you were able to attract all of these foreign individuals to come to summer school. Where they taught each summer, and so you were able to build on what you already developed into the summer program. Speak to that.

JANTZEN: Well first of all CTA got me involved in....

BLANEY: California Teachers Association

JANTZEN: California Teachers Association, with some tours, through their international relations committee. Later on they kind of let that slip and then I kind of went on my own through People to People. And People to People had good international contacts. And so that put me with educational leaders and through UNESCO, I brought in Wilhelm Ebert. Wilhelm Ebert one of my favorites.

BLANEY: E-B-E-R-T

JANTZEN: Ebert, taught here, let's see I have....

BLANEY: 1960s you say

JANTZEN: Here is, this is his latest. This is all Willhelm Ebert things. To my highly appreciated friend Marc Jantzen. With thanks, Willhelm Ebert.

BLANEY: June 15, 1998

JANTZEN: That is when he does this. But umm... Well it is his seventy-fifth birthday for Willhelm Ebert, to Willhelm Ebert for his seventy-fifth birthday. And

BLANEY: It is seventy-fifth?

JANTZEN: Well it is a reciting of his history. His history and UOP page fifty-three has some mentionings. Page Fifty-three....is this what I... well yes, he is a pretty-good politician, and a diplomat. And he was well known in Germany.

BLANEY: (laugh) Teacher, politician, and diplomat.

JANTZEN: Page fifty-three and then I have page ...sixty-nine. Oh, sixty-nine is a cartoon I wanted to show. A cartoon on him. And he is the kind, he just bypasses them all. He is the kind....

BLANEY: It is a cartoon ... of Superman..

JANTZEN: Yeah, boy he really makes headways and page 94, 94 here see he taught for us..

BLANEY: It is a picture of President Burns...

JANTZEN: Yeah, We gave him an honorary doctorate.

BLANEY: In 1974 giving him an honorary doctorate

JANTZEN: In 67 he taught for us. And in 69 he received his doctorate, and that is a picture of him. And he mentions about, see in his writing he mentions about UOP.

BLANEY: This is all in German.

JANTZEN: Oh Yes, He is....

BLANEY: Marc Jantzen taught German, which I didn't know before either.

JANTZEN: Yep, yep. In this one, this he gets a special award. An international award. It was established in 1978, but he was only the fifth one to get it, in that time. And in that international award....

BLANEY: On December 7, 1994 he

JANTZEN: 94 he gets the award

BLANEY: Gets the award.

JANTZEN: Let's see.. page 39. He recognizes as he responds. There are others speaking of him. Then he responds, and in his response he gives recognition to several, nine persons especially, two American. The two Americans are William G. Carr, whose long time president of WCOTP and Marc Jantzen, Dean of the School of Education at the University of the Pacific. So, I get recognized as one of two Americans that he recognizes in that award. So, Willhelm Ebert I brought in. I brought in, I have the names, others from England. Several from England. From Ghana. Had two different ones from Ghana. Bartells (?) and Folsom in, one was education and one was political science. So I didn't restrict it to education. But I tried to bring in one or more foreigners per year.

BLANEY: One was a communist I see from Soviet Corporation..

JANTZEN: Yes, yes he.., he..

BLANEY: Sarboune Paris

JANTZEN: He taught for (???) I didn't know he was a communist at the time. My contacts were through UNESCO. I had good contacts through UNESCO. My contacts were there so I made contact with....see what was his name.....Drenovac

BLANEY: His name was Drenovac. D-R-E-N-O-V-A-C.....First name Bora

JANTZEN: He is a specialist in theCroatian language at the (??). And I wanted him just as a foreigner. And he taught a course in languages when he came here. He was to come here, and suddenly I got a call from him. Said he had difficulty getting his permit from...

BLANEY: State Department

JANTZEN: State department..... Embassy in Paris. So that meant that I had to get on the phone with my Congressman, the Congressman of the State Department in Washington. State

Department of the Embassy in Paris, and we finally got him... School started on Monday, we finally got him here on Wednesday.

BLANEY: And in your memoirs, when you shared this with Joseph Beionder(?), who was acting vice president in 1992. He says here, "He was very impressed by the efforts that you made to recruit diverse faculty and student long before it became I priority in American education and certainly you as a form dean should be proud of leadership in promoting and appreciation of multi-culturalism." And that really impressed me.

JANTZEN: Now you might be interested in how I could finance it. This had to be financed. Okay, I had enough income. So I would , I wouldn't give much in salary. Salary wasn't .. I would guarantee them the round trip, and if they had a wife for both of them. I would have housing, guarantee them housing, and then a very modest salary. So they got round trip, housing, and modest salary.

MEYER: And it was an attraction to come to the United States and to see you, Marc. I don't know if you remember but I was with your tour group in '67 and we had a chance to visit and speak with these people.

JANTZEN: Now who did you get a chance to see, where were we?

MEYER: Well we started in Japan and had the ministry of education there and then we moved down and we went to Thailand. And in each spot you had prearranged a visit not only with a school or college, but an opportunity to meet with the ministers of education, or whatever they...

JANTZEN: See People to People had good contacts. People to People was especially able to do that

MEYER: Right, and then we went to Moscow and ah...

JANTZEN: See People to People had their origin with Eisenhower. See, that had prestige value

MEYER: Then it gave you these contacts, then in turn they where pleased to come to the United States and be apart of the summer program.

JANTZEN: I brought in an interesting man from India. He was a....What is the religion

BLANEY and MEYER: Hindu?

JANTZEN: No, it is a little group..Calcutta is quite their center now. They come out of Iran.

MEYER: Let's see.

JANTZEN: You know the early, very early it goes way back. It is monotheistic..

MEYER: Buddhism.

JANTZEN: No,no, no, but he was a psychiatrist. And I brought him in as a psychiatrist, to teach some psychology courses.

BLANEY: Well, maybe we should move on. Speaking of people, another question is, who are the individuals at UOP you most admired and why? And who are the most memorable? And you mentioned some of them..

JANTZEN: Harris, and I mentioned Harris

BLANEY: Harris, and you mentioned Tully Knoles.

JANTZEN: Tully Knoles, oh Tully Knoles just tops. Tully during his presidency brought in the secretary of the Methodist higher board of education and had different ones he brought me in to meet them. When he introduced me he said, "Well Marc Jantzen, he knows what he wants and he usually gets it." (Laughter from all three) So I had a good relationship with Tully. Burns, Burns is tops.

BLANEY: Bob Burns.

JANTZEN: Bob Burns, when Burns had an offer for a presidency in I think North Carolina a small college. Knoles wanted to keep him. So Knoles had in mind maybe he should step aside and put Burns in. So he called a bunch of us together. Which included Bishop Baker. You have heard of Bishop Baker?

BLANEY: Yes, Bishop Baker. Yes.

JANTZEN: A sideline, Bishop Baker started the Wesley Foundation Program at University of Illinois.

BLANEY: Yes, I knew that.

JANTZEN: Yes, Okay. Bishop Baker and a few faculty, and an alumni, I was involved. "What do you think about Bob Burns as successor?" Well I objected. We were told, "Oh this is all private."

BLANEY: And at that time he was in the business office?

JANTZEN: Registrar. I objected. Why? My idea of a presidency was the kind of person like Knoles, a scholar. And Burns was not a scholar.

MEYER: He was a businessman.

JANTZEN: So I objected. Well, we didn't come to any conclusion then. But I guess about the next day or two days later, Knoles calls us together and is ready to announce him as president. We are in the classroom upstairs. That big east classroom in Knoles building, is it still that big long one there.

MEYER: 210 or something.

JANTZEN: Yeah, 210. Anyway, I am on the ally, and here comes Burns. I say Burns, I want to see you just for a second. He says it is perfectly alright, I know all about it. (All three laugh). Well I did go see him. But it had leaked and he had been told by a few.

JANTZEN: Anyway, he and I had a good conversation, and he was my best supporter after that.

MEYER: Yes, that's right.

JANTZEN: He was just a wonderful guy. Who else at UOP?

BLANEY: McCrone. He was acting president.

JANTZEN: Yeah, quite so, although he comes later. See these early guys are the ones that influenced me. The early guys were Farley and Werner and Knoles and Harris and Allen Bacon. Allen Bacon organist.

BLANEY: B-A-C-O-N right.

JANTZEN: Have you ever heard of Allen Bacon?

MEYER: I have.

JANTZEN: Organist. I had heard Allen Bacon as a concert, person at the University of Kansas. Coming during a concert. Organ concert in a series. Later on I meet him here. And he and I had a wonderful relationship. Bacon and Werner and I were kind of a team. Bacon had a place up in the mountains, cabin on the American River. And the three of us went up there several times on the weekends. Just the three of us. Who else was there...

MEYER: What about your relationship with Wheeler?

JANTZEN: Oh, that is another story. If you want to get to that, that's a whole story.

MEYER: Do you talk a little bit about that?

JANTZEN: Let's see if we have exhausted the ones at UOP.

BLANEY: Alright.

JANTZEN: UOP, who else was coming along at that time. I mentioned Farley was good. There were these old timers. These old timers were just wonderful supporters of mine.

BLANEY: Was George Colliver.

JANTZEN: Colliver, quite so, not as close but quite so.

BLANEY: But he was here when you arrived here.

JANTZEN: Yes, he was very good. Oh, a side story on Rabbi Rosenberg.

BLANEY: Oh, Rabbi Rosenberg.

JANTZEN: I think I may have mentioned that in here.

MEYER: Yes, yes you did.

JANTZEN: But Rabbi Rosenberg has a girl in his class, Catholic. Comes to him. Here he says, "I am a Jewish Rabbi, in a Methodist college, helping a Catholic girl be a better Catholic." I thought that was wonderful. And Farley's benediction, Farley in the chapel "God bless this college and for what it stands, Amen." (All Three Laugh) I thought that was good.

BLANEY: Short and to the point.

JANTZEN: Yeah, Let's see who others were there in terms of ...

MEYER: Well you talk about Howard Runion.

JANTZEN: Runion and I had a good relationship, not quite collegial, but yes very good. And Ah Emerson and, I had a good relationship with Emerson, Emerson Cobb. Very Good.

MEYER: And you talked about Clair Olson.

JANTZEN: Clair Olson, Good relationship with Clair and Nietmann. And those were traditionalists. Those were traditionalists.

MEYER: Yes, indeed.

JANTZEN: Nietmann went to a philosophy meeting in Santa Barbara. And the philosophy, the

state philosophy

(J. MARC JANTZEN Interview Cont. Tape 2 side 1)

BLANEY: This is the third side of the tape, interview with J. Marc Jantzen by Blaney and Meyer.

JANTZEN: Talking about Bill Nietmann attended a state philosophy institute or meeting. And they were passing a resolution opposing the teacher education as too much education course in it and Nietmann says "No, not at my institution." He refused to go along with them. So, you wanted to go to Wheeler.

MEYER: Yeah, back to philosophy.

JANTZEN: Well, Wheeler is psychology

MEYER: Yes but I mean, that leads to your philosophy.

JANTZEN: Oh Yeah.

BLANEY: Is Wheeler here at UOP?

JANTZEN: No, at University of Kansas. Wheeler, I did my minor in psychology. I had, my minor has to be outside the school of education. That is where I got this idea for our doctorate here. That you do a minor outside the School of Education. So my minor was psychology. And Wheeler was the chairman of the psychology department of liberal arts. Have you, you have heard of Gestalt psychology?

BLANEY: Yes I have.

MEYER: Sure

JANTZEN: I don't know whether the Gestalt psychology comes along later here. I have lost track of it. It is the same as the German. Are you acquainted with Koehler, Koffka, Wertheimer, Livine. Are those names, at least you know the names? Those were the early ones. Where Gestalt psychology of course is the concept of wholeness. The German ones were more in the perceptual field. Now, Wheeler took German Gestalt psychology and related it to all human behavior. Total human behavior physical, mental, emotional, psychological and developed what was called organistic psychology. Well my psychology up to that point had been, oh what do you call...

MEYER: Some sort of behavioral?

JANTZEN: Behavioral psychology in which you put parts together, add parts together to get

whole ones. Well, with Wheeler now I am inducted into the whole idea. And with Wheeler I had a years course in systematic psychology.

MEYER: There it is.

JANTZEN: That is my course typed up later after I had taken notes on it. And Wheeler, Wheeler was so widely read not just psychology. He could talk about subjects in science, history, and other fields. Incidentally, he was an organist, also a tremendous scholar. He told us he could, in the summer, one summer he did nothing but read. He would check out of the library seven, eight books. Of standard kind books. Read them in one day. He the wholeness, the whole concept. Just go through and read the whole concepts. Well Wheeler was a tremendous teacher and we were six in the class. Six doctoral people in a class. And, so wonderful a chance. My idea of teaching, which was this idea of interrelating a lot of information. And involving people in a discussion kind of way. That was my model that I followed then. In my own special, in my favorite course, was history of philosophy of education. And these are my notes on that. Even though I made notes and typed them up for every time I had a class, I would put in about two hours of preparation. This is when I am dean. I would just take time out. Two hours of preparation, and I would make a new set of notes for each time. So I didn't just go down the line on that stuff. Well Wheeler was my idea of a teacher. And so I owe a tremendous amount to Wheeler. Then in 1941, my first summer session here, I brought him in as a visiting professor here. He was the kind, he would go to the swimming pool and go to the sideline and visit with students. He was wonderful with students.

MEYER: And he shaped your philosophy, probably not only of education, probably of your thinking generally.

JANTZEN: And yes. This idea of wholeness. Yes teaching, yes. To be a good teacher. Yeah, I think I was a pretty good teacher.

MEYER: You had mentioned one of your students commented and complimented you and said, even though you were dean, you took the time to be a good teacher and that individual said a teacher is a teacher is a teacher is a teacher. (all three laugh)

JANTZEN: Well I think I was a pretty good teacher. He was a doctoral student.

MEYER: Was that right.

JANTZEN: From Bethany College in ..

BLANEY: In Kansas?

JANTZEN: No here

MEYER: Oh you mean the person that made this individual quote.

JANTZEN: In the closest little Bethany College.

BLANEY: It is in what is now Scotts Valley.

JANTZEN: Oh is it?

BLANEY: I believe. I was going to say another thing dealing with people is, from when you first came to UOP to the present day. And I know that is a long period. What changes do you see in the relationship between students, faculty, administrators and staff from the time when you came?

JANTZEN: It becomes more formal. See, during my time as dean I saw my job as an educational leader. I don't know if I would function very well as dean today. Today the dean is expected to be a money raiser, public relations guy. I saw my job working with students and faculty.

BLANEY: Rather than with administrators

JANTZEN: Rather than an administrator. I was one part of, by teaching a course, I was a part of the academic program. I feel that, the deans now, if they are not part of the academic program in that way, become manipulators. And I wanted to be part of the academic program. And I think I did that.

BLANEY: And also in your interaction with other deans, you said initially there were only three of you.

JANTZEN: I would always try to, I would needle them, they should teach a course. University of Kansas, the education dean taught a course. The liberal arts dean was a botanist, taught a course. The graduate dean was a math, he taught a course. The deans were teaching courses. Well that was my...

BLANEY: Model

JANTZEN: Model, yes. That deans should teach a course be part of. Deans now are more formal, they are more disrelated from faculty. I don't think they have the same relationship with faculty.

MEYER: IT probably has a lot to do with size. You know. Don't you think so?

JANTZEN: Yes, yes, yes, and a general change over. Burns said, " my deans are my core people," he said, " vice presidents are expendable."

BLANEY: Would you remind repeating that (as they all laugh)

MEYER: Marc, in relating to what you are talking about now. You make a quote and you say that you thought you were really a private industry person. Rather than a government bureaucrat. But maybe you are thinking of bureaucrat now in not just public education.

JANTZEN: Also, also I imagine, but also in the private I suppose you begin, become bureaucratic, I suppose.

MEYER: Yes as it becomes large and as you say the functions change.

JANTZEN: See I was offered the presidency. Of the teachers college in Arcata.

BLANEY: Humboldt State

JANTZEN: Humboldt State

BLANEY: Where McCrone was.

JANTZEN: Yes later, in between. Roy Simpson was the state superintendent of public instruction. Royce, the teachers colleges, were part of the State Department of Education. A. A. Douglas was in charge of that division. And Auberry Douglas and I were good friends. He had been superintendent in Modesto, and I knew Auberry very well. Roy Simpson and I knew, so Roy Simpson calls me up and says well I want you as president of Humboldt State. Just out of the clear. No interview committees, no selection committees, just here it is. Twenty four hours to make up your mind. I am going up there to make commencement address and I would like to announce you as the president. Well I talked with Burns about it and at home and so forth. Finally I decided I don't want all of the red tape there was of a state college job. Of course that was quite a talk in the State Department of Education, I would have doubled my salary. So I turned it down. But yes the bureaucracy I think yes, has crept into private higher education, yes more.

BLANEY: What about the present administration and President DeRosa.

JANTZEN: I really do not, I have met him and have had really good social relations with him, very cordial. But I have not imposed myself in anyway upon him at all. There is, I am wondering if I want to go to Gilbertson. And share with him what I had initially as the idea of the doctorate in terms in change of a deanship, but I don't know if I should or shouldn't. Share my idea of, since there is a change in dean coming in the school of education. Whether my philosophy of a doctorate, which is too traditional to me. See the education people...

BLANEY: Your generalist approach

JANTZEN: Yeah, yeah. Now everything has to be taken at the School of Education. That's

crazy.

MEYER: Marc, why not? I mean your voice is a voice of experience, a voice of history.

JANTZEN: With Oscar, Oscar didn't see what I had in mind.

BLANEY: Oscar Jarvis.

JANTZEN: Oscar, he came from a big university. Big university stuff.

BLANEY: And then Faye Hailey.

JANTZEN: Faye of course was insecure. Faye came from a background, she didn't know American education. She didn't approach me because she felt insecure. Professionally Faye and I had no relationships. Socially we did, professionally none. I did not impose myself one bit on her.

MEYER: But this is a change, a change of the guards. Maybe it would be appropriate.

JANTZEN: Maybe I should go see Gilbertson. I have had a good relationship with Gilbertson. Really professionally not much with either. But they are both very kind to me to meet me.

BLANEY: Now we are on controversial issues I guess. In there were some controversial issues mentioned in there with the dean of COP.

JANTZEN: Lloyd Bertholf

BLANEY: Wanted to be first among equal or whatever.

JANTZEN: Lloyd Bertholf called me in. "Here you have too many education courses. You have got to cut that down. Cut out the fat." Why he had not looked into what we were doing. We had reorganized a few years before. What we were offering was all required, state required for credentials. There were hardly any electives in there. But he hadn't check in to this, ahead of time. He just took for granted the number are too many and so. Well I refused to accept his authority. We were cordial, and we still through all the years exchanged Christmas Greetings. But he is getting up in the nineties, and he is not well. I don't know whether we heard from him last year or did we hear from the daughter. The daughter is close in there. The daughter teaches at I think Ohio, no Illinois Western. Not sure. But we got along.

BLANEY: How about subsequently with the deans?

JANTZEN: But subsequently after Bertholf they became vice presidents. And with vice presidents that's different. Then I acted to the vice president. Now with Jacoby, Jacoby and I

academically had the best relations. I used Jacoby to teach educational sociology. And we had good relations, I liked Jacoby. When he became dean, I am not so sure he was as good an administrator. By that time I had a Bachelor of Science in education degree. And he was trying to eliminate, you don't need that. He was trying to eliminate my Bachelor of Science degree. It came at a time when credentialing, state credentialing would not accept a Bachelor of Science in Education degree, because of the name. It was too much education. But it wasn't, ours wasn't. We had to change, so we changed it to a Bachelor of Liberal Studies. Bachelor of Arts and Liberal Studies. Practically the same curriculum. But that was a time when Jake saw, thought here is a good time to eliminate that Bachelors Degree. But I put up quite a battle. Otherwise Jake and I got along fine. That was really the major controversy. Oh and on the psychology department.

BLANEY: Yes, that's another one.

JANTZEN: In the psychology department I had Mitchell, I had Gregory, and then I had Russell. Russell was good, but Russell resigned and went into the county office first, and then in Southern California. He finally ended up at Long Beach State. Russell was a wonderful guy. He was a product of Wheeler. He was a math undergraduate major, but then Wheeler psychology. Good scholar. Anyway I had brought in Waite, who had retired from Colorado State, in psychology. Not education, well kind of educational psychology. And for a while we got along fine, then Wallace, "Oh, I am this older person I am experienced and you are the younger guy. I can tell you what to do and so further." And I had to let him know that I was dean. Well that kind of turned the tables. In the mean time Mitchell and Gregory had been itching a little bit of this idea of being under the School of Education. You see Psychology Department and the School of Education was quite common. At Ohio State up to that time psychology was part of the School of Education, Ohio State. But Wallace Waite started agitating, with these two. Enough so that it came to Bevan. Bevan was the vice president.

BLANEY: Jack Bevan.

JANTZEN: Jack Bevan was the vice president. And Jack Bevan was alright. He and I had good relationships. To make a long story short, we finally decided to split. But when you split you have to see what course goes here what courses goes here. Well partly it went by faculty. Bill Potter was an educational psychologist and also teaching statistics And so statistics goes over at the school of education. The courses that Mitchell and Gregory were teaching; abnormal, social psychology, and mental hygiene would go over here. And Louttit, Louttit(?) who had come in, in the mean time was just brand new with me for one year, then went over to the new one.

BLANEY: L-O-U-T-T-I-T , Mitchell Louttit

JANTZEN: There were courses..... We developed a guidance and counseling department. Well these new psychology people said that is our area. Well we quarrelled on that and I won out. Guidance and counseling stayed at the school of education

BLANEY: Educational counseling?

JANTZEN: Yes, Educational counseling, no educational psychology and counseling psychology. And counseling broadens into more than just education. But I won out there and kept that program in my program. So we fought for a little while there. There were courses that the new psychology department had that we need for a school psychologist. And for other credentials. In fact there were some clinical psychologies they were supposed to offer which they didn't want to anymore. The new guy coming or he is still there. Ken...

BLANEY: Oh, Ken Beauchamp.

JANTZEN: Ken Beauchamp became the new chairman and there were some of these clinical ones he didn't want. Ken Beauchamp and I got along fine. So this worked out fine, in time Gregory and I become very supportive of each other, very good friends. Until he dies. But Gregory and I become good friends. Mitchell and I never did, he wouldn't forgive me. Even on the sidewalk on the street...He wouldn't even say hello to me, he wouldn't even greet me. No, he had a chip on his shoulder and ..

MEYER: That's too bad.

JANTZEN: ..no we never did. But Gregory and I got to be good friends. Then the controversy was on the guy in... the Mexican-American. I don't name him and I don't think I will now.....

MEYER: Mr. X

JANTZEN:because he is still in the State Department of Education. He was brought in. This was Bevan. Still Bevan. And Bevan that was his last act, he was just leaving.

BLANEY: Jack Bevan.

JANTZEN: Yes, Jack Bevan. And there was a black studies program, now why can't we Mexican-Americans have a Mexican-American program. I am gone in the summer. I am doing a summer group of teachers off in Africa. And so during that time the Mexican-Americans with Bevan are working out and they finally come along with Mr. X and...

BLANEY: The summer of 1970

JANTZEN: 70, Okay. He is the one we are going to bring in to head this Mexican American studies program. He doesn't even have a masters. He is doing a masters in education at Sacramento State. Now you can imagine. He is supposed to be in sociology where black studies is. You can imagine how sociology reacted. They say we won't have him. So Bevan assigns him to education. To develop a Mexican American program. I come back and find that he has been

assigned to me. He is a rebel rouser. He knows how to develop the rebel rouser in the community, and develop support for his program. But doesn't develop an academic program. He has pretty much a year to develop an academic program, does some but not too much. I call him in periodically. Get no satisfaction. Finally take the bull by the horn. Burns is dead by then, I go to McCrone. Get McCrone's support and give him a letter of termination. Or not termination, because he was on a one year basis only. But of not reemployment. All hell breaks loose. By that time the campus is organized. This I won't put on record, well yeah I will put on record. Gwen Brown.

BLANEY: Gwen Brown, Philosophy.

JANTZEN: is the ring leader for the opposition to me.

BLANEY: She is president of AAUP

JANTZEN: She is playing opposition. And the faculty and the students march on the tower. And one confrontation with McCrone and with me. Well McCrone and I play it low key, we don't confront. If we don't make it the front page of the Stockton Record second section, we are slipping. Oh, it is real controversy then. And the locals are opposing, the local Mexican Americans are opposing us. And my Mr. X gets in touch with Washington DC. I am going to see that you get cut out of all future federal programs.

MEYER: Discrimination.

JANTZEN: And it gets to some of the people in the state, I am going to get you cut out. Well I had some pretty good contact on my part. In the US office of education, a black man which I knew quite well was by that time assigned in San Francisco. He called me, said I have looked into it. It is alright, don't worry. And in the state I had those people to support me, said you are okay. I called one of the Mexican Americans in Stockton and said what do you think about it. You are in the right, but if you quote me I will deny it. So it finally got settled. But every one of the Mexican American teachers in the Stockton schools that was opposing me, is today my supporter. And Dan Flores is one of my good supporter and he was opposing me at that time.

BLANEY: Now that was in the seventies, now what about the sixties.

JANTZEN: Well, what was in the sixties, I am not sure what the controversy was it the sixties.

MEYER: Well during that time..

BLANEY: Turbulent times

JANTZEN: I didn't get myself so much into it. The total faculty did. The total faculty, well no the total faculty didn't. We were used as an example by Cal Berkley.

BLANEY: That is true.

JANTZEN: Yeah okay, this gets to the Philosophy Institute. The Philosophy Institute, Nietmann had a theme, "Communism, Capitalism, Social Justice." Communism boy, when they are fighting communism over at Berkeley. And you are dealing with communism. Well we brought in a naturalist from Colombia, we brought in a Thomasist from Chicago University, we brought in a communist who had been fired as a communist By the University of Washington. Each one wrote a major paper. This is Nietmann now. Those papers are sent to the people who are coming to the Philosophy Institute and here we are going to deal with communism. And then at that Burns sends me over to Tahoe where the sessions are held , to see what is going to go on at the time the communist deal is going to come up. At that time the American Legion had their teacher representing there. He was coming up. Well the communist doesn't present his paper himself. Some other philosopher presents what he sees this guy has written. Then the discussion opens up and the communist has his chance to give his say-so, but so does the Thomasist and so does the naturalist. They enter into it to. By the time the evening is over he has made no converts. The American Legion guy, who was a teacher in the Stockton school system, in which I know comes up to me and says boy that is good stuff. We were all used as an example by the Berkley faculty on this openness that Burns does. That is an example of the openness that Burns fostered, which couldn't be done at Berkley. Yeah, I was kind of perifrally involved, but still it is an example of... I see myself as a team member in the total University, with lots of changes happening. Not that I myself made so many, but that I am part of a team.

BLANEY: And I remember that you were on the board of directors of the Pacific Center for Studies of Social Issues that Lodgowig and Burns started and I directed and you were very supportive of those activities.

JANTZEN: And in the state I was on the initial commission. The commission for, ... oh what is the commission... for against discrimination of teacher education. That was set up by the state department of education. I was on that commission for ten years. Worked with Wilson Riles, worked with Armando Rodrigues, worked with others. So yeah I was involved there. I was California department state teacher education meeting. National credentialing. National credentialing I was on their board, for a three year term.

MEYER: Your foreign contacts and all of that put you in a different perspective you looked an international picture as part of a global whole, discrimination was such a tiny little fragment that no one could question that. You know in relation to that I am interested in some of the philosophy you have said. You said one time in your memoirs that your role as an administrator you felt was power with, not power over. Would you speak to that a little bit.

JANTZEN: That meant I wanted to work with people. I would work with people. We would deal with various issues if it came down to someone had to make a final decision I would make a final decision as an administrator. In the mine time we really went to town in terms of various, looking at various possibilities. If a faculty person came to me and said I would like to try this

out I would usually give them a chance. I figured if it is the right way to go it persists. If it isn't it dies out soon. So I would give them a chance.

MEYER: Just like the backing you had from Bob Burns.

JANTZEN: Incidentally on some of this, I guess I could mention Ted Pohlman. Ted Pohlman liked to sent out memos. Very much controversial memos, critical, and he supposedly thought, to Bill Bacon. Bill Bacon is a first cousin to my wife.

BLANEY: William Bacon, Ted Pohlman is a professor of education, was education counseling psychology.

JANTZEN: So Ted Pohlman sends out a memo, " Oh, Marc has Bill Bacon selected as his successor."And he followed up with stuff. Finally it became so much out of place with his memos. And I permitted the memos, I didn't object to the memos going out to faculty members. Finally John Schippers took it upon himself to call the faculty together. He asked me, could he, and I said sure. So they reprimanded him, without me being there. That is the kind of relationship I had, with the power with.

BLANEY: That is a very good relationship to have.

JANTZEN: Except with Ted Pohlman. He is alright.

MEYER: How did John Schippers come to the University. You just mentioned John.

JANTZEN: Oh, well again sending out for applications, John's name came up. And I was wanting someone in science education. And his doctorate was in science education, University of Iowa. And so I was interviewing John during one of my national teacher education meetings in Chicago. And John will tell you this if you ask him. Snow, zero weather in Chicago. And telling about blooming in California. John tells the story that supposedly I took him to a meal there and gave him lunch. And he thought things at UOP were so hard up and so tight. And I gave him pretty good lunch, at the Hilton in Chicago. So he finally decided, well, he would come to the University of the Pacific. He made up his mind during the winter there, summer here.

MEYER: As you think back at all of those years and all of the things you have told us, is there any..... several things that you thought to yourself. Gee I wish I would have done something differently about that or Gee you know.. like you think back and you say, gee, that was great but I could have done that a little differently. Anything about that. Or....

JANTZEN: Not too much. I tend to accept things as they are not to worry about them.

MEYER: You feel pretty good about your tenure.

JANTZEN: Yes, yes I don't think I could have gone very long under.

BLANEY: Ashley

JANTZEN: No before that.

BLANEY: McCaffrey.

JANTZEN: McCaffrey.

BLANEY: Stanley McCaffrey.

JANTZEN: Maybe I should tell the story there. Lloyd King was retiring.

BLANEY: Lloyd King, yes.

JANTZEN: McCaffrey, "Yes we can save salaries, save a place." Well my statistics showed that we were increasing in numbers in school of education consistently. And to take out a faculty person would just over load more. And so Bill Bacon was chairman of my curriculum department. So Bill reassigned with a replacement for Lloyd. Not to replace assignment, but to use that spot to reorganize. And so this I presented to McCrone and McCaffrey turned it down. No....

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JANTZEN: We were talking replacing Lloyd King and McCaffrey wouldn't permit me to replace him. So I ask permission to see McCaffrey.

BLANEY: McCrone who was the AVP to see McCaffrey.

JANTZEN: So McCrone had arranged for me to see McCaffrey. And I brought Bill Bacon along with my information. McCaffrey had of course his academic vice president there, he had his financial vice president there, he had his executive vice president there, Dochtorman. He had all of the big shots there, to impress me. And of course we opened the meeting and it was all decided we would not replace. And I protested, I would like to present material. "No, no, no that's alright, I have decided." Well here I have got information that either we replace or you give us permission to cut back on the enrollment. "Well I don't want you to cut back on enrollment."

MEYER: Can't do that.

JANTZEN: I kept wanting to present. "I know better, I have looked into this matter."

BLANEY: McCaffrey says

JANTZEN: McCaffrey says this. And I have my information in the School of Education that you don't need to replace King. No we don't need to replace King says Simon. But we need that spot. I kept pressing, kept pressing. Finally he ordered me out of the office. He said, "Get out of the office, and don't come back again."

BLANEY: And that was the end of that.

JANTZEN: That was Friday. When McCrone and I walked back to the administration building. He says well maybe you have lost the battle, but not the war. This was Friday, on Sunday church, he came around to apologize.

BLANEY: McCaffrey

JANTZEN: But I didn't get to replace Lloyd King, and that was alright. But Oscar Jarvis did. See I was fighting for my faculty. Oscar Jarvis got to replace him. But I don't think I would have lasted under McCaffrey. I was with him one year. And that was just enough.

MEYER: So no other thoughts of regrets or recollections?

JANTZEN: No, I don't have regrets. In fact, the idea that McCrone tried to establish would be, that the deans should retire at age 65. Well I went one more year. They had not gotten any idea, anyone started for replacement, so I went one more year. In which time then the idea was to replace. I then stayed on full time till age 70. Then my relationship with Oscar was good; he had me teach one class, each semester for five more years. So I stayed involved for five more years.

BLANEY: Oh with Oscar Jarvis, your replacement.

JANTZEN: My relationship with Oscar was good so I taught 38 years full time at UOP and five years as part time.

MEYER: Was it philosophy and history that you continued to teach.

JANTZEN: No, no I would like to have done that. But they had brought in a replacement for me for that. So I taught the beginning course in social foundations.

BLANEY: I see.

JANTZEN: Yeah, I thought a beginning course. But the history and philosophy was my favorite.

BLANEY: Are you currently involved in anything at the University.

JANTZEN: No, no, Now that is an error that Oscar didn't follow up too much, and Faye not at all. They could use some of use retired. I could have served on some doctoral committees.

On some other committees without charge. Free of charge. Now of course I am out of touch completely. I wouldn't accept it now, but at that time I would have accepted a couple of these. And could have made use of that extra source, which they don't.

BLANEY: And that happens I think to all of us.

JANTZEN: Pretty much the whole university.

BLAMEY: And it is something that we maybe should work on.

MEYER: I think so, it is a resource untouched....

JANTZEN: If there were this kind of a doctoral I want a good person on the committee. Wonderful resource.

MEYER: Yeah, We actually have time.

JANTZEN: And there could be, I could foresee, on that kind of a doctorate, someone at UOP not to establish a separate class with class assignment, but something on a reading arrangement. A one to one arrangement. The Clark University idea. The one to one relationship.

BLANEY: What about turning to the community, you have talked about the contributions you have already made to the community.

JANTZEN: My local community maybe not as much, church some. At that time I encouraged my wife to do the local community, the local church.

BLANEY: That was Central Methodist.

JANTZEN: Yes, and she also did the local interns of PTA and other community things. So local community maybe not as much. But I got involved with Rotary.

BLANEY: Oh yes Rotary. That has not come up before.

JANTZEN: Bob Burns, there was a new Rotary club being organized and Bob Burns recommended me. So I was the recommended charter member to north Stockton Rotary. And it gave me an outlet to others, than education people. So this has always been good. I was asked to be president, but I decided not to, because of my campus involvements. In fact, during McCaffrey's time there were possibly too many involvements, of higher, requiring time. And so I did not accept the presidency there, but I kept involved. And my involvements were state wide, nationally, and some international. A little more that then the local.

MEYER: Maybe one of the last questions, Bob, could be about the future of the university.

JANTZEN: I am hopeful for the future, excuse me, you had a follow up.

MEYER: No, no that is actually what I was leading to, but you just picked that up.

JANTZEN: I am hopeful for the future. I have had a little bit of contact with DeRosa and Gilbertson as I have mentioned, but not really. But I hear about their leadership, and I think it is alright. I am hopeful. And seeing that it is moving in the right direction, De Rosa coming from psychology right now.

BLANEY: Yes a PhD. In psychology.

JANTZEN: I think has possibilities. See when I came into the administrative work, I lacked administrative experience. I really got it on the job. And it was small, therefore I grew with it on the job. In fact Walter Gore, one of my teachers of administration later on. Not directly to me but to others said, well really I shouldn't be dean I should be a superintendent first., then become a dean. Well I think there was strength in me not being a school administrator.

BLANEY: Yes, I do too.

JANTZEN: I didn't have some of the hang ups. So future, I think it is good. I would like to see them go a little more into the students...what do you call.... we talked before...ah...

MEYER: The high risk

JANTZEN: The high risk students. I think there should be a little more high risk students.

BLANEY: And that community involvement program.

JANTZEN: Oh, the community involvement I think has increased with the university in terms of various aspects. I think that is good, I think that is excellent. I like to see...

BLANEY: And the Forty-niners, you went to see the Forty-niners

JANTZEN: I would like to see. I am afraid there are more walls being built. Business has its walls, education has its walls. I would like to see less walls. For example in my time the issue of drugs was coming in. So I went to pharmacy and brought in a person to teach about drugs to teachers. I made uses of them..... In fact at one time I think I had about ten persons from COP and other parts teaching an education course. So make use of those. Let's break down bridges.....no, let's break down walls and build bridges.

BLANEY: That is a good phrase.

MEYER: The university has that opportunity. It prides itself on having these specialty areas. But it encourages students to try to break down.

JANTZEN: I think Gilbertson has this in mind. I kind of think so, don't you?

BLANEY: I think so, he is still feeling his way. He is high on technology. What do you think about this...

JANTZEN: Oh, that is beyond me.

BLANEY: Oh, okay. The recent computers and stuff. They have redone the whole reference section of the library, it is all on computer now.

JANTZEN: If I had a computer I would spend too much time at the computer. But I think the computer again is a wonderful tool. It is a wonderful tool and is necessary. But it is a tool. The same as when all the audio visual came in. Audio visual is going to replace teacher. No, it is a tool. It is a valuable tool, a necessary tool.

MEYER: It is like you are saying the old thing about teaching is an art and a science. Well it is it is both.

JANTZEN: My idea was that a new teacher goes out, and is more the science of teaching. These are the various rules and so forth. But he has a little bit of himself he puts in which is part...

MEYER: The art.

JANTZEN: of the art of teaching. Every year it becomes less science and more art. Until it becomes the art of teaching. Eventually it is the art of teaching.

BLANEY: And what do you think it seems to some at least with the new developments toward, what one might call vocationalism or professionalism over and against a general, a generalist approach.

JANTZEN: You mean with UOP.

BLANEY: Yes, with the university, and the emphasis on the professional schools over and against liberal arts.

JANTZEN: Course maybe one could interrelate professional, vocational and liberal arts. Maybe those could interrelate. I think the middle ages this was. The middle ages this was. The monks were professionals in a sense. As well as in liberal arts, I think there was an interrelatedness. So maybe an interrelating more liberal arts, but with the vocational and the occupational. Students these days want an objective.

MEYER: Yes that's right.

JANTZEN: Not just liberal arts. The first college, extra college was what?

BLANEY: Covell or Raymond.

JANTZEN: Raymond

MEYER: Raymond.

BLANEY: You didn't mention Raymond at all.

JANTZEN: The first Raymond College you see was purely liberal arts. It absolutely required you had to go beyond that. It was wonderful for those coming into teaching, wonderful for those going into law, medicine, others. We had some good teachers come through that. But students these days want an objective.

BLANEY: Specific objective

JANTZEN: Yes, specific objective. So I would interrelate those more, which I think we did. See when I came in the forties and into the fifties, teacher education was one of the big supporting programs of the university. And therefore the liberal arts people were interested in teachers. When Claire Olsen teaches some here in English, he is teaching a future teacher. Floyd Helton teaches math, he is teaching future teachers. He viewed them as teachers. So the liberal arts guys viewed them as teachers. So I think you can interrelate those.

MEYER: You mentioned that through our whole conversation, the importance of the liberal arts.

JANTZEN: Break down walls, build bridges.

BLANEY: Well anything else you would like to share, we have....

JANTZEN: Oh, oh I have rambled.

BLANEY: This has been a wonderful session.

MEYER: Oh great! This is so easy. Well it was easy for us, and I hope it was easy for you.

JANTZEN: There was a page here in the '45 Naranjado, 73, I mentioned.

BLANEY: Pacific Naranjado

JANTZEN: That is the yearbook.

BLANEY: How do you spell that. N-A-R-A-N..

JANTZEN: It means orange.

BLANEY: Orange, okay. 1945.

JANTZEN: This is 45. Oh there is a little bit here..

BLANEY: Oh page 73. And there is a picture of a young J. Marc Jantzen.

JANTZEN: That is in my early days I was quoted there.

BLANEY: Where he talks about the School of Education as planning to prepare annually, 40 elementary school teachers and 75 secondary.

JANTZEN: These were things I jotted down yesterday.

MEYER: I think we have got.... ethnic diversity.

BLANEY: Why don't you speak about some of your achievements.

JANTZEN: I think we have, if you look it over, I think we have.

BLANEY: Sure, ethnic diversity, building a true School of Education, increased offerings. Including bachelors, masters, doctorate. Strong liberal arts program, input involved.

JANTZEN: I think we have covered that.

BLANEY: Team member to develop a growing UOP. Yes, you were certainly a team member inclusive in summer session. Including music camp, folk dance camp, chemistry, etc.

MEYER: Well, Marc, the university has been lucky to have you. When Knoles went to Kansas and met you, and you were a 32 year old guy.

JANTZEN: Yeah, I was a young guy.

MEYER: You know to talk about high student, you were a high risk faculty person. Not in their eyes, but for you to take that risk.

JANTZEN: See out of high school I went into teaching right away, four years. Then when I go to college, I am older than usual. So I do college in three years plus some summer work. Then

after college, I don't get a job; it is the depression. I am out of a job. So I go to graduate school, where I am young. A young guy has a doctoral. The first masters and doctoral person.

MEYER: Yeah, you mentioned, that remind me, and you mentioned earlier that your first experience as a diploma type teacher. You had one room type classrooms, sort of setting. And then you made a comment there, about, that maybe for the able student, the present arrangement of moving people along in groups rather than individuals may not be the best. Did that ever occur to you in all of your professional years. To say, well gee, maybe we should be doing something different about that.

JANTZEN: Well I have not advocated it publicly, but privately I still feel that class instruction in a group unless individualized wastes time for the able student. For example, I was teaching eighth grade English. Department work in junior high and here is a bright guy. He checks out several books out the library and takes them home over the weekend and reads them. Well I am wasting my time with him in my usual English instruction. The grammar I am teaching the others. While for the less able one, he needs it.

MEYER: Yeah, I think that is true.

JANTZEN: So I used to say that if I could choose for my kids. If I could choose the teacher, in a one teacher school, I would prefer they go there and have a good teacher. But too often the one teacher schools have the beginning teachers.

MEYER: Kind of like you were.

JANTZEN: In my seventh grade year I was the only one in my class, eighth grade, both the only one. Seventh grade year, the teacher didn't know what to do with me. And we didn't have a library. So she brought from her books. For example, a book on the French Revolution. So I read about the French Revolution.

MEYER: Oh boy! Well that's great. Individualized..

JANTZEN: In my eighth grade, no seventh, yeah eight grade year that was when the new geography came out. With new boundary lines in Europe, after World War I. Well I wanted to know about these new boundary lines. So I joined the seventh grade class, as an eighth grader.

MEYER: Well, that was appropriate then because they were covering something.

JANTZEN: I was choosing to do extra beyond what I needed to do. I wanted to know what was going on. Oh curiosity, one of the big things a teacher has to do is curiosity. Ever a scholar, scholar ever.

MEYER: Life long learning, we all have got to do that.

JANTZEN: Scholar and curiosity. You are never through learning. And the circle I drew there. Small circle, you don't touch much of the unknown. You increase your circle, the more you know the more you realize you don't know.

BLANEY: And this is your philosophy of education.

JANTZEN: Yes, yes. The guy that knows the little small circle has all of the answers.

BLANEY: Thank you again Marc.

JANTZEN: And again there is this thing, if you want open mindedness, continual open mindedness, somewhere you have to stop and make up your mind. If you don't that is intellectual sterility. The other if you make up your mind too soon it results in dogmatism. That is a difference between dogmatism and sterility.

MEYER: I like what you say Marc.

BLANEY: I do too.

JANTZEN: Well I have considered Bob Blaney a wonderful teacher, and I used to send doctoral people into his seminar.

BLANEY: Well I appreciated it.

JANTZEN: Oh I thought he was tops. And I considered Jacoby a good teacher. He was a good teacher. I liked to send people into sociology.

BLANEY: Any others you would like to mention.

JANTZEN: Irving Goleman, as long as he was around.

BLANEY: Irving

JANTZEN: Irving Goleman was a tremendous guy. Mostly Stockton college, but teaching some in COP. The Art of Literature. I audited his class.

BLANEY: Irving Goleman, Faye's husband.

MEYER: Faye's husband.

JANTZEN: He was tremendous; he was one of these widely read guys. I took Spanish for credit, after I had a PhD, here under Helen Danner. Took it one semester for credit. Then the next

semester I audited and didn't do the same work. You don't do the same work. The credit didn't mean anything, but I knew I did the work.

MEYER: Well that was great. You have contributed a lot to the university Marc.

JANTZEN: I have been interested in languages.

MEYER: Yes.

JANTZEN: Of course German; I was competent in German. With Bill Brandt, you have heard of Bill Brandt.

BLANEY: Willie Grandt

JANTZEN: Willie Brandt. I had a group.....

BLANEY: Mayor of Berlin.

JANTZEN: ...of teachers in Berlin when he was mayor. And we were the 2000th teacher visitors, so we got to meet him. And he greeted us in pretty good English. Last, I was asked to respond, so I decide on spur of the moment to respond in German. He came around after words and says, "say where did you learn your German you are pretty good." I used to display my German in Germany for the sake to show that there are Americans who are bilingual. For the sake of the Americans.

MEYER: And the French. You took French in high school.

JANTZEN: I took French in high school. No, in college. Four semesters French, which helped me on my doctorate. But not the speaking it, as the reading and the grammar.

BLANEY: And you were translating the Austrian Constitution.

JANTZEN: Into German.

BLANEY: Don't you mean German into English.

JANTZEN: German into English, that was another story. In which depression years come along. Roosevelt is declaring bank holiday. Young people can't come to school, they haven't got jobs. And the chancellor of the University of Kansas see people not coming back. They are staying home, even plugging the labor Marcet even more. So he goes to Governor Landon, Republican Governor, we got to do something about this. Landon finally says this is a bigger job. Let's go to the president. Let's go to the Democratic president. That results in college student employment project. Where by students are given jobs which otherwise wouldn't get done and

get federal money, to keep them in school. Well later on that becomes the NYA which Eleanor Roosevelt is given credit for. This other was the fore runner to that. Now when I get to graduate school, I have one of these college student employment projects. I put in 20 hours a week, 20 hours per week yes. And get 16 dollar for a week of work.

BLANEY: And that is a precursor, I suspect of the college work study, and the student who is probably going to transcribe this is a work study student.

JANTZEN: Yes, my job was, I was assigned to political science. I had put down competency in German. So I had to translate, and I got partially through, before I finally got a teaching job mid year and quit. But I was translating the Constitution from the German into the English. Which hadn't been done, and they wanted it done for their use. So I got partially.

BLANEY: And we discovered Austrian German is different from German German. Well you have had a wonderful career here.

JANTZEN: It has been fun.

MEYER: Yeah, it has been fun.

JANTZEN: Life has been fun. That is what it takes.

BLANEY: Well it does, yes.

MEYER: Well Marc. Thank you very much.