Myers  This is Lois Myers. Today is April 9, 2002. This is interview number ten with Dr. Bill Lamkin. Today we are in room 313 Carroll Library on the campus of Baylor University. This interview focuses on the school of education and is part of the history of Baylor University. Dr. Lamkin, we’ve been talking about your goals as dean of the school of education from eighteen—excuse me, I’ve been working on another project—from 1981. And you mentioned some of your goals for the school, and one of them was to bring health, physical education, and recreation into closer relationship with other faculty in the school of education. How did you want to bring that about?

Lamkin  I guess the major problem there was to try to develop some commonality between the professional education and the HPER, because except for training teachers in HPER, there really wasn’t any feeling of commonality there. And so, what we tried to do was to include more of those people in the committees that functioned within the school of education so that the schoolwide decisions and recommendations that came from the committees would reflect not only the professional education, as it had mostly been in the past, but it would also reflect the views of the people in HPER. Even though many of them had not been and were not directly trained as public school teachers, it still was a fact that 80 to 90 percent of their graduates were being trained to go into public school education either as physical education teachers or health teachers or as some combination and coaching and so forth. And so they did have a very vested interest in what was going on in education in general, and so they had contributions to make in our committees. And so, we made certain that all committees were—on all committees, there was representation from all of our departments, and we just counted HPER as one of the departments, and school administration, educational psychology, and elementary and secondary education, or curriculum and instruction, we called it, and so those four departments. Library science, unfortunately, we had to phase out not too long after I
became dean because we just could not get the students for that particular program. So that was one of the things that we tried to do. Just to become a part of the faculty, too, we tried to rotate faculty meetings. And rather than asking the HPER department always to come over to the school of education for a faculty meeting, we would have faculty meetings in their facility, which was Rena Marrs McLean gym, as well as in the facility in Draper Academic Building. And so we tried to do that kind of thing. I also met with them on several occasions for their own departmental meetings and tried to respond to any kind of questions that they had or any concerns that they had in relationship to the school of education. And we worked more closely with them in the selection and recruitment of graduate assistants. They, of course, had a large number of graduate assistants to cover the required professional education—excuse me—the required physical education courses that were required universitywide. But the school of education also had a number of graduate assistants at both the doctoral level as well as the master’s level. And then about, I guess, in the mid eighties to late eighties, Dr. Powers retired as chairman of the department of physical education, and so we participated in the selection of a new chairman. And their choice was a person who was a graduate in physical education, but he also had a doctorate from Baylor school of education. He was one of our doctorates in administration and had been in junior college administration for some time, Dr. Robert Cloud. And so that again gave a closer tie between the two, that department and the rest of the professional education area.

Myers
Tell me more about the graduate program in HPER. What was offered and how did that work?

Lamkin
The graduate program—this was a rather large program, of course, primarily, made up of individuals who were graduate assistants. I don’t recall the exact number. It seems like there were around twenty-five to thirty graduate assistants each year in that department. Most of them stayed for two years, because if they were graduate assistants they could take no more than nine semester hours in any one term. And so, it took them two years to work through their program, although they could get through a little bit sooner by taking a full load in the summer and going two summers and a regular term. So HPER was always one of the largest graduate programs in the university because of the fact that they had the graduate assistantship, the help for graduate students, which very few other departments had. The English department had a good number of graduate assistants, also, that taught in the freshman English areas, but not as many as we had in physical education. The emphasis in physical education—we developed several as we went along. The emphasis, of course, would be in health education. We had a good strong program in health education, a strong program in fitness
education and in fitness in general, and then a general physical education for physical education teachers with an emphasis upon the teaching of physical education and coaching. So those three areas were major areas of emphasis. Generally, we recruited graduate assistants selectively because of the need for people to teach in those particular areas. And the university required at that time, or started requiring soon after I became dean, two physical education classes, specific classes, of all students, and one of them emphasized the health section and the other emphasized the fitness area. So we had to have graduate assistants who could teach in those areas because that was a very—those were very large groups of students who were coming in there. And then we had to recruit in the other skills areas. We had to have people who could teach tennis, and we had to have people who could teach swimming, and we had to have people who could teach badminton, or whatever other things there might have been. And even though most of these people recruited could go in two or three directions, there were times when you needed somebody who was a little bit more specialized in some of those areas for the more advanced courses.

Myers  Well, what—okay, now, these graduate assistants working in HPER were working toward what degree?

Lamkin  Master’s degree. There was no doctoral degree in physical education at that time. They were awarded—the university had done away with the master’s in physical education about the same time that physical education was moved from arts and sciences to the school of education. And so they all received a master of education degree. And so it was the same degree that those who were graduating in school administration or curriculum instruction or education psychology received.

Myers  So they took courses in the school of education and then—

Lamkin  Not necessarily.

Myers  Not necessarily, okay.

Lamkin  Actually, remember physical education was a part of the school of education. And so most of their courses were in the department of physical education just the same as those who were getting a degree in school administration were taking most of their courses in physical education [school administration]. Now, there would be some overlap. And this was certainly encouraged and allowed. Students could take—from physical education—
could take some curriculum and instruction or ed psych courses or such, as well as some from the professional schools could take physical education courses as they might see a need for it.

**Myers** And then their goal in getting a master’s degree, was it similar to others?

**Lamkin** Yeah. Generally, in this case, it did provide them with a salary increment because most of them were teaching in a physical education area, and even with the change of the rules for salary increments in the state of Texas, it still was a master’s in their teaching area. And so, they did receive an increment in that. Many of them were looking toward moving on and finishing a doctorate and going into college teaching. And so, I have no idea exactly how many, but it was not uncommon at all to have students who finished their master’s in our program and then went on somewhere else to do a doctorate in physical education.

**Myers** That’s interesting. Anything else about HPER and the school of education?

**Lamkin** I can’t think of anything at this point. Just to reemphasize the fact, I think that we were relatively successful in making the department of physical education a part of the school of education as a whole.

**Myers** You mentioned the faculty committees and integrating HPER with the other departments. I have a list of the committees. Would you look this over and tell me how they functioned? It starts down there and continues up here.

**Lamkin** Okay. The committees were primarily set up to deal with the various areas of the curriculum and programs and degrees and things of this sort. We did have a committee on committees, which recommended to the dean the appointment of various committees each year. Committee terms were for three years, and a person could be reappointed to that committee if they were asked and if they chose to serve another term. And, generally speaking, we had the requirement that all of the departments in the school of education would be represented on every committee. The committee elected its own chairperson, and that chairperson served for one year and was rotated among the present members of the committees. Some committees, obviously, were more active than others. And let me just comment on some of those that were probably the most active. The convocations and speakers committee we initiated soon after I became dean because one of the things that we determined that we wanted to do—I didn’t state it as one of our earlier goals—but one of the things we determined that we wanted to do was...
to bring in more people from the outside so that our students would be exposed to some of the leaders in education throughout the nation. And so this committee was established with the charge that they would initiate a regular speaker’s session, speaker’s—

**Myers** 
Lectures.

**Lamkin** —lectureships and such so that they could—we could bring them in and expose our students to them. We were able to, early in this, to receive an endowment for a lectureship in Christian education. And that has become a major group of speakers each year. I’m not sure to what extent this has continued since I retired, but we tried to have at least two speakers a year to come in, generally speakers that had national recognition. We were able to bring Ernest Boyer here on two different occasions to spend two or three days with the faculty and the students in the school of education, and he spoke. John Goodlad was one of our speakers at one time. We had [John D.] Krumboltz—can’t remember his first name—K-r-u-m-b-o-l-t-z, who was one of the leaders in the counseling movement who came in and spent a few days with us. And many people in the reading areas, in general, and in curriculum and instruction. {Elliot W.} Eisner was one of the ones that we had brought in, E-i-s-n-e-r, from Stanford in curriculum and instruction and science education. And so each year, we brought in two different ones. And this committee was the one that was charged with the responsibility of getting suggestions from the faculty and then presenting to me their recommendations so I could make the contacts to see if we could afford them (laughs) and if they had the time to come in. So it was—that was a very active—that was a very active committee. The learning resources committee was relatively active, also. This is because—of course, during this time we were really moving into new technologies and developing the learning resources center into something more than just a curriculum library. And Doug Rogers, who was the chair of that committee, and he became the permanent chair of that committee since that was his area of specialization, he led that committee in making recommendations about the direction in which the school should go and what the kinds of equipment that we would need to move in those directions and such. So that was, again, a relatively active committee. The program evaluation committee was active during the time, particularly when we were getting ready for one of the many accreditation kinds of things, whether it was Southern Association which came up in there sometime or NCATE or the TEA and such. However, TEA changed their procedures soon after—well, the year that I came in, we had a TEA visit. And that was the last visit that they made because from that time on, they accredited primarily on paper and they visited only if a program seemed to be in trouble. And so the visitations and things of that nature were cut out. The graduate affairs committee was relatively inactive
because most of—every department had someone who was in charge of graduate studies within their department, and they generally worked more directly with the graduate office. And occasionally there would be something that the school as a whole would need to consider, but most of the time these were departmental kinds of things that worked directly with the graduate office. Our publication committee was very active. We had two publications. One of them was initiated under Dr. McNamee. This was called the Baylor Educator. The Baylor Educator was a professional magazine with articles solicited from our colleagues around the country and also an opportunity for some of our own graduate students to submit manuscripts that might be published. And it was refereed. There was a panel of advisors who read and evaluated manuscripts that had been submitted, and it was published twice a year and received a considerable amount of attention, particularly within the state. Now, I think that publication has been changed at the present time. It is no longer that type of publication. And then we initiated soon after I became dean a newsletter type of publication, which we wanted to send to all of our alumni and distribute among our faculty and students. Dr. Ann Williamson Karaffa was the editor of that, and she suggested the name The Pedagogue and that’s what it was called. One of our biggest jobs was to find our graduates. See, until about 1971, the school of education had no graduates because we had no degree. And from 1971 on, we could just look at those who had received a degree, but those previously, we could not find them. So we had a group of graduate students—we had two graduate students that went to the alumni center and went through the annuals from about 1930 to the present, up through ’71 or whatever that specific date was. And on the senior pictures on each one they gave their majors, so they could go through and they could write down the names of those people who indicated they were elementary education majors or that they were secondary education majors or sometimes they would say they were English majors and secondary education. And so they made a list of all of those people that had any indication that they had graduated through the school of education and also those who had physical education as a major, all of that group. And that increased the mailing list considerably at that particular point. I for one would not have been on the mailing list if they had just used those who had received their degree from the school of education. And so we really increased the mailing list and identified a large number of our graduates that then could become a part of the school of education and share in the newsletter and so forth. So that newsletter came out twice a year also and generally carried information about the school of education, what was going on in the school, programs, new faculty, honors of faculty, activities of faculty, activities of ex-students, and such. Each one generally focused on one particular part of the school of education and gave those in that particular area an opportunity to tell the former students what was going on in their area. And I felt that was a very good addition to our publications and a very important way of keeping in touch with our former...
students.

**Myers** Does that publication continue?

**Lamkin** I don’t believe it does. I think the *Baylor Educator*—it’s still called the *Baylor Educator*—has basically taken the place of that publication and there is no longer the professional magazine, the *Baylor Educator*. There was a TAIR committee, which is the Texas Association for the Improvement of Reading, T-A-I-R, and that committee each year sponsored a conference on campus and still continues. And the chairman of that committee was a very important one because they have to plan the entire conference. It’s a Friday-Saturday conference. Generally, a speaker is brought in from outside, a nationally known speaker, and workshops are organized, and our students are involved and such. And so that chair is a one-year and they’re glad to get out of it, (laughs) and somebody else then takes over for the next year, and that’s very important. Scholarships and awards, that committee, their work was concentrated in the spring of the year as they received the applications we talked about last week, I think, from those who wanted to apply for any of the scholarships, and they made those recommendations. And also, there were several awards that had been developed by the school of education to recognize outstanding students in physical education and elementary education and secondary education and other types of awards of this nature. And they were the ones that made those recommendations, also. So it was a very active committee in the spring of the year. The university Teacher Education Council is one that, again, we talked about earlier, the fact that they—this was made up of about 50 percent of individuals from the school of education and 50 percent were from teaching fields throughout the university. So there was generally someone from business, there was someone from English, there was someone from history, someone from mathematics, someone from the sciences, and so forth that were a part of that council. We met at least twice a year when I was dean. I’m not sure what its function is now. At that time, the Texas Education Agency required a teacher education council that ultimately was to be the last word in programs. And so any time there was a change of programs, any time there was a new program, then the teacher education council had to meet and discuss it and either recommended it or not recommended it. And they were generally a very conscientious group and a very active group, and it was not uncommon at all for them to send programs back to a department and say, We think you should re-exam this part of it, or something of that nature. So it was fairly active. Most of the other committees were—well, there was a policy committee which is listed now which was not active—we did not have a policy committee when I was dean of the school. Most of the other committees were relatively inactive. They might have specific assignments.
but they would just meet on an as-needed basis.

**Myers**  
All right. One of your goals, and we’ve kind of hit on it here and there, was national accreditation through the National Council—

**Lamkin**  
—for the Accreditation of Teacher Education.

**Myers**  
—(speaking at the same time) Accreditation of Teacher Education. I’m sorry, I just drew a blank on the A. There are others, too. You mentioned Southern Association. That was an overall university—

**Lamkin**  
That’s a university, and of course we had to participate in that but we were not in the leadership role.

**Myers**  
But the American Association of Colleges for Teacher Education had long been a part of our accreditation.

**Lamkin**  
This actually is just a professional organization that—where the membership of this particular group is schools of education as opposed to individuals, okay. And the dean is considered to be—or the head of the education division is considered to be the university representative in that group, but other faculty members may be active in the meetings. And as a part of this, they are not the—NCATE is not a part of AACTE, but they very closely cooperate, okay? At one time AACTE toyed with the idea of making NCATE accreditation a requirement for membership in AACTE. But there were too many schools that did not have that accreditation and there was a big uproar, and so it was never put in, which is probably good. In Texas, there are—there never have been more than five or six schools that have been approved by NCATE. And not too many years ago, several of the schools started dropping out of NCATE because they didn’t feel like it did them any good. And Baylor stayed in, but several of the large universities, state universities, dropped out. They said it wasn’t worth the effort. The idea of NCATE was that there would be some type of national credentialing established so that if your program was approved by NCATE, then your teachers could be certified in any state. That never developed. Now, it did develop that if you were NCATE approved, it was much easier for your students to be certified in some states. But those states generally had additional requirements, testing, or a course in the state history or something of this nature that the students had to take in order to get their certification. So we felt it was worthwhile because it did—we had so many students from around the world that we felt it was important to help those if they were
going to some other place and that would help them.

Myers Okay.

_Tape 1, side 1 ends; side 2 begins._

Myers All right. Okay, so AACTE was a professional organization that the school belonged to.

Lamkin Yeah. AACTE was basically our national lobbying group, okay. They represented schools of education to governmental bodies either nationally or statewide. But, of course, it’s a national organization that was primarily national. And so, the headquarters of AACTE are in Washington DC. They work very closely with the Department of Education and work on legislation that may affect teacher education.

Myers Uh-huh, and then do they test you out for membership?

Lamkin No.

Myers In other words, they don’t come make visits.

Lamkin No. No. No, that’s purely voluntary. If you want to pay their dues, well, you’re a member.

Myers Okay. How about being accredited by the Texas Board of Education?

Lamkin Okay, that accreditation, of course, was necessary in order for our teachers to be certified by the state. At one time, it was a reaccreditation every five years. So every five years you did a self-study, and there was a visiting team that came and examined your self-study in reference to the things that they saw. And there was a set of standards that you had to meet, and most of the standards were based upon the external appearance of the program. There was very little based upon the success of students in the program. Of course, that’s a relatively new concept. So it was based upon such things as, What’s the student load of faculty? How many books are there in the library? What kind of materials and curriculum materials are available for students? And things of this nature were the major things that they looked at. And if you
were accredited, then your certification officer just recommended people for certification and they were certified by the state. Later on, of course, the state introduced a testing procedure for teachers called the ExCET [Examination for the Certification of Educators in Texas] test, examination of teachers—I can’t remember the exact acronym.

**Myers**

—TE—

**Lamkin**

It was usually written as capital E, small x, i-t [ExCET]. I'm not sure. But anyway, we called it the ExCET test because teachers had to pass this test before they could be certified. And so not only did they have to complete a program, they had to pass the test. Now as that came in, the TEA stopped its visitations. No longer do the schools have to—they have to make reports to the Texas Education Agency and they have to follow certain rules that the Texas Education Agency sets up as far as their programs are concerned, but they did not come down and visit. What they—and I'm not sure where it is at this point, but as I was dean in the latter years that I was dean, they were toying with the idea of looking at success on the ExCET test as being a measure of whether the program was successful or not. And the idea was that if students were doing well on the ExCET test, then there was no reason for them to come down and make visits. And they made visits on an exceptional basis. That is, if there was an indication that students were not performing well on the ExCET test, then they might come in and assist the school in helping their students do better on the test.

**Myers**

Well, how was NCATE then different from those two, except being national? Did it have visits? Did it have self-studies?

**Lamkin**

NCATE had visits and every—they were—they visited every ten years. And you had to make your self-study, and then they came in and visited in the same kind of thing. And they might accredit you, but they might also say, You need to work in these particular areas. One of the areas that we always needed to work on and probably still do was in the diversification of students and faculty. And they always found us lacking in the number of minorities that we had in both of those areas. And if they found things of this nature, then in five years they would come back and say, What have you done? But you were accredited during that time. And then after ten years you had to do the whole thing again. Now, they too stopped that kind of thing. They were stopping that. And they were rather doing what they called a continuous accreditation, so that schools submitted reports on a yearly basis to NCATE and they looked at the report and reviewed it to see in reference to past weaknesses and strengths and so forth if they needed to do anything or if they just could reaccredit. And so they used that kind of system, and if they
found somebody that they felt was lacking, then they would set up a formal visit again with the self-study and so forth.

Myers One of your goals was to get NCATE accreditation.

Lamkin Right.

Myers How soon did that come about?

Lamkin We did that the first year I was dean. I started on it actually—(coughs) excuse me—I started on it the year before I became dean. While Dr. McNamee was dean, I convinced him that we needed to go in that direction and we started on it at that particular time. And so during the first year that I was dean, well, we had the visit and were accredited by NCATE.

Myers And these accreditations—you’ve told me how distinctive Baylor was by being a major private university with a school of education and a Christian university with a school of education. Was this ever perceived as setting Baylor apart in these accreditation visits or any feeling that we were judged differently or anything like that?

Lamkin We did not really seem to have that. I know some of the departments on the campus have experienced this. These were never issues as far as the school of education was concerned. Actually, we fared quite well because most of those who made up the visiting team came from state universities, and budgets in state universities for schools of education were very prejudicial, I guess. Schools of education, typically, in states are given less per student enrollment than other schools and departments of the university. In Texas, at the time I was dean, this varied by departments, but generally they were funded at the lowest level of any school or department within the university. So when they came to visit us, that was one of the first questions, How are you funded? and, you know, Do you get your fair share? And they were quite surprised to find out how well we fared in reference to the rest of the university. The question was, you know, How do your faculty salaries stand up against the faculty salaries of the rest of the university? And we could show them that our faculty salaries are equal to those in the rest of the university, that the average of full professors in the school of education is equal to the rest of the university. And so this came as a big surprise to them to see that, and actually, I guess, worked in our favor, you might say. The question of religious affiliation was never raised so far as I know by any of these groups, either the faculty or what went on in classes or anything else.
It was never an issue.

Myers

Well, if you were king of the world (laughs) and you could set up what you think would be the best way to accredit schools of education, would you use these same methods? Would you design something else? What would be the most important for you?

Lamkin

Well, I think there has to be two kinds of things in reference to the schools of education and accreditation. I think, first of all, we have to recognize that the students who come out of a school of education are not necessarily the products of the school of education nor of the whole university, because when they come to school, they bring a lot with them, and they bring things from their home, and they bring things from their public school experience or their private school experiences, and so forth. And so a lot of what happens at the end of a teacher education program is a reflection of what was going on at the very beginning. And, you know, one of—I don’t want to depreciate the program that we have at Baylor, because I think it’s very good and we did a lot of good, but a part of the success that we had was the fact that the students that we got in the school of education and at Baylor in general were much better prepared to begin with than the average run of students across the nation. So, you know, we had a head start, you might say. So I think that it would be wrong to evaluate a program totally on the success of students, like to say how many passed the ExCET test, and to put a line there that says, Unless 90 percent of your students pass the ExCET test, we can’t accredit you. But I think that looking at the success of students on an ExCET test is very important, but you have to consider where they came from and be sure, you know, what’s going on there. At the same time, I think it’s important that you look at what is going on within the school of education. In evaluation areas, we talk about evaluation using internal criteria and evaluation using external criteria. Internal criteria means that you look at the program and say, Well, this is a good program; therefore, it should produce good students. External says you look at the students and say, Well, these students are doing well; therefore, the program must have been doing good. Okay, I think that any kind of evaluation, any kind of accreditation, needs to look at both things. I think you need to see how the students are doing, but I think you also need to go back and look at the program. Students can do well when they may not have had the resources that they needed to prepare in a broad sense. I think it’s important that the students have a broad education, and although you might be able to train teachers—and I use the word train rather than educate there—in a two-year program where you just put them in the schools and said, you know, Watch me and do these things, and so forth. I think we need a teacher in all schools who has a good grasp of literature, of history, of science, of mathematics, and so forth. And so I think not to look at what goes into the program.
would not be fair either. So I would say that there needs to be a balance between those two kinds of things, that you need to look at what happens to the students when they get out but you also need to look at what the program looked like and what they were working with.

**Myers**

Um-hm. All right. Anything else about accreditation that you’d like to add?

**Lamkin**

I can’t think of anything at this point.

**Myers**

Okay. As you had these requirements to meet for accreditation, as you said, there were requirements here at Baylor from the graduate school and the other colleges for the general degrees and then there’s the state and their requirements. And they changed through the time that you were dean. Can you identify some of those major changes that the state made in teacher education?

**Lamkin**

We underwent a Texas Education Agency visitation the first year I was dean. At that particular point, the state was very specific in what it required of future teachers, both at the general education level, the first two years, as well as at their major areas and their professional areas. And they had very specific requirements. One requirement was that they must have three hours of American history. And Texas history didn’t count and Western civilization didn’t count. They had to have three hours of American history. They had to have three hours in U.S. Constitution, or government and constitution. Well, at Baylor that translated into six hours in political science. And some of these were, you know, rather specific like that. Others were specific, but still very vague. For example, one of the rules they passed was that all future teachers must have three hours in mathematics at the level of college algebra or above. And the question is, you know, What is the level of college algebra? And what most schools did was say, Well, if that’s what they’re going to require, we’ll have them take college algebra, you know, and you can’t say that’s not—but again, who is to say that all college algebra courses are the same. So you’d have some vague kinds of things. They sound specific, but when you get to implementing it, it becomes a very vague kind of requirement. But there were a lot of very specific requirements like this, and the same thing in their major fields. They have to have so many hours, but you must have at least three hours in this topic or in this area and so forth. As I went on—we were entering a period of teacher shortage at that time, and also this was a time that *A Nation at Risk* had come out, and schools were the favorite target of politicians. And the thing that reared its head, I guess more than anything at that time, was the feeling among politicians that teachers were wasting their time taking quote “those education courses,” close quote, okay. And there was an article in the *Texas
Monthly about that time that received a tremendous amount of publicity in which a writer had presumably visited classes at Southwest Texas in San Marcos in education and had written about the quote “Mickey Mouse courses,” quote, that were just one step above basket weaving. You know, it was—those who knew what was going on, knew it was a totally—that it was not based upon fact. And then also, at the same time, there was an article that was published by the Southern Regional Education Board. That may not be the exact title, but it represents the southern states and so forth, which was supposedly a study of education degrees across the South in which they determined that 50 or 60 percent of the courses that students took were education courses. Well, it was criticized nationwide because they had defined education courses as any course that had the word education in it. And so, someone could be taking art education and that was called an education course at that point and such. But anyway, regardless of how flawed it may have been, that became a major club that the legislatures could use to hit the schools of education. So probably the leader in all of the quote “reforms” at that particular time was Senator Carl Parker, senator from Liberty [Port Arthur], I believe, down in that area. And his major thing was we should do away with schools of education and we should certify teachers when they graduate with a major in their field, that’s all they need. And so, someone could be taking English and then they can be called an English teacher. And somebody faced him with the fact of, Well, how are you going to certify elementary teachers then? And he said, Well, elementary teachers should probably take a major in sociology or something of that nature, that they don’t need any of those other things. Well, he spearheaded legislation which, fortunately, kind of calmed some of that down a little bit, but still he got a lot of his things through. First of all, he—the legislation required that all students would have to have a major other than education. It was supposedly the idea that they would have a major in what they would teach. The state schools—included in that was the state schools could no longer offer a degree in education. And there was also within the law a provision for alternative teacher certification, and this was to be a way in which people could enter into the teaching profession without taking those “wasteful” education courses. The way the law was written, it was supposed to be a cooperative endeavor between the universities and the school districts to certify teachers in areas where it was difficult to find teachers: languages, sciences, special education, this area. But as it developed, as it was implemented, it has now become primarily a cooperative endeavor of the service centers and the public schools. And they offer the courses. They don’t really—there are no courses in terms of their getting credit for anything, but they offer the training. They do training in the summer and then serve a one-year internship in which their training continues and they have a mentor teacher who works with them and such. Those types of programs have been on the books in other states and around nationwide for years, and the research has generally indicated that they don’t produce very much. And although I have seen no recent figures in Texas, as it was
originally set up, they didn’t produce very much. Very few—they are meeting a need in some areas in some of the larger cities—the Dallas area schools, particularly in areas of special education and bilingual education, two areas where you just can’t find teachers anymore. But anyway, that brought about a major change. Of course, all of this had followed and was supposedly an implementation of the committee that was chaired by Ross Perot, appointed by Mark White, I believe, to study the schools and education in general in Texas. Of course, Ross Perot got a lot of press for his attack on athletics in Texas and his trying to de-emphasize the athletics in our schools. I think if he will look at the schools today, he’ll find out that he had no impact, but he got a lot of publicity.

Myers That was the no-pass, no-play.

Lamkin That was one of the things that grew out of that, yes. And the other thing that he had here was what Carl Parker got on to, and that is teacher certification, that teachers should be certified without education. And in fact, he recommended that we should train teachers in a summer boot camp, and they would just go to boot camp for a month and then they could be in the schools. And that was his recommendation. That’s the only time I ever wrote a letter to the editor, but there was an article by a woman who was writing the education columns for the *Dallas Morning News* at that time, and she—Ross Perot was a big supporter of hers and she was a big supporter of his. And so she wrote about this boot camp and so forth. And so I wrote a letter trying to explain what it was that teachers needed to know other than just the subject they were teaching and why. And I did get it published anyway. I never have put that on my list of publications (laughter), but it just flies into everything that I believe in. But anyway, all of that went together and we had this legislation that passed. And so all of the things that the Texas Education Agency had done previously in setting up all of these specific requirements pretty well started going out because schools of education had—a part of that law was that students could be required to take no more than eighteen semester hours of education. And so, that cut down on what they could do. Now, they did—

Myers Including student teaching.

Lamkin Including student teaching. Now, they did for elementary teachers; except in reading, they could not take more courses in that if it was in something other than reading. There are a lot ways in getting around that, you know. We changed several of our courses to reading courses. In other words, we had a language arts course and it became a reading course. (laughs) And so our students took twelve hours of reading. But anyway, those kinds of rules
were in there. So the agency had to loosen up on some of their requirements. They couldn’t require that students have all these things that were covered in professional education. So schools started doing their own—you know, creating their own courses. They still had the general requirements of English and math and science and so forth in there, but were not as specific as they had been previously. I’m not sure whether American History is still required or not. I think it probably is. I think that would be a politically correct thing to require, so it probably still is required to be a part of the program. State schools had to do away with their bachelor of science in education degrees or bachelor of education, as some of them offered it. I think in an earlier interview I mentioned that Baylor is the only school that I know of in the state that still offers a bachelor of science in education, because the state schools had to do away with it and the private schools generally went along with the state schools.

Myers Uh-huh. Was there any pressure here to do away with it?

Lamkin No. No. Not at all. I explained to Dr. Belew what we were doing and why we were doing it, and he was certainly in agreement with it. We had to change all of our programs, of course. Not really, we didn’t really change them because we had always—for secondary education, we had always required a major for it to be a first teaching field. And a student had to have a major in English if that was their first teaching field. Elementary, we had to create some kind of major for elementary students, so we created what we called an interdisciplinary major. And in that, they take a course in music, they take a course in art, they take a course in geology, and courses in various areas around the campus that have the content that they would be teaching in the elementary level. And so our changes were more a rearrangement of things and a renaming of things than they were substantive kinds of changes.

Myers How did this impact educational psychology and administration and supervision? Did it impact those or were those so much graduate level?

Lamkin Well, this was the state law that revised the pay schedules and the increments and so forth. And so it did affect those programs in the fact that the master’s level students were no longer free just to get a master’s in administration and think that they would get credit for a master’s degree on the pay scale. And so there were some changes. There were a lot of changes in the graduate program there. The graduate program actually shrunk considerably after that. Before that, we had graduate classes—it was not uncommon to have graduate classes sometimes that might go up to thirty or forty students, which was way too many. But after this, they shrunk considerably, because students had to question, Why should I go back to and
get a master’s degree unless I want to really train to be a counselor, train to be a school administrator or whatever?

Myers  So they would go to their content area.

Lamkin  That’s right. Or, generally speaking, not at all.

Myers  There’s no motivation.

Lamkin  There’s no motivation.

Myers  Okay, well thank you. I need to turn the tape.

*Tape 1 ends; tape 2 begins.*

Myers  This is tape two of interview ten. All right, anything else there about state requirements and the changes and how they affected the school of education?

Lamkin  Yeah. Just generally to say that, of course, a part of all this I mentioned earlier was testing. You know, one of the first things we went through was all teachers had to be tested, which was a real fiasco since 99.5 percent of them all passed the test. You know, there wasn’t really reason for it. And then the ExCET test came up at that particular point. And so, there was a major change here in the control of teacher education, you might say. Much more of it was placed in control of the university so long as they did a good job and there was less of the specifics that were being set up by the state board of education. And in many ways this was good, because that made us look at our programs much more carefully and what was happening with our teachers, with our graduates, and then we—much more closely than we probably looked at them before.

Myers  When you look at your graduates from before these reforms, as they were called, and afterwards, do you see major differences?

Lamkin  I don’t know that I would say I see major differences. I think there are differences. I think we’re doing a better job, but I’m not sure that they’re results of these reforms. I think that educators had been interested in doing
a better job for at least a century when we first started trying to train teachers. And we had been—in spite of what some of the legislators may think, we had been looking at our programs on a yearly basis and trying to see, How can we do a better job? We’ve been asking the graduates, What should we have done? And I mentioned earlier, one of the things that we did was to start instituting early experiences out in the schools. And that was long before there was any requirement that we do this. So I think we were improving anyway. And I’m not sure that the reforms made any contribution to that. It may have just called attention to the fact that we were doing it.

Myers

In 1984, a few years after you took the deanship, Baylor created a Center for Christian Education. Why?

Lamkin

That was not without controversy I might say. There was a proliferation of private schools that had started, of course, in the sixties; but in the late seventies, there seemed to be another big movement of private schools. And most of these were schools that were being established by churches, particularly Protestant churches. Of course, the Catholics had been in this business for a long time. The Lutherans, as a Protestant body, had been about the major Protestant body that had been in this. There were a few other exceptions of some Protestant schools that had been established but not very many. But now we were getting a real proliferation of them. Almost every community had a quote “Christian” school. And we did not want to support this movement necessarily. In fact, I had to talk quite awhile with Dr. John Belew before we even went in this direction because he was adamantly opposed to private secondary and elementary schools. He, of course, obviously was not opposed to colleges and universities, private colleges and universities, but he was opposed to those. And, you know, I had been, too, and I am still. I think the public schools are where we need to be putting our efforts, and I think that offers a better opportunity for the education of children and young people as they are maturing. I think they need those particular experiences they get in that more heterogeneous type of population that they would get in the public schools. But my feeling was that these schools did exist and that we had an obligation to try to get them to do the best job that they could if they were going to exist. And so, that was the rationale behind starting the Center for Christian Education, not to go out and help people establish schools but to help those schools that had been established. We started off with a meeting of people who might be interested in this. And we invited individuals from established Christian schools from around the state, from First Baptist, Dallas, from Houston. I guess it’s First Baptist, Houston, that has a well-established private school.
Myers: I think Second Baptist.

Lamkin: Second Baptist, okay. And then from some of the schools—the surrounding area here. At that time, we had the Lutheran schools. We had at least two Lutheran schools. And I'm not sure whether any of the—I don't think any of the Baptist schools had been established at that point. We invited people from the seminary [Southwestern Baptist Theological Seminary, Fort Worth, Texas] because we didn't want—we were not trying to get into competition with anyone and we didn't know for sure what they might be doing in these areas. We had about thirty people, actually, who came to a meeting to talk about a center for Christian education focusing on, Was it needed? What would it do? How could it be organized? and so forth. I would not say—we didn't take a vote and we did not write up bylaws or anything. It was really more of an information giving and receiving type of meeting. I didn't get—there was no one who gave—who was adamantly opposed to our doing this kind of thing, but they ranged all the way from rather cold to very hot. And some of the smaller ones, particularly, could see a major value here. So we proceeded from that and we did establish the Center for Teacher Education—excuse me—for Christian Education that—

Myers: Let me stop you just a minute and clarify we. Who are the people who were mostly involved in getting this started?

Lamkin: Okay. The department chairs within the school of education were the ones who were involved, although we did have a faculty meeting and discuss it with all of the faculty at that point and talk about what their involvements might be and such. So we tried to involve everyone. Again, I don't know that there was ever a formal vote of the faculty as a whole that said, We support this. But the department chairs did support it, and we went from that. And of course, it had to approved by Dr. Belew and President Reynolds before we could set it up. I would say that President Reynolds was more supportive probably than Dr. Belew was, although he was not fighting or anything. It was kind of, I need to know why you're going to do this and what the purpose would be. So that's the way it came about, and we set it up, and we had a physical location, and we had to find someone who would be director of that particular program.

Myers: Again, its purpose was to kind of help these private schools—and they were, like you said, proliferating during that period—to be the best, essentially, they could be.
Lamkin  That’s right.

Myers  So you were not necessarily focused on students who might come into school of education with the goal of teaching in a Christian school. They would still have to meet all the other requirements.

Lamkin  Yeah. At a later time we did institute student teaching in private schools, but students had to meet their student teaching requirement in a regular public school first, and then they could do additional student teaching in the private school.

Myers  Okay. Of these groups that you said came to this initial meeting, can you identify who may have been given the most support and maybe the least support?

Lamkin  Well, probably the least support came from the seminary, and I didn’t know exactly why because they were not doing anything there. I’m not sure—of course, at that time there was no Truett Seminary and, you know, our relationship with the seminary was quite different from what it became in later years. My conclusion was that they were less interested in our getting involved in anything—the school of education getting involved in anything called Christian education because they had a department of Christian education. They were not negative, but they were just not very supportive there. The larger schools, you know, First Baptist and Second Baptist—First Baptist, Dallas, and Second Baptist in Houston—were supportive to the point of saying, We’ll be glad to help you in anyway we can, as opposed to, This would be good for us. And I can understand that. These are well-established schools, and they had their own things going and were taking care of everything for themselves. But most supportive were the smaller schools in this area and such that really had started on a shoestring and were working without resources or anything.

Myers  How about the non-Baptist groups, denominations?

Lamkin  They were very supportive, yes. Yeah, there was really—you know, it wasn’t a denominational kind of thing at all. At that time, there was an organization in Texas, and I guess there still is, Texas Association of Private Schools [Texas Association of Private and Parochial Schools]. One of the things that had happened, or that was happening at that particular point, was that the Texas Education Agency was saying they were no longer going to accredit
private schools. And so the Texas Association of Private Schools set up their own accrediting agency. Of course, they saw this center as a kind of a place where some of this could be focused.

Myers  Well, you set about then to find a who. You had a why and a where, you needed a who. How did that come about?

Lamkin  Well, we advertised in the *Chronicle of Higher Education* for a person to fill this position and described what we wanted them to do. And we needed to have someone who had a background in education and an interest in or background in Christian education in general. And we had a number of applications, and we brought two people here for an interview. Both of the two people—the two people that we brought in, I had known previously. Of course, Randy Wood was the one that we eventually employed. He was at Oklahoma Baptist University at that particular time in student services. And he had done undergraduate work in education and had also then finished his PhD at Baylor in religion. And I believe he had a seminary degree, too, in there. And the other fellow was one that had done a master’s degree with us in education and was in Austin at the time, a very, I would say, intellectual kind of individual. He was really a fine fellow, but he did not have the characteristics that I thought we needed and the faculty thought we needed as someone to start a program like this. He would have been a good individual person but not a person to work together.

Myers  Well, as the Center for Christian Education matured through time and, of course, we still know it’s there, how would you assess it? Are you glad you started it?

Lamkin  Yes, I’m glad we started it. I think it has served a good purpose. It may be reaching the end of its purpose. I’m not sure at this particular point. I haven’t kept up with its activities at this time, but there may be—I know that the accrediting that Dr. Wood is continually involved in, the accrediting process of private schools. And he still has conferences for the teachers from these schools, and of course we have the lectureship that is in that area as well. He is teaching more courses at the present time and devotes less of his time to the Center for Christian Education than he used to.

Myers  Is this unique? Is Baylor unique in having a Center for Christian Education?

Lamkin  So far as I know, there is no other one. I don’t know of another one. Another little thing that went along with that at the time was Dr. Sharp’s
development of a collection of children’s books for—I don’t know that she called them religious books, but they were basically children’s books that would be suitable for church libraries. And she made a good collection of books. It was going along fairly well. I’m not sure whether she’s been able to continue that collection or not. But a very good kind of activity. One other group I didn’t mention here, as we were talking about this, and this group was involved in most of the things we did in the school of education from an advisory standpoint, and that’s our advisory board. And our advisory board was very, very supportive of the Center for Christian Education. They were enthusiastic about it.

**Myers**

Well, I’m not sure how the timeline would develop, but it seems like here came the private schools and then here came homeschooling. Has Baylor ever considered anything for homeschool teachers?

**Lamkin**

Not while I was dean and I’m not sure whether anything has happened since that time or not. I personally would have a little bit of difficulty in that particular area, because I think the motivations for homeschooling become much more narrow than even those for private schools, and they’re narrow enough.

**Myers**

Okay. Anything else about the Center for Christian Education? We’re moving right along.

**Lamkin**

Right along, okay.

**Myers**

But if we’ve left out any holes, please fill them in. Okay, we’re looking at different programs. I have one called the Center for Adult Learning.

**Lamkin**

Yes.

**Myers**

What is that?

**Lamkin**

This center never did develop totally. It grew out of our interest in literacy. And we had envisioned that we would have—that it would be larger than literacy, but it never did develop in anything larger than literacy. The Texas Baptist Convention moved their literacy center to Baylor in the eighties. I don’t remember the exact time. And at that time, they had a director of literacy who spent some of his time here. Lester Merriweather spent some
of his time here and did training of those who were teaching literacy within the churches. And this again was a movement of the time. A lot of churches were using literacy as a way of reaching people, and what they were doing was actually developing programs to teach literacy that would focus on reading the Bible. And so they were training church people to go back into their churches and set up literacy for those people who could not read and helping them to learn to read and using the Bible as their textbook, let’s say. And they were—it was kind of struggling, because the Texas Baptist—the Baptist General Convention of Texas didn’t support it too well. So, actually, we took that over from them. And the Baptist General Convention of Texas continued to make their contribution to the ongoing of that particular program, but they didn’t furnish any personnel. We could use the money that they gave to employ personnel, and it was just about enough for a part-time secretary. And that’s what they paid for, and we furnished the space. And I asked Dr. Browning to take over as the person who would look after that particular thing. Well, from that, Dr. Browning developed some grants that provided a lot of money for statewide programs in literacy. And so the adult learning center actually became the Baylor Literacy Center. And he still operates a lot of those programs that are from state and national grants, primarily, for training teachers who will then work in literacy clinics and such.

Myers Well, that’s interesting. I’m glad. I didn’t know—I learned everything new on that. Montessori graduate program, tell me about its development.

Lamkin We had just begun talking about this at the time that I resigned as dean, and actually nothing ever came—we didn’t have anything going at the time when I resigned as dean. We had had several kinds of developments. There was a Montessori school in Waco that had built a new building and they were in need of teachers in that school. And then the Waco schools had established a Montessori school in one or two of their elementary schools. And most of these—most of the teachers in these schools did not have any kind of training in the Montessori methods. Of course, these methods are not taught in colleges and universities. They’re kind of protected programs. And the Montessori Society teaches the courses and train the teachers and nobody tells them what they can do. And they look for colleges and universities that will accredit them to teach the courses and give the credit to the teachers, okay. And the nearest training program they had at that time was in Houston. And of course, Judy Schmeltekopf, who was at the Montessori school in Waco, and one of the—I think it was Randi Reisinger, who was with the Waco schools, came to us to say, Is there any way we could work this out so we could get this training up here rather than down there? And, as I say, we were in the process of talking with them about this at the time, and whatever is going on now developed after that. Frankly,
after my first conversation with them I was not really sold on our getting involved in it, because this is not—what they are offering, in my opinion, is not an education program. It is purely a training program. And I’m not sure we should be giving semester hours for a training program. Plus the fact that the prices they were charging were just far beyond what Baylor was charging, and yet we could not work out any way at that time where we could get any tuition money at all for them. It was just, We will come up and meet on your campus and teach the courses, you give them the credit. And that didn’t fly. So we were kind of at a standstill at the time that I resigned as dean.

Myers Interesting. Okay. One thing the school of education has been involved with is study abroad.

Lamkin Yes.

Myers Tell me about the international programs.

Lamkin This has been, I think, one of our very good programs for students. It’s kind of an extra for them. In 1981, the year I became dean, we were asked by Dr. Wallace in the history department to be a part of the Baylor in London program. That’s a summer program where different faculty members recruit students to take a particular course and so forth. And we talked with them, and Dr. Rosewell agreed to be a part of that program. So he recruited teachers—recruited—excuse me—students for the program. But along in the spring term, he decided that he didn’t really think he wanted to do that. And it didn’t—he found out that the faculty and students were housed in a dormitory where you shared the bath and so forth, and he wasn’t sure that he wanted to do that at that particular time. And so he came to me and said he’d appreciate it if I’d find somebody else to do that. Dr. Karaffa was new on our faculty. Of course, she had had some very difficult times, the loss of her husband and such. And so, I went to Dr. Karaffa and said, “Would you like to do this?” And she immediately agreed that she would like to do it. And so she took a group of students, about seven or eight students in her group; there’s about a hundred in the whole group. And that was our first involvement of education students in study abroad. And they had a very good experience, and she came back and said it was good but she didn’t want to do it another year. And so I volunteered to do it the next year. (laughs) And so I recruited and took a group of students the next year. And then after that we recruited—the next year I was asked to be the director of the program. And so I had to recruit somebody else. And Dr. Browning took over as the one who would teach the education course in that program. Now, that was not a school of education program. That was a universitywide program that Dr. Wallace and Dr. Herring directed, and I
directed, and then Dr. Moore, Andy Moore, took over after I did. But
through that program, we were able to meet some school people in England.
And one of our contacts was a man by the name of John Duffy. John was,
at that time, kind of a jack-of-all-trades for the school section of the borough
of Kingston-upon-Thames. Now, their schools are organized considerably
different from ours. Each of their school campuses is basically an
independent campus, but the borough has a central office where they
offer—they have a director of schools, but they kind of coordinate the
money that comes in and dole it out to the schools, and then they offer other
services there. And John was—he took care of some of their special
education services, and he was also in charge of visitors. And so when I
wrote to—I got his name some way, and when I wrote—well, I just wrote to
the Kingston schools, actually, and they gave it to him. And he wrote me
back and said that he would be glad to speak to our students in one of these
summer things. Now, the problem was that these programs were in July, and
schools end in England in June. And so there wasn’t any way of visiting
schools or anything. But John entertained us. He brought us—he came in
and talked to the students. He invited us out to Kingston, where we were
able to visit in one of the schools even though there weren’t any students
there. And he introduced us to the mayor. It was interesting and we made a
good contact with him. And the next year, well, we did the same thing. And
while we were there during that time, we started talking about the possibility
of some of our students coming over at other times and actually being in the
schools. And from that we developed our student teaching in London
program whereby students would spend a month as—uh, we would call
them student teachers. It depended on the teachers and how much teaching
they did or how much just observing. But most of them were either helping
individually with students or in small groups or something of this nature.
Started with three students. I believe that was probably in ’86. I’m not sure
the exact date. We had three students, and we were going to place them in
homes. John was going to arrange homes for them. And he arranged
homes, but one of them fell through, and he had one girl that he couldn’t
place in a home, and so she stayed at the Kingston YMCA. Well, that was a
godsend because the Kingston YMCA is a lovely place in a very good
location just a few blocks from the railroad station with the buses running
back and forth in front of the Y. And, of course, the Y’s in Europe are really
hotels with recreational facilities. And so, at a very economical rate we could
rent rooms there, and they would have their meals there, and it was
convenient to go out to the schools. So he—as long as he was in that
position he was our liaison with the schools and he would talk to the school
heads and ask them if they would be willing to host a student from Baylor.
So from that time on, in the fall and in the spring we would have a group of
students going over there. The group would range from five or six to one
semester, we had thirty-two. That’s the largest group and that was much too
large. We put a limit on it from that time on. And they would go over and
spend a month in the schools. Actually, they spent three weeks in the
schools, and then we gave them one week to explore England. And they
traveled and went all over Europe. Some of them were really adventuresome
and they would go into Europe and never sleep, just sleep on the trains as
they would go on from place to place.

Myers

Excuse me, let me turn the tape.

Tape 2, side 1 ends; side 2 begins.

Lamkin

So that program developed, and every semester until the present time we've
had students doing student teaching in London. John retired from the
schools probably about '91 or '92, but he has stayed on with us to do this.
We now pay him. When he was with the schools, we didn't have to pay him
anything, but now we pay him an honorarium each semester for being our
liaison person there and talking with the schools and such. Without him it
would be impossible, because the school people—as I say, each campus is a
separate entity. They have their own budget. They have their own board
and everything. And they're very protective of their students and very
suspicious of outsiders. And if you don't have someone local who can come
in and say, These people are all right, we'd never get into the school. But he
is able to arrange it, and so it works out extremely well. About six years ago,
we had a contact with a fellow in Australia at Griffith University in Brisbane,
and he asked if we might like to do an exchange kind of program, so
students could come over here and work in our schools a little bit and ours
could go over there. And we agreed to that, but it never became an
exchange. It's just a one-way street. We send students over there, and one
time they had about three or four students who came over, but that was all.
Of course, our students are much more affluent than the students from
England or from Australia. And in England, for example, all of the higher
education is paid for by the state, and so anybody can go to college; but if
they come over here, the expense of the air travel plus the expense of the
room and board and so forth would be just more than most of them could
afford. And so, we don't get many. And the same thing would be true in
Australia. But since that time, we've had students in Australia from four to
eight, as many as ten I guess, most semesters. Now, there have been some
fall semesters when we have not had enough to send a group, but most of
the time we've had someone there in both. It's the same kind of situation.
They teach in the schools for three weeks. They live in the dormitories at
Griffith University. And then we give them a week, thereby they can see as
much of Australia as they think they can. So both of those have just been
tremendous programs.
Myers: Well, now, tell me about when—once you started the student teaching in London at Kingston-upon-Thames, did you then still remain involved in the Baylor in London program?

Lamkin: We did stay with the Baylor in London program for a few years. Dr. Wynn Rolf took over from Dr. Browning, and Dr. Rolf stayed with them for three or four years. But it became harder and harder to recruit students for that program. Well, as the programs developed, too, I guess maybe that program continued with them until the Baylor at London program was consolidated with the Baylor in the British Isles program. And when that happened, the school of education course was dropped out of it.

Myers: So, essentially, these students who did participate in the Baylor in London education course went over there with a Baylor professor and took a Baylor course and got credit.

Lamkin: That’s right. That’s right. And since the schools were not in session they couldn’t even—didn’t even have the luxury of visiting a school. (laughs) You know, they could walk by and say, That is a school. And you could take them to Eaton, but it’s not a—

Myers: It was a travel experience with an educational component.

Lamkin: A travel experience, that’s right. Whereas these that go over now, we have a faculty member with these people, with the students all the time they’re there, but the faculty member is there as the chaperone and coordinator. (sound of carpet vacuum in background) They have weekly meetings to talk about their experiences, but that faculty member visits them in the schools, talks with the people out in the schools, but is not really their teacher as such there.

Myers: Well, how does that month of student teaching, or that three weeks, integrate in with their student teaching requirement for the state?

Lamkin: Okay. The student teaching requirement in the State of Texas is that students will do twelve weeks of student teaching. At one time we required our students to do a full semester of student teaching, which would be, I guess, sixteen weeks, wouldn’t it? It was supposed to be eighteen, but you get it down to about sixteen. And we required them to do sixteen weeks.
Students get three semester hours for the student teaching in London. They get nine semester hours for student teaching in the United States, so that would give them a twelve semester hour, which is a full load, which many of them needed for loans and scholarships and such as this. About three or four years ago the director of student teaching at that time looked at this and said, Well, really this is not fair to those people who don’t go overseas, because they’re teaching twelve weeks, but they get only nine hours credit and they have to take another course before they can get twelve hours credit. So at that point it was decided by the school of education that they would cut down the student teaching. Everybody does twelve weeks. And now those who go overseas do an additional four weeks at the end or in the middle, depending on when Easter is, because the schools take their breaks according to Easter. Like this year, Easter was early, the thirty-first. And so the students are over there now. They finished their twelve weeks here, and they have gone over there. When Easter falls in April, they do six weeks here, and then they go four weeks overseas, and then they come back and do their six weeks more here. And that’s the way it works out for them.

**Myers**

What do you think students who are able to do this bring back with them that’s different?

**Lamkin**

Two things. One is they get a broader view of what education is. Education in England and Australia may meet in a school that looks very much like ours, but what goes on in the school is totally different. The role of the teachers is totally different. And students are amazed when they go in because a teacher doesn’t stand up in front of the room and instruct the class. The teacher has the students working on projects in groups and she helps them individually. And occasionally she may instruct a group of five or six of them, and on rare occasions she may talk to the whole class about something, but that’s very rare, whereas we train our teachers to talk to the whole class. And they go—the first thing they realize is that this isn’t like it is at home, you know. Most of them come back saying, I wish we did more of this at home. So they get a broader view of what education is like. They haven’t experienced anything except teacher-centered education since they started school and as they have done their student teaching. Now they’re seeing more student-centered education. So that is one thing. Secondly, they get a maturing that they can’t get anywhere else because they have to take responsibility for themselves in those situations. They are totally reliant on public transportation. They have to operate in a big city. They have to know where they’re going. They have to just take responsibility for themselves. And our recruiters—usually at the end of May, just before graduation, when they have a job fair when recruiters from all over the state and some out of state come in to interview prospective teachers—and these teachers have said to us, these interviewers have said to us over and over again, I can tell
the ones that have had the experience of teaching overseas because they are much more mature, they know more about themselves, and they know what they want to do more than the others. So I think it’s just an exceptional experience.

**Myers**

Was this a program that you—was there a model for this program, another university? How does it—

**Lamkin**

I do not know of another one like it. There are a few programs where students may do their whole student teaching somewhere else. I know TCU has a program where students can do their student teaching in Canada, and they just have a special permission from the Texas Education Agency for them to do their student teaching there. But we felt it was important for them to do their student teaching here because that’s where they’re going to be teaching, but to get the other experience, too. Now, let me tell you about two other programs we have in foreign study. One of them is defunct at this particular point, and the other one will possibly go on. During the time that I was there during the eighties and other times, I made contact with some other—some teacher training institutions. The first one was Westminster College at Oxford. Westminster is a Methodist school that used to be located in the Westminster section of London but moved out to Oxford in the—I guess it was after World War II. Interestingly, they were founded in 1845, the same year that Baylor was founded. And they’re primarily a teacher training institution. They had teacher training and they had theology and that was all. And so I started talking with them, actually just finding—looking for a place for our students to visit when I was doing Baylor in London—was my first contact with them. And we made arrangements whereby we could send students to Westminster for a semester. And for about, oh, five or six years, I guess, in the late eighties and early nineties, we would have anywhere from two to four students at Westminster College in the spring term. And they would register for courses at Baylor, and they would take the equivalent courses at Westminster. And so it appeared, and they would send back the grades and appeared on their transcript. And these are not always exact equivalents because they don’t really teach courses as such in the English colleges. They have a program that you go through. But they had tremendous experiences. We would send them over during the time—most of the time they were juniors in Baylor. And they would go over and enter the program in the second term of their teacher training program. So it would be like—they have three terms a year, so it would be the second of six terms that they were going to spend in teacher training. And this was a term in which they first went out into the schools and had experiences in the schools, and then they had programs in teaching reading and teaching math and so forth on campus. Then for two weeks they had school on campus in which they brought the students into the school there. They had
schoolrooms on campus, and these students taught them on campus. So that was a very good experience. We had some real good experiences with them. Now, England, just like Texas, changes their programs, and actually the enrollment at Westminster decreased and Westminster had to be combined with another school, so as a result we were unable to continue that program. Another program we had was at a school in Ormskirk, England, Edge Hill College. It’s now called Edge Hill College of Higher Education. It’s, again, a private school as such. Teacher training was not its major area, but it was an important area for them. But they wanted foreign students, and so they did what they called modularized their program, which translates into saying they created three-semester-hour courses. They created courses that meet each term. They have three terms a year, and they have courses that meet each term. And they have titles for those courses. Now, the course isn’t conducted in the same way that we conduct ours, but at least it’s there. So we could have students register for courses here and then they could take the equivalent course there and then get the grades back over here. And usually they took four courses, twelve semester hours. They could take five if they wanted to. Their courses were arranged so they would have courses four days a week, either Monday through Thursday or Tuesday through Friday, so they always have long weekends. And most of these courses that they took, in fact almost all of them, were in their general education areas. So they could take English courses, they could take history courses. I always encourage them to take American history. I said, you know, there’s nothing better than taking American history from an English professor, because you’ll get a different view about what the American Revolution was all about. (laughter) But they could take any of those courses, and we would help them select courses that would fit into their degree plans. And they would spend a semester over there. The fall semester was from the end of September to Christmas holidays. And the spring semester was from late January until, generally, the first part of May, because within the spring semester, they had two weeks off for their Easter vacation. And the students got a little—if they went in the spring they had a little bonus if they wanted to travel for two weeks. Now, that program is still going. We had a lot of liberal arts students in that as well as school of education people.

Myers
Well, that sounds really intriguing. Makes me want to be a student so I could take it. (Lamkin laughs) Anything else about the study abroad programs? What did you gain from them?

Lamkin
Well, I had never been abroad until I went with the Baylor in London program. I had been to Mexico and to Canada, but that’s all. And I guess that what I gained from that is a desire to see the rest of the world. No, it really was a broadening experience for me, and I made some very good friends through these experiences that, you know, we continued to be in
contact with. And it just—I guess multicultural education has a totally
different meaning to me now than it used to. And even though most of the
people I have dealt with have been Caucasian, it’s a totally different culture.
And I have learned how to live in different cultures.

Myers  Now, I have that in 1990 you went to China.

Lamkin  That’s right.

Myers  Tell me about that.

Lamkin  Dr. Jimmy Williamson, who joined our faculty in 1990, and had been at East
Texas State, Commerce—Jimmy and I had been friends through the years.
He was dean there and we had been in different meetings together, plus the
fact Jimmy was a Baylor graduate. But East Texas was a member of a
consortium of U.S. schools that had developed a relationship with Chinese
schools. And so we had the U.S.-China Teacher Education Consortium. As
he was coming over here, he was going to this meeting in Dalian, China, as a
representative of his school. And he, coming here, said, I think that Baylor
should join this consortium, also. And I said, Well, you know, why not?
because I was interested in international education. So we joined the
consortium and I went also to that particular meeting in Dalian, China. And
then that was a weeklong meeting, and then we spent another two weeks
touring China under the auspices of this consortium. They arranged all these
meetings. So we had a meeting of just a regular professional meeting at
Dalian, which is on the peninsula over close to Korea, actually. Oh, it’s kind
of a resort area. Mao Tse-tung had a home there where he spent some time
in the summer. It was very nice, very modern hotels. The days were spent
interaction with Chinese teachers, and papers being read, generally
translated in English for those of us that didn’t understand English
[Chinese]. Had to have calling cards made—business cards made that had
English on one side and Chinese on the other side. In the evenings we were
entertained royally by different groups from the schools, art groups, and
acrobatic groups, and very extensive banquets and so forth, very, very, very
nice. And my wife was able to go with me, and so we really had a wonderful
time. And then we went from there and were able to tour; went to Beijing
and toured there. And each place we were greeted by the various dignitaries.
In Beijing, we had an audience with the director of education for China and
talked with him. And in the other areas we were met by college personnel
and were able to tour their colleges and talked about their programs. They
were always interested in relationships with schools in the States. Of course,
Dr. Williamson has continued that and has recruited a lot of Chinese
students for the graduate programs in education.

**Myers**  
Well, you talked a little bit about how American and British education differed—and Australian. How—what was Chinese education like?

**Lamkin**  
Well, the Chinese education as we observed it was a very rigid type of education where students sat very still listening to the teacher and the teacher dispensed all of the information that they were to get. However, the Chinese also have a very wide range of activities that we would call special education, where they teach a lot of skills to students who are mentally challenged. And then they also have the after-school programs where they do all of the arts, and you have the—we went to one of the programs where they had the musical arts and students were—you know, hundreds of students playing the violins. And they had the dance, and they had the acrobatics and gymnastics, and all of these after-school programs, a lot of the kinds of enrichment kinds of things that we do not have. But their school itself was very rigid. Now, they were very quick to tell us that even though they had universal education that still no more than about 50 or 60 percent were able to go to school because so many of the Chinese live in rural areas where there is just not any access to education.

**Myers**  
The Chinese students that come here for a master’s degree then, was there any particular program that they—like supervision, administration, or psychology?

**Lamkin**  
Usually they were in administration, sometimes in curriculum. One of the students that we had had here greeted us in Beijing and took us to lunch. She and her husband took us to lunch and then we went to their apartment, which was very interesting because, you know, this Communist country, and regardless of how affluent you may be, well, you have the same size apartment. (laughs) But anyway, she was in curriculum. He did his in American studies. Actually, they were both here at the same time. And they’ve continued to be—in fact, their daughter came to Baylor as an undergraduate. I don’t know whether she stayed through graduation or not. I’m not sure whether the second daughter came, but they’ve remained in contact with Baylor. They’re particularly good friends of the Belews. But most of the time these were people who were coming over primarily just to get a terminal degree and very often it was by a member that had recruited them, and since Dr. Williamson had more of the contacts most of them have been in school administration.
Myers: Very interesting. Anything else about—

Lamkin: China was very interesting. We went back to China last year and were amazed at the changes that had come about in the ten years since we had been there. It was just totally—well, the appearance of the country, the airports, every airport we went into was a new airport, whereas before they had just been run-down little things where you sat on the stool. And the highways are all—the infrastructures are just outstanding. But the poor are still very poor. And going down the Yangtze River, seeing the coal miners still carrying coal in bags on their shoulders, you know, you can say, They’ve got a long way to go before they catch up socially with the rest of the world or with much of the world.

Myers: Very interesting. All right, another topic, the Hillcrest Professional Development Center. Tell me about that.

Lamkin: This grew out of a conversation between Bonnie Lesley, who was associate superintendent of schools in Waco, and me as we were talking about what Baylor and the schools might do together. And she said, “Why don’t we just find a school and let Baylor take it over, and y’all run a school?” Well, of course, this is the old idea of the lab school, which really has gone out and has not—is not a very viable idea anymore. So we talked about it and we said, Well, why don’t we just run it cooperatively? What if we work out something so that our teachers—some of our faculty can teach out there, and teach their students out there, and maybe some of the faculty, the headmaster or the principal and some of the faculty there might be members of our faculty? So we could jointly kind of work on this. So we worked through all of these kinds of things. And the Waco school board said that we could have Hillcrest Elementary School and that they would remodel it to fit our specifications. And the Waco schools hired a principal for the school a year before the school was to open, and he worked with Dr. Lesley and some of our Baylor faculty and others to design the school and to talk about what it would look like and what kind of program would be there and so forth. And that school opened the fall after I resigned as dean. But it was ready to open at that particular point. And they recruited teachers from the Waco schools. One of the things that we wanted to be sure was that this didn’t become a lab school so that Baylor professors’ kids went to school there. And so it was agreed that the student body would be drawn at random by a lottery and that the population of the school, ethnically, would be representative of the population of the city and that there would be special education there as well as normal students, that there would be no selection based upon past achievement or abilities or such, and it would just
be that. Now, of course, it does become selective in some ways because parents have to apply for their children to be admitted. And for parents to apply, that implies that they have an interest in the education of their child and they’re willing to provide transportation if it need be to the school. So there is that type of selection that goes on. But that’s the way the school was established. It was going to be a kind of a—we agreed also that it wouldn’t be just a structured first, second, third grade, that there would be overlapping grades so that students might move up or back or however they might need it. And I believe that’s evolved into what they call environments now rather than grades. And you’ll have one environment that will be first and second grade and another one will be second and third grade and another one will be third and fourth grade and another one will be fourth and fifth grade. So there’s some flexibility there between them. And one of the things we wanted to do was to have our students out there on a longer basis. And so before the program started, we started recruiting students that would, during their junior year, spend a considerable amount of time at the school and would take some courses there, some reading courses, language arts courses, math courses, and so forth. And during their senior year they would spend their entire time there, and all of their courses that they would need to take would be taught there during that time. I’m not sure whether that’s exactly the way it operates at the present time. That was what we were foreseeing at that particular room. So that in every room there would be two to three teachers, regular teachers, there would be two to three student teachers, and there would be two to three junior-level teachers. And so you have a lot of teachers that are there ready to work with students as they need assistance.

Myers

Well, I appreciate it today and we will meet another time to finish out. Thank you very much.

Lamkin

Okay.

end of interview