This is Lois Myers. Today is Monday, February 11, 2002. This is interview number seven with Dr. Bill Lamkin. We are in room 313 Carroll Library, on the campus of Baylor University. This interview is sponsored by the Baylor University Institute for Oral History. It's part of our project on the history of Baylor. Dr. Lamkin, we talked last time about those years before you became dean, and one of the things I read about those years, and I think it was true later too, and we’ve mentioned it, was that Baylor was educating more teachers than any other private school in Texas. What do you think—I know some of the schools did away with their undergraduate schools of education. But why Baylor? Was there anything distinctive about getting a teacher’s degree here?

Well, of course, Baylor had been in teacher education for many, many years, and looking back at the history of Baylor in the nineteenth century, there were courses in pedagogy at that particular point. And education was a part of the philosophy and psychology department, which was all one department, and education was under that. So there’s a rich tradition here of training teachers. And I think this is one thing that kept things moving. I think I mentioned in our last interview that, also, the students at Baylor have typically been service oriented. I guess the Baptist tradition, which many students brought with them—because up until just a few years ago, more than 50 percent of our students were Baptist, and I don’t know what it was previous to that, but I’m sure it ran to 75 percent at one time—and, you know, coupled with the idea of service in—religious service of some kind in churches and such was also the idea of teaching. It just kind of went together with it. And so we had large numbers of students who chose education, I think because they saw this as a way of being of service in their communities and such. I think probably another thing that had an effect here was the fact that Baylor’s student body for many, many years was primarily female. I should say majority, not primarily, in the fact that it usually ran 55 to 60 percent female. And females were more likely to choose
teaching as a career. It wasn’t until in the seventies that there started to be a
push to interest females in traditional male occupations. I believe if you
would check back you would find in the 1970s that the law school was
almost exclusively male, and today they have a large percentage of females in
their classes. The same thing would be true of those preparing to go into
medical school, whereas before, the major direction for service for females
was in the nursing. Now more are choosing the other areas. So the
opportunities were more limited for females—were seen to be more limited
to females, in that time. And teaching had always been perceived as a female
occupation. So I think that, too, made a contribution to it. Another reason,
I think here, is the fact that females generally viewed their role as a wife and
mother, and teaching was a career that a female could have and still fulfill the
role of wife and mother because of the school day hours, which generally
ended at three or four o’clock, but at least at the same time their children
would be out of school. And, of course, the weekends were not designated
school, and the summers were available. I don’t mean to imply that teachers
had an easy deal, because they may have gotten out of school at four o’clock
but they were working at night finishing things up and so forth. So it was a
little bit more flexible than a job that required you to be there from eight to
dfive on the job every day. So I think all of those things contributed to the
fact that the Baylor school of education continued to be strong and
continues to be strong. In Texas, at the present time, none of the major
private schools—that being SMU [Southern Methodist University], TCU
[Texas Christian University], Rice [University]—have a large school of
education. SMU is basically a department of education, and they train only
secondary teachers. Now, they do have a graduate program in education.
TCU emphasizes their graduate program in education, and they do have an
undergraduate program, but it is much, much smaller than Baylor’s and
always has been. Rice has only a secondary education program and they
offer this either as a postgraduate program or as a part of an undergraduate
program where they can gain their certification. Interestingly enough, in
several years when I was dean, I noted that Baylor graduated more teachers
or recommended more people for certification in some given years than The
University of Texas at Austin. And so even the public universities did not
have the major emphasis upon teacher education that Baylor had always had.

Myers

That’s interesting. One other thing that we note in Baylor is a strong alumni.
Alumni send their children to Baylor. Have you had generations of teachers
go through the school?

Lamkin

Yes. Many of our students would indicate that their parents were Baylor
graduates in education or, of course, sometimes they were graduates in other
areas. So it’s certainly not uncommon for that tradition to continue within
Okay. Well, we have been talking about those years from '71 to '81 when Dr. L. V. McNamee was dean, and we talked about the building of Draper Hall, the school of education combining within that health, physical education, recreation, and library science, and then his emphasis on laboratory training and introduction of special education courses. Anything else you’d want to add about those things?

Those are the major things as far as the basic organization and curriculum was concerned. The doctoral programs were, I would say, evaluated and strengthened during this time. Of course, it was during this time that the graduate office put in a year limit on graduate study for the doctorates, which had not been present before. So there was a much closer look at students who were being admitted and trying to admit students that would complete the program. And I think, consistently, there were more students finishing programs than had been before. The master's programs likewise received a lot more attention during that time. I think in general we could say that before Dr. McNamee we were primarily an undergraduate school offering graduate programs for teachers so that they could receive their financial—their salary increments. And I think that under Dr. McNamee we began to look at these programs as broader than just looking at what they could do for teachers, and looking at them in terms of the content and the training of people for specific kinds of jobs within the schools, and more emphasis upon the academic part of it, you might say, than just getting a master's degree and thus get an increase in salary. So I think that was important. And then under Dr. McNamee, also, we were able to expand our faculty considerably. And this—I don’t have all the numbers before me or anything, but I know that each year we were able to add some faculty members and emphasize some specialties. Before that, most everyone on the faculty was a generalist, so they could teach in many different directions. As I mentioned, I taught primarily in the counseling area and so I didn’t fall into that much, but I think that, since I was certified as a secondary teacher, I think that if they had needed me at some time to teach a course in methods of teaching in the secondary school that there wouldn’t be any hesitation to ask me to teach it, although I wouldn’t have felt qualified to do it by training, at least. So we started adding specialties—special people during this time. The early childhood had come in and Miss Betty Ruth Baker joined before Dr. McNamee became dean, but he was actually one of those who pushed for her hiring and our developing the early childhood program. Of course, Texas had just gotten into the kindergarten business, so there was a need for kindergarten teachers. Special education—we had never had a faculty member who was specifically trained and educated as a special educator. I had taught some things in learning disabilities, which I drew out of my
interest in psychology and then my own preparation in terms of learning disabilities. Dr. Strickland had taught courses in both learning disabilities and education of the mentally retarded. Of course, all that terminology has changed now. But neither one of us had actually gone through a graduate program in study in those particular areas. So during this time, also during Dr. McNamee’s time, we added a specialty in teachers—faculty in special education, and that grew to three faculty members within a short period of time. So that area received a lot of emphasis. Reading was another area that received a lot of emphasis. Dr. McNamee, as I mentioned, was particularly interested in reading and he continued to teach graduate courses in reading even after he became dean. But also, he brought in—when he became dean, he brought in Dr. Wiley, who taught in that area; and also Dr. Porter taught in that area. So we had two teaching in that particular area; and when Dr. Porter left, we employed another one. So soon we had three people actually teaching in the reading area, and so this broadened things considerably at that point. The general demands—the general interest in graduate education started changing during this particular time in the fact that the students were now very interested in looking at what job opportunities might be available to them by going on into graduate education. And so we had to look at all of those things, and we introduced the education diagnosticians program that was in great demand at that particular point. And as I mentioned last time, we talked of some additional courses that would certify a person as a special education counselor or as a special education supervisor or something of that nature. So a lot of changes in the faculty were brought on by those kinds of things. Also, there was a conscious effort made to reduce class sizes. We had such large classes previously. And so now there was an effort to try to keep classes down to a reasonable size. And graduate classes generally were kept to around fifteen. Sometimes there would be a larger one in an introductory class or something. And undergraduate classes we tried to keep down below thirty and, of course, there were some special areas were there would be as few as twelve or fifteen in the undergraduate classes. Also, our source of teaching assistants dried up because of the fact that salaries in schools were going up so much and we were finding fewer and fewer individuals who could afford to take off from school, from their job, which might have been a teacher, and come back as a graduate assistant because the graduate assistantships just paid such a small amount. And so, since they had done a lot of the work for our—supervising student teachers and teaching some of our specialized courses and such, we had to find some other way of covering these kinds of things. And Dr. McNamee instituted two things, which I think were very, very helpful. One, he started a program with the Waco schools by which we would, in his terminology, “borrow” two teachers each year. And working with the Waco schools, two teachers, an elementary teacher and a secondary teacher would be identified who would be capable and competent in supervising student teachers. And so that person would serve a year on our faculty, still employed by the Waco schools so that all of their benefits and such would continue, but the Baylor school
of education would reimburse the schools for their salaries. So they were literally just assigned to Baylor for a year. And those people taught—primarily supervised student teachers. In other words, each one of them would have four sections of student teachers, which would be anywhere from twenty-five to thirty student teachers that they would have. So that would be a nice group there. And then we also, the university as a whole, actually, and we, along with others, started to make use of part-time and full-time lecturers to take the place of some of these difficult positions to fill. And so we might have several full-time lecturers who would teach a class or two. And interestingly, many times these were some of those people who had been our borrowed teachers and, of course, we knew them and such. And they would go back into the schools, but after a year or two we might offer them a position as a full-time lecturer and they could come out here so they could be full-time lecturers. And then we were also using some part-time lecturers, primarily to come in as we needed them, particularly in the spring, to supervise student teachers. And these were people who were in the community generally, were not employed at that particular time, and were not interested in full-time employment, but were very capably competent in that particular area.

Myers  So they might take a smaller group of student teachers.

Lamkin  Yes, they would have. In other words, we would employ them for one-fourth, one-half, or three-fourths time; or, of course, they could be full-time. In a few cases we had full-time people and they were paid a salary—and they were given a load equivalent to that. In other words, it was six to eight student teachers being enough for one group, one-fourth time. And that helped to alleviate those loads during that time. Because in the spring in the 1980s it was not uncommon for us to have 250 student teachers. And you start looking at how much it takes to cover that. It takes a lot of people.

Myers  I’m sure it does. I have in my notes that another program under Dr. McNamee was basic study skills program for Baylor students.

Lamkin  Right.

Myers  Describe that for me.

Lamkin  I’m not sure who in the administration approached Dr. McNamee with this or whether it was his idea, but one of the difficulties of entering students in the 1970s was that they were ill prepared to do college work. He felt that
many times it was because they had not been challenged enough in high
school to really develop good study habits and study skills. And so he
suggested that a course where they could learn how to study might be an
appropriate thing. I guess I would say that a large percentage—not a large
percentage but a significant number—of those in those classes were athletes
who, you know, at that time there were very few requirements as far was
what they must do in order to be recruited and such. And so most of the
athletes, or many of the athletes, who came in were required to take that
basic study skills course. It was a one-hour course. Dr. McNamee organized
it and developed the syllabus for it and such. And graduate assistants
generally were used to teach that class. And it was a maximum of twenty-
five to a class. And it was a laboratory-type class, as opposed to lecture, in
which students were—there were various kinds of things that were covered,
such things as organizing your time. Time management kinds of things were
a part of the program. Reading skills—developing reading skills so that
students could have several different reading speeds according to how much
they needed to get out of material, so that they weren’t reading the
newspaper in the same way they were reading their textbook and such, so
that they could get through materials a lot more quickly, and various reading
skills. And he covered library usage in that as well. And all of these were
topics that were designed to help the student develop some basic study skills.
I assume that program is still in existence. I’m—it was as long as I was dean,
grew under several different reorganizations. At one time there was an effort
to make it a self-paced program, a modular program in which students would
have certain modules that they would have to cover and they could do this
on their own time and meet with the instructor at various times as well. But
I think generally it always came back to a classroom type of—a laboratory
type of setting where the instructor would help the students.

**Myers**

Baylor has a program called Challenge—is it?

**Lamkin**

A challenge, yes.

**Myers**

Where students who come in the summer before their freshman year who
may not qualify. Did they take this course?

**Lamkin**

That was one of the courses that they were required to take, yes. And they
had to come in and take—I believe they were ones that did not meet the full
requirements for admission and so they had—in the summer they had to
take maybe just six hours and make a grade of C or better in each of those
courses. And they had to take the—they could take a physical education
class, and they were required to take the study skills class as well.
Myers

Well, it sounds like an important program. And you used teaching assistants, so it didn’t take your main faculty?

Lamkin

Mostly teaching assistants. From time to time the programs were revised, and when I became dean and as we looked at the program, we appointed a faculty member to be in charge of that particular program and set it up and continue to revise a curriculum and so forth, and gave some release time to that faculty member. And at times, that faculty member might teach a section or two of that as well. But mostly they were teaching assistants.

Myers

Okay, another thing I have in my notes is that under Dr. McNamee the department had its first endowed chair.

Lamkin

Yes.

Myers

What do you recall about that?

Lamkin

Of course, financial support for the school of education has always been important, and unfortunately, so many of our graduates marry lawyers and they give their money to the law school or marry business men and they give their money to the business school. And it’s very difficult to come up with those who would contribute significant amounts of money to the school of education. That chair was endowed by Dr. C. G. Strickland. Dr. Strickland, of course, was a longtime faculty member at Baylor; and I think I mentioned in our last interview that he retired in the summer and he died of a heart attack that fall. But he and his wife—they had no children except for a son who had died at a young age. And, of course, when he died the estate went to his wife, and she did not live much longer. She had had a lifelong struggle with health problems, primarily cancer in her face and such, and spent a lot of time at Mayo Clinic and so forth. But I don’t remember the timing exactly. I don’t think it was much more than a year after he died that she did. And they left their entire estate to the school of education. They did not specify how it was to be used except that forty thousand dollars was left as a scholarship, endowed scholarship, which was known as the Conwell G. Strickland Jr., Scholarship in memory of their son. The rest of it was left undesignated, and we met with the faculty and administration and so forth and determined that the best use of this would be to establish a chair, the C. G. Strickland Chair in Education. And the corpus of that was close to half a million dollars, which—you know, this was in 19—oh, ’79, ’78–’79, I think somewhere in there. And at that time a half-million dollars was a very significant amount of money for an endowment. So it was given as an
endowed chair set up as the usual way in such where a certain amount is put back in each year so that the endowment keeps growing and the other is used to defer the salary of the faculty member who holds that chair. And Dr. Fred Curtis was appointed to that chair and he still has that title as a part of his title at the present time. He’s the C. G. Strickland Professor of Education. And he—

**Myers** Was he a new hire at that time or was he faculty?

**Lamkin** Dr. Curtis had joined us before we moved into the new building. So it must have been about ’72 or something like that because he helped to design the science rooms. He was a science educator—the first science educator that we had ever had on the faculty. Up until that time, teaching science in the elementary school had been by a teaching assistant that had been recruited to—because they had that science background and they could teach that. But Dr. Strickland [Dr. Curtis] was hired to teach that, and he taught some secondary curriculum and secondary methods as well. But elementary—he taught elementary methods and curriculum. But that was his major responsibility. And he had been a very close friend of Dr. Strickland’s and had done many things with him and they had been very close. And so we just felt like it was appropriate that he be the one given that title.

**Myers** Was that a vote of the faculty? How did you decide?

**Lamkin** The department chairman decided that.

**Myers** Okay, just appointed him.

**Lamkin** Just appointed. They had it approved by the administration, of course. It was sent to Dr. Belew, who then conferred with Dr. Reynolds on that.

**Myers** Okay. Well, we’re going to see, I think, when we get into your deanship, how that and the scholarships both really grew to what they are today. Another thing I have under Dr. McNamee is afternoon classes for working teachers. Do you recall anything about that?

**Lamkin** I’m not sure what—of course, all of our graduate—(coughs) excuse me, all of our graduate classes were taught in the evenings from the time that I came here. I think I mentioned that. And so we had—our graduate program had
always been a night program. I don’t know that there were—I don’t recall any changes, specifically, that were made with Dr. McNamee. He continued that particular tradition and it continues until today, except for some of the special programs that we initiated where we have classes on weekends and such. But other graduate classes are primarily taught in the evenings.

**Myers** I need to turn the tape.

**Lamkin** Okay.

*Tape 1, side 1 ends; side 2 begins.*

**Myers** This is side two of tape one of interview seven. All right, tell me about the circumstances of Dr. McNamee’s retirement. How was that decision made and how do you think he felt about it?

**Lamkin** Dr. McNamee was always a pretty private individual. He did not—you know, he was friendly and he talked with faculty, but he didn’t share himself or his feelings and such with faculty. And I worked very closely with him for the last three or four years, particularly, and he gradually gave me more things. I had responsibility for the schedule of classes and worked with all of that kind of thing. And he also had me working with some personnel things and so forth. So we worked very closely together. But as I mentioned previously today, the first idea I had that he might retire was we were walking over to what was then the Union Building, is now the Student Center, I guess. And he just said that he’d been there nearly ten years, so he might need to change—he didn’t say retire—he might need to change jobs. And I don’t know how I responded, actually. I didn’t really take him too seriously. And not too long after that he called me into his office and he just gave me a sheet of paper that he had written out his resignation on and gave it to—and said, “I turned this into Dr. Belew today.” And he said, “And I’ve recommended that you succeed me.” And I thanked him and told him I was shocked and surprised and so forth. And he indicated that he would like to continue on for another year or two in the school of education and work more on the reading programs that he had been working on and so forth. And so that was very low key. I don’t remember how and when it was announced to the faculty. It seems to me like this probably happened in the late fall, or if not, it was just as we came back in January. And that seems to be—probably the more likely time is when we came back in January. And I don’t recall an announcement to the faculty. I guess in some way it was made at a faculty meeting or something. So that from there on, then, the administration took over as to what they were going to do and how they
were going to proceed with selecting a new dean.

**Myers**
You had been associate dean since ’75, I believe.

**Lamkin**
Somewhere in the early seventies, yes.

**Myers**
So you kind of knew what you were getting into, I suppose.

**Lamkin**
Yes, yes. Of course, it wasn’t a foregone conclusion that I would get into that, okay. Dr. Reynolds and Dr. Belew met with faculty and said that this was going to be an open search and that they would— they appointed a search committee within the faculty in the school of education and said that anyone on the faculty was welcome to apply for the position, but it was going to be an open search. Frankly, that kind of took me a little bit by surprise because I had just assumed that they would perhaps move me on in. Interestingly, being dean was not something I had ever aspired to. When I came to Baylor, I didn’t aspire to become dean. I became associate dean. That was nice and I liked to do a few of the things, but I liked teaching as well. And so I didn’t aspire to it. I guess that it’s—you have some personal feelings there that you think about, Well, I wish they’d give me a chance to say no, at least, you know. (laughter) And so I’ll admit that there was some—I had very ambivalent feelings there about what I should do, ranging from, Well, I guess probably I shouldn’t even apply because obviously they want somebody else or they would’ve offered it to me, to, Well, it doesn’t hurt anything to apply. And my philosophy had always been that I’m never going to get fired from the job because if I sense that I’m not wanted in that job I’ll quit because I just would not want to be somewhere where I was not wanted. And as I say, being dean was not something that I had set my eyes on back there at a very early time and said, I’m going to work my way up so I could become dean somewhere. I guess if I had really wanted that, about a year or two after I became associate dean I would have started applying for jobs, dean jobs in other schools, you know. And I never looked in advertisements because I was perfectly happy with what I was doing. And so the committee was appointed to conduct the search and they conducted the search and got applications in. And I was completely in the dark about what was going on because I didn’t want to know. And they certainly were not—they should not have told me what was going on or who the applicants were or anything. And then they were asked to bring three people in for interviews, meeting with the faculty and individual groups and meeting with the various departments and, of course, meeting with the president and the academic vice president, also. And so when my time came, well, I went through all of that as well and met with the physical—it was interesting. Even though we had the organization of the various departments, we really
still were two departments. We had a department of professional education and we had a department of health, physical education, and recreation. And the library science fell into the professional education because, really, their lifeline was a course in children's literature because that's their—they had large numbers. All of the elementary teachers took that course. And you could justify their teaching other courses with three or four students in them because they had the large class in children's literature. So they were part of the—so I met with that group and then I met with physical education. I met with others individually as they wanted to and so forth. And then had breakfast with Dr. McNa—Dr. Reynolds and Dr. Belew one morning at the end of the process. We had a very nice conversation and a breakfast together. And that was all I knew.

Myers

No idea of who else were candidates?

Lamkin

Well, later on I found out who the other two were. One of them was one who had applied for a job in the department of education administration the year before that, and I had—in talking with the committee and so forth, well, we had decided that wasn't the person that would fit into that position, didn't have the strength that we needed in that position and such. But he applied for the deanship and was one of the three that they—no, he wasn't one of the three. I'm sorry, he was not. But he did apply for the job. But I had no feedback from anybody. One or two faculty members did come to me even from the very earliest, as soon as they learned that Dr. McNamee had retired. There was one faculty member who had taken it upon himself to write a letter to Dr. Reynolds and Dr. Belew recommending that I be appointed as dean and so forth. And he had gotten a large number of the faculty to sign that letter, and sent it over, and he let me know about that. And one or two other faculty members had given some positive things of that nature. But at the end of the school year, each year in, I guess it was in May, Dr. Reynolds always had a little reception for the faculty. I don't remember just exactly who was involved in it. It was the deans and it wasn't all of the faculty. It was up in the boardroom in Pat Neff Hall. And it must have been just the deans and, I believe, maybe with the trustees. I believe that's what it was. It was the trustees and the deans were invited. And I had never been invited before, but Dr. McNamee had invited me to go with him that day. And as we came in, well, Dr. Reynolds and Dr. Belew were sitting in one of the little rooms to the side and said they needed to talk with me. And you may remember there were about three little conference rooms on each side as you walked down to the boardroom. And when we got in there, Dr. Reynolds gave me this letter appointing me as dean. And so that was the way I found out what was going on and such. So, actually, my tenure began in the fall, but Dr. McNamee really turned everything over to me at that particular time. So I read my first list of graduates in the summer of '81—
was the first time, as I was still associate dean at that particular point.

**Myers**

So Dr. McNamee wanted to stay on a while.

**Lamkin**

Yes.

**Myers**

I have some things under him again after he retired from the deanship. The Center of Education of Gifted and Talented Students.

**Lamkin**

Yes.

**Myers**

Tell me about that.

**Lamkin**

You may have better dates than I do, and I don’t recall exactly when Dr. McNamee started—I guess that was before he retired, actually, that he started the center. And again, this was a part of the movements that were going on in Texas at the time, and there was beginning to be a larger interest in gifted and talented than there had been previously. So he organized a set of four classes that teachers could take where they would get—there wasn’t any state certification at that point, but Baylor would certify that they had been trained in the teaching of gifted and talented students. And it was a very large group of area teachers who signed up for those classes. And Dr. McNamee taught all of them. As I recall, it was about one each semester beginning in the summer. Maybe taught two in the summer, one in the fall, and one in the spring. I’m not sure exactly what it was, but he had four courses that he taught there. And he asked me to help with some of the classes. I did help in some of the classes, particularly the classes that were involved with identification of the gifted and things of this nature. I did help him with that. But it was a very good program, well before its time. And he did continue teaching that after he retired for another year or two and kept that going, as well as reading. Interesting little sidelight here: Dr. McNamee, as I say, he didn’t share a lot of things with faculty and it wasn’t he was trying to keep secrets, he just wasn’t that kind of person, you know. But he did a lot of things. He applied for grants for his programs and he had—at the time he retired, he had one of the only computers in the school of education that he had gotten by grant. Now, we had what was at that time called a teacher center, which was a loose-knit group of people from the public schools and from the service center and from Baylor. And the teacher center—the state made available some monies for programs that the teacher center might want to be involved in. And so in the very late seventies, probably ’79 or ’80, we developed a program that would allow us to buy
some computers. So we had bought four—we did buy four Commodore computers with the monies there, and they were up in the learning resources center. Nobody knew much what to do with them. (laughs) In other words, we were still at the time when the input was primarily a tape—taped input as opposed to even—the floppy disk had not come along too well at that time. But Dr. McNamee had an old—had gotten an Apple computer that he was working and seeing how he could use in his various programs. And so when he retired, he moved to an office on the second floor of Burleson Hall. And he had his computer there and so forth. And I never was really sure what he did with it. Now when he retired completely, he left his computer there. You know, he didn’t take it with him or anything. He wasn’t going—since he’d gotten it for the university, well, he was going to leave it there.

**Myers** I understand that the gifted and talented center was endowed by the Cooper Foundation and Gus Glasscock, a Baylor trustee.

**Lamkin** That’s right, a trustee. Actually, that’s the way they—he got materials and so forth and also paid—gave scholarships to teachers. And that’s one reason that so many teachers could come in, because they were not having to pay the full tuition that Baylor had at that time.

**Myers** These other programs like remedial reading, early childhood education, special ed, did any of those also get grant funds or were they more internal?

**Lamkin** They mostly were internal. I don’t recall any other grants at that particular time.

**Myers** How about the high school tutorial program where Baylor faculty mentored high school students, do you recall that?

**Lamkin** Yes, that was a program that had very limited success. It sounded very good, and again, Dr. McNamee felt—and it was a good idea—that if we could get some high school students who were interested in certain science projects, and the school of education could be kind of a go-between, and we could link them up with somebody in the biology department or the chemistry department or so forth, that then might work with that high school student on particular projects and such. A limited number of students and faculty members were ever able to get involved in that. As I say, it was a good idea, and faculty across the university seemed to be willing, but working out the logistics of something of this nature is very difficult because in most cases
the students are not available during the day and faculty members generally
don’t like to give a lot of night time to that. And the students themselves,
you know, don’t like to give a lot of their nights away in that way. So far as I
know there were only three or four students that actually ever got involved in
that.

**Myers**

So this was not what I think has come maybe later, a program where there
were really more remedial kinds of work with students.

**Lamkin**

No, this was for advanced students. This was in connection with his interest
in gifted and talented.

**Myers**

Okay.

**Lamkin**

And it grew out of that. Another thing that he started, you may have this on
your list at some point, was a summer program for gifted students. Today
we call it the University for Young People, okay. I’m not sure what his
official title was for that, but he started this again in the late seventies. And
this was for elementary students. At that time the secondary schools
provided a lot of enrichment kinds of things for students in the summer, and
students could go and take—and, of course, on the university campus there
were music camps and they were beginning to get into mathematics camps
and things like this. So he saw a need for there to be something for these
other students. So he started this program for gifted and talented students
for the summer and organized faculty members from across the university to
teach in that and recruited students from all of the surrounding areas, and in
the process, got a lot of students who were spending two weeks with their
grandparents in the Waco area and they would come down and take the
classes. The classes were generally in the morning. They generally—the
students—as he organized it at that time, the students came at eight o’clock
and stayed until twelve. And during that time they might take different
courses and he would have some recreational things and so forth, but all of
them stayed the whole time. Now, as the program evolved through the
years—and the reason the name was changed to University for Young
People was that the students could come out and just take one course or
whatever and then they were scheduled as they wanted to take courses and
such. But it’s still the same thing. It’s a self-supporting program. He may
have gotten some money to start that. I’m not sure whether he did or not.
But from that time it became a self-supporting program and the teachers
were paid from the income of the students and so forth. The school of
education pays the salary of the person who is directing it. Usually it’s one of
the faculty members or a lecturer who directs the program, and that takes the
place of their teaching for one semester, for one of the summer six weeks.
But the rest—all the teacher salaries in it and all the expenses of the program and so forth are paid by the fees that the students pay.

Myers

All right. No, I didn’t have that on my list. I’m so glad you added it. I do have (coughing) what is called the McNamee Six-Element Identification Plan. Have you heard of that? I think it’s a way of identifying gifted and talented.

Lamkin

I’m sure that’s what it refers to. But I’m not familiar with just exactly what was included in that particular program. Dr. McNamee’s emphasis in this program was the fact that you don’t identify gifted and talented students by giving them an IQ test. What is measured by an IQ test may make a contribution to their identification but that’s not the total thing, and that some of their identification had to be in terms of: What are they doing at this particular time? Are they showing creativeness? Are they showing their giftedness in their classrooms at this point? And even though their IQ may be high, if they’re not doing anything in their classroom, then, he said, I wouldn’t consider them for gifted and talented. So, I’m sure this is a checklist that he made up of various kinds of observations and such that could be made to determine whether or not a student fit into that category. Because what he saw the gifted and talented program doing was taking students beyond what the school would ordinarily give them. In other words, in talking about gifted and talented, there was then and there continues to be various ideas about how you meet the needs of gifted and talented. And traditionally, those needs have been met by what we call a double promotion or something like this. He didn’t feel like that was the way to go about it. Accelerated classes—he wasn’t sure that was the way to go about it either. Advanced classes are one way of doing this so that students who are particularly gifted in the sciences may take an advanced course in biology, or if they’re in the language arts, well, they may take a course in creative writing or something like this. And he really subscribed to that idea as being the best way to meet the needs of the gifted and talented, that they would have things that would not be available to them in the regular classroom. In the classroom the teacher might provide projects and things for those students different from what the others in the class were doing, or outside the classroom in the summer program you had courses that were totally different from anything you would have in school. And it wasn’t just another math course to get you ahead or something of this nature. It was a different kind of math course, and so you might study probability this summer or such as that.

Myers

Uh-huh, kind of an enrichment, of going beyond or deeper.
Lamkin: Yes, going beyond what is generally available to you.

Myers: Well, that’s Dr. McNamee’s idea. What is your idea on gifted and talented?

Lamkin: Through the years I have vacillated a great deal on this and such. I—you know, having taught students that I would consider to be gifted and talented, I’m really not convinced that we need any special programs for gifted and talented students. I think we need teachers who know how to provide for gifted and talented students, because I think that—you know, in the classroom of twenty-five, which most schools are trying to hold now, that a teacher can provide challenges and activities for students that will take them beyond what they’re doing in the regular classroom, if the teacher is flexible enough. Of course, one of the things we run into is the inflexibility of teachers who think that everybody must do these ninety-five problems even though these students already know how to do those ninety-five, and it’s not going to do them any good to do them again and such, and so can provide other kinds of things for them. I’m very concerned, personally, about those programs which separate students who have been identified as gifted and talented from other students because I think this can create a false idea about what they are and who they are and so forth. In other words, I don’t believe in the elitism that sometimes results from those kinds of programs. It may be, however, that the only way we can provide these challenges is by what we call pullout programs, where some students are allowed to spend part of their day or part of their week with another teacher doing other things. And that may be the only way we can really provide for them.

Myers: When my daughter was in elementary school, a teacher, or maybe the principal, told us that because of the differences in growth patterns, physical, mental, and social, students may show elements of gifted and talented one year and maybe not the next. You know, they kind of fluctuate. What do you think about that?

Lamkin: Well, I think there’s a lot of evidence to support the idea that there are growth periods and then there are plateaus and growth and plateaus and so forth. And I think we see a lot of this. And, you know, although I don’t believe in the idea of late bloomers as it is used—as it is overused—I think that we do have to accept the idea that some people reach levels of maturity at different times than when others do. And that doesn’t mean that one group is not equally capable, it’s just the fact that their growth is at a different level. You know, in the best of all worlds, teachers would recognize and deal with all of these differences within their classrooms. And I think this is altogether possible. I can go back and think of how many teachers I
had as I was coming through the elementary and secondary school who did this. And I didn’t know it at the time. You know, I didn’t realize what they were doing at the time. But I don’t remember ever getting unhappy because I had assignments which were a little different from somebody else in the classroom. I was pleased that the teacher gave me something that I could enjoy doing. And I think that this is, you know, our goal. I don’t know that we’ll ever have the supply of people we need to do that kind of job. That’s the problem.

Myers    Uh-huh, and a child’s self-image is so important.

Lamkin   Yes.

Myers    So if you label them pretty early on then—

Lamkin  —it can be a problem. That’s right.

Myers    I need to turn the tape.

Tape 1 ends; tape 2 begins

Myers    This is tape two of interview seven. Well, we’ve spent this time concentrating on Dr. McNamee and getting you prepared for your dean years. Anything else about those years leading up 1981, when you became dean?

Lamkin  Well, no. In general, though, I would see them as really positive growth times for the school of education. And, of course, the university as a whole was growing. But the school of education was keeping up, percentagewise, with the growth of the university. And so it was a good growth period, but it was a good positive growth period. We had added, as I mentioned, many faculty members, many faculty positions, and had a lot of strength—getting a lot of strength in the faculty in various areas, and were beginning to get more recognition throughout the state than we had previously. As an undergraduate at Baylor and in my first years of teaching and so forth, the names—when people talked about private schools in Texas, they generally talked about SMU, TCU, and Rice. And those were the only three schools that were mentioned. By this time, by the beginning of the 1980s, Baylor was being recognized as one of the leading private schools in Texas and was
mentioned equally with SMU, TCU, and Rice as the four private schools. You know, maybe a part of this was because of the Southwest Conference and the fact that we were the four that could—private schools that competed against public universities in athletics and such, I don’t know. But it was interesting. And, of course, TCU and SMU had always been the larger schools and Baylor had been the smaller school. And by this time Baylor was the larger school and SMU and TCU were the smaller schools. And so it kind of switched in that way, you know, too. But I think it was a good positive time. I think we were in a very positive mode at that particular point.

Myers

Was there any advantage to being a private school? I know you still had state requirements for teacher certification and so forth. Was there anything being private could benefit the school, as opposed to being a public institution?

Lamkin

Well, I guess that the main thing was that we didn’t have to deal with two entities, which as I became dean, I realized our public schools had the most difficulty with, and that was the legislature, because each year they had to be concerned about what the legislature was going to do to them, not for them, but to them. And then the other entity was the coordinating board, which had been established back in the, I think in the seventies, probably, and to govern what went on in the public universities. And so they had to deal with them. So, in addition to going to the Texas Education Agency and talking with them about their programs and so forth, they had to go to the coordinating board to talk with them. And if they wanted to institute a graduate program for educational diagnosticians, for example, they had to, within their own faculty, work up their programs. They had to work up their programs in accordance with the requirements of the Texas Education Agency and then they had to go to the coordinating board to get their approval of this. And then when you got into that, you got into the politics of the situation, you know: Well, if we let you do this, well, all the rest of them are going to want to be doing this. Of course, the coordinating board had certain unwritten rules that kind of defined what each of the universities could do and what programs they could have and things like this. So I felt like that we were in a much—that we could get things done much more rapidly than our sister institutions in the public realm could. And so this gave a lot more flexibility. If we decided we wanted to make a change in our curriculum, we could change it very rapidly. We never had any problem satisfying the rules of the Texas Education Agency because we were always above and beyond what they were requiring. And so we just really informed them of what we were doing as opposed to asking permission. And we worked with our departments in the liberal arts and the administration to make changes. And we could make a change in a very short time if we
wanted to.

**Myers**  When you say what the legislature might do to them, what that meant to me was they might put a lot of requirements down, but not give budget to—

**Lamkin**  That’s right.

**Myers**  Is that what you had in mind?

**Lamkin**  That’s right. That’s what I had in mind, that they might say that they must do these kinds of things, but then they have to find out where the money is going to come from and such. One of the things that—as I became dean and started working more with the people in the public arena, one of the things that I found out was the fact that the coordinating board—and I’m not sure whether this is legislative, it may have been legislative—funded schools of education at a much lower level than they funded other segments of the universities. In other words, there was a funding formula that provided x amount of dollars for every student enrolled and so forth, and that was much lower in the school of education than it was in the rest of the university. And, you know, I always felt that at Baylor, the school of education was viewed administratively and by the trustees as being equal to any other part of the university. And when I became dean and we were operating in the red, I had no more pressure to bring my budget under control and see what we could do as far as making ends meet and such. I had no more pressure than the school of music had, or at that point, the school of arts and sciences, which was also running in the red—the College of Arts and Sciences. So, you know, I felt like I was equal, and at no time did I feel like the school of education was looked at differently by the administration and the regents than any other school.

**Myers**  Uh-huh. Changes are being made in teacher education yearly, I guess, through this time. What means did you have for keeping up with everything?

**Lamkin**  I guess, one of the first things that we did, one of the major things we did when I became dean was to establish closer contacts both nationally and statewide. I became active in the organization of Texas Deans of Schools and Colleges of Education. And we had meetings two or three times a year when all the deans would get together. Generally, we had the representatives from the Texas Education Agency who were in control of teacher education to meet with us. And we had—as we asked for them to, we might have state
school board members there. We might have members of the coordinating board and legislators. One of the times when the select committee on public education—is that what it's called?—that Ross Perot was in charge of in the eighties to revise all of education. Well, we had our meeting and invited Ross Perot to meet with us. And he met with us, and he didn't hear anything we said, but he met with us, and such. So we became much more active in the state organizations. And I encouraged all of our faculty members to become involved in this. Each year, there was a teacher education conference in the fall of the year that the Texas Education Agency put on. And they talked about everything that was going on with them and everything that was coming down the pipeline and so forth. And in the past, that had been something that the dean went to and usually the person in charge of certification on campus, which was Dr. Bill Herrington. And I felt that it was important for a lot of faculty to go to that. And we generally would take anywhere from eight to twelve faculty members to that. It wasn't a big expense because it was in—generally was in Fort Worth or Austin, somewhere not too far from where we were. And so that got the faculty more involved in what was going on at the state level and what we can expect and so forth. So that was, I think, a major kind of thing that we needed to do to keep up with what was going on, because things were changing very, very rapidly. It was during this time that the—as I say, Ross Perot's committee met and we had the legislation that grew out of Ross Perot's things. This was not—of course, most of this was related to the public schools, but there were some things in there. For example, for the first time it provided for alternative teacher certification, a way for teachers to be certified other than going through an approved teacher education program. So that was something that was new there. And the legislature also got more involved after that as Senator [Carl] Parker and the senate education committee passed the regulations that I had mentioned earlier to you that related to teachers and qualifications for teachers, stating that all teachers, elementary and secondary, must have a major in the area that they are teaching. And, of course, the question was, What do elementary teachers major in? (laughs) But anyway, that brought back a big change. And then we had the testing of teachers that came out of that. So all teachers in the state had to be tested, and we did some training of—did some reviewing for teachers and all of our faculty, and participated in the review session. And many of them took the test because that's the only way we could maintain our certificates if we ever wanted them. So we had that kind of thing that was coming in. And then we had, also, the ExCET [Examination for the Certification of Educators in Texas] examinations. And we had to keep up with that and what was going on and have our input in it. And some of our faculty served on committees that were designing the tests because there was a test in professional education for elementary and secondary, and then there was a test for secondary in every teaching field. And for elementary, there was a test in the elementary content areas and things that they were going to be teaching. And so we had to deal with that and how it was going to affect
our students, and frankly, held our breath the first time students took the tests because we didn’t know what would happen. But our students have always done well on the tests and generally lead the state in percent who pass the test each year. So all of those things are statewide. But more important than that, or maybe not more, but equally important, is that what’s going on around the rest of the nation. And we had three vehicles here that we used. The one typically that was used most often was the national organization of schools of education. I’ll think of the exact name in just a moment [American Association of Colleges for Teacher Education], (laughter) I’m sure. They had an annual meeting either in Chicago on the East Coast or on the West Coast. And generally we had three or four faculty members who would go to that to keep up with what was going on in that particular area. A part of this was, although it’s not a part of the same organization, it’s very closely allied with the National Council for the Accreditation of Teacher Education, NCATE. And as I mentioned, one of my first undertakings when I became dean was to get the school recognized and approved by NCATE. And so we were active in that. And, of course, that’s another way in which you find out what’s going on because they change their standards as they move along and you have to keep up with what’s going on nationally in that. So we had that vehicle. Then, not too long after I became dean, another group organized called the Holmes Group, named for a teacher education reformer at Harvard a long time ago. And the Holmes Group was a group of institutions who met together to specifically look at teacher education and what we should be doing about teacher education and so forth. And after that group met, initially a group of, I think, around twelve or fifteen colleges, they sent out invitations to other schools that might like to join them. And we were given an invitation, and we then joined the Holmes Group. One of the few private schools, I might mention, that actually was a member of the Holmes Group. In Texas, The University of Texas at Austin, Texas A&M, and Texas Tech were all members of the Holmes Group, and in Oklahoma, you had Oklahoma State and University of Oklahoma. Typically in most states, you had either one or two—or the state university alone or the state university and what initially was a land grant college like Texas A&M—that most of those had gone into teacher education by that time. And so you typically had that group, also. There were about a hundred schools that were a part of the Holmes Group. And we met two or three times a year as groups. And we also had an area, just in this area, where we met with those people from New Mexico, Oklahoma, Arkansas, Mississippi, Louisiana, Arizona, and—we didn’t go to Colorado—Missouri was in that. I guess that’s about it, and Kansas. Okay, so we had an area—our area we met, also. And our interest was in what are we going to do. And several things that the group undertook really had never panned out. They may eventually. One of the first things was trying to institute five-year teacher education programs. And we talked about this at another time. It’s, you know, very difficult and there are some schools that have been able to institute some five-year programs, but it hasn’t been a common thing, this
one thing. But on the other side, another thing that came out of the Holmes Group was a development of what they called, and are now called nationally, professional development schools. And the model for the professional development school was what was known in the medical area as the teaching hospital. And the idea was that professional development school would be a regular school in which teachers became the interns and were trained for their professions. And, of course, we were able to develop the Hillcrest Professional Development School here in Waco, which opened then, I guess, ninety—the fall of '93. And then the school of education is now working to develop professional development schools at the secondary level. We are working with forming middle schools at the present time and probably trying, also, to develop others at the elementary level. And this is a movement across the nation that grew out of the Holmes Group, which was another contact in the way of really being on the cutting edge of things that were going on at the time.

Myers Would you say the Holmes Group was kind of a think tank of educators?

Lamkin Basically, yes. It wasn’t—

Myers It didn’t have a lobbying function. It was just a What will we do?

Lamkin (speaking at the same time) It was—no lobbying function and no authority on anything. It was just really, What can we do about teacher education? There were other groups like this around the nation, too. As I say, most of the schools in this were the state universities and the land grant colleges and then some of the private schools. In other words, Harvard was a part of the Holmes Group, and Vanderbilt and some of the private schools were a part of the Holmes Group, too. That left another tier of schools which felt left out, okay. And so, you have the North Texas and you had schools like Greeley, Colorado [University of Northern Colorado], Colorado State University, and these others. So they had another group that were doing similar kinds of things, okay. So there wasn’t just one, but there was communication between these and such. And so it wasn’t all in isolation, but there were others that were interested in—because teacher education had come under great deal of criticism during this time. And all of these were an attempt to put a positive spin on the things that were going on and say, Okay, we may have problems and this is what we’re going to do about it. And that was the idea of what we were trying to do.

Myers Uh-huh. Are there any other ideas that came out of the Holmes Group besides professional development schools, which we’ll talk about more later,
that Baylor was able to be a part of or implement?

Lamkin  
Well, I think that probably is one of the major areas. Most of the other things that the Holmes Group talked about, Baylor was already a part of or was already doing. And much of this talked about the academic preparation of teachers and we had already been involved in that. Baylor had a long tradition of requiring a strong academic preparation of their teachers. So there were not any changes to be made in that particular area. And so most of the things we were doing and we were involved in. And the early child—excuse me—the early school experiences were another thing that were emphasized by the Holmes Group in getting students out into the schools at an earlier time. And we had started doing that. Well, actually, in the early eighties with the changes in some of the laws, the Texas Education Agency had required that all students spend a minimum of forty-five clock hours in the schools before they’re admitted to a teacher education program. And so that means freshman and sophomores have to—and we had already done this. In fact, ours spent more time than that. But this was something that we had started quite early in trying to get them out in the schools—be sure that they wanted to be in the schools. One of the most disheartening things in teacher education is to have a student as a senior doing their student teaching to come in and say, I don’t know why I’m into this; I’m miserable; I don’t want to be out there in that school—and to find out that’s the only time they had been in the school since they graduated, you know. And that’s what we really want to avoid and are avoiding at this time. There was one other group that I was a member of that was a good way of exchanging ideas and there was a lot of overlap between it and the Holmes Group, actually. It was the—I can’t even give you the full title of it. The title is so long. But basically it’s an organization of the deans of colleges and schools of education in land grant colleges and affiliated private universities. And we were one of the affiliated private universities. Again, there were not very many private universities in that particular group. But this was another contact we had with people from around the nation so we could exchange ideas. Again, that group met twice a year and most of those—in that meeting particularly, most of our time was spent just talking to each other and exchanging ideas and talking about what we’re doing and finding out how somebody else is doing something and things of this nature.

Myers  
Did you feel like you had a good budgetary support to attend all these meetings and send faculty?

Lamkin  
Yes. Even when we were operating in the red, which was the first three or four years that I was dean, the administration was willing to give us a good travel budget. And I tried to encourage our faculty to travel. Our general
rule among faculty was that faculty could attend one national meeting a year at Baylor expense. They could attend others, but not at Baylor expense. And they could attend as many state meetings as they wanted to attend that were in the state. And, you know, we had some faculty members who wanted to go all the time and we had faculty members who never wanted to go anywhere. As we went along we had to change our rules a little bit, and the latter part of the time that I was dean we changed it to say that we would pay for your attendance in a national meeting if you were an active part of the program. And we had to explain that “an active part” means that you are doing something original there, because most people found out that you could volunteer to be a recorder at a session and you’d get your name in the program. And then we said, If you are not an active part, we will pay a certain amount of money to you. And generally, this was based upon where the meeting was. If you were going to Oklahoma City, we would pay less than if you were going to San Francisco. But again, there was enough money there to encourage people to go. And as time went on and we started operating in the black, then we could be a bit more flexible with the amount of money we were able to give students, how we were able to support them in their travel.

Myers  
Well, through this time you mentioned that if you were unhappy you would have found another place. But did you ever consider, before you became dean, going somewhere else?

Lamkin  
No. I guess, when I came back to Baylor I just kind of decided this was where I was going to be. And I guess I would be not completely truthful to say that I didn’t thumb through the *Chronicle of Higher Education* occasionally and see what kind of jobs were available. But I never wrote a letter asking about any of them, (laughs) and I was never tempted to do that. I guess I read it primarily to assure myself that I was just as well off as I could be anywhere else, and that’s what generally came out of it, that, Why would I apply for this when I’m doing what I like to do here? And there’s no reason to go somewhere else and think it’s going to be any different, because there are—you know, there are good days and bad days in everything. People don’t always do things the way I think it should be done. (laughs) But that’s true everywhere else.

Myers  
(speaking at the same time) And when you go to national meetings, you meet other faculty members and you hear about openings.

Lamkin  
That’s right. We find out.
Myers  Well, we have a little bit more time. We haven’t spent much time catching up with what’s going on in your family. I think when you left Austin you had very young children, but they’ve grown up a lot.

Lamkin  When we moved to Waco we had a first-grader, a sixth-grader, and a seventh-grader. And they all finished Richfield High School and all three of the girls came to Baylor. Our oldest one, Leigh, graduated [from Baylor] in 1978—excuse me, 1977, and was employed by Houston Independent School District. And she taught in Houston until she married, and then she taught at Cypress-Fairbanks. And then she and her husband moved to Arizona; they were in the Phoenix area. And she taught school there. And then they moved to Colorado—excuse me, they moved to Santa Fe, and she taught school there. And then they moved to Colorado in—Colorado State University.

Myers  At Fort Collins?

Lamkin  Fort Collins. Her husband went back to school to do a master’s degree in building trades. And she taught school there. And then they moved back to Phoenix, where he taught at Arizona State for a year, but she didn’t teach that year. Then they moved to Oklahoma, where he’s teaching at the University of Oklahoma, and she is teaching school in Norman at the present time. They have two children, and that’s the reason she’s teaching school, because one of them will graduate next year and the other one will graduate the next year. (laughs) So we’re going to have two graduating pretty rapidly, a boy and a girl. Our middle daughter graduated from Baylor in 1978 and went to work for Southwestern Bell Corporation in St. Louis. And she stayed with Southwestern Bell until she retired—I guess *quit’s* a better word—last year. She had been with them for twenty-one years. And she and her husband—he’s retired from Southwestern Bell. They married three years ago. He’s retired from Southwestern Bell and she has built up the retirement, but can’t get her retirement until she gets a little older. And they live at Horseshoe Bay enjoying golf and life in general at this point.

Myers  May I turn the tape?

Lamkin  Yes.

*Tape 2, side 1 ends; side 2 begins.*
Myers: What is your middle daughter’s name? We mentioned Leigh.

Lamkin: Oh, Becky.

Myers: Becky, okay.

Lamkin: Rebecca, but she wants to be known as Becky. And our youngest daughter is Missy. She’s Melissa, but she’s known as Missy. She’s considerably younger than the others. As I say, she was in the first grade when we moved here, and the middle daughter was in the sixth grade. So, a number of years difference there. But anyway, she graduated from Baylor in 1983. Both Becky and Missy graduated from the school of business. At the time Becky graduated they did not have an ISY program, so she has a minor in ISY and her major was accounting, which everybody laughs at because she didn’t like accounting at all. But anyway, that’s her major. (laughs) But Becky spent probably about the first seven or eight years in computer work with Southwestern Bell and then she moved into management kinds of things. And at the end, she was director of benefits for Southwestern Bell Corporation with their headquarters in San Antonio. Missy worked for Southwestern Life Insurance as a computer programmer and analyst, and then she worked for an insurance company, which I don’t recall the name of it, installing software and she had some interesting experiences there. She spent a total of about six or eight months in Japan while she was working for them. She spent a three-month period—was the longest single period she spent installing software for an insurance company in Japan. And then she would have to go back occasionally for a month at a time and such. And then she switched from there to the Fina Corporation. And that’s where she met her husband. He worked for Fina, also. And they were married and she quit work and has two girls, a first-grader and a third-grader at the present time who are in Hillcrest Professional Development School. And they had just moved back to Waco and are pleased with their move and enjoying being here. One little footnote about Leigh, which kind of shows where education was going at the time. Leigh had to take—in Texas, she had to take the exam that all teachers had to take when they were testing the literacy of teachers. So she had to take that one. When she moved to Arizona she had to take the National Teacher Examination because they required it there. When she moved to Santa Fe she had to take a graduate course because she had been out of school five years and she had to take a graduate course in order to renew her certification. When she moved to Colorado she had to take a test that the Colorado schools require, which is a standardized test. I don’t remember the name of it published. But anyway, she had to take the test that the Colorado schools required. Of
course, when they moved back to Arizona she had her certificate. But when she moved to Oklahoma, she had to take the Oklahoma test.

Myers She’s an expert on tests, isn’t she?

Lamkin (laughs) So you can see where we were going as far as testing and such was concerned during—primarily during the eighties that all of that was going on.

Myers Well, that’s interesting. You have a teacher and two in computers, so you could see some influence there from their father, I think.

Lamkin I guess so. The youngest one at this point, I think, regrets that she’s not a teacher. She—they lived in Richardson, and she did substitute teaching in Plano the last year she was up there. And she enjoyed it immensely, teaching kindergarten and first grade as a substitute, a longtime substitute in the kindergarten class. The principal there wanted to hire her and have her go back and get her certification and so forth, and she enjoyed it immensely, and she would have been a good teacher. But I think, with her two children at this point, that she is not real interested in going back to school.

Myers How well did you think your daughters were prepared for the future through Waco schools?

Lamkin None of them had any problem with their college work. I thought they were well prepared. I would have no complaints whatsoever about the way they felt. And our youngest daughter, as I say, has moved back to Waco and she is most perfectly happy with her education, so she’s pleased to have her own children in the Waco schools. So she feels good about it.

Myers How about your assessment of their Baylor educations preparing them for their careers in life?

Lamkin Careerwise, they all have done quite well. And so I really would have to say they must have been well prepared. And I know in the case of Leigh and her teacher education that—of course, Houston hired her immediately and it was a good experience for her, but they hired her primarily because of the skills and the skills she had developed as an undergraduate here.
Myers Okay, well, we went a little over our usual time today and I know you have some errands to run before you speak tonight at ODK [Omicron Delta Kappa]. Let me just have you tell us what this occasion is tonight.

Lamkin Each year the ODK, which is a national honorary society, honorary scholarship society, recognizes—brings back to campus people that they refer to as men and women of merit. And these are Baylor graduates who have gone out and are successful in their fields, their chosen fields of endeavor. And they come back and they speak to classes. The various departments utilize them in any way they want to for the time they’re here. And as I understand it, as the way it used to be at least, some of them just can afford to come in for one day and others of them may come in for up to three days and spend time. And so tonight, Dr. Roseanne Stripling is one of these people that is being recognized. Roseanne completed her doctorate in education in 1989. She has had various positions in the schools around the state. And in Waco she worked her way from—in the central office, to a lower administrative position, to deputy superintendent, and then became superintendent of schools for the Waco system. She retired about two years ago, I guess, now. And she is on the faculty at Texas A&M at Tyler as professor there. And she asked me to come back and introduce her at the banquet tonight, and I have never attended one of these banquets, and so I’m not sure. I assume that I will introduce her and she will have an opportunity to say a few words. And I’m not sure how many may be recognized at the banquet. But it’s a privilege for me to be able to introduce her. I directed her dissertation and worked with her on some courses and things, too.

Myers Well, you had told us one of your greatest satisfactions in teaching was seeing what became of your students and their going further with teaching in their lives.

Lamkin Right.

Myers So, congratulations go to you, too, for her honor. (laughter)

Lamkin Well, thank you.

Myers Thank you for today. We’ll pick up next time.
Lamkin    All right.

\textit{end of interview}