

## Interviews Reprinted from CCNews

Conversations with CCET Past Presidents  
James C. Stone, Claire E. Pelton, James W. Cusick,  
Dennis S. Tierney, & David R. Wampler

**Interviewed by Gerald J. Brunetti**  
*Saint Mary's College of California*  
**& Carol P. Barnes**  
*California State University, Fullerton*

The five interviews that follow are reprinted from *CCNews*, the newsletter of the California Council on the Education of Teachers (now the California Council on Teacher Education). Four of the interviews were conducted by Gerald J. Brunetti in his role as the founding editor of *CCNews*, while the fourth was conducted by Carol Barnes, a member of the CCET Board of Directors. Three of the CCET leaders interviewed

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*The five leaders of CCET profiled in these interviews are: the late James C. Stone of the University of California, Berkeley (CCET President, 1965-1967, and CCET Executive Secretary, 1948-1956); Claire E. Pelton of Los Altos High School (CCET President, 1978-1980); the late James W. Cusick of California State University, Fullerton (CCET President, 1982-1984, and CCET Executive Secretary, 1969-1980); Dennis S. Tierney, then with the California Commission on Teacher Credentialing and now with Saint Barnabas Parish, Bainbridge Island, Washington (CCET President, 1986-1988; and David R. Wampler of the University of California, Davis (CCET President, 1988-1990, and CCET Executive Secretary, 1991-1998).*

served as both President and Executive Secretary of the organization while the other two served as President. These *CCNews* interviews were conducted as part of the celebration of the 50th anniversary of CCET.

### A Conversation with James C. Stone

Teacher Educator and Cal Council Member for Nearly 50 Years

Reprinted from *CCNews*, Issue 11, Winter 1995

Interviewed by Gerald J. Brunetti

Jim Stone was one of the founders of Cal Council. I recently interviewed him in his office at the University of California, Berkeley, where he has been teaching and advising doctoral students for 30 years. More than 120 students have completed their dissertations under his direction—an astonishing achievement that should probably make the Guinness Book of Records. Belying his 79 years, Jim is very active (tennis twice a week, an hour of swimming every day). He answered all of my questions in a cordial, animated manner, then hurried off to teach class.

BRUNETTI: *Can you describe what role you had in founding Cal Council?*

STONE: Well, I played a very little role in its founding. I had just joined the State Department of Education (in 1946). I was in charge of the credentials office and served as a consultant on teacher education to the State College system. In 1945, the State Superintendent of Public Instruction had called a meeting to bring together all of the public and private colleges to talk about the coming crisis—a shortage of teachers. I was not at that “crisis meeting,” but I was at the second meeting and have attended all of the meetings since.

I quickly figured out that my work as a consultant in teacher education would be vastly enhanced if I could tie in with this group. When they elected me Executive Secretary, it was a perfect match for me because I could put the limited resources I had in the Department to work for the Council and use the Council to help me in my work. We did the Council publications in the Department, including some research studies. Our secretarial staff helped to run the Council meetings and process the materials. The Department picked up most of the tab.

BRUNETTI: *How incestuous!*

STONE: [laughs] Well, it was a logical partnership for anybody who had that responsibility in Sacramento. When I left, Carl Larson followed me and continued the same arrangement. This went on until Max Rafferty was elected State Superintendent. He wanted to select the speakers

for the Council and tell the Council what it should and shouldn't do. Naturally that didn't sit well. I was Council President then. I had tied the cord between the Council and the State Department, and now I was responsible for untying it and setting the Council free. This was in the late 1960s.

BRUNETTI: *What were the conferences and Cal Council activities like in the early days—similar to ours today?*

STONE: Yes, quite similar. You know, the problems of teacher education seem to go on and on, different contexts but basically the same problems. The biggest difference I've noticed is the change in locations. We used to live high on the hog. We'd go to Santa Barbara in the spring and Yosemite and the Ahwahnee Hotel in fall. I guess those days are gone forever. An interesting activity we used to have was a workshop on teacher education every summer. It was done at some college or university campus. It was kind of an outreach program that brought together mostly younger members of faculty, who would attend and get a taste of the organization. Then when Dorothy Blackmore was President, she would have southern and northern regional meetings in the fall and spring, again at an institution somewhere. That, too, was a great outreach program, because it brought in the supervising teachers in the schools—fresh ideas from the people in the trenches.

BRUNETTI: *To what extent have the goals of the founders of Cal Council been fulfilled?*

STONE: Well, I think the goal has always been to coordinate the energies and efforts and insights of people from the institutions and public agencies that have a stake in teacher education—to bring all the people together that have something to say. The Council also felt, from the beginning, that it needed to have high political visibility and take a political stance. And it did. We were fortunate, in the early days, to have Cal Council presidents who were college and university presidents. By the nature of their jobs they were politically oriented and politically powerful. The Council's agenda became their political agenda, and that was a real plus. We don't have that as much today. If you look at the programs of the Council in the first 20 years, the agenda was credential reform—which the Legislature now does with other groups. Cal Council used to determine the credential requirements and mandates, the State Board of Education would take these to the Legislature, and Bingo! they were always passed. Then [Governor] Pat Brown decided that he was going to be the great credential architect in California; and so the whole power shifted from the Council to the Department and the Legislature, and it's been there ever since.

BRUNETTI: *You are the only person who has been not only Executive Secretary and President of Cal Council, but also an editor of its professional journal (originally the California Journal of Teacher Education and now Teacher Education Quarterly). How did you come to play all of these roles?*

STONE: [Chuckle] Well, I think I was lucky. I had no idea when I was taking my degree at Stanford that I was going to end up in the State Department of Education working in teacher education. I was just lucky to go to Sacramento when the time was ripe to amalgamate all those forces.

The presidency, it just came along as a natural progression from all of the activities I did with the Council. It was a difficult time to be President during the turmoil of the late 1960s. We were trying to be innovative, and we made some terrible boo-boos. I remember cooking up a program to take to Yosemite: it included high schools kids from the ghettos of Oakland and San Francisco, who would come to the Council and “tell it like it was.” Well, they did! The delegates were *shocked*—totally shocked. Instead of moving the agenda, it went back about a thousand years [laughter]. That was an awful thing to do!

The journal, well, it was my turn to do an issue, so I did one, and then a follow-up. Somebody said, “Why don’t you do some more?” And I sort of fell into it. I was lucky to get Malcolm Douglass to be associate editor. He had published a reading journal at Claremont and knew the mechanics of putting together a quarterly, which was a godsend. He did the publishing and left me free to do the other things. We made a great team. Finally, after maybe eight or ten years, we decided we had done enough. We felt strongly about the obligation to find someone to carry the banner. Fortunately, we were able to get Alan Jones. I think the best thing I ever did for the Council was to recommend that Alan be the editor; I’m the most proud of that.

BRUNETTI: *You formally retired from UC Berkeley in 1986 after 30 years, but you have returned to teach courses and advise students every year since. In May you plan to retire for good. Looking back at your years here, particularly your work in teacher education, what do you find most satisfying?*

STONE: Well, the students I advised—and not only those students but the dozens of others that took seminars with me. It’s been the students who have kept me here. Overall, I’ve been teaching for 50 years, starting with elementary school, then junior high, high school, college and university, and what’s kept me at it is I love students. I love young people; they stimulate me, keep me fresh. They give me new ideas; they keep me young. And I’ve been privileged to do that for 50 years.

BRUNETTI: *What do you see as the future direction of teacher education in California?*

STONE: I think we still have to fight the same battles: maintaining the position that institutions of higher education are the agencies best qualified to educate teachers; if something horrible like vouchers comes in, fighting the battle that educated teachers, certified by the state, are the only proper and effective way to go; teacher educators fighting on our campuses for the kind of status that we deserve and are entitled to.

At UC Berkeley, we used to train 500 teachers in elementary, secondary, and junior-college programs. Our teacher education faculty were known in the academic departments and respected. But then the whole thing started downhill. The oversupply of teachers seemed to be the excuse for tearing down the program. That's when I got out of administration.

BRUNETTI: *I notice that even at the state colleges, teacher education seems to occupy a position of less esteem than it once did.*

STONE: Yes, now teacher education often has higher status at private colleges.

BRUNETTI: *What role should Cal Council play in the future? Should we go back to a more political orientation?*

STONE: Hey, like it or not, we're in the public; we're into politics. The public schools are into politics. To put our head in the sand and think that's not our business, it's a quick death. We've got to be politically active. Unless we stay active, we're not going to find our place in the sun. I think that's absolutely crucial. Also, I think we should do more than we're now doing in the research effort. In the earlier years, the Council received funds to conduct research. I remember giving the Council federal funds to administer a research study on the National Defense Education programs. We also used to get money from Sacramento for research. I think that's something we really ought to look into again.

Brunetti: *As you look back on your long association with Cal Council, what has been most gratifying to you?*

STONE: Oh, the people. You know, the problems remain the same; but it's the people that you get to know—people that you respect, that you get ideas from; people that you can talk to to confirm some of the things that you're thinking about. I like getting to know people in other institutions that have a different context and see things a bit differently. That's always been what makes it go. And that's the thing I remember.

Some of those old friends I remember so dearly—I just wish they were all still around.

### An Interview with Claire E. Pelton

Former President of CCET

Reprinted from *CCNews*, Volume 4, Number 2, Late Fall 1995

Interviewed by Gerald J. Brunetti

Claire Pelton was CCET President in 1978-1980, the only active public school teacher to have served in this role. Claire taught English for more than 25 years at Los Altos High School, then worked for eight years as curriculum coordinator and model teacher for the San Jose Unified School District. Currently she is a consultant for the College Board. Claire also served as vice chair of the National Board for Professional Teaching Standards from its inception in 1987 until February 1995. I had difficulty catching up with Claire due to her busy traveling schedule, but we finally met over lunch at a restaurant near her office.

BRUNETTI: *How did you first get involved with Cal Council?*

PELTON: Well, I was working with the College Board as a reader for Advanced Placement exams. In about 1965, the State Board of Education was looking for a teacher to join the Committee on Accreditation (predecessor to the CTC). They located me through the College Board and invited me to join the Committee, which I did. In that capacity, I visited various colleges and universities in California reviewing their teacher education programs. The people on the Accreditation Committee read like a roll call of Cal Council: Jim Stone, Fr. Harney, Dean Quillan (Stanford). About a year after I joined, Jim Stone asked me to come to a Cal Council meeting. I'd never heard of Cal Council, but when he told me who would be involved and what the program was, I thought it was right up my alley. The conference, held in Santa Barbara at the Miramar, was great. I was hooked! I served on a number of committees, and before I knew it I found myself on the Board of Directors.

BRUNETTI: *Your active involvement in Cal Council was unusual for a classroom teacher. Why did you do it?*

PELTON: Because I enjoyed and respected the people I was working with, and I believed in the projects that Cal Council had. You know, when I visited campuses with the Accreditation Committee, I saw what was going on, saw the commitment and effectiveness of these teacher educators from across the state working with student teachers and beginning teachers. I

thought I could play a part in making teacher training even better than it was. So I joined Cal Council and devoted a lot of time to it.

You know, there is no job that is as difficult, as frustrating, as inspiring, and as absolutely awesome as teaching. No one who doesn't teach can understand what it's like—the stunning regularity of five classes a day, 150 students, 300 papers a week, not having any time to reflect on what you're doing! I loved every day of my teaching; I lived and breathed it. But there wasn't a Cal Council meeting that I went to that I didn't have a stack of papers to correct. We are the only country in the Western world that does not give teachers built-in time to work with colleagues and to work on projects.

I saw many colleagues burn themselves out—great teachers in the 1960s and 1970s who just couldn't get it together in the 1980s and 1990s. Teachers burn out because they don't have intellectual stimulation beyond the school—ideas that make them feel they have entered a profession. I know that I would not have been the successful teacher I was if I didn't have other teachers and professors—in Cal Council and my other professional associations—stimulating my love for my subject and my growth as a member of the teaching profession. I brought all that back into the classroom.

BRUNETTI: *Was your involvement in the National Standards Board related at all to your involvement with Cal Council?*

PELTON: It was. Lee Shulman invited me to come to dinner at Stanford in conjunction with a project he had on portfolios. I went, and he introduced me to Mark Tucker, the brains behind the National Board. During the meal, I got into an argument with an arrogant professor from back east. We debated across this long table at the faculty club, while Mark Tucker sat in the middle smiling. Later he asked Lee about me, and I was invited to serve on the National Board. In his recommendation for me, Lee mentioned that I had been President of CCET and didn't seem shy about working with higher education types. Being a minority of one in Cal Council was invaluable for me: it made me more lippy than I might have been.

BRUNETTI: *What are some of the highlights of your years as CCET President—only the second woman to serve in this capacity?*

BRUNETTI: *What role, then, should Cal Council play in the future?*

PELTON: I think the Council should meet regularly with folks that are on the cutting edge of the reform issues—like people from AVID (Achievement Via Individual Determination), a San Diego program that has achieved fantastic success helping potential first-generation college

students develop the academic skills they need. Teacher educators should know about Equity 2000, the College Board's program that guarantees that every student will take algebra and geometry. These are just two programs that we should know about.

I was just appointed by U.S. Secretary of Education Riley to a committee called the National Education Policies Research and Priorities Board. There are 15 people on this board, five of them teachers. We worked with Assistant Secretary Sharon Robinson identifying the research priorities in education. Future federal grants will fit into one of seven priority areas, all directly concerned with schools. I think Sharon should come to a CCET conference to talk about these priorities, which will affect every college campus.

Recently, foundations such as the Danforth and the Stewart Foundations have demonstrated an interest in the professional development of teachers. I think Cal Council ought to get involved in such activities. Sometimes higher education is so concerned about developing new teachers that it doesn't address the needs of established teachers.

*BRUNETTI: These seems to be a shift of emphasis in teacher education from universities to the school districts. How do we get more teachers involved in Cal Council activities?*

PELTON: I think school by school. This sounds really simplistic, but I think colleges should, for example, get their BTSA partners involved. I also think that you can apply for funding so that some teachers could participate in Cal Council on an ongoing basis, and not just be "teachers for the day." Perhaps a small-group session at a CCET conference could help colleges and schools plan how to work together on a project. You know, at our first meeting of the Research Priorities Board, Sharon Robinson mentioned some major research projects that had taken place in the country. The teachers hadn't a clue what these were. Well, the researchers at the table became annoyed and began to talk down a bit to the teachers, and then one of the teachers said, "I'm only a teacher." That's when I leapt up and unleashed my old diatribe: "I am a teacher; eliminate the world only." But the point I am trying to make is if these projects were good for school districts, why hadn't teachers been informed about them?

*BRUNETTI: What were your fondest memories of Cal Council conferences and activities?*

PELTON: When I first started in Cal Council, we used to have receptions after our meetings; but only certain people were invited. One of the things I did as President was to make an announcement that after the

dinner *everyone* was invited to a reception in my room. I always overspent my budget for liquid refreshments, but it was well worth it. The first couple of times this was done, people would ask, "Did you really mean *everyone*?"

BRUNETTI: *I'm afraid that that wonderful after-banquet party has disappeared. I loved that tradition and tried to revive it when I was President, but nobody drinks any more and everyone likes to go to bed early now.*

PELTON: I didn't really think about it in those terms. I thought about whether people in the Council who did not really know me would accept my leadership. Because I had to raise the dues 100 percent at my very first meeting as President, due to Prop 13, and because I did hear some grumbling, "How is this person going to lead us?" and because our relationship with the Commission was not good, I had quite a few obstacles to overcome. But the organization pulled together. Even though the colleges didn't know if they had any money, they had enough faith in the organization to raise the dues; and they supported me as President.

I was really proud that we decided to communicate with the Commission rather than to fight it. We had a meeting in Santa Barbara with some of the leaders of the Commission. I was there with Jim Cusick, our Executive Secretary, and Doug Minnis. I remember Cal Council folks sat in one corner and the Commission folks sat in the other. But we did break the ice. We realized that we were *all* in this together, trying to deal with Prop. 13.

I think that Cal Council, like other organizations, has trouble not resting in the past. We need to look ahead and make sure that we are an aggressive, front-run player in the teacher education ball game and not dig in our heels, looking at the future through a rear-view mirror. Why change? Because, quite frankly, there are pieces of all of our programs that are no longer relevant in terms of California's student population today.

PELTON: Another fond memory I have is of Wilson Riles, the Superintendent of Public Instruction, singing "Old Man River" in my suite at the Ahwahnee Hotel in Yosemite. I'd have to say that the program at the Kona Kai honoring past presidents at the 50th anniversary celebration is now another fond memory for me. I was very touched by the whole idea and by the response of the people. Another memory I have was sitting around the Miramar Hotel and talking philosophy with Fr. Harney, one of our early leaders in Cal Council. I can remember once saying, "You know, Father, you could really convince me to become a Catholic." And he looked at me with this little frown and said, "Oh, Claire, my dear, it wouldn't be worth it!"

I remember the intensity of our debates on the floors of Cal Council. No matter whether I was agreeing or disagreeing with folks, the one thing I knew was that people were really affirming what they felt and believed. These are all great memories I've had of Cal Council.

An Interview with James W. Cusick  
Former Executive Secretary and President of CCET  
Reprinted from *CCNews*, Volume 3, Number 4, Summer 1995  
Interviewed by Carol Barnes

Jim Cusick was known by many as Dr. Cal Council. He served as its Executive Secretary from 1969 to 1980 and was elected President in 1982. On this occasion of the fiftieth anniversary of the organization, he shares some of his memories of its history and high points with his long-term colleague at California State University, Fullerton.

BARNES: *Jim, how were you originally involved with Cal Council?*

CUSICK: In 1964 I was appointed a delegate from Cal State Fullerton, and I attended every meeting from 1964 to 1986. I think I attended 44 conferences.

BARNES: *That must be a record!*

CUSICK: I'm sure it would be. I got involved early in my career with the Accreditation Committee of the Council, which made recommendations for accreditation to the State Department of Education. In those so-called halcyon days, the Council was housed in the State Superintendent's office. Carl Larson was head of the Bureau of Teacher Preparation and Certification, which accepted recommendations from the Council for accreditation of educator preparation programs.

BARNES: *Were the Council's recommendations ever overturned?*

CUSICK: I don't think so.

BARNES: *So Cal Council was a very powerful body.*

CUSICK: It was, indeed, because it was where policy was made. The first meeting of the Council brought in all those who had a stake in accreditation to be advisory to the State Superintendent. This began to fall apart when the State Superintendent's office became politicized under Max Rafferty. He made a determination that he couldn't support the Council through Carl Larson; and I became the first Secretary of the Council in 1969, when it was no longer under the direct aegis of the State Depart-

ment. Fred Schrupp was the first President of the Council in that era. Almost immediately after the Council was put on its own, we had the various pieces of credential legislation coming from Leo Ryan.

BARNES: *What were the conferences like in the “old days”?*

CUSICK: They were long and drawn out; some had highlights and some were boring as hell.

BARNES: *You say “long.” Did they last more than three days?*

CUSICK: No, but the sessions went straight through Friday night, where now you have Friday free to party, right? We had standing committees chaired by rather prominent people, generally deans of some sort. At that time the Council was often accused of being an administrators’ organization, but it was indeed an umbrella organization. We had membership from the State School Board, CTA, AFT, various school subject area professional organizations, the Catholic School Conferences, and the Personnel Association, as well as from several of the school districts, such as Los Angeles Unified.

BARNES: *What changed that?*

CUSICK: The Council’s drifting away from where the policies were made. When the Commission was formed, it was charged by Leo Ryan to eschew any relationship with CCET. He told the Commission at its very first meeting, “Have nothing to do with the Council.” He had absolutely no respect for schools of education and teacher education. He was a reformer in his own mind, out to right what he perceived to be wrong; he always had to have a crusade to lead. Fred Schrupp and I actually went to the Commission and invited it to take a membership in the Council, but of course we were turned down.

The Council was the only body that stood up against some of the recommendations that were coming down. It didn’t necessarily do us any good, but I guess we had what Claire Pelton called a little “creative tension” with them. George Gustafson, the first Executive Secretary of the Commission, was difficult. Gary Fenstermacher, John Nelson, and I went up to see him about what we could do about program evaluation, and he accused the Council of ganging up with ACSA against the Commission and treated us very rudely. Peter LoPresti, who followed him as Executive Secretary, was much more conciliatory.

BARNES: *It’s interesting that we’ve come full circle to the point that consultants are often now members of the Council’s Board of Directors. How did that happen?*

CUSICK: Prior to Peter LoPresti, consultants to the Commission would never have been allowed to be on the Board. Peter wanted to co-opt the Council—that was his agenda, and he was good at it—but he had worked primarily for higher education institutions in Connecticut and knew how to do it.

BARNES: *To what extent do you think the early goals of the Council have been fulfilled?*

CUSICK: The original goal was to support the education of teachers in the State of California. Later this was extended to reflect the concerns of teacher education represented by the larger teacher education community, which included community colleges, professional organizations, school districts, and higher education. Insofar as it may no longer be that representative of the teacher education community, the original goals were not met. One of the things that *was* emphasized was scholarly pursuits relative to teacher education. In order to support scholarship, we instituted the *California Journal of Teacher Education*, now the *Teacher Education Quarterly*. This is perhaps the most representative of some of the original goals.

There was always discussion of what we could do as a political arm. In the early days we obviously had an entree into policy with the State Department. After we were set adrift, we were active politically in different ways. We maintained a pretty good relationship with the State Department. Wilson Riles spoke at several of the conferences—Bill Honig, as well. I can recall when Riles was first elected, Fred Schrupp and I went up to see him. Though sympathetic to our situation, he was more interested in early childhood education and secondary school reforms; CCET was not politically important to him. We attempted to make ourselves known to the Legislature mainly by supplying them good data. We didn't do as much as we'd like because we didn't have an office, like CTA and the School Board Association, nor a full-time staff. We depended a lot on volunteers; the difficulty with this is that you can't really get your act together.

BARNES: *How did you come to be both Executive Secretary and President of the Council?*

CUSICK: That was just circumstances. I had no aspirations for office when I decided that eleven years as Executive Secretary was long enough, but several members came to me and said, "Jim, you have a memory bank, and we can't lose that. You have to run for Vice President." The presidency was the logical next step. I saw several challenges ahead. The *Journal* was a heavy financial burden; we had to do some soul searching about raising dues; the conference attendance had dropped dramatically. In

the halcyon days the conference attendance was 280, and we never had meetings under 180. AACTE had even come to us to explore the possibility of having the Council become the state organization for them, but they turned us down because we refused to exclude school districts and other organizations from our membership.

BARNES: *What did you do to nurture the role of the Executive Secretary?*

CUSICK: Well, it took a constitutional amendment to change the name to Executive Secretary. Carl Larson was just called Secretary. Obviously I did the housekeeping kinds of stuff, and I was responsible for the fiscal affairs. I was told by the Board that I was the glue that held it together. I could speak for the Council; I attended all of the meetings of the Commission for about ten years; I worked closely with the President and the officers; I put out a newsletter. Joe Beard began the *Journal* as a very slick publication; he put a lot of money in it, and it sort of went down the tubes. Doug Minnis and the Board members decided to keep it alive. We then went to the mimeograph style; I was the managing editor, and we used guest editors.

BARNES: *Tell me some of the really memorable or funny things that you recall during your years with Cal Council.*

CUSICK: [Laugh] We were doing a harbor cruise on the *Bahia Belle*, and the caterer said to the bar tender, "See that man over there; make sure that his glass is never empty!" The partying was fun in those days. There was a lot of camaraderie. The members danced and danced—everywhere. There were lots of personal kinds of bonding. I recall Wilson Riles singing "Old Man River" at the grand piano at the Ahwahnee Hotel, Al Shanker at Yosemite. Yosemite was sort of the "creme de la creme." Rafferty thought we were being too ritzy; he thought we should meet on some college campus. The fall meetings always used to be at Yosemite, and the spring meeting was in Santa Barbara at the Miramar. We broke away from Yosemite in 1971, then went back in 1976 and 1979.

BARNES: *Jim, what do you think is the future direction of teacher education?*

CUSICK: Teacher educators at all institutions now are caught up in a frenzy trying to get grant support, and they're being torn away from the preparation of teachers. So programs are going to remain the same or eventually be done by part-timers or practitioners. The research base for teacher education is relatively thin. Since the principle concern is practice, we need to be better practitioners. We need to be heavily involved with the schools—not merely collaboration but collegial relationships. The question is, how do you pay for this?

### An Interview with Dennis S. Tierney

Former President of CCET

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Interviewed by Gerald J. Brunetti

Dennis Tierney has a long record of service to Cal Council. Elected to the Board of Directors in 1983, he became Vice President in 1984, President in 1986, and Past President in 1988. Since then he has served CCET in many capacities, including chair of the Awards Committee, long-time member of the Research Committee, and “permanent member” of the conference committees. He will become the new editor of *CCNews* after this issue. He is a consultant on the staff of the Commission on Teacher Credentialing.

I interviewed Dennis in a noisy coffeehouse in Berkeley. Our easy conversation produced an extended tape that took hours to transcribe and was a bear to edit. I hope I have captured some of the character of this dedicated teacher education in this last edition of the 50th anniversary interviews.

BRUNETTI: *For as long as I can remember, you have been a presence at Cal Council. When did you first begin coming to conferences?*

TIERNEY: This fall will be my 20th year attending Cal Council. I was a first-year doctoral student at Claremont Graduate School when I attended my first conference at the Ahwahnee Hotel in Yosemite. I still remember State Superintendent Wilson Riles singing Negro spirituals at the President’s reception. I thought, “Now this is some kind of organization!” My mentors at Claremont were all very supportive of Cal Council. They made sure I met people—the Clare Peltons, Jim CVusicks, and Carol Barneses. While Director of Teacher Education at Claremont, I got appointed to a conference planning committee. I also served on the first Five-Year Plan Committee and on a computer education task force before being elected to the Board in 1983.

BRUNETTI: *What were the highlights of your year as President?*

TIERNEY: There were structural problems with the Council that we had to deal with—most notably, the *Teacher Education Quarterly*. Bootlegged for years out of somebody’s hide, the *TEQ* had to be put on a more firm and financially honest footing. We could have lost it—we came perilously close—but we didn’t; we succeeded in taking it to its next level of development. Cal Council itself had some serious financial problems and was also wrestling with questions about its role and identity. Working with a lot of other people, I helped professionalize the Council, give it a better

sense of itself, insure that future leaders would know their job because we had developed documents—an institutional memory and history.

BRUNETTI: *What are the biggest changes you have seen in the Council over the years?*

TIERNEY: We have come to better understand what we do best. Besides the maturation of *TEQ*, I have seen the development of the research sessions and of SIGs at conferences. We provide better opportunities for teacher educators to develop their research, their teaching, their awareness of policy.

We're now moving on a sensible path to expand our membership to other teacher educators—many of them in the schools—that are logical members of the Cal Council family. The Council has also taken seriously the issue of collaborating with CACTE and SCATE. Our discussions on the collaboration really began with the first joint conference, just before I became President. We moved slowly but have come through the process in a way that is healthy and productive, without a shotgun marriage or hostile takeover; and we've preserved the autonomy of each organization.

Another major change, and I give full credit to Phil Fitch, is that CTC has been much more active and involved in Cal Council. It's not the adversary role of old. Finally, we now have some sensible long-range planning. I did a little of this with the budget, trying to plan two years ahead, but you really took it to another level, and Grace Grant continued this.

BRUNETTI: *What do you see as the most important roles the Council has played and should play in the future?*

TIERNEY: I would like to see the Council continue to provide professional development for its members through its own conferences and the *TEQ*. Teacher education in California is different. We are routinely years ahead of other states in dealing with issues such as linguistic and cultural diversity, subject-matter preparation, beginning teacher support. Cal Council members are involved in cutting-edge research and policy in all of these areas, and you can hear these leaders and talk with them at our conferences. This is the most cost-effective professional development imaginable.

We must continue to struggle with the question of how to make the time we have with teacher education candidates really pay off. This is not easy. Unless we can deliver a cohesive package of courses and field experiences, we will continue to have students who come out of our programs and claim that they taught themselves how to teach. That drives me crazy! We need to bury the perception that teacher education does

not matter, that if you love kids and are a bright college graduate, you can teach. We need to take on the Wendy Cox's of the world and turn them around. Cal Council is an ideal arena for us to have conversations on this and similar topics—away from the media, away from those who do not understand or value our work. In this sense, Cal Council is like a teacher education support group.

BRUNETTI: *What has given you the most satisfaction in your work for Cal Council?*

TIERNEY: The friendships. It's wonderful to see people, joke with them, spend time in the hall between meetings—that sense of renewal, of a community of teacher educators. We wine and dine together, we commiserate, we share good ideas. My life would have been impoverished without those Cal Council friendships.

I also value my work with the *TEQ* as a reader and member of the Editorial Board. This has kept me involved professionally and alive intellectually, which is important for a “state bureaucrat.”

BRUNETTI: *You've come to be known as the golden voiced orator of the Council. How did this happen?*

TIERNEY: When my mentor at Claremont Graduate School, John David McGuire, was on the Commons Commission, I spent the year working closely with him. He's a wonderful public speaker. I became intrigued with his style and started paying attention to him and others who were good at speaking. When we awarded the Crystal Apple Award to Ned Flanders, I volunteered to make the presentation. Then I became head of the Awards Committee and made later Crystal Apple presentations to John Goodlad, Ned Flanders again, and Lee Shulman.

BRUNETTI: *I particularly enjoyed your performance at the 50th Anniversary Celebration honoring past presidents.*

TIERNEY: I did have fun doing that. It was a labor of love.

BRUNETTI: *You have held a variety of positions in teacher education over the years—you were at Claremont, CSU Fullerton, San Jose State, Far West Lab, and now the CTC. Can you comment on the evolution of your career?*

TIERNEY: Some people would argue that I can't hold a job. [Laughs.] Three things have driven my job choices. I wanted work that was morally defensible, socially useful, and intellectually interesting. In addition, I was attracted to jobs that would provide opportunities to expand my knowledge and skills, to round out who I am professionally. I used to

think that the only way to get better at what I was doing was to get deeper—like the classic academic researcher—but I’ve moved away from that. I’ve discovered that I’m really more interested in connections across the various subfields and disciplines. What I would like to become now is not the great soloist, but the conductor of the orchestra or at least a very good ensemble player. The more I look at teacher education programs that are powerful and meaningful to students, the more I realize that we need to get gifted soloists to work collaboratively, to help create a real ensemble. From undergraduate education right through early teaching, there should be an intellectual, theoretical coherence that shapes and nurtures the neophyte teacher’s development. While specialists might come to the surface at particular points, like soloists in the middle of a symphony, at other times they play background roles that are no less important.

I’ve looked at credential programs where the reading course is fabulous or where the faculty are individually very good—bright, dedicated, caring—but the program doesn’t amount to anything but 10 units because there is not the coherence. A good credential program needs to be coordinated and held together, both theoretically and managerially. Every orchestra needs a conductor! It angers me that many colleges and universities won’t put money and time into this function. Yet, someone who has done coordination realizes how complex this job is—developing curriculum, collaborating with school districts, dealing with the Commission, etc. If I could get college presidents and academic vice presidents in a room, I would harrangue them unmercifully on this topic.

*BRUNETTI: What do you see as the most important issues facing teacher education over the next ten years or so? Are you optimistic about its prospects?*

*TIERNEY: The most immediate issue is getting a powerful report out of the SB1422 Advisory Panel. We have the best chance in 20 years in California to do some sensible, systemic reform in teacher education. If we get it right, we can help students, credential candidates, new teachers, and future school children in California immensely.*

Another issue is teaching linguistically and culturally diverse students—a particular challenge in California that we have begun to address with CLAD/BCLAD preparation. We need to continue to work on this issue, puzzling over how to play it out in special education, subject matter disciplines, and the canon, that is, what it means to be a literate, productive, employable adult citizen of California.

A third issue that I have become deeply concerned about is the problem of urban, socio-economically depressed communities, especially

in regard to young African-American males. I looked at what we are spending on prisons in this state, and I said to myself, couldn't we spend some of that money keeping these kids from having to go to jail? Trying to get some answers, I read *Street Soldeiers* by Joe Marshall, the founder of the Omega Boys' Club in San Francisco and winner of a MacArthur genius grant. For the past 15 years he has worked exclusively with African-American males who are in trouble with the law. According to Marshall, we need to catch these kids early—8 or 9 through age 18—and we need to give them some means of withstanding the temptations and social disfunction of their communities: the drug trade, the gangs, the murder and violence. Schools have a critical role to play here, but they can't do it alone nor with the resources they have now. All 74 teacher education institutions need to think hard about how we can help teachers work with kids who are deep into the 'hood, to get these kids past the danger points and into the economic mainstream. It's not so much a pre-service issue as an induction issue. If we can get it right with the males—African-American, Latino, Asian—we can save ourselves a whole lot of grief.

BRUNETTI: *Are you optimistic?*

TIERNEY: Not terribly, but I do think we have to do it just out of economic necessity. Pouring money into prisons is idiotic; it means that none of us are ever going to be able to retire and live on our pensions and social security because two generations of burger flippers and unemployed kids cannot pay the bills for the rest of us baby boomers when we want to retire and play golf. We must recognize, even from a purely selfish perspective, that we cannot long survive as a society, as an economy, if we do not produce a generation that can earn a good living, that can buy houses and cars and other things that drive the economy.

Actually, I'm somewhat optimistic because I see pockets where people are doing wonderful things. There are high performing schools in socio-economically-deprived neighborhoods. We basically know how to do it; we just need to get the political will and enough money into it and we must persist. If enough of us care, I believe we can tip the balance.

An Interview with David R. Wampler  
Former President and Executive Secretary of CCET  
Reprinted from *CCNews*, Volume 4, Number 3, Winter 1996  
Interviewed by Gerald J. Brunetti

Dave Wampler, our Executive Secretary, has also served CCET as President and as a Board member. His long association with the Council

goes back to the days when the “founding fathers” were still active in the organization. I interviewed him over dinner on the evening before a Board meeting.

BRUNETTI: *How long have you been a member of Cal Council?*

WAMPLER: I attended my first conference in the fall of 1971. So it will be 25 years next fall. I haven’t missed more than one or two conferences since.

BRUNETTI: *What drew you to Cal Council in the first place, and why did you keep coming?*

WAMPLER: I was originally introduced to the organization by Doug Minnis. He thought that Vince Crockenberg and I would be interested in the organization. He had us delegates from UC Davis and paid our way; and so we went. I kept coming, early on, because of the people at the conference. Being new to California, I was meeting all kind of people that I never would have met otherwise, including UC supervisors and deans who used to meet before the conference. Besides the social and institutional inducements, I’ve always thought that the programs were worthwhile. Probably some after-dinner speeches were horrible and some sessions not so good, but you’d always come back from someone’s keynote speech or small-group presentation with an idea for your own campus program.

BRUNETTI: *When did you first hold office in Cal Council?*

WAMPLER: It wasn’t until sometime in the 1980s, when somebody resigned from the Board and I was appointed. Let’s see, I finished up as President in 1990, was Vice President in 1986, and was a Board member sometime between 1980 and 1984. So I’ve been on the Board for the last 15 years. For the first eight or nine years, I appeared on the program as part of the “Wamp-Crock” run. We’d lead runs at 6:30 a.m. on Friday and Saturday mornings—at Monterey, San Diego, and the famous run to Mirror Lake in Yosemite.

BRUNETTI: *You have always been known as someone who has a good time at conferences—a leading member of the rowdy table” at banquets, as I recall. How important are friendships and socializing at Cal Council conferences?*

WAMPLER: I think the friendships are crucial. I certainly treasure mine. I do like to have a good time, and I always was at a table a little crazier than the others. There still is a certain amount of socializing at conferences, but it doesn’t seem the same to me.

BRUNETTI: *What do you miss most about tyhe “good old days”?*

WAMPLER: I miss the people who are no longer active in the organization: George Thayer, Gary Fenstermacher, Edna Mitchell, Marilyn Nye, and Marilyn Watson. I remember fondly the Mission Ranch (in Carmel) and the Bahia (in San Diego), where there was a dance floor and band, and everybody seemed to really enjoy dancing and being together. I’m not sure I miss partying so long and so late, but it was a great part of the conferences when we were younger. For me, the programs have gotten better, so I don’t miss the old programs. And I don’t miss the idea that it was a bit of a “dean’s club,” dominated by males early on. I think it was harder for younger folks to get involved. Hopefully some of those things are gone.

BRUNETTI: *You are one of the few individuals who have served CCET as both President and Executive Secretary. How have these different roles affected the way you view the organization?*

WAMPLER: Well, I think that the President’s role is very different from the Executive Secretary’s. The President tries to have an agenda and steer the organization, keep it growing, set committees, be clear about the mission and how to keep that going, and make sure that all voices are heard. The Executive Secretary is also a kind of cheerleader for Cal Council, but there’s the others side of the job—all the nitty gritty of running an organization: the mailings, the hotel reservations, the menus, the scheduling, the financial parts of it. You’re involved in more of the activity than the President and are in contact with the members. I know probably more people than anybody else in the organizartion because I see their names all the time.

The Executive Secretary provides continuity. Like a superintendent of schools, the Executive Secretary should offer ideas and insights but avoid making policy. Sometimes I don’t do that very well. I should be involved in discussions and provide information and support but not necessarily my opiniion. Obviously the Board has to decide what they’re going to do. I don’t have a vote. For me it’s how to be careful not to say, in response to an idea from a new Board member, “Oh, yeah, we did that before” or “We tried that in 1965.” I think an Executive Secretary can be a real roadblock to a Board by saying those things or taking that attitude.

BRUNETTI: *Can you describe your own work as a teacher educator? How has it remained the same and how has it changed over the years that you have been in California?*

WAMPLER: Well, my work for over 25 years has focused on the prepara-

tion of elementary teachers. The beauty of my work is that I've been able to experiment with programs all the time. We're always changing a course or the way we do student teaching, often in response to efforts to work more closely with "the field." That's kept me alive. I have also liked working in a small program and being close to the students.

Things have changed dramatically in the classrooms we're preparing teachers to go into, with second-language learners, poverty, kids with little value system, parents who give no support, etc. And we're trying to prepare young teachers to go out and work in these environments in a very short period of time, under stressful conditions. How can we possibly do this in a one-year program? If you're teaching methods classes the way you were several years ago, the students will probably see them as irrelevant. They'll say, "That won't work in my second-language classroom." I'm not even sure if the current research on classrooms is up to date in terms of what teachers need to know and how they need to teach their students. I work with a cohort of student teachers for a full year. I can tell you that classroom management and control is a major, major item for them. When a student teacher doesn't have enough of the skills to do what's called for, it's very difficult.

And I work with just elementary teachers. I don't know how secondary teachers survive—with wave after wave of students all day long, even in middle school. Yes, a lot has changed. Of course, that's what makes our jobs really very interesting. I don't know how I would have done with a job that's always the same. Our jobs change all the time.

BRUNETTI: *What do you find most rewarding in your work as a teacher educator?*

WAMPLER: What I find most rewarding is working with young, idealistic, new professionals. That's what keeps me from getting negative about the situation. They come, a new batch every year, and they are bright-eyed and ready to go. They have tremendous enthusiasm for teaching and commitment to kids. I find it really rewarding to watch them change and grow as human beings and teachers. Every year I say, "This is just a great group! Next year's group couldn't possibly be as interesting and rewarding." But, they are! It's just amazing. So that's what's rewarding to me—watching them learn. Another rewarding thing is seeing people you've taught begin to taking leadership roles. I have one former student who is now the director of education at Joshua Tree National Monument and another one is director of teacher education at Pomona. This has nothing to do with me directly, but it's rewarding to be a part of what they've accomplished.

BRUNETTI: *From your perspective as a long-time teacher educator and CCET leader, how do you see teacher education in California evolving in the future?*

WAMPLER: Well, I'm a little concerned about where it's going in California. I think the Legislature is going to continue to regulate teacher education with laws and requirements. Since I've started in this business, the number of things we have to do—that are not our choice, that may not be good teacher education—are frightening. None of those ever go away; we just keep adding on. I worry that the autonomy of the university in teacher education continues to diminish. In my own case, I am worried that the University of California is going to go out of the teacher education business over time. The message from Gary Hart and others is that the California State University can do it all. I think we should be doing more research on teacher education, which you can do better at the University where you have fewer students. I also think there needs to be a teaching presence on the UC campuses to connect students who are there with teaching opportunities. There has been evidence that if you pull those things away and don't provide opportunities for students to think about teaching or becoming teachers, you lose a whole set of students who opt for other kinds of careers.

BRUNETTI: *What do you see as Cal Council's role in the future?*

WAMPLER: I think that Cal Council is a good, solid umbrella organization for the institutions who do teacher education in the state. We need to get more people from those institutions involved. I also think that we've never quite found our voice and our place. We always have to remind the State Department of Education—and often the Commission—that if they're going to have an advisory group, they need to have a teacher education representative, and CCET should provide it—just as CSBA and other organizations do. Despite the membership issue and who we can speak for, I've always felt that there is a way to take policy positions—to be available as expert witnesses, to get involved in the process. This is important since we have a Commission and a Commission staff that are not teacher educators, and a Legislature that's non-teacher-education.

BRUNETTI: *When you finally leave Cal Council—and I hope it won't be for a long time—what will you want to be remembered for?*

WAMPLER: Not “the rowdy table!” I hope that people remember me for the service and dedication and effort I've given to the organization. But I'm sure there'll also be some side notes about “rowdy tables.”

I was thinking today about the things that have evolved in the or-

ganization—things I have watched and sometimes been a part of: the *Teacher Education Quarterly* developing from a ditto sheet to a full-blown professional journal, the increased money put into conferences, the research component, and the efforts we've made to have gender and racial equity across programs. I've also seen the addition of the *CCNews*—another way to communicate.

When you consider all of these things—and the financial stability of the organization as well—you realize that Cal Council has become more of a professional organization and less of an old-boy network. I feel very good to have been part of all of this.

### Recognizing Outstanding Reviewers

The editorial team for *Issues in Teacher Education* expresses its special appreciation for the outstanding work of the following reviewers over the past few years:

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