Myers

This is Lois Myers. Today is Monday, February 4, 2002. This is interview number six with Dr. Bill Lamkin. We are in room 313 Carroll Library, on the campus of Baylor University in Waco, Texas. This interview is sponsored by the Baylor University Institute for Oral History and is part of our project on the history of the university focusing on the school of education. Dr. Lamkin, last time we were talking about your years there beginning at Baylor as assistant professor, moving on up to professor, eventually to associate dean, and then to dean. As we think about those years before you became dean, there’s still a lot I’d like to talk about. And one of those things is the faculty. We had talked some last time about Drs. McNamee and Goetting and Strickland, but there were other faculty members there when you first started in the sixties. Would you tell me what you recall about them?

Lamkin

I guess that in many cases I was having difficulty changing from role of student to the role of a peer faculty member and so forth. Because so many of the faculty members had been there for such a long time and had been involved and many of them were, of course, my teachers when I was there. Specifically, Dr. Goetting and Dr. Strickland and Dr. Williams had all been my professors while I was there. And so it was kind of an adjustment that was there. But just looking at the faculty members that were here during that time, other than the ones you mentioned—as I say, Dr. Williams had been here for a long time and he was here only a short time after I arrived, I think one or two years. He retired. I never did really have much interaction with Dr. Williams. He stayed in his office pretty well, and he taught elementary content classes and was not a professor that students were just really captivated by, but at the same time you didn’t hear criticism of Dr. Williams. He was what I would call an old southern gentleman, very quiet spoken and very agreeable. He was not confrontational or anything at all, just a very nice kind of man. So far as I know, he did very little writing or consulting or anything outside of his teaching. And I really don’t know too much about
his background. Interestingly though, I had him as—when I was a student here in the late forties, and when I came back in the late sixties he was the same person. There didn’t seem to be much change. He was just as I had remembered him when I was a student.

**Myers** When you say content, do you mean like social studies, language arts?

**Lamkin** Right, right. Language arts, social studies, and the areas that teachers teach in the elementary school. So he’s one that had been around for quite some time. Dean Murphy was a person—and I’m not sure what his background was. My impression was that he had been teaching in the public schools and had retired or had gotten out of the public schools and Dr. Goetting had brought him to teach the introductory educational psychology class, which was called “Adolescent Psychology,” for secondary—of course, for secondary teachers, prospective secondary teachers. He was a nice man. Everybody enjoyed him. The students enjoyed him and, so far as I know, he was a good instructor, but he was just there for about one year, maybe two after I came, and mysteriously disappeared. I don’t know what happened. I wasn’t involved in any of the general personnel activities of the school at that particular time, so I’m not real sure what happened as far as he was concerned. I don’t think there was anything—any ill will or anything there. I think that he was just teaching for a while and then moved on into something else there. Mrs. [Anna] Baker was another one who did not have a graduate—a terminal degree. And she also taught the adolescent psychology that was for secondary students. And she also taught some of the elementary students, the—whatever their course was called. “Child Development,” I believe, was the name of the course. And she was a rather controversial faculty member. She was very nice, and on a one-to-one basis she was very understanding and such. But her approach to teaching was not very understandable to the students in her classes to undergraduates. They were never really sure what they were supposed to be learning in class because she would pose different kinds of activities or problems for them to work on and they never were really sure why they were doing it and they never were sure when they got through what they had done it for or what they were supposed to have learned from it. And she had a lot of criticism from students. Probably, I would guess that more students visited the dean to talk about their dissatisfaction with her course than any other faculty member that we had. There were other faculty members that students did not enjoy; they just would consider the class as boring. But her classes they considered almost as confrontational, and they just couldn’t quite understand what was going on. And a lot of this was by design of her. I talked with her, as she stayed here for quite some time. And I talked with her about it and she was concerned about why students didn’t like her. And we talked about her approach and she was very adamant in the fact that she was there and if
they would really apply themselves, they would learn what she wanted them to learn, you know, and such. And I didn’t try to convince her otherwise. I didn’t think that was my role. I just spent many hours, however, listening to her talk about why—her dissatisfaction with the fact that students didn’t respond to her teaching and why they didn’t like her and so forth. She stayed for—she didn’t move into our new facilities in Draper, so she must have left—I guess that would be sometime in the mid- to late seventies. She retired. She was not dismissed or anything. She just retired sometime in the late—mid- to late seventies there. Dr. Para Porter taught reading, primarily for the teaching of reading, for the elementary students. Dr. Porter was a graduate of Baylor. She had been in this area for quite some time. My impression is that she actually was reared in some of the area around here, not necessarily Waco, but one of the surrounding areas. And she had taught in the schools of McLennan County, and she finished a PhD at Baylor. I guess it had to be in the mid- to late fifties when she finished a PhD. But Baylor’s doctoral program in education was established in the early fifties, and it was established as a PhD program. Dr. Porter and Dean—the dean of student life, Dean [W. C.] Perry, were the—were the only two that I know of who got the PhD. There may have been some others because there were some other early graduates during that time, but I wasn’t associated with Baylor and even though I was in Waco, I wasn’t really out here that much and so I don’t know. But she then stayed on as faculty. The PhD was changed to an EdD sometime later in the 1950s or early sixties. This was primarily a conflict between Dr. Goetting and Dr. Carroll, Monroe Carroll, who was dean of the graduate school, which was not an uncommon kind of conflict between professional schools and the academic—more what we consider the academic, the liberal arts areas. And Dr. Carroll did not believe that there was any content to be included in a doctorate that would merit a PhD, and he thought a professional degree would be much more appropriate. And Dr. Goetting changed it over to the doctor of education degree. So, after that particular time, and again, I’m not sure of the dates because I wasn’t here at that particular time, but at that time it was—the EdD was offered. The PhD has resurfaced in the school of education now. So there have been a few graduates of that program in the 1990s. And there is some talk at the present time about reinstituting a PhD degree in school administration, I know. I’m not sure about what other—but I need to go back on that. That is not in the department of curriculum instruction. It’s in the department of educational psychology is where the PhD is now offered. Dr. Susan Johnson is the one who instituted that program and is director of that PhD program in educational psychology. Dr. [William Read] Dawson had recently come to Baylor when I came here. I’m not sure how long he had been here. He had been in a junior college administration and completed the PhD at The University of Texas. He—I knew his wife, Mary Wood [W.] Dawson at Waco High School, when I taught at Waco High
School. And she came to Waco High School in the late fifties, probably about '58 or '59. And I'm assuming that that was the same time that he came to Baylor. In thinking back, I think maybe he was finishing his doctorate at The University of Texas at that particular time. And so he probably received his doctorate and was on the faculty of Baylor about 1960 or shortly thereafter. He had been in the junior colleges. He had been at Hill County College; and while he was there, Hill County College closed down for a short time in there. There was—and then it started up again in the sixties; the college reopened at that point. Dr. Dawson taught in school administration, primarily graduate students, although he did teach the undergraduate course in foundations—history and philosophy of education—but the term used at that point was just “Foundations of Education.” He was one of those professors that with undergraduates was just one they tolerated. They considered it to be boring. Of course, almost anyone teaching history and philosophy to undergraduates would be considered to be boring because that’s not something that excites them. They want something they can apply to their chosen profession of teaching and they can’t see how studying the history of education has anything to do with what I’m going to do when I get in the classroom. He was very well liked by the graduate students in school administration. He interacted well with them and there was a good relationship there. He kind of kept himself apart from the rest of the faculty. He was not—he kind of saw himself as being in an area where he really didn’t have any peers on the faculty because he was about the only one besides Dr. Goetting who taught courses directly in school administration. Dr. Strickland taught some, but not that much at this particular time. He retired after we had been in the Draper complex one year. And that was an agreement that he made with Dr. McNamee. He—Dr. Dawson was very, very neat, tidy, and organized. And he had planned how he would have his office set up and so forth. He was given a corner office in Burleson Hall where the faculty offices were to be located. And he had planned that office and he wanted to have a year in that office. So, we moved into the Draper-Burleson complex and he stayed on one year after that and fixed his office up and so forth so that it would be as he wanted it for that particular year. So he stayed during that time. Dr. Mitchell was retired from one of our—had come from one of our Baptist colleges in the South. I want to say Mississippi, and I think maybe it was from Hattiesburg. Is that Mississippi College, I believe? I think maybe that’s where it was. I never did know the full stories about Dr. Mitchell. Apparently he had been in an accident, automobile accident, he and his wife, and I had heard that his wife was killed in the accident and Dr. Mitchell was impaired. He couldn’t walk well. He walked with a limp and his vision was impaired and such. I’m not sure what the connections were and how he came to Baylor, but he was on the faculty at Baylor. He was a very, very knowledgeable, well-read person. And he had written a lot in the past—well, published in the past. His office was located in the old Burleson dormitory, which at that time when I came here was an abandoned building, and they used it for storage
and offices. And it was really a firetrap, so it’s a wonder it didn’t burn down or somebody fall through the floor. And I visited his office once or twice because we were serving on committees together. And I really—it was on the second floor of Burleson, I remember, and the old wooden floors creaked. And his office was stacked full of manuscripts and journals and books, and I don’t know how he kept them from sinking to the first floor and on into the basement. Beginning about 1970, he began to deteriorate considerably, became very forgetful and wasn’t sure about—well, he would miss classes because he would forget that he had a class, and so there was some deterioration there and he retired soon thereafter. He was a fine gentleman. And I had often wished I had known him before his impairment. And, you know, the details I gave about that accident may be totally incorrect. He behaved more as one who had had a stroke. But I was assured by some faculty member that he had had a head injury and such. So I’m not sure what might have been the background there. Dr. [Raymond E.] Biles—I’m not sure whether we talked about Dr. Biles or not.

Myers

On the bad part of the tape [of interview 5].

Lamkin

Okay, Dr. Biles finished his degree at The University of Texas at the same time that I did, although we didn’t know each other. He was in curriculum and instruction at The University of Texas and I was in educational psychology. But we both finished our degrees in the spring and summer of 1967. Dr. Biles, however, had been on the faculty at Baylor and was just on a leave of absence during the ’66–’67 year to finish his degree down there, and so he just was coming back to Baylor in ’67 when I came as a new faculty member. I’m not sure how long he had been here previous to that. His primary area was social studies, and he taught in the elementary social studies area, very knowledgeable. But he had very great difficulty in communicating with students, particularly. He would tend to kind of wander off into rather vague kinds of ideas that students couldn’t identify with and they would become rather upset with him and such. I guess you would say that on an individual basis they liked him. They liked him as a person, but they did not like his classes very much. And at that particular time our undergraduate classes often—well, consistently I would say, had anywhere from fifty to seventy students in them. So the classes had to be lecture and his technique was more of a discussion. And so those few students who might involve themselves in the discussion would get something out of it, but that large group who were just sitting there listening were waiting for the chimes on Pat Neff to ring so they could go to the next class. So he consistently received very poor ratings from students. Student ratings began at Baylor, as I recall, sometime about 1970 or ’71. And Dr. Biles and Mrs. Baker—that’s Anna Ree Baker, always received very, very poor ratings and just couldn’t understand why students did not respond well to them. Dr.
Biles retired after I became dean. It became obvious that we were going to need to do something here, and as we reassigned him to various things—then when he became sixty-five, well, I was able to convince him that it was time for him to retire. His wife had developed Alzheimer's at that point and he was having great difficulty in taking care of her and meeting his assignments here on campus and so forth. And it wasn’t a confrontational kind of thing; we just talked person to person about it. And he decided that it was time for him to retire so he could devote more time to taking care of her and such. A very fine gentleman, but not an inspiring teacher, unfortunately. I think I covered just about everybody who was there on the faculty at that time.

Myers

These times that we’re talking about, the late sixties, preceded the time that there were learning labs at Baylor and a lot of interaction with students early on with the schools. These professors you’ve mentioned, how in touch would you say they were with the schools?

Lamkin

Dr. McNamee had, of course, been in Waco public schools shortly before he came back to Baylor. He had been associate superintendent in the Waco schools. And as I say, he was not my immediate boss, but he was in the hierarchy above me when I was a teacher in the Waco schools. And he had always been interested in children and always had been interested in working with children. He left the Waco schools, went to A&M, stayed one semester—left the Waco schools in the fall of ’66, went to A&M, stayed there for one semester in the fall of ’66, and came to Baylor in the spring of ’67. And he was very interested in working with elementary students, and so he was one of the first to get his students involved with the elementary students before they got out into their student teaching experience. And having recently come from the schools, he was very much in touch with the public schools and he knew what was going on, and he worked very closely with them and tried to help them—their students to work there. Dr. [Toby W.] Rigby, also, although he had been at Baylor for about five years when I came here. His wife was a social studies teacher at University High School here in Waco and he—he had taught in the schools up until he finished his doctorate and came to Baylor. And I would say that he generally was in touch with what was going on in the school. I’m not sure he maintained that understanding of the schools. He tended to pull away, I guess, get more into the ivory tower than he had previously. Dr. Strickland also worked very closely with the public schools. And I think I mentioned previously that he was instrumental in getting some of the courses started for students with special needs, the first area being the mentally retarded. And then he and I started what did—when new laws were passed in the late sixties, early seventies, after I had been here just a year or two, we started classes for the learning disabled. And this was a new area at that particular point under
some of the Texas legislation and regulations that had been passed. So he and I taught courses related to certification of teachers of the learning disabled. And in those situations, he was out in the schools a great deal and he was talking with people and he was very, very cognizant of what was going on. Otherwise, most of them really had divorced themselves from the public schools. They were thinking more of just their education as an academic pursuit, as opposed to a profession, at that time.

I think I mentioned on one of the earlier interviews that not too long after I came, I became interested in getting our students out into the schools. I hadn’t been out of public schools but just two years at that particular point and I was very concerned. I went into teacher education primarily because I thought I maybe could offer something to those preparing to teach from my own experiences. And one of the things that I was most interested in was getting students out into the classrooms to let them know what was going on out there so they would have something to build on other than their own memories. And that’s what most students did. They remembered when they were in the first grade what they did, or they remembered when they were in high school what they did. And so I taught one class with a laboratory that required them to be out in the schools. And then we spent some of our class time talking about their experiences, and as they went in the schools they had certain observations they had to make and things of this nature. So we started getting some laboratory kinds of things in there at that particular point, too.

Myers
Uh-huh, interesting. Well, usually when we have a faculty like that, there is, holding them up and helping them from behind the scenes, the staff. What do you recall about the staff of the school of education those early years?

Lamkin
The staff was very, very small at the time I arrived in 1967. So far as I remember, at this particular point the only staff member was Dr. Goetting’s secretary and then another administrative assistant type of person who worked with Dr. Goetting in terms of the—for certification, because a very important part of the school of education was filling out the records and sending them to Austin for the certification of teachers after they had completed programs. So on the second floor of Pat Neff Hall as you walked in, there was a large room which was the certification office. And there was one person there, probably some student assistants, too. We used a lot of student assistants, paid student workers, but just one person who was in charge of that. Dr. Goetting was actually what was called the certification officer. And so he had to sign off on all the certifications. And then next to that was Dr. Goetting’s office and that opened into the big office there. And Darlene Kyser, who is presently the assistant to the dean and the administrative assistant in the school of education, came to Baylor at almost
exactly the same time that I did. And I talked with her several times, and
when she came in she thought I had been there forever. And when I came
in I thought she had been there forever, and we had both come about the
same time, and she was his secretary. So those two were really the only ones.
The curriculum library, what we called it then, now we call it the learning
resources center, the curriculum library was located at the end of the hall on
that same floor, as I recall. It may have been on the third floor. It was the
old Texas Collection that had the blue floors and so forth. I believe maybe it
was on the third floor. Anyway, Dr. Rigby was in charge of the curriculum
library, and student workers were used in there to operate the curriculum
library under his direction. So that was the total staff.

\textit{Tape 1, side 1 ends; side 2 begins.}

\textbf{Myers} I would like you to describe for me the students. I know faculty has
changed, staff has changed over the years, and I'm sure students have, too.
What was the general nature of a student in education in the sixties?

\textbf{Lamkin} That's a difficult question. I would have to say, in general, the students that I
had in class when I first came here, the undergraduates that I had in class
when I first came here, were not a great deal different from the
undergraduates I later taught in the 1980s and nineties. There's such a wide
variety of people in teacher education. And the faculty talked about this
quite often and such as a professional school: the question whether we
should set up some kind of criteria for admission to the school of education
and teacher education programs that would take into consideration their
commitment to teaching or whether it should be open-ended. And faculty
always felt like it should be open-ended and, quite frankly, I don't know that
the university would have accepted anything other than open-ended. Most
professional schools have some kind of limitation as far was what they’re
going to admit. The law school doesn't just say, We admit everybody that’s
qualified and hire faculty to teach them and so forth. They say, We have so
many places, and such. But the school of education was never really
agreeable to this, and as I say, I'm not sure the university would have been,
even if we had decided that's what we wanted to do. So with every class, you
always had about three different kinds of students. You had some students
who had always wanted to be teachers and they were very interested in what
you were doing, even in history and philosophy. They could identify with
this because they were interested in education and they wanted to see where
it came from and what was happening to it and so forth. So you have a
group like that. And then you have a group that are there because they think
they would like to teach but they may want to do something else with that
teaching thing. We got a lot of students who were interested in various types
of religious work, but they weren’t planning to teach. They were going into
youth work, or religious education, or things of this nature, and they felt like
that was probably the best major for them. They would probably take
religion courses, but they thought that this would be good training for them.
And then you have another group of students who were there, to put it
bluntly, because Daddy said, If you’re going to college, you’re going to have
to get something you can get a job with, and they probably never were going
to teach. But it was a way of getting a degree, and so they never—in most
cases didn’t plan on having any kind of career and such. And they were the
ones that were the hardest to interest or to deal with or such at that point. I
guess the biggest difference—I don’t think this was a difference in students;
it was a difference that came about as we developed new programs and such
in the school of education—was the interaction of faculty with students that
resulted when we started cutting down on class sizes and cutting out the
very, very large classes that we were having to deal with as undergraduates.
And as we started cutting those down, well, then there was more interaction
between faculty and students, and students began to identify with the school
of education more. Also, one of the first things that Dr. McNamee did when
he became dean was to institute a degree from the school of education. Up
until that time all students graduated from the College of Arts and Sciences
and they received—they went through a program which was called a
modified B.A. program. And because of the state requirements about the
amount of work that the students would have to do—in other words, at that
point, secondary people for example, secondary teachers, had to take two
majors. They had to have two teaching fields and so they had to have two
majors, is what it amounted to. And then they had to have professional
education, which amounted to another major, and then in their general
preparation they had to have certain kinds of courses as well. So the College
of Arts and Sciences had what they called a modified degree for teacher
education. The major modification was that the foreign language
requirement was eliminated, and the science requirement was reduced from
three courses to one course in science. And I believe at that time that the
religion was one course rather than two courses. And so students got a
bachelor of arts degree. There was no difference in the commencement
programs or anything. They graduated from the College of Arts and
Sciences with a bachelor of arts degree. And so, Dr. McNamee, when he
became dean, he started immediately working a degree for the school of
education. And I’m not sure when that degree was first offered, probably
about ’71 or something like this, because those students who were in
progress finished their old degree and he instituted the bachelor of science in
education, which is the degree that the school of education offers today for
undergraduates. Now, undergraduates can still get teacher certification by
completing a bachelor of arts in the College of Arts and Sciences and
completing teacher education requirements. And so we have a good number
of students who do that. They can go either way. The requirements for that
degree remained about the same when Dr. McNamee instituted the degree.
And, of course, this had to have approval of the trustees and so forth. So they remained about the same. Through the years we made changes; we made changes in it and so forth. So foreign language is back in as a requirement at this particular time. And more mathematics is required than was required at that time, and a different type of mathematics. And religion is in line with the rest of the university and so forth. So changes were made in that program and I’m sure are still being made. It’s a fine line the school of education has to walk. They have to meet the state requirements for teacher certification, but at the same time they have to meet the university requirements for degrees. And so they—and try to keep that degree within a number of hours that students can complete in four years, or at least no more than four years and a couple of summers, or something like that. And so that’s what they were trying to do through the years. I would say that the state has become a little bit more flexible in their requirements through the years. And beginning in 1990, 1988–’89, they started letting the college make more decisions about how they would offer courses, and what courses they would offer and require and such, as opposed to the very rigid requirements that they had previously.

**Myers**

Well, when you first came, or maybe the second year, early on you were given responsibility for graduate studies. And then in ’75 you became associate dean and director of graduate studies. Was that just a recognition of what you were doing, or was there a change in your responsibility?

**Lamkin**

Well, there wasn’t much of a change in responsibility, except it was a matter of trying to coordinate the graduate programs and keep up with students. And I guess this was more than looking at the curriculum of programs, although this was a part of the responsibilities. It was more knowing who our students were and keeping up with them and so forth. When I came here, as I indicated, Dr. Goetting did almost—did everything, okay. The year after I came here, he employed Dr. and Mrs. Bill Herrington, Dr. Mary Herrington and Dr. Bill Herrington, who had completed their doctorates at Baylor. And he employed them to take over the certification and advising. And so they became—Dr. Herrington became the certification officer, Dr. Bill Herrington, and Dr. Mary Herrington was his assistant. And they taught classes, but they also were in charge of certification and student advising and so forth. So they started taking care of the undergraduates. The doctoral program was beginning to expand. At that time the university had no rules or no regulations concerning how long a student could take to complete a doctoral degree, and so we had students who would come in and take, oh, five or six courses and so forth and then we’d lose them and nobody knew where they were or anything. When I first came here you’d have students who had started their degree ten years ago and now they came back and they wanted to complete it and such. So there were no files on graduate students
whsoever, and we didn’t know what kinds of certifications they might be working on because, again, with graduate students you were concerned not only with meeting degree requirements but also with state requirements for certification. So my job as director of graduate studies was primarily to keep up with students and to develop files on students as to where they were and what they were doing, and working with our doctoral students in terms of who were their major advisors and who was going to direct dissertations and things of this nature.

**Myers**
A person coming back to school for a master’s in education, what were their goals? What was primarily—would they hope to do with that?

**Lamkin**
Quite honestly, their major goal was to complete a degree so they could get a salary increase. That was their major motivation.

**Myers**
They would go back and teach, but they would get a greater salary for it.

**Lamkin**
That’s right, that’s right. A large—now—that probably—that’s an oversimplification because, unfortunately, in education the only way that you advance yourself is to change professions. In other words, as a teacher you could only advance yourself if you change from teaching to something else. So most of the time they sought a certification which would allow them, if they wanted to, to change professions. And so we had—our programs were counselors, school administrators—and there were two levels there: principal and superintendent—supervisors. And then in the mid seventies, early seventies were introduced the educational diagnostician. And then on top of all of those, as special education things developed, you had special education supervisor and special education counselor that were added to those. So most of the time, the graduate students in the master’s program sought certification in one of those areas. And of course, if they sought counselor certification to get special education counselor also, they just had to take a couple of hours—a couple of courses in special education and that gave them that. And then the counselor certification required thirty course hours and the master of science in education required thirty-six hours, so they could get the extra six hours there and get certification as counselor and special education counselor if they wanted to do that. And that was our largest program. School administration was our second largest, and supervision was the third. And supervision and administration overlapped a great deal, so you had about the same numbers in each one of those. When I first came here teaching—and I was teaching a lot of—most of the courses, actually, in the counselor education program. Dr. Herrington taught—that was his area, and so he taught some of the courses there and then some of the courses that were outside of counseling, per se, but were related to
school, that they required to take a curriculum course and such were taught by others. But I taught five of the ten courses—five or six of the ten courses that students took. And my classes, graduate classes, at night generally numbered forty to fifty students. And as I say, at that point salary was based upon completion of a master’s degree. Now, that has changed at the present time, and salary—you can again still get credit, salarywise, for a master's degree, but you have to show that it is a degree that is related to what you are doing. And so there’s more likely that they’ll have a master’s degree in elementary education or curriculum and instruction now than they did earlier. Even though we had those degrees on the books in the sixties and seventies, we had very few students who completed those particular degree programs.

Myers Okay, interesting. How about ed psych? Were there students coming to Baylor looking for a master’s degree in that? I know there’s ultimately a doctorate in there.

Lamkin Yes, 1968 or '69, I’m not sure when, the legislature passed the laws establishing the Texas State Board of Examiners of Psychologists, okay. Up until that time, there was no certification for people in psychological practice. And that was also true as far as the schools were concerned. And with the advent of special education, particularly, schools got more and more involved in psychological activities, primarily testing of students to determine their eligibility for various programs. And so there was a gradual kind of thing there. Now, initially, the law exempted from the certification school oriented people, and so the school-oriented people—people working for a public school—did not have to be certified by the psychological examining board and such. And initially, there was really no overlap here. And that’s where this educational diagnostician certificate came in. The educational diagnostician was certified to examine students through testing and interviews and so forth for special education services in all areas except the emotionally disturbed. The—and I’m not sure whether this was law or whether this was state board, Texas Education Agency rules. But the certification of emotionally disturbed had to be done by a licensed psychologist. And so that was in there. So, educational psychology originally, then, had a master’s degree primarily for counselors and educational diagnosticians. These were their areas, and that was a very big area during that time, plus the fact that we offered graduate classes in special education to certify teachers as special education because very few did this as an undergraduate. In fact, at that time Baylor didn’t even offer special education as an undergraduate program. It took—you had to take four courses in order to have an endorsement in one of those special education areas, either teaching of the mentally retarded, teaching of the learning disabled. And those are really the only two. And then later we had what we
had called generic special education, which took really the equivalent of a 
master's degree to teach in any area of special education. But those—all of 
those brought new demands here and such. And I was certified as a 
psychologist as soon as the board was established. And other members of 
the department, as we went along, also were certified, because we could see 
that we were going to have to start identifying courses that would qualify 
people to take the examination for qualifications as a psychologist. And so, 
both at the master's level—and at the master's level the board offered a sub-
doctoral certification, which we call a psychological associate. And it wasn't 
long until the Texas Education Agency said that a psychological associate can 
do the same thing that an educational diagnostician can do. So to qualify in 
the schools, you had to either be—to do the testing and so forth, you either 
had to have the psychological associate or you had to be an educational 
diagnostician. And then the doctoral level, of course, was a licensed 
psychologist that then could do the same things, but they also could work 
with emotionally disturbed. And typically, the school psychologist worked 
with teachers and such in dealing with problems in the classroom and such. 
Interestingly—and I was not really prepared for this as far as knowing that it 
would happen; I was prepared educationally for it—I guess it was in the first 
year that I was at Baylor, Dr. Goetting came to me and said, “There’s a 
school over here at Bynum who needs to have some children tested. Would 
you be interested in going over and testing those students with intelligence 
tests?” Well, I had had the training and the supervision, the practicum in 
testing and so forth. And I said, “Yes, I’d be glad to.” Well, very rapidly that 
developed into an extra area of income for me because as much as I wanted 
to I could go to these schools and do testing for them. Region 12 
Educational Service Center was established in 1967–68, also. That’s when 
the service centers started. And about ’68 or ’69 their division of special 
education was opened and I recommended a friend of mine from Los 
Alamos, New Mexico, to become the director of that division. And he was 
 hired as a director and remained in that position until his death—Jack Ross. 
And I worked with Jack very closely. And for—well, until I became dean, I 
guess, I served as consultant to the educational service center, primarily 
helping with their testing and with their interpretation of tests and things of 
this nature and such. So the demand there just really increased dramatically, 
and that’s the reason that we went to this. And I’m very proud of the fact 
that while I was directing the program for educational psychology we 
developed—we had a good number of people who finished our program, 
were certified by the state board of examiners of psychologists, and are now 
practicing as psychologists here in Waco, as well as around the nation. And 
we have some excellent people that are working out there.

Myers  Uh-huh, well, that’s interesting. With such large classes, it doesn’t sound like 
recruitment would have been a problem, but was part of your job
recruitment of students?

Lamkin
I guess it was. I took it upon myself to do it. It really wasn’t a problem and I don’t know why we would worry about it. But we did recruit students in various ways. I guess the primary way was that we did teach some off-campus courses. And Dr. Strickland and I, I guess, were the two who taught more. And this was generally in the special education area because of the demand that was there. And for several semesters I taught courses in Belton at Mary Hardin-Baylor. They did not have a graduate program or anything there. We just used their facilities there to teach class. And I had as many as thirty people enrolled in classes at Mary Hardin-Baylor there taking one of the special education classes. Dr. Strickland taught classes at Hillsboro, using the schools, the high school there. And he taught the special education classes there. That wasn’t an overt type of recruiting, I don’t guess. I’m not sure whether it was or not. I guess we didn’t talk about in that way, at least, but we knew that if we got them into classes out there and they completed a couple of classes that there was a good possibility they would say, Well, I can probably go on now and get a master’s degree. And that we did go about in that way. We didn’t do any active recruiting, as far as going out and talking to teachers or such as this. We didn’t do any mail-outs of brochures about programs or anything of that nature.

Myers
The students that were doctoral students there before you became dean those years, what were their goals? What were—

Lamkin
Most of them were interested in moving into higher education. Most of them were presently teachers, or more often principals. Our doctoral courses were all taught in the evening. Occasionally, we would teach one during the day because, as I mentioned previously, we had up to twelve teaching assistants at any given time. And so, with those twelve people, if there was a class that they wanted—and we might teach that class at a regular time during the day, usually either late in the afternoon or early in the morning because, of course, they all had student teachers that they were going out to see and so we couldn’t put it in the middle of the day. But most of the time they were taught in the evening. The heart of our doctoral students, then, were the teaching fellows, and then added to that were the part-time students then that came on in the evening. Now, our program was a very structured, regular academic program at that particular time. In other words, students were required to put in a one-year residency at some point, and they had to come out here and work as a teaching fellow. That’s what most of our teaching fellows were, that they had completed a lot of their coursework, and so they came out for a year to do the rest of their program. Sometimes they were people who stayed for two years or three years and did
the whole program, but most of the time they did just one year. So we had a regular group coming in like that. That dried up before too long. The availability of doctoral people to work as teaching assistants became very, very small because there just were not that many who were able and willing to leave jobs and come to the university for a year or two and try to do doctoral work.

**Myers** Uh-huh, and you’re talking about people probably not—not really just starting out their career —they’re probably in their thirties.

**Lamkin** (speaking at the same time) That’s right. In their thirties.

**Myers** And they may have a family.

**Lamkin** That’s right, they have other responsibilities and such. And you know, we were—even in the economy at that time—I think we were paying our doctoral fellows, our teaching fellows, I believe we were paying two hundred dollars a month. And, you know, they—there was no way they could quote “live off of that” kind of thing. And so it just got to the point we could not get any teachers, any of those students to come in with the experience that we needed.

**Myers** All right, let me turn the—

*Tape 1 ends; tape 2 begins.*

**Myers** This is tape two of interview six. We were talking about the PhD [EdD] program and some of the changes there, difficulty of getting students to come to make that huge sacrifice to be a full-time graduate student and teaching assistant. So how did you accommodate those needs there?

**Lamkin** Well, we—one of the first things we did was to change the residency requirement. And the only residency requirement was two semesters of nine hours each semester, which could be fulfilled by a student going to summer school and one semester. But taking nine hours and working full-time would just be an insufferable kind of thing. So we changed the—with the approval of the graduate school, since this was a professional degree, we had a little bit more leeway than we would have if we were still offering the PhD degree, okay. So we changed the requirement to read that they would complete a
year’s study, during which they would complete nine semester hours in one term and six semester hours in two other terms. This would allow students to complete the residency requirement by taking nine hours in the summer and six hours in the fall and six hours in the spring. And that was something they could do and still continue their full-time work since all the courses were offered in the evening, okay. And so that was the first change that we had made. I guess that there were a lot of reasons, I think, for the program kind of drying up during that time, however. I guess that one of the reasons was the lack of demand for people completing the EdD degree. About the only area in which they could complete the degree and think it might do them some real good, you know, the two areas were educational psychology, if they could pass the examination and qualify there, and that was a very demanding kind of thing to prepare them for the examination. And the other would be school administration because more and more schools were looking toward having a person with a doctorate as their superintendent and such. But in the first case, you had a limited number of people who were willing to exert the energy and effort and time to become a certified and licensed psychologist from the population we were drawing from, which was generally the school population. And you had very few people who were willing to and able to put in the time to take away from their job as principal to spend that much time away from the job and didn’t have the summers free because, as principal, they had to work in that interim during the summer. They generally had a ten-month or eleven-month job, and so they couldn’t take off. And then two nights a week for the whole year was just impossible. So the population that we were drawing from just fizzled. There just—it just wasn’t out there. And so our program dropped down pretty rapidly at that point.

Myers What years would you guess those were?

Lamkin We’re talking about probably the mid—well, the early eighties and on into the mid-eighties. One of the things I looked at when I became dean was how we could rejuvenate our doctoral programs because they were getting down. Well, it was to the point that we were saying, Can we afford to continue this program with the number of students that we have?

Myers What—you mentioned Monroe Carroll earlier and Dr. Goetting’s work with him. Who was graduate dean through these times when you were having to work with this?

Lamkin Dr. [William G.] Toland was graduate dean in the early—I guess that was the late seventies, wasn’t it, that he was graduate dean. And then Dr. [Robert G.] Collmer. Those two we had to work with as far as trying to get our program
back on track and so forth.

Myers  Uh-huh. How did you feel about the understanding of the graduate school and a professional degree like education?

Lamkin  Well, there still is a considerable amount of problem and conflict there that we had to work through. And there was questioning—well, there would be questioning about our theses and dissertations. I guess professional study is so different from the academic areas that we were always trying to educate those people about what we were all about at this point. And the people from the arts and sciences academic departments, particularly the sciences and so forth, were unaccustomed to applied research such as we did in the professional schools. And the question is whether or not this really merits a doctoral degree. And, of course, we had the safety of saying, But now we’re talking about a professional doctor of education degree and not a doctor of philosophy degree and such. And generally, you know, in discussion we could get over and through these kinds of things. And not—it was always a friendly discussion. I wouldn’t say we were confrontational. It was just a matter of trying to develop an understanding between what we were doing and what the university was expecting and such.

Myers  Uh-huh. What about other doctor of education programs at other universities? Were there—were you learning from them? Was there interchange there?

Lamkin  Our program was very similar to what was being done across the nation. Doctor of education is offered at the most prestigious universities in the nation. Harvard offers a doctor of education degree, as well does Princeton. The University of Texas offers a doctorate of education degree and such. And basically the difference between the two degrees is that the doctor of education degree does not require the reading knowledge of a foreign language. And the nature of the dissertation—the doctor of education will accept dissertations of a more applied nature than just a specific research type of dissertation, as the PhD. Now, many of our students who went with the doctor of education did a PhD-type dissertation. That wasn’t—it wasn’t required that they do a professional kind of thing, but it was acceptable.

Myers  Give me an example of an applied topic. What would it look like?

Lamkin  Basically, the study of the effects of a program within a public school. And you see, what really upsets the researchers is that you’re going out there and
you’re dealing with a situation where variables are not controlled and you haven’t randomly assigned people to treatment groups and things of this nature, of course. And I guess the difference is in what we would call applied, would be looking at things as they exist; whereas the more traditional type of research says we set up a situation that meets certain criteria and we then look and see what happens after that. And so it’s—and of course, you know, we would be the first to admit that if you’re looking at what is going on in the public school that there you have to understand that there’s limited amounts of application into other situations because you haven’t controlled all the variables and so forth. But also, we feel like it does make a contribution to our understanding of what’s going on.

Myers  Uh-huh, it certainly would make it doable for a person working in a school to be able to study something right there and real in their daily lives.

Lamkin  Yes, right.

Myers  We have IRBs [institutional review boards] at our various universities in human—interested in human subjects research. Did you run into any problems there with your dissertation students?

Lamkin  Well, of course, that’s something that came along a little bit later than earlier. As we were working in the seventies and in the—up into the early eighties, we didn’t really concern ourselves with protection of human subjects as—it came along a little bit later. We always abided by the general rules there in the fact that we gained per—if we were working with individual students and so forth, we got permission from parents and such and those kinds of signed papers and so forth. And if we were working within the school, we had permission of the authorities in the schools to utilize data that they had collected and things of this nature, and those kinds of things. I guess I don’t think there was a great deal of difference that came about as we went into the various approval processes. It’s just the fact that we have those approval processes now. And it’s more formalized than it was at that particular time. And I’m sure because it was not formalized that there were some people who did research that did not have all the safeguards in.

Myers  Well, we—we’re just such more of a litigious society now, probably, than we were then.

Lamkin  That’s right. That’s right.
Myers  Uh—my mind’s just gone blank. I’m sorry.  (laughs)  Oh, these years, the late sixties, early seventies, they finally told Texas, You’re going to have to integrate your schools. And they had tried different ways to get around it. But how did that impact on the school of education in terms of the public schools, relationships with them, and teachers and principals?

Lamkin  Of course, the first thing that we noted was an increase in our graduate programs of students from the black universities and also teachers from the predominantly black schools in the area. Because at that time we still had Moore—A. J. Moore High School, as well as the elementary schools and so forth. And those teachers were starting to come back for degrees and such. And so we saw more and more of those types of students coming into our classes, again because we were the one that was most convenient for them. It was too far to go anywhere else at that particular time. There was some reaction from our students as they went out into the schools and, of course, Waco did some unusual things in those early years. And our students had difficulty adjusting to them because—well, our students had come from many different types of situations, from the urban schools and suburban schools and private schools and so forth. And some of them had great difficulty in adjusting to the integrated classes that they were having. But I guess they had more trouble with the things that—the logistics of everything that was going on. Because at that point, Waco was doing such things as busing students from the predominantly white high school at Richfield to the predominantly black high school, which was Jefferson-Moore at that particular point. And they would go there for one class and have one class at that school, and then they would bus them back to their own school, you know. And students who were student teaching in those kinds of situations were really having difficulty understanding what and why and so forth. So far as I can recall, there were very few confrontational or conflict kinds of situations that arose during that time. Everything seemed to run pretty smoothly. I had some very, very bad experiences with some teachers who came back for master’s degrees, and I would have to be frank to say that they were people who were almost illiterate and could not write a paragraph that made sense. And so I recognized how negligent we had been over the years in looking at those who were teaching students in the predominantly black schools and what a poor situation it was. One experience which I had during this time—there was a school in East Texas, Fairfield, over on the other side of Corsicana, and there is a black community that is outside of that school. And I cannot recall the name of that community at the present time; it’s one that has had great success in the football leagues that they were permitted to participate in and so forth. And the orders had come down that that school was to be integrated with Fairfield and it was to be closed. And so the service center was supposed to be—was going to assess the students that were out in that school. And they asked me to get a group of students
together and we would go out there and administer tests, group tests, to all of the students in that school. So I had about four graduate students that went with me, and for about five days we went out there every day and we would take two or three hours each day administering tests, first grade through high school, standardized achievement tests. And that was probably the most eye opening experience for me and for my students that I have ever gone into. They taught typewriting with one typewriter on a desk with a slanted top. And that was all they had to teach typing. The students who were completing the first grade could not recognize—very few of them could even recognize the letters of the alphabet, much less write their name. The achievement level of the students—very few students rose above the third or fourth grade as far as their achievement level was concerned. At the same time, there was one room that was locked up and I talked with the teacher or principal or something about what was in that room and they said, Well, that’s all the equipment that we bought with Title I money, which was money from the federal government to assist students in learning reading and so forth. But they didn’t know how to use it, had no use for it. And it was packed full of all types of what was then very good technical aids and such for teaching students. It was a run-down school. It was dirty. It was—it was just pathetic. And I guess that that was the first time that these students had ever been in a school like that and the first time I’d ever been in a school like that. I had been in black schools, but it was always at the invitation of someone and everything was fixed for me to see, and such. So, I guess there was a lot of awakening that students had to do during that time as to why integration was really necessary and important, and experiences like that helped them to realize that something had to be done to help these people.

Myers
How did you accommodate people who were coming back for master’s degrees who weren’t prepared?

Lamkin
We really didn’t have any way to accommodate them. In other words, I guess that my approach to teaching, generally, was that I work with students where they are and I try to help them as much as I can. But in those situations I was totally frustrated. And I don’t want to leave the impression that that was everybody. I’m just saying that there were a few that would come in and that we could not do anything with.

Myers
So were they unable to complete the program?

Lamkin
They were unable to complete the program. They did not, generally—did not return for the next semester.
Myers: Well, that’s interesting. Thanks for sharing that with me. You had said that there were, I think last time, that Dr. McNamee helped divide the school into departments.

Lamkin: Yes.

Myers: Would you describe for me that again, describe how the faculty then came to direct those?

Lamkin: Up until Dr. McNamee became dean, we were just the school of education and everybody was the same. There was a lot of reason for that. We had a relatively small faculty, as we’ve already mentioned, at that particular time. And many faculty members taught, like Dr. Goetting—like Dr. Strickland. He taught special education classes, which were in the educational psychology department, he taught administration classes, which were in that; and he taught curriculum instruction classes, social studies and so forth, in the elementary school, which was another department. And so they cut across and it wasn’t neatly divided. But Dr. McNamee felt that we probably were growing to the point that we could departmentalize, even though the goal was not to be sure that people stayed in their own department. Anyway, it was more of the idea of having a department which could look at their curriculum offerings and determine whether or not they were doing the right thing or if they needed to change things or such. And so he appointed Dr. Biles first chair of elementary education. He had school administration, and Dr. Dawson was chair of that department. He had secondary education. And by the time he appointed these, Dr. [Paul Truman] Rosewell was here, and Dr. Rosewell became the first chairman of the department of secondary education. And then educational psychology, and I became the chair of educational psychology. And, of course, we had health, physical education, recreation, and Dr. [Joseph Theodore] Powers was chair of that department. Our responsibilities as chairs were probably twofold. One was to work with the schedule, both graduate and undergraduate, to determine that we were offering the courses in the sequence that were needed and at the times that were needed and so forth that met certification and such. And secondly, to examine curriculum on a timely basis to determine whether or not we needed to do things to change our curriculum and so forth. As I think I mentioned earlier, one of the things we did was—early on, was to combine our child development and our adolescent psychology class into a single introduction to educational psychology that would cover human development from birth through adolescence, as well as learning at all ages and so forth. And so we mixed our elementary and secondary people into the same class then at that particular point and they had contact with each other and talked about all
levels and such. And that was one thing that we did there. Then we looked at the counseling program. As time came on, we developed the certification courses for the learning disabled and we also developed the courses for educational diagnosticians and such. And the other departments worked likewise. We had accreditation visits from the Texas Education Agency. I believe those were scheduled at that time every ten years, and as a part of that we had the self-studies that we were doing. And so, department chairs were responsible for responding for their department to certain sections of the self-study and compiling all of that and so forth. And that was time when, again, you examined what you were doing and looking at your curriculum and so forth.

Myers

With that—with the chairs under the school, were the chairs able to hire faculty or—

Lamkin

No, chairs had no personnel responsibilities whatsoever. They—as we went along, as it's developed and so forth, before Dr. McNamee retired, the chairs were asking—were being asked for input in relationship to their faculty members, just in terms of their general performance and so forth. At that time, the university had developed this self-report that faculty filled out every year. And the department chairs were responsible for collecting these self-reports and making any comments that they might want to and passing it on to the dean. But hiring of faculty was not a great deal different. Not—as we got into the areas of tenure and promotion and things of this nature, well, hiring the faculty became much more structured. Also, we were dealing with the federal laws in relationship to advertising for faculty position, equal opportunity kinds of things and so forth. And so very soon, and I can’t point out just exactly when, we started using committees, search committees, to recommend faculty and so forth. And generally, a search committee was made up of about three people, two of which were from the department and one of which was from one of the other departments. And so—because—again, we still had to operate very close together because we all were working on the same program and we still had faculty members who taught in more than one of the department areas, and so they cut across that.

Myers

If you wanted to add a course or something in ed psych, then you would have to really consider what faculty resources we have. It wouldn’t necessarily mean that you’d get a new faculty member.

Lamkin

That’s right. That’s right. You look at what you have there and so forth. If you were adding a program and this would call for additional faculty members, then you had to justify what enrollment you might have in those programs in order to have that added to the program. For example, in the
late seventies they—an undergraduate counselor certification was introduced by the state; it was called the guidance associate. And for years and years, this had been a demand. A lot of undergraduates wanted to do counseling and they would be going through their teacher educ—because, at that time, to become a counselor you had to be first certified as a teacher. And so you had to go through teacher certification, and then you could go on and do your counselor certification. To actually be certified, you had to have three years’ experience as a teacher before you could be certified as a counselor. There had been a lot of demand by counselor educators across the state for someone who would be a pre-counselor or an undergraduate level counselor who could do some of the counseling activities, you know, working particularly with students in college selections and in basic course selections and things of this nature. And so in the mid seventies they introduced this thing called a guidance associate. And we developed a guidance associate program, but that had to be eight courses of undergraduate work, and to do that we were going to have to have some faculty help on this. And so we developed a proposal for the courses that were involved and asked for some help in faculty and got another faculty member to help us with this, as well as a designation of a graduate teaching fellow who would help us in it.

Myers Uh-huh, with—there’s still an emphasis of trying to find faculty maybe who could teach in several of these areas.

Lamkin Yes, yes. Anytime we looked for a faculty member we looked at what our needs were, and very often we would find that we needed a faculty member who could not only teach here but also could teach in another place. And that flexibility was important. As the faculty grew it became less important. And so, by the time I resigned as dean that was really not as important. We generally were looking for faculty members who could fill specific slots here.

Myers With specialties.

Lamkin With specialties in certain areas, right.

Myers Well, it sounds like everything has become much more complex—

Lamkin Yes.

Myers —in the field of education (laughter) during these years since you started. I’m thinking about a young person going out as a teacher at Bangs High
School, like you did, where you have to fill all kinds of roles and in preparing for that. And then the big city high schools that were part of the picture by the late seventies, and how well prepared those students needed to be. I want to—we’re just about at the end of our tape. So let’s close for today.

Lamkin  Okay.

Myers  Thank you.

end of interview