A CENTENNIAL HISTORY OF THE EDUCATION PROGRAM

A History of the College Education
Central State University
Volume I
1890-1990

Commemorating 100 Years of Service to the Citizens of Oklahoma

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Education; and In the Shadow of Old North Tower written by Stan Hoig and Reba Collins in 1971.

Additionally, personal interviews with persons who had long term associations with the institution gave insight and direction to the development of the story. Among these were Dr. Joe C. Jackson, Professor and chief Academic Officer for twenty-eight years; Mr. Dale Hamilton, student, teacher, coach, and Athletic Director for forty plus years; Dr. Asbury Smith, student, teacher, department chair, and coach for forty-six years; Katherine Kunc who had all of her schooling in the Laboratory School and Central before she went to graduate school and then taught at Central for thirty-six years; Winifred Stayton who was a Laboratory School teacher and librarian for fifty-eight years; and Florence Coyner White, graduate of Central Laboratory High School in 1925 and Central State College in 1929, and fifth grade supervisor of the Laboratory School for twenty years. Finally, we are indebted to Dean Kenneth Elsner for the opportunity and encouragement to complete the project; to Dr. Gladys Dronberger for editing and bringing it to completion; to Mark Parkhurst for technical editing; to Linda Jones and her staff for publishing; to Sharon Lowery for patiently typing and putting the manuscript on computer; and to the Gamma Omega chapter of Kappa Delta Pi (National Honor Society for persons in Education) for its support.

The pressure of time-and deadlines has forced us to omit many details and important events. We ask readers to forgive us of any errors of omission or commission and accept it as one more tribute to a special institution established specifically for the education of teachers. That mission has been expanded to include other professions, but the original purpose remains and is sustained by today's College of Education. The Founders had a vision of what was needed at that time, but could not foresee the events which would shape and transform their vision to what it is today. Neither can we know what the next one hundred years may bring.
FOREWORD

The First Territorial Legislature created the Territorial Normal School at Edmond, Oklahoma, on December 23, 1890 to prepare teachers for the new territory. The first class of 25 students met on November 9, 1891, in an unfinished Methodist Church. From that humble beginning the Normal School has grown into an urban university with an enrollment of over 15,000 students.

A major goal of our centennial celebration was to record in one publication the significant events and people who influenced the development of our University and the College of Education. Dr. J. Dale Mullins, Dean Emeritus, College of Education, and Dr. Lucille Patton, Dean Emeritus, College of Special Arts and Sciences, agreed to co-author "A History of Teacher Education at Central State University". The authors not only conducted the research and personal interviews but shared their personal experiences as part of the historical development of Central State University.

It is important that we accurately record the sacrifices made by the early administrators and faculty who provided the leadership in building a strong institution built on sound educational principles. Central State University has played an important role in the development of our community and state. We must continue to provide the leadership in developing programs that will prepare citizens for the 21st Century.

Central State University has a bright future with new challenges on the horizon as we complete our first 100 years. Events recorded in this publication indicate leaders will emerge and faculty members will meet the challenge. All citizens, students, and alumni are encouraged to join the administration and faculty in building the finest College of Education in Oklahoma.
PART 1
HISTORY OF THE COLLEGE OF EDUCATION

The first Administration Building
CHAPTER I
IN THE BEGINNING-
The Normal School 1891-1919

By the very nature of its primary mission, the education of teachers, the College of Education's history must begin with the beginning of the institution, that is, the establishment of the Territorial Normal School. That has been chronicled by a number of people, most completely by Professor Francis C. Oakes in *A Story of Central State College of Edmond* and more recently by Stan Hoig and Reba Collins in *In the Shadow of Old North Tower* published in 1972. Therefore, this history of the College of Education will focus on changes which have occurred and the people involved in implementing those changes as the institution evolved from a single purpose educational enterprise to the multi-purpose university of 1990.

One hundred years, in the course of human history, is not a long time. But it is more than a lifetime for the great majority of people, and few, if any, still live who can recall that December day in 1890 when the territorial legislature passed the Act to establish the school. It was signed by Governor George W. Steele the next day. The Act provided for a Board of Education and that body met on October 1, 1891 and elected Richard Thatcher, at that time a clerk in a Washington, D.C. office as "Principal" of the school. Thatcher, who had been a teacher and principal in Kansas, returned to Edmond in late October and began to organize the Normal School. The first class of "about 25" students met on November 9, 1891 in the unfinished Methodist Church at 19 North Broadway. Thus began the present educational enterprise, of which the College of Education is an integral part.

Today's Central State University began as a Normal School and remained so for the first twenty-eight years of its existence, being known initially as the Normal School for Oklahoma. The catalog for 1901-02 uses the title *Territorial Normal School*. The name which finally stuck, and remained until the institution became a four year college in 1919, was *Central State Normal School*, being identified officially thusly by a catalog for 1904-05. Name changes usually signify changes in function or at least turning points in the development of institutions. Sometimes they merely represent whims or
ambitions of those in power, such as presidents, boards of control, and politicians. In the case of Central State (that is the part of the title which has remained for at least eighty-six years), it has been some or all of these as the institution reflects development of a territory and state as a part of a changing nation and world.

The evolution of the institution has been similar to many others across America, as the country has changed from colonies to states, to an independent republic, to a struggling nation, and eventually, a world power. The concept of the Normal School began in Germany and was brought to America primarily by a man named Charles Brooks who was a contemporary of Horace Mann. Mann, who was a leader and champion of the cause for free public education, joined Brooks in promoting the establishment of the first Normal School in the United States at Lexington, Massachusetts in 1839. Its Principal, and only teacher, was a Reverend Cyrus Pierce. Its special purpose was to improve the quality of teaching in the public schools of Massachusetts. The idea spread rather slowly at first, but was firmly established when the Oklahoma Territory was opened for settlement. The leaders who settled in the new land, eventually to become the State of Oklahoma, believed in free public education and perceived the Normal School as a primary instrument for providing leadership to fulfill that mission. The nation had been led down that path from its beginning, and the settlers and leaders of the new territory were committed to perpetuating that concept. It was not happenstance; therefore, that the first institution of higher learning in the new territory was established solely for the education of teachers to staff the schools which had been and would be built to provide education for its citizens.

The mission of the institution has expanded and become more complex in the one hundred years since the beginning, but that original purpose for being remains and is the special responsibility of the College of Education. The College has assumed additional responsibilities and shares the education of teachers with other administrative units; however the responsibility for leadership and coordination remains the primary mission of the College of Education. A major purpose of this publication is to show the importance the founders gave, in the beginning, to the education of teachers; how the form and structure has changed, but the importance and original mission has not, and is perpetuated and refined through the College of Education.
RICHARD THATCHER, 
THE FIRST YEARS

The first class consisted of twenty-five students (6 men and 19 girls) who had responded to Richard Thatcher's call "to qualify and train persons in the art of school-teaching." They found a temporary home in the unfinished First Methodist Church located at 19 North Broadway in Edmond. Thatcher, who had been a teacher and principal in Kansas schools before coming to Edmond in 1890, was the total faculty. He taught all of the subjects during the first year. Students continued to enroll throughout the year. Eight dropped and did not return after the Christmas holiday, twenty-nine continued after January 2, 1892, and twenty-seven more were added after the first of the year. Thus, during the first year more than half-a-hundred students attended the Normal School. At the end of the Spring, 1892, 56 students between the ages of 13 and 21 were on the roll.

Because of a need for more space and other unsatisfactory conditions at the Methodist Church, Principal Thatcher moved the school to the upstairs floor of a building known as Central Hall, located just west of Broadway on the north side of First Street. Two new faculty were also employed for the 1892-93 school year, Mrs. Selvyn Douglas of Edmond and Mr. F.A. McNett of Waterloo. By the end of that year, 125 students had been enrolled.

In the meantime, the wheels of progress had been turning. Town fathers, acting on pressure from the legislature and the Board of Education, had obtained funding and property on which to locate a permanent home for the Normal. Construction on the present Old North Tower commenced in the summer of 1892 and was far enough along to permit Thatcher to move classes
into the building on January 2, 1893. The site was known as "Normal Hill" by the citizens of Edmond, and the structure soon became the focus of community pride. The original building was the central part without the tower and wings and was faced with red brick manufactured near the school property. The wings and tower were provided for through a later appropriation and were officially accepted by the Board of Education in July of 1894. However, interior work and completion of the total structure did not occur until January, 1898. The original building consisted of four rooms and an Assembly Hall and was ready for use at the beginning of the third school year, 1893-94.

**GEORGE W. WINANS AND THE POLITICAL WINDS**

Unfortunately, for Mr. Thatcher, the political winds shifted and he was not retained as Principal for the 1893-94 school year. Instead, George Washington Winans, formerly Superintendent of Public Instruction for Kansas, received the appointment. Francis Coram Oakes called him "a Republican out of employment."

Thatcher remained; however, and taught mathematics and penmanship in addition to serving as registrar and recorder. He was joined by three other instructors, F. H. Umholtz, language, history, and civics; J.O. Allen, natural science; and Mary L. Sloss, literature and rhetoric. Enrollment for that year reached 116. On January 15, 1894, the governing board of the Normal School met in the Central Hotel and changed Mr. Winans' title to "President." His tenure and place in the sun was not to last long; however, as a new territorial governor was appointed. He was a democrat and Mr. Winans along with Republicans Richard Thatcher and Frederick Howard Umholtz were dismissed to make way for waiting democrats.
It might be noted, at this point, and it cannot be overemphasized, that the history and development of Central State is tied to political changes, particularly at the state level and sometimes the national level. From the beginning, it was a public institution depending on public funds and public support. As a territory, the governor was appointed by the president of the United States who belonged to a particular political party. When the president changed, the governor usually changed. The governor appointed the members of the Board of Education (later to be known as Regents) and the State Superintendent of Public Instruction. These persons selected the President of the Normal School and, for many years, the faculty also. This changed a bit with statehood in 1907, but only the structure changed. After statehood, the governor and state superintendent were elected by popular vote, but they still owed allegiance to a particular political party and philosophy. They still followed the policy that "to the victor belongs the spoils."

Another very significant historical and political fact had to do with the political differences between Oklahoma Territory and Indian Territory. The early settlers of the former came primarily from Kansas and the “North.” The Civil War had ended only twenty-four years earlier. They were predominantly Yankees, these first citizens of Oklahoma Territory. Indian Territory was populated by the Five Civilized Tribes and, when opened to settlement, by persons coming in from Texas and Arkansas. They were predominantly southerners and democrats. Thus, political divisions in Oklahoma have been in place from the beginning and have influenced governing boards of Central State, the appointment of presidents and the appropriation and division of funds. When statehood came, political power fell by sheer force of numbers to the eastern and southwestern parts of the new state, and the Democratic Party. Edmond, the home of Central State University, is on the southern edge of Republican territory. Guthrie, just to the north, and the territorial capitol, is to this day a Republican strong hold. Representation from Edmond to the legislature over the years has been both Democratic and Republican; governors from both parties have made significant impact on the growth and development of Central. However, when persons elected to the legislature have been Republican, this fact does not go unnoticed when funds are divided among institutions by predominantly Democratic legislatures.

Despite his short tenure, Mr. Winans made some important achievements. He published the first annual catalog which described
three different courses of instruction leading to a five year certificate to teach in Oklahoma Territory. The certificate could be renewed on demonstrating successful teaching experience. A two term school year of 21 weeks each was established, and a stipend of $1,200 per year was set for professors. On August 23, 1893, the board set a student fee of $5.00 per term. There was no tuition as we know it now.

**E.R. WILLIAMS, THE FIRST MISSION STATEMENT**

Mr. E. R. Williams, a regulation democrat from Georgetown, Texas succeeded Mr. Winans. During his one year tenure, the enrollment grew to 161, a significant increase from the 116 of the year before. The faculty increased to seven, including the President, and Mr. Williams was the first to describe them in terms of degrees, but did not identify the institutions which awarded them.

During Mr. William's term of office (one-year) the exterior of Old North Tower was completed. The interior which would contain an assembly hall seating 500 persons, and twenty-two other rooms would not be completed for several years. This third chief executive officer and second president gave us the first clear cut description of the mission of the institution. In the annual catalog of 1894-95, the "Scope and Aim" of the School is plainly stated.

"This institution does not propose to be a University. Its special function is to prepare teachers for our public schools. Its courses of study have been prepared with reference to this end. The principle underlying Normal Schools is that teachers should not only understand the subject matter, but the best method of presenting it as well; that there is a rational and orderly development of the mental faculties, and the subject matter taught should correspond with this development; that in this way; and in this way only, can the highest results be achieved; that he who would teach most successfully must recognize these principles in his work, and that to this end he must give special preparation."

Following that very concise and straight-forward statement he added, "The teaching in the School ought to be of a high order." The foregoing statement, or something very similar appeared in catalogs over and over until the institution began offering non-teaching degrees in 1939. It clearly identified the Normal School as a single purpose institution and stated an educational philosophy to which Schools and Colleges of Education nationwide subscribe, some one hundred years later.
Also, under Williams' leadership, instrumental music was added to the curriculum, and the first societies or clubs were organized. Membership in one of them was compulsory. They were called the Lyceum and Pioneer and emphasized debating, dramatic art, music etc. They had contests, and faculty medals were awarded winners. The school's first library was started with twenty-six dollars raised by charging admission to contests between the two clubs. Another important contribution was the establishment of admission by examination covering the subjects of reading, writing (penmanship), spelling, arithmetic, English grammar, geography, and American History. Sometimes it was written, sometimes oral, and sometimes both.

Mr. Williams resigned at the end of one year and returned to Texas of his own volition, but he had made significant contributions to the beginning of the new School.

EDMUND MURDAUGH, COMING OF AGE

Edmund Dandridge Murdaugh became President of the Normal School for Oklahoma after the resignation of Mr. Williams. He was destined to serve for six years before political changes forced his resignation. Under his direction, the institution steadied and took on a leadership role in the new territory. It enjoyed equal standing with the University at Norman and the A & M College in Stillwater. In fact, Murdaugh had previously served as President of A & M for 7 months. Enrollment at the end of the first year of his presidency was 156, and a faculty of seven, including Murdaugh, did the teaching. The number of students was a slight decrease from the previous year. County institutes for training teachers had been started, and they affected enrollment at the Normal for a while. This problem was addressed by offering the first Territorial Normal Institute at Central on May 17-19, 1895. Its purpose was to train instructors and conductors of the County Normals. This became an annual event, and in the summer of 1899 a ten week summer term was inaugurated. This has been a standard part of the curriculum ever
since. It reached a climax in 1916 when it is claimed to have been the largest summer program for teachers in the entire country.

In May of 1896, the territorial superintendent appointed a committee to examine the Normal School and report its findings. The committee consisted of a Mrs. F. Boyer, L. Warren Baxter, superintendent of the Guthrie schools, and Stuart N. Hopkins, Superintendent of the El Reno schools. This was the first formal evaluation by an external group and the only one until the institution became a part of the North Central Association for Secondary Schools and Colleges in 1921. Their report was as follows.

1. The Normal School is thoroughly organized and well disciplined.
2. The course of study is exact, comprehensive, and suited to the needs of our people.
3. The utmost harmony exists among the different members of the faculty and the students and citizens of Edmond.
4. The work of the teachers is commendable, —being earnest, enthusiastic, painstaking, and worthy of the confidence of your honorable body (the Board of Regents).
5. The introduction of new subjects, especially drawing, music, and physical training into the curriculum; is timely, modern and in accordance with the best school methods of today.
6. Patriotism, fidelity, honesty, true manliness and womanliness, the prime elements of a noble teacher, are being generally impressed upon the minds of the public.
7. Valuable and choice additions have recently been added to the library.
8. The institution is meeting the ends of its establishment, and reflects credit on the noble educational system of which it is a part.
9. Increased library facilities would add much to the effectiveness of the institution.
10. A few simple and inexpensive additions to the laboratory would also add greatly to the comfort and health of the pupils in the department of physics and chemistry.

Signed: L. W. Baxter and Mrs. F. Boyer"
The course of study was standardized during Mr. Murdaugh's administration to a two year introductory course and a three year Normal course. The school terms were changed from two per year to three plus a summer term. These were Fall, Winter, Spring, of twelve weeks each and then a summer term of ten weeks.

A model school was finally approved by the Board after they had canceled the president's first attempt in 1897 and opened as a full eight grade course of study in the Fall term of 1902.

The school colors, bronze and blue, were adopted, and the first class graduated in 1897. Five in number, they were Phronia S. Eckes, John Adams, Rose M. Jackson, R. Mayburn Howard, and Ida W. Belt.

In his annual report, published in the catalog for 1897-98, President Murdaugh reported among other things, a faculty of nine, a secretary to the president, and a librarian. The age of students ranged from 19 to 25 and the majority of their parents were farmers. Old North Tower when finished by design would contain 18 rooms including an assembly hall seating 600 persons and heated by the Smead (steam) system. The building could be seen from a distance of 20 miles. The total cost of the grounds and building with furniture was $50,000.

The first mention of departmental organization occurs in the 1897-98 catalog. The forerunner of the College of Education was called, The Department of Psychology, Pedagogy, Philosophy of Teaching, and School Management. Mr. Murdaugh himself was listed as the Professor in charge! Eight other departments were listed. In that there were only ten faculty including the president, most departments had only one faculty member. Nevertheless, this was an attempt to give organization and structure to the curriculum and to specify faculty responsibility. Mr. Murdaugh also commented in his annual report that "teachers carry thirty hours of class work each week, entirely too much". Herbartian pedagogy and philosophy were studied by the faculty and the entire school program was greatly influenced by the German educator. A number of prominent educators of that time, among them G. Stanley Hall had studied in Germany and were espousing the ideas and philosophy they had acquired. The kindergarten school was a part of this and one was established at Central in 1903.

The class of '98 had eleven graduates, class of '99 ten, and class of 1900, twenty. The enrollment during the school year 1900-01 had climbed to 484.

Mr. Murdaugh resigned as President of the Normal School for Oklahoma at the end of the 1900-01 school year, but he left it in excellent condition. The enrollment had increased as noted, and 82
persons had graduated between 1897 and 1901. The Old North Tower was completed by design, and a good faculty was in place. School terms, curriculum, and responsibility for the latter were firmly established; it was the center of community pride, and the School stood on equal footing with the University to the South and the A & M College to the North. Many of the traditions which we observe to this day originated during this period of time. Mr. Murdaugh subsequently assumed a number of other major responsibilities in Oklahoma, among them the presidency of Oklahoma Military Academy at Claremore and Southeastern State at Durant before returning to Central to close out his career. The present women's dormitory, Murdaugh Hall was named in his honor. The general regulations for teachers and students printed in the Catalogue and Report, with Announcements for 1897-98 give us good insight into the "tenor of the times." (See Figure 1)

**FIGURE I**

**GENERAL REGULATIONS**

**1897-1898 CATALOGUE AND REPORT, WITH ANNOUNCEMENTS**

1st. Teachers will be in their rooms five minutes before the ringing of the first bell. They are expected to remain in the building during the entire period of the session and for at least five minutes after the close.

2nd. Teachers will report their own tardiness, in writing, to the President on the day it occurs.

3rd. Teachers will not admit students to their classes, except those regularly promoted, without written permission from the President. No student will be excused from a class, by a teacher, without a written permit from the teacher in charge, to be approved, in writing, by the President.

4th. Each teacher is expected, at all times, to exercise proper surveillance over students as to order in the building, general decorum, etc.

5th. Each teacher having been assigned a position is expected to be in place when students are passing through halls in body, and to see that proper order is maintained.

6th. Teachers will report, in writing, each day all cases of tardiness or absence.
7th. Teachers will not admit to their classes, without written permission from the President, any student who has been absent for more than one day.

8th. Teachers will be expected to use the whole of the recitation period for the benefit of their classes, and not for personal conference or private business of any kind.

9th. Teachers will meet for such study or conference, and at such times, as may be deemed advisable by the President.

10th. All society meetings, etc., will be in charge of teachers (who will be responsible) at such times, and in such manner, as may be deemed advisable by the President.

11th. Teachers are expected to perform such duties, general or special, in the work of the school, as may be assigned by the President; and, in the fullest sense, to be assistants-giving their whole time and energy.

GENERAL REGULATIONS

STUDENTS

1st. Students who enter the Normal School are expected to take one of the classes regularly, as it is marked out, and to pursue four studies at a time. They will be required, also, to take whatever drills, or general exercises, as may be assigned.

2nd. Students shall confine themselves to studies prescribed for the year in which they enter; and they will not be allowed to select studies, except with the special permission of the President, and then only under such restrictions, or limitations, as he may deem advisable.

3rd. In order to keep the standard of graduation well advanced, and to maintain a reputation for thoroughness and good discipline (a special point always in a normal school), students must be diligent in work, faithful in discharge of all duties, and exemplary in manners and conduct.

4th. Students coming to school at irregular hours must enter the Assembly-Room immediately from the cloak-room. No loitering in the halls, or around the building, will be permitted at any time. Students excused before the close of the session must leave the building and its vicinity immediately.

5th. Students returning to school after absence of more than one day will report to the President before going to class.
6th. Students will not be allowed, in class hours, to go home, leave the building, or conduct visitors or friends through the building or over the grounds, without special permission from the President.

7th. No student will be allowed to remain in the building, when school is not in session, without the permission of the President and of the teacher in whose room he or she is to stay.

8th. No notices or excuses will be accepted unless signed by the parent or guardian and the President reserves the right to reject these if, in his judgement, insufficient. For excuses, only the printed blanks, supplied from the office, will be accepted. These will be reserved in the office after acceptance.

9th. Any violation of rules or any conduct unbecoming a lady or gentleman, either at the school or abroad, will subject a student to suspension, or, if deemed necessary, expulsion.

10th. The President reserves the right to exercise such control over all entertainments, social amusements, games, etc., as he may think proper.

11th. Since educative examinations, other than those at the end of the term, are held at the will of the teacher in charge, students will note the necessity for regularity of attendance. Absence will affect the standing of students since examinations cannot be repeated.

12th. Students who do not maintain a grade of at least seventy-five per cent in any subject, if this occur through idleness or inattention, after due warning, will be suspended or dismissed; if through poor health or other proper cause, may be required to drop one or more subjects, not drills or general exercises, until they have sufficiently improved their standing in the branches in which they are deficient.

13th. No student, under age, will be allowed to drop a study without a written request from the parent or guardian and permission from the President. Such requests must assign such reasons as will not interfere with the general plan of work for the school, and not be based upon mere choice or inclination on the part of either the parent or the student.

14th. Students will be permitted to take only such classes as may be deemed best by the President after due consultation with the teachers in charge.

15th. No work done outside of regular classes shall be accepted as the equivalent of school work except by special permission of the
President. Permission to make up, by outside work, studies in which a student has failed to pass in school, will not ordinarily be granted; and, if granted, arrangements must have been approved in advance by the President. In all cases, examinations must be taken, and passed, for such outside work.

16th. Students will be held responsible for injury to the building, breaking of apparatus, loss of books, etc. All special regulations of instructors, or of the librarian, must be complied with rigidly.

GENERAL REGULATIONS
EXAMINATIONS

1st. Final examinations may be held at the close of each term, which must be attended by all students.

2nd. Deductions will be made, from student's record, for all cases of unexcused absence. One such absence may cause a student to fail in any subject. Notice to the student, of absence will not be necessary.

3rd. Written or oral educative examinations are held at the option of the teacher in charge, and no one will be excused from attendance. Notice of such examinations need not be given by the teacher.

4th. At the end of the term, students are “passed,” “not passed,” or “conditioned.” A student “not passed” must take the work over in class. A student “conditioned” must remove the condition as directed by the teacher in charge, after consultation with the President. He may be permitted to take a special examination, or he may be obliged to take the work again in class.

5th. A condition must be removed within one term of its imposition, except in studies that are given but once a year-in which case, conditions must be removed within one year. Students will be responsible for their conditions. Students cannot claim failure of notification of expiration of time. On removing a condition, a student will receive a certificate from the teacher in charge. He should immediately take this to the President and have his record made good.

GENERAL REGULATIONS
LITERARY SOCIETIES

1st. The teachers of the Normal School are, ex-officio, members of all societies, and shall have seat and voice at all meetings.

2nd. Societies must report to the President of the School for approval, the names of their officers immediately after their election.
3rd. Rooms will be assigned by the President of the School for the use of the societies; and such rooms must be kept in proper order.

4th. The days and hours for the meeting of societies will be fixed by the President of the School.

5th. Open sessions and public contests will be fixed by the President of the School. Public lectures will be given from time to time; and, at these, the attendance of all students, in a body, will be required.

**FREDERICK H. UMHOLTZ, FROM TERRITORIAL NORMAL TO CENTRAL STATE NORMAL**

Frederick Howard Umholtz became President in July of 1901 and served through the 1905-06 school year. It seems that Mr. Murdaugh had made some enemies among the faculty, one of them being Mr. L.W. Baxter, formerly Superintendent of Schools in Guthrie and a teacher of history, civics, and literature. Mr. Baxter became State Superintendent of Public Instruction; therefore, he was also President of the Board of Education (now known as Regents) for the Normal School. Mr. Umholtz was also a faculty member teaching rhetoric, grammar and Latin. He was a friend of Baxter. Thusly, Umholtz became the one and only faculty member ever to rise to the Presidency on a permanent basis.

The school was in good condition as previously noted. New faculty was added, and the course of study was revised. The Normal Diploma Course was now four years, and for those who could not qualify for it, there was a three year Elementary Course. The forerunner of today's College of Education was called, in the catalog for 1900-01, the Department of Pedagogy. It was headed By B.F. Nihart, described by Francis Oakes as "the greatest teacher he ever knew."

The outline of the department showed topics such as Psychology, School Economy, Methods of Instruction, History of Education, Philosophy of Teaching, School Law, Observation and Practice Teaching.
The Model school which was to begin the next year was meant to be just that. It was not a place for students to practice as much as it was a place for them to observe and emulate good teaching.

The catalogue for 1902-03 uses the title Territorial Normal School and lists a faculty of twenty-two including the President, Model school teachers and Librarian. Seven departments are listed, namely; Pedagogy, History, Geography, Mathematics, Science, Language, and Drawing. The “Nature and Function of a Normal School” was redefined as shown in Figure 2.

**FIGURE 2**

**NATURE AND FUNCTION OF NORMAL SCHOOL**

The special function of the Normal School is to prepare young men and young women for the work of teaching. This must be accomplished, first, through thorough and liberal academic work; second, through the study of the child; third, through studying the philosophy of teaching, and fourth, through practice and training in the model school. The work of the Normal School differs, therefore, from that of the college. A college aims to teach the various branches of knowledge to impart general culture; the Normal School teaches not only the subject matter of various branches of knowledge, but it also teaches the "processes by which the learning mind acquires knowledge and the resultant of these processes," and this aim is kept constantly before the student throughout his academic career as a learner. This fact distinguishes the Normal School from other institutions of learning, and determines the course of study as well as the distinctive methods by which the several branches of learning must be taught.

Other notable achievements during Mr. Umholtz's administration included the beginning of the kindergarten with Miss Brewer in charge, the letting of a contract for "The South Building" at a cost of $35,000, the construction of a steam heating plant, separate from other buildings, costing $14,876, publishing the first issue of the Vista and the playing of the first football game (against A and M College), all in 1903. A & M won 40-0. A new department of Manual Training, the beginning of industrial education, began this year also.

In 1904 the name of the school officially changed to Central State Normal School and remained until 1919. Enrollment for the year was 761 and 112 graduated. The B.A. degree was offered for the first time and seven received the degree. It was discontinued; however, and not
offered again until 1921. Another important item of note, Francis Coram Oakes was employed in the Fall of 1903 as teacher of English, Athletic Director, and coach. He supervised the excavation beneath the south wing of Old North for the construction of a gymnasium. He planned the first track meet in May of 1904; he was the faculty director when the first Vista was published and served as a member of the faculty in various capacities until his retirement in 1953. His two publications "Supervising Authorities and Faculties of Central State College" and "A Story of Central State College of Edmond, Oklahoma" published in 1953 have been a great help to everyone researching the history of Central State and have been invaluable in this effort.

During the school year 1905-06, the political winds shifted again. Theodore Roosevelt had been elected president in 1904, and in 1906 he appointed a new territorial governor who in turn selected a new territorial superintendent who also served as president of the Board of Education. Mr. Umholtz was not reappointed to serve the next year. Central State Normal had grown and prospered under his leadership. The records would indicate that the eleven years from 1895-1906 were vital in establishing the institution as a strong and viable part of higher education in the new Territory. It was also attracting national attention. A strong foundation was firmly set during these years.

THOMAS BUTCHER,
THE SCHOLAR EDUCATOR

The successor of Frederick Umholtz was Thomas Walter Butcher who had a Master of Arts degree from Harvard. In the words of Francis Oakes, “he was, educationally, almost in a class by himself,” “He gave one a rare illustration of what genuineness should mean,” and “The Normal School faculty considered him the most valuable find in the whole Territorial School system.” Suffice it to say, Mr. Oakes thought very highly of Mr. Butcher.

Important things happened during the two years of Mr. Butcher’s presidency. The diploma given to students upon graduation became a life certificate valid in every school in the Territory. The regular normal course became based on units with a unit being defined as one
subject carried a full term of thirteen weeks. Units were further classified as majors and minors with majors being such subjects as language, mathematics, history, science, and the professional subjects. Minors were such subjects as vocal music, drawing, and reading.

Graduation required seventy-two major units and eleven minor units. Twelve major units and three minor units constituted a year's work making the course six years in length.

The Professional Department in the catalog for 1907-08 listed the following required courses: Elementary Psychology, General Pedagogy, History of Education, Applied Psychology, Philosophy of Education, and Practice Teaching. Elective courses were School Administration, Experimental Psychology, Comparative Psychology, and Child Study.

Another item of note from the 1906-07 catalog reads as follows, “The theory that anybody can teach school has at last been exploded. The demand today is for teachers who have had special training. There is such a demand for teachers trained in this school that not over one-half the places offered can be filled.” Today, 84 years later, we would have to conclude that the explosion of the theory referred to above was not final. We still have people in high places who want to let anyone who has a college degree be a teacher, without special training as such.

As indicated earlier, President Butcher was highly regarded by the faculty. He was an outstanding public speaker and also was held in high respect off-campus. It was, of course during his tenure that Oklahoma became a state (1907), and the chain of events that was to terminate his term of office was set in place. With statehood, the Democratic Party gained control of state government. The governor and state superintendent were now elected on a statewide basis. Despite his skill as a public speaker, his stature as an educator, and his demonstrated leadership ability, Mr. Butcher's days were numbered. Total enrollment went over 1000 (1013) in 1907 and reached 1146 in 1908 despite the establishment of competing Normal Schools. The school boasted twenty-eight faculty members and defeated A & M in football 23 to 2 but lost to O.U. 17-0 in a contest that was “witnessed by the largest crowd ever seen on the Central Normal Gridiron.”

Mr. Butcher was not reappointed for 1908-09, but it should be noted that, after a year of travel in Europe and three years as superintendent of the Enid schools, he was called to the presidency of the Emporia Normal School in Kansas where he served some thirty years until his retirement in 1943.
JAMES MCLAUCHLIN
THE FIRST YEARBOOK

James A. McLauchlin served as president from 1908-1911. Mr. Oakes says “He suffered by comparison to Mr. Butcher.” He came in with almost a completely new faculty, as the Board fired nineteen of the twenty-four existing members without consulting him. He was in for troubled times. Mr. McLauchlin instituted reforms in grading practices, which were problems for new faculty, and compulsory chapel attendance. He was not a forceful public speaker like his predecessor. Despite problems, enrollments increased during his first two years, but took a decided downward turn during the third year.

Students were very active, and the first yearbook was published in 1909. It was named the Bowser Towser from the class yell. It was also announced that year that 23 states accepted the graduates of Central Normal to teach without examinations. The football and baseball teams went undefeated.

But there were murmurings against Mr. McLauchlin. It appears that many were unhappy with changes at Central Normal, particularly as it related to scholastic standards. A possible symptom was the motto of the class of 1911. “Don't let your studies interfere with your Education.” The Board relieved Mr. McLauchlin, along with presidents of Southwestern, Southeastern, and Northeastern, of his duties on April 28, 1911. On May 25, Charles Evans of Ardmore was elected President of Central Normal.
The period of time from 1911 to 1916 has been called a transition from the Old Normal to the New Normal. According to Francis Oakes, the philosophy of the school changed, primarily because of the energy and leadership of Mr. Evans. A major emphasis was given to extracurricular activities. Final examinations were eliminated and standards of study and scholarship declined. Thirteen faculty members had been dismissed because they were Republicans and Mr. Evans proceeded to “whip the faculty into line.” He was said to have called two hour assembly and three hour faculty meetings. At the latter, he asked that “students be made happy, but never a request that they should study!”

A major campaign was launched by the new president to increase enrollments, and he met with great success. Two pages copied from the Prospectus for 1915-1917 illustrate samples of Mr. Evans’ efforts and the results. (See Figure 3). The source of the percentages is not always clear, but the message is obvious.

Charles Evans

Evans Hall and North Building with empty bleachers and Grand Stand in foreground.
FIGURE 3

PROSPECTUS 1915 – 1917
CENTRAL STATE NORMAL SCHOOL EDMOND, OKLAHOMA

- Edmond practically a suburb of Oklahoma City.
- Trolley cars every hour.
- Oklahoma's oldest and largest Normal School, enrollment 1911, 1,154; enrollment, 1915, 2,981.
- No tuition charges.
- Fall term begins September 7, 1915.
- Eighteen departments.
- Forty teacher specialists.
- New $50,000 library and class rooms, building open by December 1st.
- No lower living expenses to be found in the United States.
- Highest standards.
- Clean moral atmosphere.

SOME FIGURES AND COMPARISONS WHICH HAVE MADE THE SCHOOL NATIONAL

TOTAL ENROLLMENT BY YEARS

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
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<tr>
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<td>1013</td>
</tr>
<tr>
<td>1908</td>
<td>1146</td>
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<tr>
<td>1914</td>
<td>2550</td>
</tr>
<tr>
<td>1915</td>
<td>2981</td>
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GROWTH IN THREE YEARS

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<tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>1910</td>
<td>1362</td>
</tr>
<tr>
<td>1912</td>
<td>1615</td>
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</tbody>
</table>

No Normal School in America can surpass this growth.

ENROLLMENT IN JUNIOR AND SENIOR CLASSES OR NORMAL SCHOOL COLLEGE

<table>
<thead>
<tr>
<th>Year</th>
<th>Junior and Senior Classes</th>
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<tbody>
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<tr>
<td>1912</td>
<td>79</td>
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<td>1913</td>
<td>320</td>
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<tr>
<td>1914</td>
<td>650</td>
</tr>
<tr>
<td>1915</td>
<td>1212</td>
</tr>
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GROWTH IN LAST FOUR YEARS

<table>
<thead>
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<th>Growth</th>
</tr>
</thead>
<tbody>
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<td>1212</td>
</tr>
<tr>
<td>1912</td>
<td>60</td>
</tr>
</tbody>
</table>

No Normal School in America can surpass this growth.
LIFE DIPLOMA GRADUATES
1897 to 1911  1911  1912  1913  1914  1915
286  18  31  105  118  140

GROWTH IN LAST FOUR YEARS
140
18
122 or 666%

GROWTH BY YEARS IN SUMMER TERMS
1911  1912  1913  1914  1915
587  810  1286  1880  2212

GROWTH IN FOUR YEARS
2212
587
1625 or 277%

In the Summer of 1913 a “revival tent” was brought in, and lecture classes of 300-400 were seated on the grass to “take notes.” In 1915, Central Summer school enrollment was the third highest in the United States. The high water mark for the first quarter century, enrollment wise, was 1916 when 3247 were enrolled. This was accomplished despite the fact that Central now had competition from North-western at Alva established in 1897 and East Central, North-
eastern, Southeastern, and Southwestern opened in 1910.

Another important factor caused growth. In 1911, a state law was effected which required teachers to have “by 1914, 12 weeks of professional training in Normal School, in 1915-24 weeks, in 1916-36 weeks. After 1916 every teacher must have 36 weeks.” This, of course, caused great growth in enrollment, particularly, the Summer term.

During this same period of time, under the leadership of Governor Cruce, there was a movement to reduce the number of state institutions. A bill filed in the legislature known as the “Akin Bill” would have eliminated 14 of 17 state schools. The bill was eventually defeated, but that was the beginning of a movement which exists today. That is, the feeling among many Oklahomans that we have more state institutions of higher education than are necessary.

To say that Mr. Evans was enthusiastic and full of energy is an understatement. He was a promoter and recruiter of the first order. All kinds of new activities were successfully launched. He brought outstanding speakers to the campus, among them Champ Clark, speaker of the House of Representatives and G. Stanley Hall the renowned psychologist and educator. On June 20, 1912, the clock and chimes for Old North were dedicated. The granite marker in the foyer of the west entrance commemorates that event.

The first Bronze Book was published in 1913 and Edna Jones notes in her work that in 1914 W. Max Chambers, the 15th President of Central State, lettered in four sports.

Mr. Evans was also responsible for obtaining funding for a library building. It was dedicated in 1916 and named Evans Hall. It has, of course, been renovated and still performs a most important function on campus.

Despite Mr. Evans’ energy and enthusiasm, and the great changes wrought at Central State, he resigned because of a salary dispute. He had been granted a substantial raise by the board for the next year, $1500.00, but the raise was rescinded by Governor Williams. Mr. Evans went to Tulsa University at a substantial raise in pay.
Grant Grumbine was appointed by the Board to succeed Mr. Evans. He had been President at Alva for several years previously, during which time that school grew faster than Central.

Mr. Grumbine worked hard to restore an academic atmosphere. He reinstituted the annual catalog which had been suspended during Mr. Evans' administration. He reduced the extra-curricular activities including night meetings and extra assemblies for students. He simplified the record system and required students transferring from other institutions to present an official record or transcript of their work. This strengthened standards considerably.

Mr. Grumbine, evidently, had fallen from favor with the governor and the Board of Education before coming to Edmond, and despite strong efforts and important improvements, he was retired in the Spring of 1917.

J.W. Graves presided over the war years of 1917-1919. Because of so many young men marching off to war, the enrollment declined considerably from its peak in 1916. The Quarterly Bulletin published October 1, 1917, listed a Department of Education with Professor L. B. Ray as Director. Other faculty members were Professor B. F. Nihart, Dr. E.D. Murdaugh and Miss Bertha Matthews. Other departments of note were Home Economics directed by Professor McPheeters, Manual Training with Professor V.O. Wilson as Director, and Physical Education led by C. W. Wantland after whom Wantland Hall is named. President Graves himself commanded the Military Drill.

Enrollment for 1917-18 was 2,486 exclusive of the Training School.
This declined to 1949 for the 1918-1919 school year.

The President's home was completed and occupied in 1918. Mr. Graves, therefore was its first occupant.

Despite his dedication and hard work, Mr. Graves was not reappointed for the 1919-1920 school year. He was succeeded by John G. Mitchell and on December 30, 1919, Central State Normal School officially became Central State Teachers College, and a four year bachelor's degree program was approved by the Board of Regents.

Thus an era ended. The Normal was no more, but the school was still a single function institution dedicated to the education of teachers.
Two student teachers measure child for Measures and Tests class 1915.
THE LABORATORY SCHOOL
1901-1961

Before there was ever a College of Education, a School of Education, a Division of Education, or a Department of Education at Central State, there was evidence that professional education courses were included in the curriculum of the Territorial Normal School. As early as 1893-94, George W. Winans, President of the Territorial Normal School, taught History and Science of Education, Psychology, School Management and Methods. A very important part of the training of teachers, the purpose for which the normal school was established, was the provision of a laboratory for those aspiring teachers. In the beginning this laboratory was called the Training Department; later, the Training School, the Model School, the Demonstration School, or the Campus School, but was referred to most often as the Laboratory School.

ESTABLISHING THE MODEL SCHOOL

Mr. Oakes in “A Story of Central State College,” wrote very candidly about the personalities involved in the growth and development of Central State College. He joined the faculty in 1903, and his book was published in 1953. He was personally acquainted with all the presidents of Central State as well as the faculties during his more than forty years as an instructional staff member. He described Central's beginning as: “Mr. Thatcher had a sizeable one room school of fifty-six students during the spring of 1892, ranging in age from 13 to 21 years. Most of these were teachers or those engaged in brushing up on the common branches to prepare to be examined for a third, or maybe a second grade certificate to teach. During the school year of 1891-92, Mr. Thatcher was both “Principal” and faculty of the Normal School.” In further discussion Oakes, says that two more teachers were employed for the 1892-93 year. Nineteen of the first twenty-five students were from Edmond. On February 27, 1893, the legislature, at Mr. Thatcher's request, made a normal school diploma required as a five-year certificate to teach in Oklahoma Territory. Mr. Thatcher was hired as principal; he was never designated as president.

According to Mr. Oakes, Mr. Murdaugh, (who served as Central's fourth president for the longest tenure up to that time, six years from 1895 to 1901) launched the training (or model) school in the autumn of 1897, employing an instructor who had been prepared in one of the old normal schools of the nation. Her name was Miss Lizzie Wooster.
Following Mr. Thatcher's idea of early 1892, the work was modestly projected to include practical teaching in the first two grades only. The effort prospered so much that Mr. Murdaugh urged the Board of Regents to continue and expand the effort during 1898-99. The board appointed a committee to report on the suggestion and request. Unfortunately, the report of the committee was to the effect that the normal school was not yet ready for the new undertaking. The model school idea at that time was in the process of evolving into something not as yet definitely decided. However, in the autumn of 1899, the model school was organized on the authority of the Board of Regents. But it was not until the beginning of the 1901-02 school year that a teacher, Miss Emma Waite, was hired.

It was only at the beginning of the 1902-03 term that a full model school was set up with a director and a corps of teachers. In 1901, Mr. Benjamin Franklin Nihart, who had come to the faculty the year before from the superintendency of the Oklahoma City Schools, was appointed vice president of the normal school. In June of 1901, Mr. Nihart was placed in charge of pedagogy and the new model school. Coming to the Oklahoma City Schools from Council Grove, Kansas, Mr. Nihart had remained there as superintendent for three years. His salary as superintendent had been raised from $1,000 to $1,200 per year. When Governor Barnes offered him a place on the normal school faculty at $1,200 per year Mr. Nihart accepted in order to escape the political turmoil of the Oklahoma City system. According to Mr. Francis Coram Oakes, Mr. Nihart was in the prime of his middle 40s at the time, and he rapidly became known as the greatest teacher that had come to the Normal. He was an “omnivorous reader of psychology, philosophy, religion, and literature.”

THE FIRST DECADE

By September of 1902, under the direction of President F.H. Umholtz (1901-1906) a training school of eight grades had been established. In 1904-05, the model school had 125 students. In 1903-04, the south half
of the basement of Old North Tower had been excavated for the gymnasium room, which was supervised by Mr. Oakes. In 1908-09, Mr. Stephen M. Barrett was made Vice President and Director of the Training School. James Argyle McLaughlin was president at the time of his appointment. Mr. Barrett was a graduate of Drury College, Missouri; he was also the author of a biography of Geronimo. He was, according to Mr. Oakes, a man who knew politics and politicians; but in spite of his political acumen, Mr. Barrett lasted in that post only one year and was succeeded in 1909 by William S. Bryan, who also remained only one year. Mr. Bryan was followed by Ulysses Jackson Griffith, who stayed at Central for two years and then became the President of Southwestern Normal School. In 1909-10 there were 266 students in the model school.

In the Third Biennial Report of the Board of Education, the following account of the Training School at Central appeared; “The Model or Training School, established a few years ago, has been successful beyond expectation. The scope of this important department has been greatly enlarged, and manual training is now taught in all the grades. A kindergarten department has also been established as a part of the Training School. Families that wish to educate their children can send them to this school at 4 years of age, and continue them through the grades and the elementary course into the advanced course, thus giving them a complete common school and normal school education under the most favorable conditions. Parents who wish their children to enter the kindergarten department should, at an early date, inform the president, so that the names of their children may be entered on the roll of the prospective pupils. The number of children admitted to the kindergarten department will be limited to 30.”

CHANGING LEADERS

The first wholesale firing of normal school presidents occurred in 1911. At that time the members of the Board of Education visited all the normal schools, and the presidents of Southeastern, Central, Southwestern, Northeastern, Claremore, and Tahlequah were fired. Only the president of East Central was retained, and the vote on the president of Northwestern was deferred. Charles Evans then became president of Central Normal School, and he stayed in that position for five years: 1911-1916. Mr. B.F. Nihart was reinstated in the position of Director of the Training Department during the 1912-13 school year but was replaced again, this time by Moses E. Wood who served only during the 1913-14 school year. When President Evans left Central on August 31, 1916, he listed as one of his accomplishments that he did:
“mold, modify, and all but tear up the curriculum of the training school.” Mr. Evans resigned as president in 1916 because Governor Williams vetoed the State Board of Education’s proposed salary increase to $1,500 per year.

President Grant B. Grumbine succeeded President Evans but served in that position during the 1916-17 academic year only. Mr. Nihart was again Director of the Training School. One of the accomplishments of President J.W. Graves, who followed Mr. Grumbine, was the reemployment as a faculty member of Edmond Dandridge Murdaugh, who had been president of Central Normal School from 1895 to 1901.

The training school, according to Mr. Oakes, was “a pin in the president's chair” throughout Mr. Mitchell's tenure. When he had come to Central in 1919, he had found Mr. L.B. Ray in charge as Director of the Training School. After a time Mr. Mitchell “reorganized” the Training School set up, and appointed Mr. Fred McCarrell to succeed Mr. Ray, denoting the latter as head of the Department of Education. Mr. McCarrell was an able man with much experience in conducting small school systems. Likewise he was affable, kindly, and thought to be yielding enough to get on amicably with the Training School instructors (his biggest task), with the parents of the children, with the president of the school - as well as the Parent Teacher Association, with which group Mr. Ray had clashed. In 1926 President Mitchell selected John T. Butcher as director of the Training School.

An Edmond resident for many years, Gifford Parkhurst, recalls that Butcher could "thump your head until it rang." Of course it was just for fun and students would quickly get out of the way. Mr. Butcher, like all his predecessors, was destined to find the position as director of Central's Training School an extraordinarily difficult one. According to Mr. Oakes, “It may be asserted with truth that no man, outside of Mr. Nihart, who was father (and for many years, nurse) of the Training School has ever made an envied reputation as supervisor of this department of the college. Mr. Mitchell himself was never satisfied with his training department.”

STUDENTS

There were no high school graduates listed separately from the Central Normal School graduates until the spring semester 1921. High school students were preparatory students in the six-year normal school program. The Central State University registrar's records show
that, beginning with the graduates in the spring of 1921, nine received either bachelor of science or bachelor of arts degrees and 131 were recipients of life certificates. From 1921 through 1930 the Central State High School graduation list showed graduates for both spring and summer commencement exercises. The total number of high school graduates each year from 1921 through 1930 varied from a low of 20 for the spring and summer of 1930 to a high of 54 for the spring and summer of 1922. No high school summer graduates were listed from 1931 to 1952, the last year for the high school program in the laboratory school.

High school students were included in the Bronze Books during 1928-29, 1929-30, 1930-31, and 1931-32. They were pictured by class groups rather than individually as were the college students. The total number of high school students shown in the Bronze Book during each of these four years was 60 in 1929, 48 in 1930, 47 in 1931, and 48 in 1932.

Children of Central State College faculty members attended elementary and high school classes in the training school. The November 1, 1945, issue of The Vista in its Mustang Mirro section featured Roscoe R. Robinson, Jr., son of President Robinson. He was known as "Ikey," and was a member of the football team, guard on the basketball team, and president of the senior class.
TEACHERS

The titles given to the teachers in the training school varied; in the early years extending through President Mitchell's tenure, they were listed as critic teachers. Later they were listed as supervisors of primary grade, third grade, fourth grade, fifth grade; supervisors of English, history, art, physical education; and later there was a principal of the Demonstration High School.

The high school program at Central State was like that of any public high school except for the fact that college professors taught high school students. During the time when a baccalaureate degree represented the highest achievement for most public school teachers, the Central State High School students were being taught by professors who had received their doctorates. Records show that the grade school teachers had master's degrees. Dr. Jessie Newby and Dwight Davis taught foreign language; Dr. Milton Bast taught first and second-year typing. Professor E.L. Cantrell taught Oklahoma History and Civics; Mrs. W.T. Doyel, Home Economics; Mrs. Dorothea Wolff-Meager, who retired from Central State University as chair of the Mathematics Department, served as Dean of Women for Central State College and continued to teach mathematics to laboratory school students. Music and art taught by college faculty were important facets of the curriculum.

Many members of the Central State instructional or administrative staff began as faculty members in the laboratory school. Miss Wilma Armstrong, Dean of Women at Central State for most of her professional life, was hired in 1953 as instructor of the 6th grade in the campus school. Roy Valia, first Dean of the College of Math and Science, C.S.U., began his teaching career at Central as Science Instructor in the campus school. Ralph DeWeber, Industrial Arts faculty member, was first employed to teach industrial arts to the high school students in the campus school in 1949.
Malcolm A. Beeson succeeded Mr. Mitchell as president and served Central State in that capacity for four years (1931-1935). President Beeson was fired by Governor Marland's Board of Education, along with the presidents of Northwestern, Southwestern, and Northeastern. For a two-month period Professor Cliff Otto was placed in charge of Central. Dr. John Ohlyer Moseley, a scarcely known University of Oklahoma teacher, was elected president of Central in 1935. Three years later he removed Mr. Butcher from his position as director of the training school and retained him as an instructor in the Department of Education. The reason for the change was that Mr. Butcher had shown favoritism among the teachers under his charge (according to Mr. Oakes.) He was succeeded by Dr. Roland L. Beck, a former high school athletic coach with a Ph.D. Later, President Moseley fired the ring leader of the lady disturbers; and Dr. Beck experienced a longer tenure as director of the training school than had any of his predecessors. He was said to exhibit a quiet firmness and authority in managing this department of the college to the extent that no rumblings and complaints were to be heard. Roland Beck was listed as director of the Demonstration School from the time of his appointment to extend through the 1947-48 academic year. At that time he was succeeded by Loren R. Snelson.

The title most frequently used for the chief executive officer of the Training School was "Director." John T. Butcher, who headed up the Training School from 1926 through 1937, was listed as Director for all those years except 1934-35 and 1935-36, when his picture appeared in The Bronze Book, and his title was “Superintendent of the Training School.” The school was referred to as “Training School” for a long period of years, then “demonstration school”, and after the discontinuance of the high school program, it was referred to as the “Campus School.” The chief executive officers during that period of time (1951 through 1961) were most often designated as "principal." The laboratory school leaders with the longest tenure were: B.F. Nihart, 11 years during three different
periods: 1901-1908, 1912-1913, and 1914-1917; John T. Butcher, 1926-
1937, 11 years; and Roland L. Beck, PhD., 11 years, 1937-1948.
Below is a list of the Laboratory School directors from 1901 to 1961,
during its total existence of sixty years:

1901-1908 .........................B. F. Nihart
1908-1909 .......................Stephen M. Barrett
1909-1910 .......................William S. Bryan
1910-1911 .......................Ulysses Jackson Griffith
1911-1912 .......................Austin E. Wilbur
1912-1913 .......................B.F. Nihart
1913-1914 .......................Moses E. Wood
1914-1917 .......................B.F. Nihart
1917-1923 .......................L.B. Ray
1923-1926 .......................Fred McCarrell
1926-1937 .......................John T. Butcher
1937-1948 .......................Roland L. Beck
1948-1953 .......................Loren R. Snelson
1953-1958 .......................Florrie Wilson
1958-1959 .......................George Guess
1959-1961 .......................Ralph Borah

Dr. Gladys (Barrett) Dronberger, 1950 Graduate, with First grade
children of Laboratory School, Central State College.
ACTIVITIES AND PROGRAMS

In the 1950 (Golden Anniversary) edition of The Bronze Book, a special section was devoted to the Demonstration School. Its function was described as:

“The demonstration school of Central State College plays an important part in the institution’s program. One of the main functions of the school is to fit the student for teaching in the public schools of this state. Another function of equal importance is to teach the pupil enrolled to become mentally, physically, and socially competent for meeting life's problems at whatever age level he finds himself. The demonstration school in its organization and methods conforms to the best present-day practices in the public schools. Every effort is made to maintain high standards of scholarship. The high school is fully accredited in the North Central Association.”

“The administrative staff consists of two members, the director and the principal. The director is the coordinator between the college and the demonstration school. He advises with the student teacher and directs his training not only in observation of good teaching but also in the actual teaching experience under the competent supervisors of the school. He confers with the administration of the college on any problems concerning the school. He supervises the classroom instruction, determines the policies to be pursued, and with the aid of the principal makes routine rules of administration.”
“The principal or the administrative head of the demonstration school must meet the requirements of the North Central Association of schools, that is, has had at least two years of teaching experience and possesses as a minimum a master's degree from an institution of higher education qualified to offer graduate work. His preparation in school administration and supervision includes an appropriate distribution of graduate work covering those phases of the school administrator's work which are professional in character, such as secondary school administration, curriculum making, the supervision of instruction, methods of teaching, philosophy of education, history of education, pupil activities, guidance, health and safety, vocational education, personnel records and reports, and school finance. Anyone who holds the title of principal meets the forgoing requirements.”

“The teaching staff of the demonstration school is carefully selected so that the students may have the opportunity of observing the best methods of teaching. The supervisors are chosen not only for training and experience, but also for their ability to correlate theories of procedure and psychology with classroom management. Instructors in most of the departments teach classes in the demonstration school where student teachers have an opportunity to observe and to practice teaching under the college staff.”

“In the demonstration school many worthwhile activities outside the classroom serve to enrich the experience of the children. . . The students of the demonstration school have access to the physical education facilities of the college, and a year-round program of swimming and general sports is followed for all grades. A juvenile library is provided for the students of the demonstration school and the several thousand volumes therein add greatly to the value and enjoyment of the studies by the students.”

The Mustang Mirro, was published as a three column inclusion in the Vista, beginning in 1938. Later there was a separate newspaper for the laboratory school. It was called "The Central Hoofbeat." The activities reported there were typical of any public high school. The high school consisted of grades nine through twelve. All classes were organized, and their social activities took place in the living room of Murdaugh Hall. They had a student council, basketball team, football team, debating team, and class plays.

There were two literary clubs in the high school: Adelphian and Athenian. The high school students celebrated "Sadie Hawkins" Day, had the requisite number of high school queens, attended chapel once a week, and felt that they had the best of both worlds.
PERSONAL ACCOUNTS

Among the teachers whose names kept appearing in the catalogues were Miss Winifred Stayton and Mrs. Florence Coyner White. Miss Stayton's responsibility was that of Supervisor, Third Grade, with employment date of 1930. Mrs. White's responsibility was Supervisor, Fifth Grade, and her employment date was 1941. Their stories give a unique view of the laboratory school.

The value of the laboratory school to the students, parents, Central State, and the city of Edmond, can be most effectively addressed by a person who attended there from kindergarten in 1927 through high school graduation in 1939. The account of Kathryn Kerr Kunc provides a personal perspective.

MISS WINFRED STAYTON

Miss Winifred Stayton was appointed as an Assistant Professor and critic teacher at the training school at the beginning of the fall semester, 1930. She retained that same position, occupying the same classroom from the time of her appointment until the demonstration school was discontinued in 1961. When she joined the staff of Central State Teachers College Malcolm A Beeson was president and John T. Butcher was professor of education and director of the training school. She said that Mr. Butcher was a fine Christian gentleman who talked incessantly and swore constantly. Miss Stayton had come to Central State from Washington, D.C. where she had just finished her Master's
Degree and started working on her doctorate. She said that as she entered the hallway of Old North Tower she heard Mr. Butcher swearing at Miss Howard, so Winifred started running out the south door.

Mr. Butcher saw her and said, "You stop where you are; don't walk any further." Winifred told him that she wouldn't work for anyone who swore at his teachers. His response was that they were just having a friendly conversation. He finally talked her out of resigning, and she soon learned that Mr. Butcher was a very strong disciplinarian and very kind to the teachers, but he did continue to swear a lot. He was very fair in working with the faculty.

Room 204, Old North Tower, was the room in which Miss Stayton taught third graders and supervised student teachers for thirty-one years. Room 204 was the office of the first president of Central Normal School, and Winifred said she felt very proud to have the privilege of occupying that room throughout her teaching career at Central.

Winifred said that when she began teaching at Central State the demonstration school was called the Training School. It was decided later to change the name, because it sounded like a penal institution, so it became the laboratory school. A lot of people took that to mean that their children were being used as test tube subjects, like a chemistry or physics laboratory. For as long as it stayed under the complete supervision of the college, they were the laboratory school. Then the public school system became concerned that they were losing the per capita tax money generated for the children. At the laboratory school any student could attend, no matter where he lived. The public schools were open only to those students who lived in the district; but they put up a big protest and took over the supervision of the campus school, changed the name from laboratory school to campus school, and it stayed that way until it closed in 1961.

Miss Stayton said that from the time she was hired she taught professional education classes between classes of demonstration work. She said she had a job—not a profession; she never had a free minute from 7:30 a.m. until 4:30 p.m. If the music teacher came and took the children from her third grade class, she taught a college class or taught some of the classes from the high school. She felt that the closing of the campus high school was a tragedy. She was first hired as Assistant Professor and Critic Teacher but later all the critic teachers were called supervisors; and they continued to hold academic rank in the college. A very tragic event took the lives of two of the Demonstration School
faculty on November 19, 1952. Dixie Smith and Willie Milam, elementary teachers, were involved in a head-on collision while returning from an evening meeting in Oklahoma City of Delta Kappa Gamma (an international organization of women educators). They both died as the result of that collision.

**FLORENCE COYNER WHITE**

Florence Coyner White, the youngest of thirteen Coyner children, graduated from the Laboratory High School at Central State Teachers College in 1925. Her grade school work had been completed at Prairie Bell, a rural school outside of Edmond. She then began her college work at Central, graduating in 1929. She taught school at Drumright, with Dr. French as her superintendent, for one year before she completed her degree.

In 1932 Florence married Arthur White who was employed by Standard Oil. Mr. White was sent by his company to South America where they stayed until November of 1941. In December of 1941 Florence joined the staff of the Laboratory School as fifth grade supervisor, a position which she filled until the school was phased out in 1961. Roland Beck was Director of the Training School at the beginning of Florence's employment. He was replaced by Loren Snelson; Mr. Snelson was a student at Columbia, pursuing his doctorate. When he was away from Central State his professional education courses were divided between the six elementary school teachers.

Florrie Wilson replaced Mr. Snelson as director of the campus school. She was, according to Florence, not only a great individual but she had wonderful leadership qualities. The campus school sponsored the first Cub Scout Troop in Edmond. The campus school received many art awards, and Florence credits Mildred Schultze with this accomplishment. Florence said that there was no promotion effort undertaken to make the campus school look good to the general public; its reputation was spread by word-of-mouth. Many of the college teachers taught special subjects to the campus school students. The music and art teachers had six classes every day. Florence's son attended the campus school.
Some of the staff whom Florence remembers well include Virginia Howard and Hattie Binion under whom she had her student teaching experience. Gladys Gayle started teaching the same month as Florence and stayed until the school was phased out. E.C. Hafer was a very important part of the Campus School, and the students had him for physical education twice a week throughout the school. Teachers from the Campus School took the children to attend the Symphony Orchestra performances; they were able to avail themselves of many enrichment programs that were not accessible to the public school students.

Florence said that her classes averaged about 25 students, and that was wonderful. The school was closed in three stages: First, high school and seventh and eighth grades; then fourth, fifth, and sixth grades; and, last of all, first, second, and third. The kindergarten had been closed earlier. Mrs. Clark Nichols was the long-time kindergarten teacher in the campus school. Florence's classroom was on the second floor of Old North on the east side of the hall; across from her room was the second grade, then third. Next to Florence's fifth grade classroom was the sixth grade. The seventh and eighth grades were always up stairs. The elementary children all had art, music, and physical education. Florence said that she had wonderful audio-visuals. The Edmond public school teachers would come to the campus school to borrow films.

Florence remembers that there was an earthquake in 1944 or 1945. It did not damage Old North Tower in any way. It was considered to be the strongest that this particular area had ever felt, beginning in the El Reno area. She was taking her fifth graders up from the visual aids room in the basement and had her hand on a bannister and felt it move. The only damage she remembers is that the earthquake was responsible for cracking one of the state buildings located west of the Capitol.

From campus school student to college student, and then later to fifth grade supervisor of the campus school, Central State has been a very important part of the life of Florence Coyner White.

KATHRYN KERR KUNC

Of all Central State University graduates who have come back to their Alma Mater to serve as members of the instructional staff, Kathryn Kerr Kunc's life has been steeped in Central State tradition for a longer period of time. She was a laboratory school student from the beginning of her kindergarten year in 1927 through high school.
graduation in 1939. Her kindergarten class met in the basement of Old North Tower in a northeast corner room, which she remembers as being a very long room which was hotter than Hades. She said they had sand boxes as well as all possible play equipment. Kathryn's family lived east of the college; their home site is now a part of the Central State University campus. Her mother was more concerned with the curriculum available for the children than she was about play equipment; but Kathryn said that she should not have had concerns about that, because the children were involved in swimming, dance, music, and art; they had everything. The laboratory school was so popular with area parents that children's names had to be placed on a waiting list. She and a younger brother were the only members of her family to attend the laboratory school throughout grade and high school; she attended the first two years and then her brother's name was put on the waiting list. Her two older brothers attended public school. The reason they started to public school was that the family at that time lived on North Boulevard, and public school was closer to their home.

Kathryn's mother drove Kathryn to school in the family touring car. They parked on Normal Circle, and the mother accompanied her daughter into the building, holding her hand for assurance. Kathryn was born in McLoud, Oklahoma, and her mother did not drive an automobile until the family moved to Edmond. Normal Street was where the Campus Security Building is now located. Normal Circle was in front of that; the Urban Renewal annexation took in all of the neighborhood where the library, newer dormitories, driver safety, athletics and student housing now are. A classmate of Kathryn's from kindergarten through the 3rd grade was Paul Walters, a local attorney who is serving as the Mayor of Edmond at the time of Central's Centennial. The reason his mother took him out of the laboratory school and enrolled him in the Edmond School system was that she did not want him to skip any grades. In the Laboratory School teachers recommended skipping grades when the students were proficient in all subjects and ready for a greater challenge.

When Kathryn was in the fifth and sixth grades she took French; she felt that the laboratory school students had many advantages;
anything that was taught at the college was available to the laboratory school students. She felt it was a very sad day when the laboratory school was discontinued.

The laboratory school, throughout its existence, was located in Old North. Kathryn's first grade room was located in the northeast corner of the second floor. The children had their own private rest room. Kathryn took a setting hen and twelve eggs to school; the hen hatched the eggs in the rest room; the children took her out on a string leash during recess. Then they would pick her up and take her back to her eggs, and she hatched all twelve of the eggs.

Miss Hattie Gray Binion was Kathryn's first grade teacher. There were no more than 20 children in any class at any time. Miss Binion was also her second grade teacher. Her fifth grade teacher was Blanche Connelly Saucier; and her teacher in the sixth grade was Ruth Coyner. Kathryn has corresponded with Mrs. Saucier throughout her life; Mrs. Saucier died last year at the age of eighty-nine. She lived in Saucier, Mississippi; the town was named after her husband's family. Kathryn has kept all of Mrs. Saucier's letters down through the years. Kathryn's daughter Brenda also attended the Campus School.

The children in the laboratory school were required to attend Chapel every Wednesday. It was, according to Kathryn, a very cultural experience. When there were outstanding speakers at the laboratory school chapel program, the public school children were invited; and they sat in the balcony. Central State College facilities were utilized for the laboratory school students; they went to the College music cottage for music and to Wantland Hall for swimming. There were cottages, located where the current music building stands which were used for college classes. These three buildings were still being used when Kathryn was in high school and through and after the World War II years.

Laboratory school students graduated at the eighth grade and twelfth grade levels. They had the same teachers in high school as they did in junior high: Cora Strand for English; Dorothea Meagher for mathematics (she was teaching college students at the same time); Dr. Emma Estelle Harbour for history; Miss Emma Plunkett for gym classes. Kathryn considered this to be advantageous to the laboratory school students; she said the public school students resented the laboratory school students. They were not rivals in athletic events; the curriculum in the laboratory school was more academic and culturally related. Her science teacher was Mr. Otto, the college chemistry teacher. She took home economics for four years with two of the finest professors: Miss Bess Freeman and Miss Olive Thomas; both were
also college professors. Another teacher was Star Otto Doyle, sister to Professor Otto, the chemistry teacher; her husband was with the State Department of Education.

Drama was also an important area in the laboratory school and was taught by Mr. Green. He directed the junior and senior plays. There was an outstanding music program: glee club, sextet, orchestra. Kathryn, however, was mainly interested in art. Her high school art teachers were T.A. Reeves and Anita Howard. She kept in touch with Anita Howard who died two years ago. One of the reasons that Kathryn was able to keep in touch with Anita Howard was that since they both were artists they belonged to some of the same organizations. Anita went into the service and married. She came back to this area and taught in the Oklahoma City school system.

Kathryn graduated from high school in 1939 and started to summer school at Central State College, carrying nine hours of course work. She lived at home, one and one half blocks west of Old North, 218 East Campbell. Her majors were art and home economics. From the first grade on she had never wanted to do anything except to teach school. When she was a high school student, she would go back to the first grade room to do posters and other art work for the first-grade teacher. When she entered college, she continued this practice.

She graduated with life teaching certificates in art and home economics. She taught five years in the Edmond Public Schools, one year in Muskogee, and came back to Central State College in 1952 to teach art. She and Bertha Hammill were the only two teachers in the art department. Kathryn was chairing the Department of Art at the time of her retirement; she had seen it grow from a two-person department to its present staff of fifteen faculty members.

Kathryn is an active alumnus of Central State University. Even though she is now retired, she returns to Central State each year to teach jewelry making to aspiring artists.
SUMMARY

The laboratory/demonstration/training/campus school was a very important part of the history of the education programs at Central State. Records attest to the viability of the school from 1901 through 1961. Many Central State faculty members, as well as children of faculty and administrators, attended the laboratory school. Current and former faculty members have fond memories of assisting with the instruction of the children enrolled in the campus school.

Twenty-nine years have passed since there were elementary school children enrolled in training school classes at Central State. Graduates of the training school have been incorporated into the records of the Edmond School system. They share alumni activities with former Edmond High School students.

The on-campus laboratory was a very important part of educating teachers at Central State for a period of sixty years and will continue to be an important part of the history of the College of Education.

The Campus School closes for the last time on May 27, 1962.
CHAPTER III

CENTRAL STATE TEACHERS COLLEGE
1919-1939

Front and back of a postcard sent by a teacher going to summer school in 1919.
CENTRAL STATE TEACHERS
COLLEGE 1919-1939

Becoming a four year college was a significant step in the development of the institution; functionally, however, much remained the same. The mission, education of teachers, was unchanged. One could still obtain a life teaching certificate with two years of college work. The graduating class of 1920 numbered 208, and it was the last class to be graduated with life certificates and without degrees. Life certificates continued to be granted until 1950.

THE FIRST FOUR-YEAR DEGREES

The first four-year degree class from Central State Teachers College was in 1921 and they numbered nine. They were: Leon Baker of Plainview, Texas; Virginia Coover of Blairstown, Missouri; Mary Bedford Goff of Oklahoma City; Ronnie Herrin of Edmond; William J. McGranahan of Rush Springs; Marie Neff of Pryor; Frances Bertha Reed of Checotah; Hubert Sheppard of New Orleans, Louisiana; and George L. Smith of Edmond. It should be remembered that Central had awarded degrees previously in 1905 under a special program. That program was discontinued, and the group (seven of them) was not really considered a graduating class.

The number of degree graduates increased steadily from the original nine in 1921 to a peak of 293 in 1932. There was a slight decline through the early 30's and a big increase from 275 in 1937 to 415 in 1938.

Public institutions in Oklahoma have always been driven by the numbers game. Different institutions count enrollments in unique and creative ways despite efforts by Boards of Regents to standardize the process. Central was no exception. Presidents were often judged by whether they could show an increase in enrollment, or at least do better than competing schools. For a long time, enrollment figures were the cumulation of persons who enrolled each term and for all courses, no matter the length of the course. The Normal School presidents found many interesting ways to show an increase in enrollment. Quality of programs was difficult to determine, but enrollments were easy to count and the public understood them. The 1920's were a time of adjustment and change in the United States and similarly in Oklahoma. Becoming a four-year degree granting institution did not suddenly bring increases in enrollment. Following the end of World War I as the United States was becoming a major world power, there were fairly good times economically. Historically,
people do not flock to colleges and universities when there are plenty of jobs and opportunities. It took the depression of the '30s to bring on a new surge of interest in a college education.

**JOHN G. MITCHELL, NEW IDEAS**

John G. Mitchell, superintendent of schools at Pryor had been named president in 1919. He was destined, through help of influential faculty and his own skillful political maneuvering, to serve longer than any previous president. He backed the wrong candidate for governor and was replaced in 1931. It was reported that Mitchell remarked, indiscreetly that William H. Murray was his third choice for governor. Murray was said to have retorted, when he heard about it, that Mitchell was his second choice for President at Central State Teachers College.

Mitchell brought some of his colleagues from Pryor with him to Central, and also a significant number of students who were often singled out for honors. He was a very energetic, outdoor type man and supported extra activities vigorously. Though enrollment did not increase significantly during his tenure, for which he received much criticism, it was a time of change and strengthening in other ways. Faculty were encouraged to pursue further study and earn advanced degrees. The University of Oklahoma and Peabody College for Teachers in Nashville, Tennessee, were the most popular with Central faculty. Teachers College, Columbia University, where E. L. Thorndike had gained an international reputation in educational measurement with his multiple-choice tests, was influencing educational philosophy and practice. The "Core" curriculum with "electives" was promoted and adopted by many educational institutions. It “caught on” at Central and was reflected in degree programs described in the catalog of that era.

New buildings were constructed during Mitchell's administration. In 1926, Mitchell Hall was completed. There is an interesting story in the Oakes book related to how it came to be named Mitchell Hall. A new Industrial Arts building was erected in 1927. Wantland Hall was dedicated on February 7, 1928. The building, reportedly, cost
$100,000. A new power and heating plant, said to be the "finest in Oklahoma" was erected in 1929.

**EARLY DEPARTMENTS AND ADMINISTRATORS**

A number of administrative changes developed during Mitchell's administration. From examining catalogs, it is evident that with each change in the presidency, a new organizational pattern emerged. Though departments were identified by name and persons were named heads, they did not function as separate administrative units.

In fact, it was a highly centralized administrative structure with everyone reporting directly to the president. Faculty were required to register in the president's office when they came to work. Slowly, however, an administrative structure began to emerge.

The 1920-21 catalog describes a High School Department and a College Department. The latter is subdivided into Education, English, Foreign Language, (History, Government, and Sociology together), Art, Home Science, Mathematics, Music, Physical Education, and Science. L. B. Ray, who had come to Central in 1916, was listed as head of the Department of Education and Director of the Training School. Later the two positions were separated, and different people assumed responsibility for the Training School. The Training School, though it played a very important role in teacher education, was a source of many problems for presidents. The Director changed frequently, and the 1928 Bulletin carried this statement in referring to the "4 year High School Course": "It is the purpose of the College gradually to eliminate this phase of its work" The times were changing, high schools were becoming more numerous, the educational level of the people was rising, and the certification standards were revised so that teachers were required to have college level work. Thus, the need for a high school as a part of the Teachers College was on the decline; the last listing of the "High School Department" was in

*Physical Education classes, Summer 1929, posed in front of the new Wantland Hall.*
The 1935 bulletin. The training school continued to list a kindergarten, elementary, junior and senior high school.

In Edmond, as may have been true in the other towns where Teachers Colleges were located, conflicts arose between the public schools and the college. Some faculty members were teaching at both schools, or they were paid by one while working full or part time at the other. The problem is described in more detail in Chapter II, the Laboratory School. At any rate the records indicate that L.B. Ray was head of the Department of Education, such as it was, for many years. True departments with some degree of autonomy with budgets and specific responsibilities did not emerge until the 1950s.

The 1927-28 catalog was the first to list officers of administration. They were John G. Mitchell, President; O.W. Jeffries, Dean of the College; C. W. Wantland, Dean of Men; Mrs. Grace Leigerott Harrison, Dean of Women; W. T. Doyel, Registrar, Nellie Broad, Secretary to the President; and Paul D. Bryant, Financial Secretary.

BEYOND TEACHER EDUCATION

An announcement in the 1927-28 catalog reads as follows: "The State Board of Education recently granted permission to confer the baccalaureate degree without education. Students receiving the degree without the professional major will not be given the certificate privilege." This was the first move toward expanding the mission of the institution beyond that of a teachers college. The college was still primarily committed to two-year preparation programs as described on pages 30 and 31 of the 1927-28 bulletin. (See Figure 4)

As was noted earlier, the 1920s was a time of great change across America, in Oklahoma, and Central State Teachers College. Educationally, school activities, sometimes called extra-curricular, were on the increase specifically in the high schools and colleges. The 1927-28 bulletin lists 19 different clubs and organizations with Inter-Collegiate Athletics being one of the 19. Oakes declared that Presidents Evans (1911-16) and Mitchell turned over the direction of the college to the football coach. Further, "During the twelve years of Mr. Mitchell's incumbency, athletics took precedence over everything else." Given that Mr. Oakes may have overstated the case a bit, the fact remains that extra-class activities got more attention and publicity than the academic programs.
Central Teachers College has as its aim to offer such courses of study that teachers may be adequately prepared for any phase of public school teaching. In order to carry out this aim the following regular courses of instruction are offered:

1. A four-year college curriculum leading to the A.B. and B.S. Degree for those who expect to become primary, intermediate grade or upper grade teachers.

2. A four-year college curriculum leading to the A.B. or B.S. Degree for those who expect to become teachers in junior or senior high schools in any of the regular or special subjects.

3. A two-year college curriculum leading to the life diploma for those who expect to teach in the rural schools.

4. A two-year college curriculum leading to the life diploma for those who expect to teach in the primary grades.

5. A two-year college curriculum leading to the life diploma for those who teach in the intermediate grades.

6. A two-year college curriculum leading to the life diploma for those who expect to become special teachers of drawing.

7. A two-year college curriculum leading to a five-year state certificate for those who expect to become special teachers in vocal music, manual training, drawing, industrial arts, home economics, or commercial subjects.

8. A four-year high school course for those who have not completed their secondary education. It is the purpose of the college gradually to eliminate this phase of its work.

Special courses leading to the life certificate and five-year state certificate:

**PUBLIC SCHOOL MUSIC COURSE**

This course prepares teachers for the supervision of music in the public schools of Oklahoma, and leads to a five-year state certificate.

- Public School Music .......... 18 hours
- Education ..................... 15 hours
- English ........................ 8 hours
Amer. Gov’t. & History ……… 2 hours
General hygiene ……………… 2 hours
Physical Education ………… 2 hours
Agriculture …………………. 4 hours
Penmanship …………………. 2 hours
Electives …………………….. 5 hours

**PRIMARY TEACHERS’ COURSE**

This course prepares a teacher for the primary grades in the public schools.

- Education ………………….. 15 hours
- English …………………….. 8 hours
- Agriculture ………………… 4 hours
- Physical Education ……… 2 hours
- American History ………… 6 hours
- General Hygiene ………….. 2 hours
- Penmanship ………………… 2 hours
- Drawing ……………………. 2 hours
- Music ……………………… 4 hours
- Primary Handwork ………… 2 hours
- Elective …………………….. 17 hours

**DRAWING TEACHERS’ COURSE**

This course prepares teachers for teaching drawing in the elementary schools, and in junior high schools and leads to the life certificate.

- Education ………………….. 15 hours
- English …………………….. 8 hours
- Agriculture ………………… 4 hours
- Physical Education ……… 2 hours
- American History ………… 6 hours
- Penmanship ………………… 2 hours
- General Hygiene ………….. 2 hours
- Drawing ……………………. 16 hours
- Home Economics …………. 2 hours
- Electives …………………….. 5 hours
INTERMEDIATE GRADE TEACHERS' COURSE

This course prepares for the intermediate grades in the elementary schools of the State and leads to the life diploma.

- Education ....................15 hours
- English .......................8 hours
- Agriculture ....................4 hours
- General Hygiene ...............2 hours
- Government ....................2 hours
- American History ..............2 hours
- Physical Education ............6 hours
- Penmanship .....................2 hours
- Manual Training ...............4 hours
- Mathematics ....................4 hours
- Drawing .........................4 hours
- Elementary Handwork ..........2 hours
- Electives .......................5 hours

RURAL SCHOOL TEACHERS' COURSE

This course prepares teachers for the rural schools of the State, and leads to the life diploma.

- Education .....................15 hours
- English .......................8 hours
- Agriculture .....................6 hours
- Physical Education ..........2 hours
- Public School Music ..........2 hours
- American History ..............6 hours
- Rural Sociology ...............2 hours
- General Hygiene ...............2 hours
- Botany .........................4 hours
- Penmanship .....................2 hours
- Electives .....................13 hours

HOME ECONOMICS

This course prepares teachers for the supervision of home economics in the public schools of the State and leads to a five-year State certificate.

- Home Economics ..............23 hours
- Education ......................15 hours
- English .......................8 hours

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INDUSTRIAL ARTS COURSE

This course prepares teachers for the supervision of industrial arts in the public schools of the State and leads to the five-year State certificate.

- Industrial Arts ..................... 7 hours
- Education .......................... 15 hours
- English .............................. 8 hours
- Amer. History & Gov't. ............. 6 hours
- General Hygiene .................... 2 hours
- Physical Education .................. 2 hours
- Penmanship ........................ 2 hours
- Elective ............................. 10 hours

COMMERCIAL COURSE

- Commercial Subjects ............. 18 hours
- Education .......................... 15 hours
- English .............................. 8 hours
- Amer. History & Gov't. ............. 6 hours
- General Hygiene .................... 2 hours
- Physical Education .................. 2 hours
- Agriculture ........................ 4 hours
- Penmanship ........................ 2 hours
- Electives ........................... 6 hours

Another item of note related to the era. Central was advertised as a nice place for parents to send their young people to school. Edmond was described as a most virtuous and wholesome community. From that same 1927-28 catalog, page 16, "The moral influence is of the best. For the most part, only those people move to Edmond whose aim is the very highest for their children, and the students who come are usually those who are seeking the choicest there is in life for them..." Despite this statement, Mr. Mitchell felt the need to "ride herd" on the student body rather vigorously. He was said to have hired plain clothes men to patrol places at night where students might congregate and report any improper behavior to him.
It would appear that he was also somewhat sensitive to outside criticism. On the inside cover of the 1925-26 catalog we find this statement:

**OUR POLICY**

"Central does not glory in the failure of rivals, nor does it envy their success. Central sticks to its policies, its features, its students, and its friends, and appeals to the public on its own merits alone, which stand in no need of noisy advertisement."

Such was the tenor of the times of the twenties and during Mr. Mitchell's administration at Central State Teachers College. It was a time of change, of new ideas, and the beginning of a College. The purpose was still education of teachers, but the beginning of a new role in education in Oklahoma was emerging.

**MALCOLM A. BEESON, DEPRESSION YEARS**

Earlier we noted that Mr. Mitchell was quite astute politically, but he made a bad error during William H. Murray's campaign, and was not reappointed president in 1931. His successor was Malcolm A. Beeson. Mr. Beeson was president during the peak of the depression years, 1931-35. Budgets were short and salaries likewise. Despite this, he was popular with faculty and students. He was a good public speaker and did a good job of publicizing Central as a good place for students to come. He employed a banker to handle finance and eliminated the position of Dean of the College. He was a mild-mannered man as compared to his predecessor and according to Oakes, many Central well-wishers took this as a "sign of weakness". However, he continued the anti-tobacco crusade, and religion on campus was very important.

He started an annual speech tournament, which brought many high school students to campus, and encouraged Greek organizations, without success. He tried to start a graduate program, but the time was not right. He established the Honor Roll for students, and Central enrollment grew while other State Teachers Colleges recorded declines.

The Council of Presidents (State Teachers Colleges) revised the
degree programs in 1931 providing for two teaching fields. This was a time of raising standards and increasing requirements for certificates. The 1932-33 catalog has five pages of new certificate requirements and states that after September 1, 1933, applicants for certificates must be 20 years of age. The 1933-34, catalog announces that a degree will require two majors after September, 1934. There were now three types of certificates; two-year, five-year, and life. The latter required a degree.

Among the "special" speakers on campus during 1933-34, was Robert Hutchins, the controversial president of Chicago University.

JOHN O. MOSELY
ACADEMICS AND ORGANIZATION

E.W. Marland succeeded William H. "Alfalfa Bill" Murray as governor in 1935. A new Board of Education was appointed, and it proceeded to fire five of the Teachers College presidents. Beeson was one of those fired. Cliff Otto, a chemistry professor, was named "Acting President" from July 9—Sept 7. Mr. Otto did more than "act." He was responsible for the architectural style of the two new dormitories, Murdaugh and Thatcher. He tried to establish a true department system and promoted study, by students, above all else. His reforms were too ambitious, arousing much faculty resentment, and John O. Moseley, Associate Professor of Latin at Oklahoma University, was named President. Mr. Moseley was a friend of E.W. Marland and also
had the good fortune to have spent two years at Oxford in England with a member of the Board of Education. Both of them were Rhodes scholars.

Moseley was truly an outstanding scholar, having six degrees, five of them earned. He was an accomplished speaker and soon became very popular with faculty and students. Cliff Otto who had been acting president was appointed Administrative Dean.

Kappa Delta Pi, honorary educational society, was organized by Winifred Stayton in 1935. The first president of the organization was Dr. Fred McCarrell who served for some time as Director of the Training School. Dr. McCarrell was very popular with both faculty and students. The Bronze Book for 1936 published a poem written by him which is worthy of being repeated here. "Old North Tower" illustrates the sense of pride which had developed over the years for that symbol of the institution.

John O. Mosely
OLD NORTH TOWER
BY DR. FRED MCCARRELL

Oh, Tower so tall of Old North Hall,
Who every hour sends out your call, Appeal of blended beauty;
Appealing chime, that call sublime,
A rich response in us shall find
Of service and duty.

Chorus

We pledge anew our zeal to you,
Whose colors are the Bronze and Blue, Tall monument to power;
With all our might, our banner bright We'll dare and do for you and right, Oh, stately, lovely tower.
Oh, stately, lovely tower.

Imposing tower with crowning star, Whose constant rays shed light afar, A beacon on our way;
You symbolize that mental light, Dispensed abroad will scatter night, Turn darkness into day.

Your note we hear, both loud and clear; Your call to service, year by year, A rich respect compels;
To carry through our pledge to you, We covenant and vow anew, Oh, Tower of chiming bells.

The Department of Education faculty listed in the 1936 catalog Were: L.B. Ray head; John T. Butcher, Director of the Training School; Fred McCarrell, Roland Beck, E. L. Cantrell and Lorena Hinder. Dale Hamilton, longtime athletic coach and athletic director, was listed as an assistant professor in the Department of Physical Education for men. In the same year the school was organized in junior and senior college levels, and the term plan was abandoned in favor of the semester plan, which we still have today.

In 1937 the residence halls were completed and named after two early presidents, Richard Thatcher and Edmund Murdaugh. The halls were funded through a grant and loan from the Public Works Administration at a cost of $600,000. Also, the first stadium was erected,
the *Vista* became a weekly paper and the Orchesis (dance club) was organized by the Women's Physical Education Department. Loren Brown became Administrative Dean replacing Mr. Otto, and in 1938 he was titled "Dean of the College".

In 1938, the "double major" degree plan was changed to a major-minor plan and a record class of 415 was graduated. Another WPA project provided for construction of tunnels to take steam from a central boiler to heat buildings about the campus. Some of the students used to run in the tunnels in winter for exercise. According to David McClelland in 1991, it would take an intrepid soul to brave the water and snakes and other creatures in the tunnels. In the thirties the entire campus was landscaped and brick walks were replaced with concrete. Only the brick walk west of Old North Tower remains today, much to the chagrin of ladies who happen to be wearing high-heeled shoes. Glen Cunningham, an Olympic Champion in 1936 from Kansas, gave an exhibition "mile run" at homecoming.

Moseley was a popular president with faculty and students, but he was criticized a great deal by townspeople and alumni. He was not "out doorsy" enough. He played tennis and was thought to be “too soft.” He spent all of the money allocated by the legislature and Board of Education; therefore, he was considered to be a poor administrator. He wore evening dress on occasion and liked formal parties. However, he could be tough when necessary, as demonstrated by his replacing John Butcher as Director of the Training School and firing
one of the ring-leaders of the "lady disturbers." That solved the problems of the Training School for a while. Oakes commented that the faculty (except four) and students had great regrets when Moseley resigned. He radiated (Oakes words) a respect for education wherever he went. Many students came to Central for their last year because "Graduating from Central gives one a better standing in the State." Moseley resigned, he was not fired or forced out, and took a position at the University of Tennessee at Knoxville.

The decade of the thirties, despite the depression years, was a very important time in the development of the institution. It was a time of maturing and coming of age as a four-year college. New buildings were erected, and programs were refined and improved.

The year 1939 represents a major landmark in the history of Central State. A record class of 526 graduated, and the legislature made Central, and the other teachers colleges, four-year liberal arts colleges. Now, in addition to the three teaching degrees, three additional degrees were available which did not provide for teaching certificates. These were Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The name became Central State College and was to remain so for thirty-three years. It extended the mission beyond teacher education and made possible the development of other professional programs. This movement—normal schools, teachers colleges, state colleges was not unique to Oklahoma. It was the trend all across America as we changed slowly, from an agricultural to an industrial economy, and from a rural to an urban populace. World War II was also looming, and it and the years following would bring even greater challenges and opportunities.
CHAPTER IV
CENTRAL STATE COLLEGE
1939-1971

Roscoe R. Robinsons, President of the University Preparatory School at Tonkawa, became President of the new Central State College effective August 1, 1939. He had a Bachelor's degree from Lebanon University, a Master's degree from Oklahoma University, and a Ph.D. from Peabody College for Teachers. He had been a principal and superintendent of the Perry schools, Professor and Head of the Department of Education at East Central State Teachers College, and also Dean of the Faculty at East Central. According to Francis Oakes, "no other president was so well prepared by experience in Oklahoma." Furthermore, "Mr. Robinson showed himself to be the equal of the best of Central's presidents. He was approachable, kindly and helpful."

**ROSCOE R. ROBINSON, WORLD WAR II**

These were difficult times in many ways. War clouds were on the horizon, and college budgets were reduced 30 percent for 1939-40 by Governor Leon C. "Red" Phillips. The Central budget allowed $66 per student while Oklahoma University’s allowed $230 per student. Bad times did not prevent a great Golden Anniversary celebration, however, in 1940-41. The Homecoming Celebration featured free barbecue, courtesy of Edmond business men, and a Golden Jubilee banquet attended by several hundred people. A huge cake was cut by the wives of Governor Phillips and President Robinson. There were 294 graduates in 1940 and 254 in 1941.

Ground was broken for the construction of the "Y" Chapel of Song on October 11, 1941, and a Time Capsule was placed in the corner of the chapel to be opened in November of 1991. On December 7, 1941, the Japanese attacked Pearl Harbor, and the United States officially joined the allies in World War II. The College geared up to support the war effort in every way possible. First aid and civilian defense courses were offered. A shortage of teachers developed as young men were drafted and entered the service. Faculty members also departed. Students were moved out of the dormitories and detachments of military personnel moved in to be given short term training courses of various
kinds. A new group arrived every eight weeks or so. It was all-out war policy.

In 1943 it was clear that Central State had "gone to war". Only 135 persons graduated, and many women were joining the WAVES, WAACS, and SPARS. On January 20, the Industrial Arts building was destroyed by fire. By 1943 the teacher shortage had become severe, and the State Board of Education authorized emergency certification. Central held two special Summer workshops to enable teachers to qualify on an emergency basis. No Bronze book was published for 1943, 1944, 1945, or 1946.

In 1944 there were only 58 graduates. Trees and shrubs were planted in honor of Central service men. April figures showed 941 Central men and women in service. Forty-five had been reported killed, and 7 were prisoners of the Japanese.

Education faculty listed in the catalog and Bronze Book in 1941 were L.B. Ray, Head, Lorena Ninder, Fred McCarrell, E.L. Cantrell, A.G. Hitchcock, and Roland Beck as Director of the Demonstration School. This remained reasonably stable during the War Years with the exception of Beck being away for two years in the service.

The war ended in August of 1945, and service men began returning home. The GI Bill encouraged them to attend college and the freshman class in the Fall of 1946 was the largest ever. A Federal housing program for veterans gave birth to a veteran village called Centralville. Football and basketball returned to the campus.
Elmer Petree started an audio visual program on campus and the September enrollment for 1947 broke a ten-year record. Central State College was formally accepted into the North Central Association of Secondary Schools and Colleges and a contract in the amount of $150,000 was let for building a new Science Building. The Industrial Arts building which had been destroyed by fire in 1943 was replaced by a $50,000 structure. Dr. Asbury Smith was Chair of the Industrial Arts Department, and many years later became the first Dean of the College of Special Arts and Sciences.

On October 1, 1948, President Robinson died suddenly of a heart attack. He is the only president of the institution to die in office. This was quite a shock to students and faculty, but change and growth was the order of the day and the College moved on. George Huckaby, Dean of the College, was named acting President. A new course, Educational and Vocational Guidance, was offered for the first time and Loren R. Snelson joined the Department of Education and became Director of the Demonstration School succeeding Roland Beck who had returned from his tour of duty in the service. There was still a severe teacher shortage so emergency certificates were being issued. The course, Audio-Visual Education, appeared in the 1947-48 bulletin.

The number of graduates reflected increases in enrollments with 147 graduating in 1947 and 168 in 1948. The actual construction of the "Y" Chapel of Song began on November 1, 1948 and the new Industrial Arts Building was opened.
W. MAX CHAMBERS  
GROWTH AND CHANGE

On November 13, 1949, Dr. W. Max Chambers, Superintendent of Schools at Okmulgee, was inaugurated as the 15th President of Central. Dr. Chambers had been an honor student and athlete at Central State Normal School. Subsequently, he earned degrees from Boren College (B.S. - 1915), University of Oklahoma (A.B. - 1921, M.S. - 1929), Columbia University, (Professional Diploma- 1937), and Colorado State College (D.Ed. - 1948). We might say the Chambers Administration ushered in the greatest period of growth in the history of the institution.

Veterans were returning to campuses by thousands all across the country. The Metropolitan Oklahoma City area was mushrooming and demand for higher education of all kinds was increasing by leaps and bounds. Demand for teachers was on the increase, and new schools, elementary and secondary, were being opened every fall as returning veterans married and started families. The post-war baby boom was booming. Students were coming, however, who did not plan to be
teachers. They wanted to be business people or enter other fields. So the stage was set for growth and change beyond the founding father's wildest dreams. The stage was set for true departments (in the modern concept) to develop, indeed to be a necessity, as it became impossible for the President or Dean of the College to give daily direction to all of the programs, much less students, of the institution. A new organizational structure was required to meet the challenge. The education of teachers would remain a major mission of the institution, but it would take its place in a multipurpose College and University.

This particular trend was national in scope. Central State and its sister institutions (Southwestern, East Central, Northwestern, etc.) shared in the metamorphosis of Normal Schools all across America. We were a part of major economic, industrial, and social changes which swept across this land from 1950 to today, with each decade and era having its particular emphasis.

Major changes began to occur at Central State College in 1950. President Chambers had a vision of what the institution was to become and began to organize in terms of that vision. In the College Bulletin for 1950-51 fourteen departments are identified, namely; Business Education, Modern Languages, Education, Art, Agriculture, Mathematics, Music, Science, Physical Education for Men, Physical Education for Women, Industrial Arts, Social Studies, and English.

E.C. HALL,
THE DEPARTMENT OF EDUCATION

Faculty members identified with the Department of Education were E.L. Cantrell, E.C. Hall, Merle Glasgow, A.G. Hitchcock, Elmer Petree, L.B. Ray, Loren Snelson, and Marita Handley. In addition, there were twelve persons listed as Demonstration School Teachers belonging to (in most cases) other departments. E.C. Hall was listed as Acting Chair of the Department of Education. There is some evidence that Hall's appointment as chair did not "set well" with L.B. Ray who had been designated as chair since 1916. So the blow was softened by calling Hall "Acting" for the first year. Thereafter, until 1960, Dr. Hall was chair in fact. Several of the persons designated as Education faculty had other responsibilities. Marita Handley was Dean of Women, Elmer Petree was responsible for Audio-Visual Education and Extension, and A.G. Hitchcock was Registrar. Many people, especially in the Department of Education, wore more than one "hat." In the writer's opinion, it is fair to say that the College of Education, as
we know it today, had its beginning with the Chairmanship of Dr. Earnest Clifford Hall, better known as “E.C.” It was a time of opportunity, growth and change, and Dr. Hall was exceptionally well qualified by nature of experience, professional preparation, and personality to meet the challenge. He knew an opportunity when he saw it and was quick to seize it. He had been a principal and superintendent in Oklahoma schools for eleven years and a college teacher for eleven years. He knew other leaders in Oklahoma Education on a first name basis and enlisted their assistance when approval was needed from outside the institution for new courses and programs.

STATE AND NATIONAL INFLUENCE

A new power structure was forming, still political in nature, but with different actors. A State System for Higher Education had been established by the legislature with a Board of Regents For Higher Education appointed by the Governor to oversee all higher education in the State. The legislature no longer appropriated money to each institution, rather a lump sum appropriation was made and the Higher Regents divided the money. Oklahoma University, Oklahoma State University (then A & M College) as well as some other institutions, still had their own Boards of Control. Central State and the other five former Normal Schools fell under one Board of Regents.
The members of the Board were (and still are) appointed by the Governor on a Regional basis. They serve staggered terms of nine years each so that one governor, theoretically, cannot control the Board by way of appointment. The State Superintendent for Public Instruction was now an elected office and served on the Board of Regents for Oklahoma Colleges by virtue of election to that office. This particular arrangement was a remnant of the old Board of Education from Territorial days and Early Statehood when the State Superintendent was Chairman of that Board by nature of the office. Thus some oversight of the State Colleges by the State Superintendent of Public Instruction remained. For many, many years that person was very instrumental in the selection of presidents for the State Colleges.

Also the Oklahoma Education Association was becoming a strong political force. In the forties and fifties it was controlled by School Superintendents and other administrators who in turn insisted that all teachers join. A powerful and forceful Executive Secretary named Ferman Phillips was appointed in 1948, and the organization became a potent political force when the legislature met to make laws and distribute funds. Since the school Superintendents also reported, to a certain extent, to the State Superintendent of Public Instruction, a very strong lobby for teachers and public education developed.

The Oklahoma State Regents for Higher Education (OSRHE) employed a chancellor as their Chief Executive Officer, and this person became another power broker in the political arena to lobby for funds for higher education. The first Chancellor was Mel Nash who served until 1961. He was succeeded by E.T. Dunlap a former member of the legislature and President of Eastern A & M College at Wilburton. He knew how legislators could be influenced when funds were appropriated. He soon assembled a staff to his liking and developed a powerful lobby of his own to compete with the forces of so called "common education" for the tax payer's dollars. Thus, in the fifties, sixties and early seventies, three very powerful positions shaped educational policy and funding in Oklahoma. These were the offices of Chancellor for Higher Education, State Superintendent of Public Instruction, and Executive Secretary of the Oklahoma Education Association.

Dr. E.C. Hall and President Chambers understood the power structure very well and knew the personalities involved. They worked well with all of them. They had both been School Superintendents and knew how to work with the State Department of Education. This was essential because the State Board of Education controlled the
certification process and requirements. They had to work with the Board of Regents (OSRHE) because they controlled course approvals, degree requirements, and budgets. They had to work with the Regents for Oklahoma Colleges because they controlled personnel policies, internal expenditures and the hiring and firing of personnel, including themselves.

Earlier we noted that teacher certificate requirements had been revised. The old life certificate was still valid, but no longer issued. Three classes of certificates, temporary, provisional, and standard were authorized. The best certificate (standard) was only valid for five years. As teacher organizations became more powerful and professionally oriented, they demanded a role in determining who joined the profession. The National Education Association established a National Commission on Teacher Education and Professional Standards (NCTEPS) with state commissions to advise the State Board of Education as to teacher certification requirements. Administrators (Superintendents and Principals) and other school personnel sought professional status through certification also. Because of the close tie between the office of State Superintendent and Executive Secretary of the O.E.A., the TEPS Commission in Oklahoma became very influential in shaping the nature and numbers of certificate programs in Oklahoma. Dr. Hall became very active with the TEPS Commission. In fact, he served as its Chairman for a number of years. He knew the art of compromise and how to get things done, both on and off campus. He made sure that when changes were made or new programs initiated, Central could participate and accommodate them.

Dr. Hall and President Chambers saw an opportunity and need for a graduate program because of increased requirements for teachers and the desire for higher professional status. They obtained approval to offer graduate courses. The first 500 level graduate courses were offered in the Fall of 1952. Initially, they were taught by staff members from the College of Education at the University of Oklahoma, but eventually permission was obtained from the Regents for Central State to offer them. Dr. Bill Fisher in his History of the Graduate School has ably described the development of graduate courses and programs; therefore, no attempt at detailing that process will be made here. Suffice it to say, that Dr. Hall was the driving force, and that the graduate courses were designed solely for teachers and other school personnel. The College bulletin for 1954-55 detailed the requirements for obtaining the Master of Teaching degree. Twenty-seven persons were awarded the degree in the Summer of 1955. This followed and built on the original mission of Central State as a College primarily for
Teachers. That mission was changing; however, as degrees other than teaching had been authorized and were actively being pursued by many students.

INSTITUTIONAL INFLUENCE

Just as changing external politics affected the institution in many ways, internal politics and forces were changing also. The education of teachers was not the major interest of all faculty. As departments became more firmly established, and department chairs gained more power and control over personnel and programs, interest in subject disciplines, per se, became stronger. The Department of Education assumed the role of teaching only professional courses, and the other departments taught the academic discipline and usually a methods course for teachers in that discipline. Disagreements occurred and struggles for control developed so an administrative mechanism had to be developed to resolve them.

Dr. Joe C. Jackson had joined the staff in 1948 as a debate coach and history and government teacher. In 1951, he succeeded Dr. George Huckaby as Dean of the College. He assumed the major responsibility for monitoring and resolving differences of opinions about courses, degrees, certificates, and jurisdiction. He was firmly committed to quality programs for the education of teachers and gave them top priority at all times. The TEPS commission and State Department of Education were intent on raising standards for preparation of teachers and initiated a program of state approval. That is to say, the Colleges and Universities provided instruction, courses and degrees, but the State Board of Education decided what should be included to properly prepare and certify teachers. Therefore, the state approval process was developed. A part of this was the idea that not everyone should be a teacher. Persons wanting to become teachers should meet certain standards of scholarship, personal conduct, and commitment before they could enter a teacher preparation program. Thus admission criteria was developed by Dr. Hall, Dr. Jackson, and selected faculty.
These first appeared in the College Bulletin for 1953-55. These were:

1. "C" average in all subjects attempted up to the junior year.
2. Satisfactory personality rating
3. Satisfactory health condition
4. Satisfactory financial record
5. Proficiency in oral and written English

Persons desiring to become teachers made application to the Committee for Admission to Professional Training. That committee evolved into what became known as the Council on Teacher Education. Dr. Jackson was designated by President Chambers as Director of Teacher Education, and as Dean of the College, he appointed the chair of the Council on Teacher Education as well as the membership. That membership usually included the chair of all the departments which offered teaching degrees, the Dean of Men, the Dean of Women, the Chief Financial Officer, and selected faculty members. Its members grew in numbers as certificate programs increased. At one point more than forty persons were included. The function of the Council became that of officially admitting persons to Teacher Education and Student Teaching, and monitoring their programs, as well as consideration of all changes in certificate programs. All problems related to admission, selection, and retention became the purview of this Council.

Since all new courses, course changes, and degrees, (standard and provisional teaching certificates now required degrees) had to be approved by the Oklahoma State Regents for Higher Education, a procedure for reviewing and monitoring these by faculty was developed. It came to be titled the Curriculum Committee and later the Council on Academic Affairs. President Chambers designated Dr. Jackson, the Chief Academic Officer, as its Chair. Dr. Jackson appointed the membership, with the approval of the President. Thus, Dr. Jackson through the Council on Teacher Education, and the Council on Academic Affairs guided, monitored, and directed the development of teacher education programs and all academic programs from 1951 when he became Dean of the College until his retirement with the title Vice-President for Academic Affairs in 1976. The president of the College still approved and was the only person who could make recommendations to the Board of Regents, but the institution had become too large and complex for him to maintain constant supervision of details. Thus the Chief Academic Officer
became responsible for all internal matters related to academic programs.

Let the record show, therefore, that for twenty-five years Dr. Joe C. Jackson was directly responsible for the development of teacher education programs and the College of Education. While chairs of the department and later Deans of the College took care of details and day-to-day operation, they always relied on Dr. Jackson for guidance, support, and counsel in the administration and development of courses, degrees and programs. While those twenty-five years were probably the most turbulent years in the history of the institution, academic programs developed in an orderly and controlled fashion because of the relationship with the chancellor's office. Very few proposals for new courses or degrees went to the Regents for Higher Education which were not approved. Consultations occurred beforehand, and proposals were not forwarded unless problems and concerns had been addressed.

**REGIONAL AND NATIONAL ACCREDITATION**

Another very powerful force on development of programs during this time (and still is) was the influence of Regional and National Accrediting Agencies. In 1919, Central State Teachers College took membership in the American Association of Teachers Colleges. This organization became The American Association of Colleges for Teacher Education in 1951 and assumed an accrediting role for a short time. President Chambers made reference to a very favorable evaluation by the AACTE in a letter to Chancellor Nash in 1952 (no copy of the report could be found). In 1954, the AACTE, NEA, and a few other organizations formed the National Council for the Accreditation of Teacher Education (NCATE), and all accreditation records from AACTE were transferred to the new agency. Thus Central State College is shown on 1954 NCATE records as being accredited at the Bachelor's degree level for programs in Elementary and Secondary teaching. The programs have grown and have changed over the years to the extent that, in 1989, Central State University is accredited for Teacher Education programs at the Bachelor's and Master's degree level in Early Childhood Education, Elementary Teaching, Secondary Teaching, Special Education, and K-12 Teaching and at the Master's degree level in Reading, School Principalship, Guidance Counseling and School Psychology.
In 1921 Central State Teachers College was accredited by the North Central Association of Colleges and Secondary Schools as a teacher training institution and retained that status until 1934 when North Central discontinued the teacher-training list. In 1947, after a survey by a team of visitors, Central was officially accredited as a College and has maintained an accredited relationship since that time.

Accrediting associations serve the purpose of helping member institutions improve their programs by establishing standards which must be met to receive accreditation. Membership is voluntary, but highly desirable in terms of attracting students, public acclaim, and promoting professional growth and status. Therefore, Central became a member of the primary accrediting agencies related to its basic function.

In the Summer of 1950, Dr. Jackson attended a workshop on teacher education sponsored by the North Central Cooperative project among teacher education institutions at the University of Minnesota. He returned to the campus of Central with both information and inspiration. Study groups were formed related to new ideas and developments. Spurred on by this and AACTE standards for accreditation, the groundwork was laid for major changes such as assignment of students to public schools for a practice teaching experience, criteria for admission to teacher education, a block plan for student teaching, review of professional course work, etc. New certification standards and the work of the Commission on Teacher Education and Professional Standards had necessitated a State Department of Education program of visitation to all state institutions for the purpose of accrediting programs. Thus teacher education programs at Central State College became subject to standards set down by both State and National groups in its quest to maintain its original and primary mission. The great majority of the program changes in teacher education which have occurred internally during the past forty-year period have been the result of pending accreditation visits by those agencies or by acts of the legislature. The first full scale and best documented visits by the North Central and the NCATE occurred in 1959. Copies of the Self-Study reports are available in the library.
Dr. Chambers retired June 30, 1930, but the decade in which he served brought major changes as already indicated. The enrollment increased from 1,045 in 1950 to 4,316 (over 400 percent) in 1959, despite a considerable decline during the Korean War. A Master of Teaching degree had been initiated and approved; a new Fine Arts Building, the first Student Union Building, a new library and an addition to the Industrial Arts Building had been built. Not so well known was the fact that Dr. Chambers had developed a plan for campus expansion and many other new buildings for which he had no funds. He has been described as a very able administrator, very approachable by students and faculty, very concerned about faculty welfare (he was directly responsible for faculty participation in both teacher retirement and social security) and committed to quality education programs. Without fanfare or an organized campaign, faculty raised money and presented him with a new Oldsmobile on his retirement.

Sweeping changes in the Department of Education took place during Dr. Chambers' administration. Under the leadership of Dr. Jackson and Dr. Hall, the selective admission and retention program was established, student teaching moved off-campus into the public schools, and the office of Director of Student Teaching was established. Mrs. Florrie Wilson was the first director and, with the assistance of Arthur Herron, did all of the supervising. A block plan for student teaching was developed whereby students did student teaching full-time for nine weeks then took professional courses on campus for the other nine weeks of the semester. A clinical reading program was established under the leadership of Dr. Earnest Jones who came in 1956. The conversion certificate program in Special Education was developed and approved. Dr. Gene Hensley (1957) was the first full-time professor in Special Education. Dr. Harrison Way, later to serve as Chairman of the Division of Education and Psychology, joined the staff in 1954. Dr. George T.(Terry) Guess came in 1958 and served as Principal of the Laboratory School. Dr. Deryl Allen came in 1955 to teach education, guidance, and psychology classes. Dr. Ralph Borah came from Oklahoma City to serve as Principal of the Laboratory School in 1959 and later moved to take over audio-visual duties from Mr. Elmer Petree. Dr. Charles Richmond joined the faculty in 1958 but his primary assignment was as Dean of Men. He taught only part-time in the Department of Education.
The 1959 NCATE visitation team had pointed up some short comings of the program of teacher education. These were primarily in the area of staffing (still a problem to this day), selective admission and retention, and the laboratory school. They directed the president to file a supplementary report to address those concerns. This was done and dated January, 1961. One of President Chambers’ last official acts dated June 27, 1960, was a letter addressed to the Edmond Superintendent of Schools transferring all responsibilities for the operation of grades one through six of the Campus School to the Edmond School System beginning September, 1961. According to the agreement, the local school administration was to take full responsibility for the employment of the teaching personnel and pay them according to the salary schedule prevailing at that time in the local school. According to one source, the latter did not occur. Instead, some of the staff were summarily fired. Be that as it may, the laboratory school was closed, and a very important part of the original teacher education program, begun with the Normal School, was no more.

The supplementary report referred to above did not completely satisfy the NCATE Accreditation Board and other action was suggested, particularly as it related to staffing and selective admission and retention. Those problems had to be addressed by another president and another chair of the Department of Education.

GARLAND GODFREY AND LEONARD COX

Dr. Garland Godfrey, at that time Superintendent of Schools of Durant, was appointed by the Board of Regents to succeed Dr. Chambers. Dr. Godfrey had previously served as Superintendent of schools at Pryor and developed a friendship with Dr. Oliver Hodge who was State Superintendent for Public Instruction and a member, by virtue of his office, of the Board of Regents for Oklahoma Colleges.

The announcement concerning Dr. Chambers retirement and the appointment of Dr. Godfrey as his successor was made at the same board meeting in January, 1960. Therefore, plans could be made for
an orderly change in the presidency. This was the first time in the history of the institution for this to occur.

Other changes were occurring which directly affected the Division of Education. In February of 1960, it was announced that Dr. Leonard Cox would join the faculty in the summer of that year. Later, in April, the Vista (school newspaper) carried a story to the effect that as of June 1, Dr. E.C. Hall would become Dean of the Graduate Division, and Dr. Cox would replace him as Chairman of the Division of Education and Psychology. Therefore, in the Fall of 1960, the College had a new president and the Division had a new Chair.

Dr. Cox had spent the previous ten years in the Oklahoma City Public schools serving as the Director of Pupil Services from 1950-56 and as Principal of Capitol Hill High School since 1956. Prior to 1950, he had worked in the Special Education section of the State Department of Education. By his own personal educational philosophy, experiences, and training, Dr. Cox was a champion of Special Education and Guidance. Dr. Hall and he shared similar interests in that Dr. Hall had a background in student personnel work at Bethany Nazarene College. It was no accident; therefore, that programs in teacher education at Central State had a strong emphasis in Psychology and pupil guidance from 1950 onward. Dr. Deryl Allen, Dr. Harrison Way, and Dr. Gene Hensley, all who came in the Fifties, had earned doctorates in Guidance, Educational Psychology, and Special Education respectively. They supported and contributed also to that trend.

When Dr. Cox took office, his major challenge was responding to the 1959 NCATE report. He had the support and assistance of Dr. Jackson, Dr. Hall and Dr. Godfrey, but the responsibility of dealing with it on a day-to-day basis fell to him. When the supplementary report was filed in January, 1961, NCATE was still not satisfied, especially in the areas of staffing, supervision of student teaching, and admission and retention. Subsequently, in January of 1962, another supplementary report was filed detailing plans for addressing staffing and the admissions and retention problem. Three new staff members had been employed in the Fall of 1961, Joseph (Joe) Griggs, in educational psychology, Wayne Lee in Reading, and M.D. Smith in guidance, bringing the PTE faculty in education to 16.5. The overall grade point average requirements (C.P.A.) would be raised from 2.0 to 2.25, and permission to do student teaching would additionally require a 2.5 G.P.A in the subject major. This would be phased in and completely in place by the 1963-64 school year. Also, the supervision of
Student Teaching would be spread among the staff, and supervision ratios reduced.

The changes seemed to satisfy the NCATE Review Board, and all was well with that accreditation group. Previously, in March of 1960, the North Central Association had approved the Master of Teaching degree, subject to a revisit in three years. Provisional accreditation by the North Central continued until the regular ten year cycle for both associations in 1969—more about that later. In the meantime, the State Department of Education Evaluation team had been on campus in March of 1962 and approved all certificate programs without reservations. These included a new program in Driver and Safety Education. Teacher education programs, therefore, enjoyed unqualified support of both State and National Accreditation groups from 1962 until the end of the state five-year cycle in 1967.

**GODFREY'S DILEMMA, SPACE AND FACULTY**

The last five years of Dr. Chambers' administration had started a period of growth unprecedented in the history of the institution. President Godfrey's greatest challenge was to find enough financial resources to provide the space and faculty to house the classes and provide the instruction for those coming. Enrollment in the Fall of

*Old North, fourth floor, Art Department (attic), Bertha E. Hamill, (4th from left) Assoc. Professor, CSU, 1945-1974. ca. 1947.*
1960 was 3,968, a decrease of almost 400 from the previous year, but in 1970 it was 10,608, an increase of 6,640 students. The increase came from several sources, veterans, children of WWII veterans (the baby boom), increased numbers of women seeking higher education, teachers seeking graduate degrees, and, most of all, commuters from all over Central Oklahoma. New dormitories were built, but the percentage of students commuting to campus increased each year; thus, parking space needed for cars increased each year.

Dr. Chambers had started a building program, but it remained for Dr. Godfrey to fully implement it. In 1960, the campus consisted of 29 acres. Through purchases and a very difficult, (political in nature) urban renewal program, the land area was increased to more than 100 acres by 1970. Major building projects included two new dormitories, with a Central Cafeteria, two complexes of married student apartments, a new Field House and Stadium, a new Administration building, (the Old South Building later known as Language Arts and Humanities was demolished), a new four-story Chambers Library, a three million dollar College Center (built with self-liquidating bonds), conversion of the Old Chambers Library to a Communication Building and the old Student Union to an Art Building, a new Liberal Arts Building, a new Home Economics Building, additions to the Science and Industrial Arts Building and remodeling of Mitchell Hall and Old North Tower. The 1960’s were truly the building years.

The renovation of Old North Tower was accomplished in two stages. The Reading Clinic, Special Education offices and classrooms on the first floor (at one time called the basement and housing a cafeteria and laboratory school classrooms) and the classrooms and speech and hearing clinic on the second floor were the first phase. Dr. Earnest Jones worked closely with the architects in planning the work. Subsequently, the office and classrooms on the third and fourth floors were completed, and the building provided with a central heating and cooling system. Aluminum windows and doors replaced the old wooden ones, and false ceilings were installed to accommodate the new climate control system. It should be noted at this point that a new building for the Department (or Division) of Education had been in the plans from the beginning of the Chambers administration, but had been pushed into the background by lack of funds and new priorities. Thus, Teacher Education settled for a renovation of its original home.

Constructing new buildings and renovating old ones did not cause classes to be dismissed. It only displaced them and in-convenienced everyone. Classes and faculty had to be moved to temporary quarters.
The size of a class was determined solely by the size of the classroom with little regard to quality of instruction or special needs. Faculty loads, in terms of hours and students, greatly exceeded what accrediting agencies recommended. Funding for the College, which determined salaries and number of personnel who could be hired, was always based on last year's enrollment. Growing by one thousand or more students each year meant that they were always behind in terms of employing enough people to accommodate the increase. There was little adjustment or employment of new staff after the school term had begun.

THE DIVISION OF EDUCATION AND PSYCHOLOGY

The Division of Education and Psychology grew, suffered, and overcame as did all other Divisions on the campus. Dr. Leonard Cox, the new chair of the Division in 1960, provided stable leadership and recruited able faculty. Dr. Bill Fisher succeeded Mrs. Florrie Wilson as Director of Student Teaching in 1961 when the response to NCATE criticisms was in progress. Mrs. Wilson continued to teach courses in Elementary Education. The laboratory experiences including Student Teaching were moved to the public schools.

The post-war (WWII) baby boom had struck the public schools full force and there was a severe shortage of teachers. Thus, persons seeking teaching degrees and certification increased in numbers also. The need for more staff to teach classes and supervise student teachers was ever present. The full-time equivalent (FTE) faculty for the College in the Fall of 1960 was 118 and grew to 301 in the Fall of 1968. The staff of the Division of Education and Psychology grew likewise. In the Fall of 1960, the FTE of the Division of Education was 16.5. In the Fall of 1968, it was 40+. Of the forty full-time staff members, thirty-four had joined the faculty since 1960. In the seven years from 1962 to 1968 (inclusive), thirty-five new staff members were added. Staff members not mentioned previously were as follows:

1962  Dr. Dale Mullins, Dr. Dee Green, Dr. William McCallum, and Dr. Faye Teague

1963  Dr. Carl Downing, Dr. Lillian Ivey, and Mr. Bernard Lax

1964  Dr. Mack Wedel, Dr. William VanOsdol, Dr. William Frederickson, Mr. Darrell Gilliland, Ms. Pearl McGrew, Dr. George Miedl, and Ms. Stella Anderson
1965  Dr. Kenneth Dick, Ms. Elizabeth Green, Dr. Margaret Green, Dr. Engel Grow, and Dr. Sue Haught
1966  Mr. Joe Walker, Dr. Lois Campbell, Dr. Charles Douglas, Dr. Earl Newman, Dr. Donna Younker, and Dr. David Bennett
1967  Dr. Evelyn Evvard, Ms. Jan Cox, Dr. Richard Mitchell, Dr. Bette Roberts, and Dr. Howard Farris
1968  Dr. Dale Jordon, Dr. Edgar Petty, Dr. David Chance, Dr. Albert McCormick, Dr. Gene Russell, Ms. Zonalyn Stevens, and Dr. Lyndall Bullock

The recruitment and employment of new staff was a major challenge of the sixties, but there were other problems also. Dr. Cox, who had become Chair of the Division of Education and Psychology in 196, worked hard and successfully to implement the changes required by the NCATE visitation in 1959. New standards for admission and retention were in place, and new staff were hired to reduce staff loads and improve supervision of Student Teaching.

New programs were also being developed. A degree program in Special Education was approved, beginning in the Fall of 1961. It led to a Standard Certificate to teach the mentally handicapped and/or the physically handicapped in grades one through twelve and a Provisional Certificate to teach in kindergarten through the eighth grade. Dr. Cox was a strong advocate of the program and assisted Dr. Gene Hensley in development of a certificate program in Speech and

Dr. Harrison Way, Dr. George Guess, and Dr. Dale Mullins in 1963.
Hearing. The development of the Reading Clinic under the leadership of Dr. Earnest Jones had his unqualified support also. An indication of the strong support that Dr. Cox and President Godfrey gave to Special Education and Reading is the fact that the 1963-66 bulletin lists Dr. Jones and Dr. Hensley as Directors of the Reading Clinic and Special Education, respectively. Dr. Cox was known throughout Oklahoma as "the father of Special Education," and he took great pride in that.

Mrs. Wilson continued to teach courses in Elementary Education; however, many other changes occurred. In the Summer of 1963, Dr. Fisher was appointed Director of Admission and Records, replacing Dr. Terry Guess who had served in that position for one year. Dr. Guess returned full-time to the Division of Education, and Dr. Dale Mullins was appointed Director of Student Teaching replacing Dr. Fisher. Dr. Cox recruited new staff to support his interests. Dr. Faye Teague Catlett was a Special Education Professor, Dr. Dee Green and Dr. Dale Mullins (1962) had backgrounds in Guidance, and Dr. Lillian Ivey (1963) developed the Speech and Hearing Clinic and certificate program.

Tragedy struck in the Summer of 1963, and Dr. Cox became seriously ill. He struggled and taught summer school during June and July, but his condition steadily worsened. He passed away in early September. Dr. Harrison Way was named Chair of the Division of Education and Psychology to succeed Dr. Cox.

**HARRISON WAY, BUILDING FACULTY AND PROGRAMS**

Dr. Way was a native of Newfoundland. He taught in the public schools of Newfoundland and Nova Scotia, as well as one year at Beloit College in Wisconsin before coming to Central in 1956. He held a Bachelor's degree from a Canadian University and a Master's and Doctorate from Indiana University in Counseling and Educational Psychology. He knew Central and the staff well, and it fell on his shoulders to maintain the direction set by Dr. Hall and Dr. Cox. To say he had a challenge is an understatement. He had the major responsibility for hiring the new staff indicated earlier. He had to make the class schedules, find classrooms and office space, manage the budgets and wrestle with the conflicts that inevitably developed between students and faculty and among faculty members.

Earlier the renovation of Old North Tower was mentioned. It was done in two stages because of fund shortages. The first two floors...
were ready for occupancy in the Fall on 1963; however, the third and fourth floors were incomplete and unusable until the second semester. This state of incompleteness persisted until final renovation of the third and fourth floors was accomplished in 1967. Thus, Dr. Way's tenure as Chair was marked by a constant struggle to deal with staff shortages, hiring new staff, lack of classrooms, over-crowding of classrooms, and always trying to catch up.

Many and vexing as they were, these were not the only problems. Certificate programs were continually being changed and upgraded and new programs being developed. This was the era of federal grants to support education. They started in 1957 through the National Defense Education Act (NDEA) as a response to the Russian Sputnik in space, and in support of improved programs in science, mathematics and guidance. President John F. Kennedy continued that support and added education of the handicapped to it. Federal support for education was a major trademark of Lyndon Johnson's presidency and the quest for the "Great Society." Money flowed directly from Washington to public institutions for equipment, buildings, teaching aids, instructional materials, teacher training institutes and scholarships. It came to Central State for all of these and was felt most strongly in the Division of Education for support of Special Education programs.

Dr. Gene Hensley and Dr. Lillian Ivey had been successful in obtaining a grant of $30,000 from Vocational Rehabilitation to provide services in Speech and Hearing. In May of 1964, an H.E.W. Grant in the amount of $61,000 was obtained to provide traineeships, scholarships, and fellowships for teachers of mentally retarded children. Dr. Hensley resigned in June of 1964, and Dr. Faye Teague (later Catlett) was appointed Acting Director of Special Education. Dr. William Van Osdol was subsequently employed to replace Dr. Hensley. The grants continued to come and Dr. Teague reported in May of 1965 that the Division of Education had received $158,000 in grants for Special Education in the previous two years.

The trend continued through the Sixties and Seventies under the leadership of Dr. VanOsdol, until it exceeded one million dollars. Countless numbers of students at both undergraduate and graduate levels received assistance to become certified as special education teachers. Thousands of dollars of equipment and special instructional materials were obtained. Monies were also available to employ graduate assistants, secretarial help, and even add faculty to support programs, as well as provide in-service training activities for existing staff.
Earlier, we noted an interest and support for Psychology. This grew and became strong enough that a Bachelor's degree program was proposed and approved. That program appeared first in the College Bulletin in 1963-66 and quickly had substantial enrollment. The 1966-69 bulletin also listed a new certificate program in Speech Correction as a part of the Special Education certificate program. Supporting the program was the Speech and Hearing Clinic equipped by Federal Funds and directed by Dr. Lillian Ivey.

The social changes of the Sixties had impact on Central State and the Division of Education just as they did every other institution in America. The assassinations of President John Kennedy and Attorney General Robert Kennedy, the Vietnam War, the Civil Rights Acts of Johnson's Administration, student protests, the Kent State tragedy, etc., all were felt at Central. There was also a fair amount of faculty discontent and an increased pressure for faculty participation in institutional governance. These things, added to such rapid growth in numbers of students, faculty support staff and buildings, made this probably the most difficult time in the history of the institution. However, it was also an exciting time with so many changes occurring.

Another important change occurred in the Division of Education in the Fall of 1968. Special Education and Psychology were designated as Departments with Dr. William VanOsdol and Dr. William Frederickson, respectively, as Chairs. This was deemed necessary to recognize and accommodate the rapid growth of those programs. In the Summer of 1968, Dr. Dale Mullins requested a leave of absence to accept an assignment to work in a program called Teacher Education in East Africa, and Mr. Joe Walker was appointed Acting Director of Student Teaching. In the Summer of 1969, Dr. Way resigned to take a position at Memorial University in Newfoundland. Dr. Edgar Petty was appointed as the new Chair of the Division of Education and Psychology.

**EDGAR PETTY**

**NEW DEPARTMENT**

Dr. Petty had a Bachelor's degree from Oklahoma Baptist University and graduate degrees (Master's and Doctoral) from the University of Oklahoma. He worked in the Oklahoma City public schools and Eastern New Mexico University before coming to Central in 1968. His graduate degrees were in Guidance and Counseling, thus a leadership trend in that discipline which started with Dr. Hall continued.
The North Central Association, in the Spring of 1969, had approved a plan for changing the old Master of Teaching degree to a Master of Education degree. The new plan required a core of courses and an area of specialization in a specific field. It became Dr. Petty's major task to implement that degree. The details of the degree are included in Dr. Bill Fisher's history of the Graduate College.

In order to implement the new Master of Education degree and to more appropriately specify leadership responsibilities for all programs Dr. Petty recommended and obtained approval to organize the Division into departments. Beginning with the Fall of 1970, the new departments (in addition to Special Education and Psychology) were Elementary Education, Guidance, Secondary Education, Administration and Reading. The chairs recommended and appointed were: Dr. Terry Horton, Elementary Education; Dr. Engel Grow, Guidance; Dr. Charles Douglas, Secondary Education; Dr. Gene McPhail, School Administration; Dr. Earnest Jones, Reading. Dr. Horton and Dr. McPhail were relatively new to the staff both joining in 1969. Dr. McPhail succeeded Mr. Joe Walker as Director of Student Teaching. Thus, a new administrative pattern was established which would serve teacher education well for the next decade. Though Dr. Petty only served as chair for two academic years, a number of important programs were initiated during that time.

Central had become a member of a consortium of institutions for training teachers to work in schools which had a high concentration of minority students. This was called Cooperative Urban Teacher Education (CUTE) and was federally funded. This was implemented during Dr. Petty's tenure. Another grant from the State Department of Education funded a school based program in Early Childhood Education. Under the leadership of Dr. Nelda Ferguson initially, and later Dr. Mari Scott, and Dr. Ruth Taylor, it became a degree and certificate program.

Contracts, also with the State Department of Education initiated workshops and training programs and curriculum guides in Adult Basic Education.

A cooperative project with the department of Health and Physical Education initiated a program for training teachers in the Health Occupations. Dr. Leroy Overstreet was employed to direct the program.

Dr. Faye Catlett (formerly Teague) returned in the Fall of 1969 and was assigned to the Department of Psychology. She played a leadership role in developing a certificate program in Psychometry. Other new staff in the Fall of 1969 were Dr. Phillip Heath, Dr. Donald
Helberg, Dr. Charles Whipple, and Mr. Forrest Sullins.

Two other important program changes occurred during Dr. Petty's chairmanship. The course, Introduction to Teaching was revised to include a specific Field Experience with Mr. Forrest Sullins assuming major responsibility for assignments and monitoring. A Field-Based professional semester was organized with students spending a full-semester assigned to a school and receiving on-site instruction by college staff in developmental psychology, educational psychology, and measurement. Dr. Mack Wedel and Dr. Gene Russell were responsible for the program. Dr. Mullins and Dr. Harrison Way returned from leaves of absence and rejoined the staff in the Fall of 1970. New staff members that year were Dr. Ruth Taylor, Dr. Cavannah Clark (first black faculty member in the Division), and Ms. Jane Giles.

**BECOMING A UNIVERSITY**

In the Fall OF 1970, David Hall, a Democrat, was elected Governor. He had made a campaign pledge to make Central State a University. The previous Governor, Dewey Bartlett, had twice vetoed bills passed by the legislature to change the name of Central State College to Central State University. Hall was inaugurated in January. Under the leadership of C.H. Spearman, Jr. in the House of Representatives, and Bryce Baggett and Cleeta John Rogers in the Senate (all graduates of Central State College) the bill was again introduced and passed by
both Houses. On April 15, 1971, the Governor signed the Bill, and CSC became CSU.

President Godfrey and Dr. Jackson had already given considerable study to reorganizing the new University. Dr. Jackson had been designated as Vice President for Academic Affairs, and Mr. Alvin Alcorn who had been business manager since 1960 was named Vice-President for Administration. Dr. Hall's title had long been Dean of the Graduate Division. Dr. Hall retired in 1970, and Dr. Bill Fisher was appointed Dean of the Graduate Division. After considerable study and consultation, the Academic areas were designated as Schools with a Dean as the administrative leader of each. Deans would report directly to the Vice-President for Academic Affairs. The Schools so designated were Education, Business, Mathematics and Science, Liberal Arts, and Special Arts and Sciences. The latter School was not a part of the initial planning. The first plan called for the Departments of Health and Physical Education, Industrial Arts, Home Economics, Library Science, and Safety Education to be a part of the School of Education. As discussion progressed and faculty concerns were heard, President Godfrey recommended the Schools as indicated above, and the School of Education would include only the Departments previously included in the Division of Education and Psychology.

Dr. Edgar Petty had asked to be relieved of administrative duties in the Spring of 1971. A faculty committee was formed to accept applications and make a recommendation for a new Dean. After interviews with candidates and study of faculty and staff recommendations, President Godfrey recommended to the Board of Regents the appointment of Dr. Dale Mullins as Dean of the new School of Education, effective July 1, 1971.
CHAPTER V
CENTRAL STATE UNIVERSITY 1971-1987

The tradition "Grand March" of Graduates through Old North, n.d.
Dr. Dale Mullins, first Dean of the new School of Education, had a Bachelor's degree from Southwestern State College and a Master's and Doctor's degree from the University of Oklahoma with emphasis in Secondary School Administration, Guidance, and Secondary Education. Prior to coming to Central State in 1962, he had taught and coached for four years at Burns Flat High School in Washita County, eight years at Southeast High School in Oklahoma City where he had also been a counselor, and served as Assistant Principal for two years at Roosevelt Junior High School in Oklahoma City. He had been the Director of Student Teaching at Central from 1963 until 1968 when he was granted a two year leave of absence to work in a program called Teacher Education in East Africa, based in Dares Salaam, Tanzania. He returned to Central in the Summer of 1970 and taught and supervised student teachers during the 1970-71, academic year.

DALE MULLINS
THE SCHOOL OF EDUCATION

When Mullins assumed the role of Dean on July 1, 1971, the departments and chairs as indicated earlier were in place and functioning. However, Dr. Earnest Jones had requested to be relieved of the Reading Department Chair and effective with the Fall term 1971, Dr. Dale Jordan assumed that duty. Dr. Jones moved to the Elementary Education Department where he taught reading methods and developed a new field-based reading methods course for elementary and special education majors. He retired in 1972.
The full-time equivalent faculty of the School of Education in the Fall of 1971 was 48+ with two of them being supported by grants in Early Childhood Education and Special Education. Six of them, Dr. Don Shane, Dr. Stewart Beasley, Dr. Jerry Teel, Dr. Mary Ann Henderson, Dr. Mari Scott, and Dr. Leroy Overstreet had joined the staff that year. Mrs. Pat Hervey joined later in the year. It was a young faculty, as University faculties go, and only four of them had been employed prior to 1960. It included the core of people who would be responsible for programs for the next 20 years. However, it also determined the large turnover of staff in the late eighties and early nineties. As of this writing, only fifteen of them are still active faculty members. Eighteen of them are retired (two retirees are deceased) and one, Dr. Earl Newman, died before retirement. Only eleven resigned and moved to other positions or accompanied transferred family members. Dean Mullins inherited a committed, stable, and capable faculty in the Fall of 1971.

The University enrollment closed at 10,678, only a slight increase (70) over the previous year. The period of rapid growth had ended. This was largely due to the establishment of junior colleges in Midwest City and south Oklahoma City. These institutions offered lower division work (Freshman and Sophomore years) to many students who would otherwise have come to Central State. The growth that did occur in the seventies was primarily at the graduate level. In fact, there was a gradual decline in undergraduate enrollment in Teacher Education which was offset by an increase at the graduate level as programs expanded, and new programs were developed. A good barometer of undergraduate teacher education enrollments is the number of persons approved for Student Teaching. The peak, in this regard, was 1971-72 when 637 were approved. A steady decline in student teachers occurred throughout the seventies and early eighties. The decline "bottomed out" in 1983-84 when only 239 were approved. As of this writing there are 475 scheduled for the 1990-91 academic year. More about this later.

The decline in the seventies was the result of demographic and economic conditions, and it followed national trends. Nationally, there was an oversupply of teachers. The enrollment in the public and private schools across the country was declining, and fewer teachers were needed. There were increased opportunities for college graduates in business and the computer industry. College enrollment in those programs was escalating. A combination of social changes, e.g., drug abuse, single-parent families, integration, etc. were making teaching in the public schools less attractive. All of these factors
combined, caused the decline in numbers of people entering the teaching programs. Interestingly enough, the same forces encouraged graduate study and the development of new programs.

Another very important factor relative to the development of teacher education at Central State should be noted here. Geographically, it is located in the center of the State and in the largest metropoli-
tan area. When the Laboratory School was closed, it was not a major task to find schools near the University to send students for field experiences and student teaching. Over the years, faculty and admin-
istrators at Central have worked hard to maintain the trust and respect of elementary and secondary school staff, and sought their advice, counsel, and assistance. The goal always was to develop and maintain quality programs which had a strong academic base as well as practical experiences in a school setting. The central location of the institution cannot be over estimated as a great factor in the develop-
ment. Since 1960, it has been a general policy never to assign students for field experiences or student teaching at a site more than twenty-five miles from the campus. This has made it possible for faculty supervisors to maintain close contact with students and school personnel with a minimum of travel time. Few other institutions enjoy such an advantage.

VOCATIONAL EDUCATION ESTABLISHED

The new programs at the undergraduate level in the seventies started with Dr. Petty's administration. Earlier the Early Childhood education grant was mentioned. This continued and developed into a degree and certificate program with Dr. Mari Scott playing a leader-
ship role. Also mentioned was the beginning of a teacher education program for teachers in the Allied Health Field. Dr. Leroy Overstreet was employed to develop the program and assigned to the Depart-
ment of Health and Physical Education. In the Spring of 1971, Dr.
Lucille Patton was employed as a teacher educator for the Vocational Business and Distributive Education-Marketing Programs; she was assigned to the Business Education Department in the School of Business. The development of these two programs had occurred following a number of discussions between President Godfrey, Dr.
Jackson, Dr. Francis Tuttle, and Mr. Arch Alexander. The latter two persons were Director and Assistant Director, respectively of the State Department of Vocational Education. They were interested in estab-
lishing teacher education programs in vocational education at Central
State. They were long time acquaintances and professional colleagues of President Godfrey. All of them had been school superintendents in Oklahoma. Subsequently, two other vocational teacher education programs were approved, vocational business and office education, and computer science education. The responsibility for these programs was assigned to two faculty members in the School of Business. Thus, during the 1971-72 academic year, there were four vocational education certificate programs at the new university, all assigned to Schools other than Education.

Discussions about programs continued with Dr. Tuttle and Mr. Alexander, and during the Summer of 1972, they agreed to assist with the funding of a Department of Vocational Teacher Education which would be assigned administratively to the School of Education. Dr. Lucille Patton was named Chair, and Central State assumed a leadership role in the preparation of vocational teachers in Oklahoma. Other faculty members in the School of Business who had been involved with the vocational programs elected to remain there, so two new persons, Dr. Bob Brown and Dr. Joe Kinzer were employed to assume the positions of teacher educators in Vocational Business and Office Education and Computer Science, respectively. Also, Dr. J.W. Weatherford was appointed to the position of Distributive Education-Marketing teacher educator to give Dr. Patton released time for administration and program development.

It should be noted that these new programs were established and supported because of the confidence Dr. Tuttle and Mr. Alexander had in Central State University and the leadership at the institution. President Godfrey, Dr. Jackson, and Mr. Alvin Alcorn were most supportive and had a part in assisting with special facilities, supplies, etc., as programs developed. Dr. Patton's energy and leadership skills made them successful from the beginning. The teacher educators employed had the confidence and respect of vocational teachers and supervisory personnel across the state and consequently, Central State quickly became the primary institution for training vocational teachers. With the transfer of Dr. Leroy Overstreet to the department, it had five staff members, including Dr. Patton, with the beginning of the 1972-73 school year.
NEW GRADUATE PROGRAMS IN THE SEVENTIES

Previously, we noted that the seventies was a period of growth in graduate programs. We also cited the development of junior colleges in the Oklahoma City metropolitan area. Naturally, these institutions needed teachers who understood the undergirding philosophy of that type of educational program. The School of Education responded to that need, and under the initial leadership of Dr. Stewart Beasley, a Master of Education degree in Community Junior College Teaching was developed, approved, and initiated in 1972. In 1975, Dr. Ben Duncan who had been a faculty member at Oscar Rose Junior College in Midwest City was employed to assume the major responsibility for the program. Dr. Duncan is still acting in that capacity. The degree became very popular with persons who did not have and did not need a traditional teaching certificate.

The undergraduate degree in Psychology was very successful, and many persons completing the degree wanted to continue graduate study at Central, but weren't interested in acquiring certificates to work in the elementary and secondary schools. Responding to that need, in 1971 a Master of Education degree in Counseling Psychology was developed. It had a major component of individual testing and evaluation, and prepared students to work in community guidance centers and in the schools as psychometrists. Dr. Catlett played a major role in teaching the psychometrics component with other Psychology Department staff assuming responsibilities for other courses. Dr. Bill Frederickson, Chair of the Department, assumed the major role of advising students. Since the degree was a Master of Education Degree, it still required twelve hours of education as a prerequisite.

In the late sixties, a certificate program for psychometry had been implemented under the leadership of Dr. Catlett. Following up on that, and the increased need for psychometric evaluation and supervision of the same, the demand grew for School Psychologists. The schools could not afford Ph.D. graduates; consequently, Dr. Catlett, working with representatives from other institutions, developed a 60 graduate hour program for training school psychologists. In 1974, Central developed and presented a program for review. As a part of the program, a Special School Service Center was organized. Using graduate assistants and under Dr. Catlett's firm guidance, it became an important part of the School Psychology Program. It served two functions, community service by accepting referrals from schools (for
a fee), and a training center by providing students supervised experiences in evaluation of referrals and in consultations with parents and teachers. Dr. Catlett supervised the program and Center until her retirement in 1980. Dr. Ruth Taylor returned to Central (she had resigned in 1974 to join her family in Tulsa) and assumed the duties of program coordinator until her retirement in 1987. This was the first program approved at Central which required work beyond the Master's degree (60 graduate hours). It required a Master's degree and additional course work to satisfy the requirements for certification.

Beginning with Mr. Elmer Petree in the fifties, who was succeeded by Dr. Ralph Borah, audio-visual education had been a part of teacher certification. On Dr. Borah's retirement in 1967, Dr. Howard Farris joined the faculty and assumed the position of Director of the Media Center and Audio-visual Education. Schools were using more and more instructional media and needed specialists for managing equipment and development of materials. Therefore, in 1975 under Dr. Farris' leadership and with the cooperation of the Library Science department, a Master's degree in Instructional Media was developed and implemented.

FROM GODFREY TO LILLARD

The year 1975 was very important in another way. Dr. Garland Godfrey who had been President of Central State since 1960, retired. Those fifteen years had been the greatest period of growth and change in the history of the institution. Student enrollment in 1960 was 3,968, and in 1975 was 12,736. The campus had grown from a little more than twenty acres in 1960 to its present size of more than 200 acres. All of the major building projects on campus, except the Health Science Building, the Math and Computer Science Building, and a few additions and remodeling of buildings, were accomplished during his administration. The present administrative structure was established during his tenure. Only one major change (which we will note later) has occurred since his retirement. He was a great supporter of teacher education and played a major role in a supportive way in the development of programs in the
School of Education. University faculty and staff presented him with a new Ford Bronco at the retirement dinner.

The new President beginning with the 1975-76 school year was Dr. Bill Lillard, Superintendent of Schools in Oklahoma City where he had served for many years as teacher, counselor, Assistant Principal, Director of the Television station, and Director of Secondary Education before becoming Superintendent. He had a Bachelor's degree from Southeastern State College at Durant and Master's and Doctorate from the University of Oklahoma. His appointment was announced several weeks before Dr. Godfrey officially left office; therefore, there was an appropriate period of time for consultation and orientation before he assumed responsibility as the chief executive officer of Central State University.

Dr. Lillard inherited an experienced and dedicated administrative staff and faculty. Dr. Joe C. Jackson, Vice-President for Academic Affairs, had held the post of Chief Academic Officer for 24 years. Mr. Alvin Alcorn, Vice-President for Administration, had shouldered that responsibility for fifteen years. Mr. Alvin Frieberger, Vice-President for Student Affairs, had been Dean of Men from 1960 until being named Vice-President in 1971. Growth, in terms of numbers of students and campus facilities had slowed. Dr. Lillard's major challenge initially was to maintain and build on the growth which had occurred during Dr. Godfrey's term of office. However, another challenge soon emerged.

**Lillard's Challenges, Civil Rights and Staff Changes**

Civil Rights legislation, passed in the sixties, was just beginning to come down full force on college and university campuses. Dr. Lillard had already experienced that in the Oklahoma City public schools as he had to deal with court-ordered busing of students to achieve racial balance in the schools, and the need to employ minority teachers and staff members. A major task; therefore, was development of a plan of affirmative action which would comply with the law and pass inspection of the Office of Civil Rights. The records will show that he met that challenge successfully.

The first major change in administrative staff under Dr. Lillard was occasioned by the retirements of Dr. Jackson and Dr. Asbury Smith, Dean of the School of Special Arts and Science, in 1976. Dr. Smith had
been named Dean in 1971 when the Schools were organized. Previously, he was Chair of the Department of Industrial Arts for many years. He had played a major role in the planning and construction of the new buildings during Dr. Godfrey's tenure. Also, retiring that same year was Mr. Dale Hamilton who had been coach, Athletic Director, and Chair of the Department of Men's Physical Education for 40 years. Combined, the three of these men represented 102 years of service to Central State. They left large shoes to fill. After consultation with faculty, Dr. Lillard recommended Dr. Norman Russell to replace Dr. Jackson, and Dr. Lucille Patton to succeed Dr. Smith. Dr. Patton became the first woman to be named to a major administrative post. Dr. J.W. Weatherford was elected as her successor as chair of the Department of Vocational Teacher Education.

In the new School of Education, though growth in numbers of students had slowed, new faculty were still being employed. In 1972, Dr. John (Mike) Knight in Psychology, Dr. Frances Stephens and Mr. Eldon Stetson in Reading, and Miss Sue Norris in Special Education became faculty members. In 1974, Dr. Jerry Hill, Elementary Education; Dr. Margaret Isaac, Adult Education (Dept. of Vocational Education); Dr. Janice Johnson, Elementary Education; Dr. Fred Mack, Allied Health Education (Dept. of Vocational Education) and Dr. John Westerman, Secondary Education joined the faculty. Dr. Mack was a replacement for Dr. Leroy Overstreet who had resigned to take a job in another state. Retiring in 1974 were Dr. George (Terry) Guess who had been a faculty member since 1959 and Dr. Margaret Green who had played a major role in development of the certificate program in Special Education Learning Disabilities.

In 1975, as previously noted, Dr. Ben Duncan was recruited to teach classes and coordinate the Master's Degree program in Community-Junior College Teaching. Also, that year, Dr. Gene McPhail requested to be relieved of his duties as Director of Student Teaching. His replacement was Dr. Kenneth Elsner who was Assistant Superintendent in the Edmond Schools. Previously, he had worked in the State Department of Education and served as a Superintendent of Schools in eastern Oklahoma. Dr. McPhail remained Chair of the Department of School Administration. One other faculty addition in 1975 was Dr. Sheldon Russell in the Department of Reading, replacing Dr. Eldon Stetson who had resigned. The Fall of 1976 saw the addition of four new staff members: Dr. Douglas Sprung in the Department of Elementary Education, Dr. Jack Nation in Psychology, and Dr. Malcolm Coby
and Dr. Ed Collins in Special Education. In the Spring of 1977, Dr.
Jimmie Thrash was employed as a teacher educator for Distributive
Education to give Dr. Weatherford more time to devote to the Chair-
manship of the Department of Vocational Teacher Education.

NEW DEGREE AND CERTIFICATE
PROGRAM IN EDUCATION

Only one new degree in the College of Education at the under-
graduate level has been developed since the 1960's. In response to a
request from the Chancellor's office of the Regents for Higher Educa-
tion, a General Studies degree for persons over 25 years of age was
designed through the work of Dr. Jackson, Dean Mullins, Dean Fisher
and concerned faculty. It was intended initially to serve military
personnel who had accumulated a large number of college credits and
had trouble, because of transfer and differing standards, meeting
residence and graduation requirements. It evolved into a degree with
three options. Option A), Public School Nursing, was for persons who
had nursing school diplomas who wanted to be certified as public
school nurses. Option B), Allied Health Occupations was for persons
who had diplomas and certificates from a myriad of Allied Health
Occupations and wanted degrees. Option C), Liberal Arts and
Sciences was for people who had no specific specialty, but wanted
closure for a Baccalaureate degree. It was approved by the Regents
but was slow to attract a significant number of graduates initially.
However, as the number of older students on campus steadily in-
creased, it became increasingly popular. In the Spring of 1990, 159
persons graduated with that degree.

Two other very important graduate programs were developed in
the seventies. In response to a request from professors at the new
Dental School at the University of Oklahoma Health Science Center, a
Master of Education Degree for Professional Health Occupations was
designed and approved in 1977. It was specifically for persons who
had professional degrees, who were teaching their professional skills,
but had no preparation for teaching or developing curriculum. Dr.
Fred Mack played a leadership role in developing and implementing
the program.

For many years Central had been approved to offer work and
recommend persons for provisional certificates as school administra-
tors. However, students had to transfer to other institutions to obtain
the standard certificate, as it required sixteen post masters hours of
credit. Through the work of Dr. Gene McPhail and a number of
school administrators and representatives of other universities, a
program was developed for regional universities to offer the Standard Certificate for Elementary and Secondary Principals. In 1978, primarily through the work of Dr. Gene McPhail and Dr. Kenneth Elsner, Central was approved to offer the Standard Elementary School Principal Certificate. Dr. John Brothers, former Elementary Principal and Director of Middle Schools in Oklahoma City, was employed in the Spring of 1978 to be a major professor in the program. From the beginning, it was very successful. Subsequently, in 1980, approval was obtained through the State Department of Education to offer the Standard Certificate for Secondary School Principals. With the approval of these certificates, the School of Education now had three programs (including School Psychology) which required work beyond the Master’s Degree.

PROBLEMS OF AN EXPANDING FACULTY

To complete faculty additions in the seventies, Mr. Ronn Johnson, third black faculty member to join the School of Education, was added to the Department of Psychology in 1977. In the Fall of 1978, Dr. Gladys Dronberger, Guidance and Counseling; Dr. Stanley Fudell, Special Education; and Ms. Martha Hayes, Teacher Corps Director, were added. More about the Teacher Corps later. In the Spring of 1979, Ms. Betty Hwang joined the Teacher Corps staff and Dr. Yvonne Brisard was added to Elementary Education. Dr. Brisard was the fourth black faculty member. The School of Education was making some progress in helping implement Central’s affirmative action program for employing minorities. In the Fall of 1980, Dr. Roy Rowland came to assist with the Speech and Hearing program, and Dr. Ruth Taylor returned as a replacement for Dr. Faye Catlett. Dr. Catlett became quite ill in the Spring of 1980 and elected early retirement. She passed away in October of 1981. Dr. Catlett was highly respected by all of her students and colleagues. In addition to being primarily responsible for the Psychometry and School Psychology Certificate programs, she was active in all school activities and played a positive and stabilizing role, campus-wide.

In the 1970's a number of problems emerged which were the result of the rapid growth and increase in number of faculty positions. A quota system for academic rank and tenure was established on a university wide basis and by schools. Criteria for promotion and awarding tenure, with faculty participation in the process, were established. This became, and still is, a major concern of faculty
members and administration. Faculty participation in policy and decision making was a relatively new concept and it took a lot of time, soul searching, and trial and error to implement. Suffice it to say, it did not and does not work to everyone's satisfaction. Each change in administration at the Vice-President, Dean, or Department Chair level brings a change in interpretation and implementation of policy.

Office and classroom space continued to be insufficient despite the addition of new buildings around the campus. School of Education faculty became scattered about the campus. After first being located in Thatcher Hall, Vocational education faculty eventually found a home in the new Home Economics Building. Elementary Education and some Special Education staff moved to remodeled quarters in old Evans Hall. Other staff were, from time to time, officed in temporary quarters in the Administration building and library. Classroom space was borrowed wherever it could be found, Evans Hall, Communications Building, Industrial Arts Building, Library, Home Economics Building, etc. Remodeling and making do became a way of life. Old North Tower was still home base, but there were, and still are, many annexes.

Governance of Teacher Education became more and more a problem. Until the retirement of Dr. Jackson and Dr. Godfrey, governance had been a University level function. This is illustrated by an occasion when the Elementary Education department proposed curriculum changes in the Elementary Education degree which would impact on staff in other schools. A major controversy occurred. When the requested change came before the Council on Academic Affairs, a tie vote resulted. Dr. Jackson cast the deciding vote in favor of the Elementary Education Department proposal. Some of the wounds from that battle were slow to heal and created divisions among the faculty. In addition, teacher education was no longer the major interest or mission of the University. Development of programs in business, computer science, and the Liberal Arts, without teaching credentials, came to be a major goal of the institution and a majority of the faculty.

Upon Dr. Jackson's retirement Dean Mullins was named Director of Teacher Education, thereby placing the responsibility for policy making relative to teacher education more specifically with the School of Education. However, the Council on Teacher Education still retained a majority membership of faculty from Schools other than Education. It remained thusly until a reorganization of the Council in 1981.
MEETING CHALLENGES THROUGH A TEACHER CORPS PROJECT

The late 1970's brought changes, statewide and nationally, that forced changes in teacher education at the institutional level. There was a national concern about education generally which became focused on the preparation of teachers. The federal government had continued, throughout the sixties and seventies, to put money into special programs for training teachers to work in urban (sometimes called inner-city) schools and with minority students. Colleges were said not to be preparing teachers adequately to work in those schools and with those students. Affirmative action and school integration were court ordered and enforced by the Office of Civil Rights. The National Council for the Accreditation of Teacher Education (NCATE) was in the throes of writing new and more rigorous standards to answer criticisms and deal with the challenges. Central State University, as a member, was preparing for its regular ten year review. Writing the report became a major activity in the school year 1977-78. The Steering Committee chaired by Dean Mullins consisted of Dr. Terry Horton, Dr. Edgar Petty, and Dr. Don Shane with Dr. Gladys Dronberger assisting with editing. Sub-committees with campus-wide membership were established for all programs. A special committee chaired by Dr. Carl Downing was appointed to write to the new standard on multicultural education.

Since a campus-wide review by the North Central Association of Secondary Schools and Colleges was also scheduled in 1979, it was decided to ask for a joint visit by the two accrediting agencies. Agreement was reached with the executive offices of both groups, and appropriate inspection teams were assigned. On campus, Dr. Norman Russell, as Vice-President for Academic Affairs, assumed responsibility for the overall plan of preparation. Dean Mullins coordinated the preparation of the report for NCATE. The final report presented to the visiting committees consisted of four volumes. Volume III was prepared specifically according to NCATE standards. All volumes are available in the College of Education Dean's Office.

One of the federal programs referred to earlier was designed to improve the preparation of teachers. It was called Teacher Corps and had begun in the sixties as two year projects for approved proposals. Central State had participated in projects funded through the University of Oklahoma. When it was announced that proposals submitted in 1978 would be for five year projects, the School of Education at Central decided to make application. Dr. Kenneth Elsner, then
Director of Student Teaching, assumed the major responsibility for writing and doing the research necessary for preparing the document.

The guidelines required a cooperative project with a local education agency, and it had to address the need for training teachers to work with “disadvantaged” students. After appropriate study, research and consultation, the completed proposal was a cooperative venture with the Oklahoma City school system focusing on eight schools (one high school, one middle school, and six elementary schools) in the Star Spencer area of the district. It specified three areas of activity, pre-service and in-service training for teachers and community centered activities for adults. The aggregate budget was divided among Central State University, Oklahoma City Public School system, and the community Council. The projected five year budget was $1,050,000; Central State's projected share was $719,000 Dr. Elsner worked closely with Oklahoma City School personnel in planning and writing the proposal. Dr. Wallace Smith and Dr. Jesse Lindley were the primary contacts in Oklahoma City. Dr. Leon Edd, Principal of Star-Spencer High School, provided leadership and counsel at the school site level.

The proposal received Department of Education approval, and Ms. Martha Hayes was selected from among several applicants to direct the project. She had been a teacher and administrator in the Oklahoma City schools and was well prepared by nature of training, experience, and personality to direct the project.

Earlier we noted the concerns and problems related to teacher education nationally. There were great concerns and activities in-state also. These materialized at Central in the form of citations of needed improvements listed in the NCATE and in State Accreditation Visiting team reports. Teacher Corps funding enabled the School of Education at Central to address successfully those concerns in a studied, planned, and systematic manner. Without Teacher Corps funds, it is doubtful that the reforms which will be noted in this chapter could have been accomplished. The project provided a vehicle for involving faculty and for offering incentives such as travel to professional meetings and support for research far beyond normal institutional resources.

STATE ORGANIZATION OF EDUCATION DEANS

We have alluded earlier to the in-state activities related to reform in teacher education. The American Association of Colleges for Teacher Education (AACTE) had long been a catalyst and advocate for quality programs for the preparation of teachers. In the early seventies, a state
affiliate of the national association was organized. Dean Behner Sorenson of Oklahoma State University led the effort initially. All state institutions who were members of AACTE were eligible for membership, and most of them became active members of the state affiliate. The Association became very aggressive in contacting legislators and State Department personnel relative to reforms in teacher education. Early leaders in the Oklahoma Association of Colleges for Teacher Education (OACTE) were Dean Richard Wisniewski of the University of Oklahoma, Dean Donald Robinson of Oklahoma State University, Dean Mullins of Central State, Dean Earl Reynolds of Southwestern Oklahoma State University and Dean Wendell Altrmiller of East Central Oklahoma State University. Dr. Gene McPhail of Central State served as Executive Secretary of the Association from its inception until his retirement in 1990. Dr. Gladys Dronberger of Central is currently serving in that capacity.

OACTE brought all of the state institutions together in an effort to improve and strengthen programs. It got the attention of legislators and the Regents for Higher Education and gave higher status to teacher education. A proposal for a five-year teacher preparation program developed by the deans mentioned above was soundly denounced publicly by a staff member of the Oklahoma Education Association. That served to focus attention on the OACTE and Deans of Schools and Colleges of Education.

**HOUSE BILL 1706, LANDMARK LEGISLATION**

The late seventies brought an economic boom to Oklahoma as a result of the oil embargo in the Middle East. Teachers in Oklahoma pressed for salary increases (a long standing issue), and the chairs of the education committees in the legislature; namely, Jim Fried in the House and Roger Randall in the Senate held public hearings around the state exploring issues and reforms which would justify increased teacher salaries and expenditures for education. They involved OACTE members, Oklahoma Education Association officials and members, lay citizens and other groups interested in public education. Hearings and discussions continued throughout 1979, and when the legislature convened in January of 1980, House Bill 1706 was introduced by Fried in the House and Randall in the Senate. There were many compromises and heated debates, but in the end it had the support and endorsement of all of the organized education groups in
the state and it sailed through the legislature without major opposition and was signed into law by Governor George Nigh on June 10, 1980.

Its major component provided higher minimum salaries for all teachers and administrators in Oklahoma, however, it also raised standards and requirements for certification and mandated in-service training for all teachers presently certified. There were four major concepts related to teacher education programs. (1) It strengthened the screening requirements for all persons seeking admission to teacher education programs. (2) It required all applicants for teaching certificates to pass an examination in their teaching field. (3) It provided for the development of an entry-year assistance program for all beginning teachers. (4) It required staff development programs in all school districts and all schools, colleges, and departments of education. When fully implemented, it was the most comprehensive and far reaching reform of teacher education in the United States. The OACTE deserves much of the credit for the concepts in the legislation as well as their successful implementation. The proof of the substance and integrity of the legislation lies in the fact that, as of this date, all of the major components are still in place and being strengthened. Still in the process of being implemented is a standardized test which all applicants for admission to teacher education must pass prior to their acceptance in a program.

Another important part of the reform started by House Bill 1706 was a revision of all certificate programs for teachers in Oklahoma. Certificate programs had been developed, as the need arose, in a somewhat haphazard manner. Major changes had not occurred nor requirements reviewed systematically since 1950. Under the leadership of Dr. John Folks, State Superintendent for Public Instruction, a Task Force was formed and committees were organized to rewrite every certificate program. Dr. Kenneth King of Oklahoma State University now Dean of the College of Education at that institution chaired the Task Force. The first proposal which was presented to the State Board of Education drew major opposition from a group of school superintendents around the state, and after a stormy public hearing before the Board in Oklahoma City, it was sent back to the Task Force for further study. Some compromises were made and eventually the new plans were adopted as of January 1, 1984. The guidelines for implementation provided for a phasing in of the new standards and a transition period.

Central State moved ahead quickly and implemented the new certificate standards as of the Fall term, 1986, a full year ahead of the State mandate for compliance. Everyone who has graduated from
Central since the Spring of 1987 has met the new standards. The magnitude of the task in rewriting every single certificate program, writing new course syllabi, and obtaining approval from the State Board of Education for each individual program cannot be overemphasized. It required untold hours of work, committee meetings, etc. by faculty members and department chairs. Dr. Gladys Dronberger, then Assistant Dean of the College of Education coordinated the work. All department chairs directed study in their area of responsibility. Dr. Kenneth Elsner, Chair of the Council on Teacher Education, and Dr. Mary Ann Henderson, Chair of the Curriculum Committee, played critical roles in steering the changes through the approval process on campus. Implementation of programs one year ahead of the mandated schedule speaks to the quality of personnel at all levels at Central State University.

Earlier, Dr. John Westerman had assumed the responsibility of Director of Certification when that task was transferred to the School of Education from the Student Services Area. Dr. Westerman had the task of checking each individual certificate application to determine whether it came under the new standards or the old and if it met the requirements. This was a very important and time consuming job and was crucial to successful implementation of all the changes. Dr. Westerman met the challenge in a very competent and professional manner.

**IMPROVING TO MEET NATIONAL STANDARDS**

The review by the National Council for the Accreditation for Teacher Education and the North Central Association occurred in early March of 1979. Dr. Earl Ringo of Eastern Montana State University chaired the NCATE team. Dr. Robert Keller headed the North Central group. Generally, teacher education programs passed inspection. Strengths and weaknesses were noted but all programs were approved until September 1, 1986. In a letter to President Lillard dated July 9, 1979, weaknesses noted were in the area of governance, clinical experiences prior to and during student teaching, placement services for graduates and support and utilization of media and curriculum materials. Also, the team members felt that Graduate faculty were not engaged in sufficient scholarly activity, especially publishing in professional journals. The North Central visiting committee was not quite so kind. Their report noted a number of shortcomings, particularly faculty participation in governance, and the University was given two years to make improvements.
In the Fall of 1979, steps were taken to address the weaknesses noted by NCATE. A major change involved reorganization of the Council on Teacher Education. A Constitution and set of By-laws were written to govern the council and its actions, and the membership reduced to 18. Membership was based on School and Department participation in Teacher Education with about 50 percent of the membership from the School of Education. This represented another shift toward placing more responsibility for the education and preparation of teachers in the School of Education.

Another important step in addressing NCATE concerns was the beginning of a professional journal published by the School. It was (and still is) called the Tower Review and was intended to encourage faculty to do more writing on professional issues. Articles are solicited nationally, but Central faculty are especially encouraged (some say harassed) to submit articles. Much earlier Dean Mullins had started a quarterly newsletter called The TOWER which was circulated to selected school districts, agencies, colleges and universities across the country. From the beginning, Dr. George Miedl, Professor of School Administration, was the editor and driving force behind the scenes in seeing that every issue met a deadline and had a specific purpose and theme. Many colleagues around the country have expressed appreciation for receiving The TOWER.

Other NCATE concerns were addressed as resources and opportunities presented themselves, but the combination of those concerns and the requirements of House Bill 1706 were creating problems of monumental proportions, especially at the administrative level. Dean Mullins came to feel very strongly that a new administrative structure was needed to address new NCATE standards and properly comply with the requirements of the new legislation. He had been deeply involved in the development of all of the new standards and felt a strong commitment to them. Therefore, he undertook a task which had been the downfall of many an administrator. It was called reorganization.

REORGANIZATION OF THE SCHOOL OF EDUCATION

Utilizing Teacher Corps resources, a series of activities were begun to identify problems, issues, and tasks which must be addressed. A faculty retreat at Fountainhead Lodge in April of 1979 identified ten task areas which required a plan of action. Committees were assigned and reports followed in March of 1980. An analysis of outcomes and
processes leading to the reorganization of the School was written by Dr. Harrison Way in June of 1982. Dr. Way had returned to Central on sabbatical leave from Memorial University in Newfoundland. This report is available in the College of Education Dean's office. Therefore, the reader will not be bored with the details here. Suffice it to say, that (after many sleepless nights, weeping, wailing, and gnashing of teeth) a recommendation was made to President Lillard, through the Vice-President for Academic Affairs office, to reorganize the School, consolidating the eight departments into four. A new position, Assistant to the Dean, would be created, and programs within departments would be overseen by curriculum committees chaired by a curriculum coordinator. Dr. Patrick Cassens had succeeded Dr. Norman Russell as Vice President for Academic Affairs. He deserves much credit for working with Dean Mullins and Dr. Lillard in preparing a plan for presentation to the Board of Regents for State Colleges for their approval. The plan was approved late in the Fall of 1981.

The approved plan consisted of four departments, namely; Curriculum and Instruction; Administration, Vocational, Adult and Higher Education; Professional Teacher Education; and Psychology and Personnel Services. All of the programs for which the school was responsible were subsumed under one of the Departments. It also included the position of Assistant to the Dean, and after appropriate consultation and study, Dr. Gladys Dronberger was appointed. The duties (specified before the selection) were (1) Accreditation and
Program Development (2) Staff Development (3) In-Service Education. A steering committee chaired by Dr. Kenneth Elsner developed guidelines for implementation, Department Chair and Curriculum Coordinator duties and responsibilities, and selection of the foregoing. Subsequently, the new chairs were; Dr. J.W. Weatherford, Department of Administration, Vocational, Adult and Higher Education; Dr. Terry Horton, Curriculum and Instruction; Dr. Kenneth Elsner, Professional Teacher Education; and Dr. Mike Knight, Department of Psychology and Personnel Services. The four Chairpersons and Dr. Dronberger, in effect, comprised an advisory cabinet to the Dean, and substantially reduced the number of persons reporting directly to the Dean's office.

No one would argue, not even the Dean who accepted full responsibility for the change, that this was a perfect plan. It represented many compromises and, in all honesty, created some bitterness and hostility. However, it addressed the problems and enabled the institution to successfully implement the requirements of House Bill 1706, the new certificate standards, and the revised NCATE standards. Trying and stressful as reorganization was, Mullins still feels it was necessary, just as major surgery is sometimes necessary to deal with a health problem. The credit for the success of the process belongs to that majority of staff members who remained positive and optimistic throughout, and did their work in such a highly professional and ethical manner. Many of them are still on the staff while others have retired or are deceased.

The new department structure became effective with the Fall term, 1982. Teacher Corps resources had been very helpful as the plan was developed. However, a new Republican President took office in January of 1981 and many federal programs for education were terminated. Teacher Corps was one of them. It was planned as a five-year program and was in its fourth year. The directive came down to close it out as of June 30, 1982. No funding would be forthcoming beyond that point. No final reports, no dissemination of results, just spend the money allocated and terminate the program. This was done and personnel employed by Central State specifically for administration of the program began to seek employment elsewhere. Despite the sudden termination, the program was of great value to the School of Education. University staff as well as the cooperating public schools in the Star-Spencer area profited greatly by the experience. A number of publications developed through work of the Teacher Corps project are still available through the Dean's office of the School (now College) of Education.
The remainder of Mullins' tenure as Dean (after reorganization) was given primarily to seeing that the new organizational structure serve the purpose intended. That is, complying with the full implementation of House Bill 1706 and meeting the standards being developed by NCATE. Compliance with 1706 included the new admissions standards, the staff development requirements for faculty, the new certificate programs and the new entry year program. The latter required all persons employed as first year teachers to be assisted and evaluated by a committee consisting of a university staff member, a master teacher in the teaching field, and the principal of the school in which they were serving. Dr. Engel Grow served as the Central State Coordinator of the program from the time of its inception (1982) until his retirement in 1990. The program received some negative criticism initially, but has proved its value over time.

NCATE had been under fire from many quarters for a number of years. The 1980's saw changes in leadership and a complete revision of the standards and the manner in which institutions are evaluated. It became Dr. Dronberger's task, as per her job description, to monitor NCATE changes and keep everyone informed of them. She also had the responsibility for developing a system for recording and monitoring each faculty member's staff development plan and coordinating the implementation of the new certificate programs. She performed exceptionally well and deserves much credit for the success of the School in meeting the challenges.

THE COLLEGE OF EDUCATION AND PROGRAMS IN THE EIGHTIES

In 1984, the Board of Regents approved President Lillard's recommendation that the Schools be designated as Colleges, and the School of Education became the College of Education, as it is now known. Dr. James Perry was Academic Vice President at that time and largely responsible for the change. A number of new programs were developed in the Eighties. In 1981, a new Master's degree in Adult Education was approved. It had two options, Community Service and Gerontology. Dr. Bob Brown was the staff member for coordination of the Community Service option, and Dr. Margaret Isaac taught the courses and advised students for the Gerontology program. The new degree was another response to a changing population and the attendant need for professionals to serve it.
In the Fall of 1983, the Department of Library Science was transferred from the School of Special Arts and Science to the School of Education. It became a part of the Department of Curriculum and Instruction with Dr. Frances Alsworth serving as the curriculum coordinator for the program. The degree in Library Science was discontinued, but the certificate program was retained.

The number of Psychology majors at both the undergraduate and graduate levels continued to grow to the extent that the Master of Education degree in Counseling Psychology did not serve the goal of many students. Consequently, under the leadership of Dr. Mike Knight, a Master of Arts degree in Psychology was proposed and was approved for implementation in the Fall of 1986. The degree was a success from the beginning. It is the only Master of Arts degree under the jurisdiction of the College of Education.

One other important academic program was initiated during Mullins' tenure as Dean. In the Fall of 1981, a grant proposal for training teachers for bilingual education was written by Dr. Dronberger, Dr. Carl Downing, and Dr. Mary Ann Henderson. It was approved, and Dr. Pia Lorenzana was employed for the Spring term of 1983 to teach and develop the program. Unfortunately, Dr. Lorenzana was killed in an automobile accident in the Summer of 1983. The program was staffed temporarily by part-time faculty until April Haulman was recruited to fill the position in the Spring of 1984. Under her guidance, the program was developed into the only certificate program for training teachers for bilingual education in Oklahoma.

COMMUNITY AND INTERNATIONAL PROGRAMS

It should also be noted here that the closing of the laboratory school in 1961 did not end the services and educational programs provided for children. Under the leadership of Dr. William VanOsdl, and with the support of grant funds, the Department of Special Education maintained classes for handicapped children. The first class beginning in 1964 was for pre-school multiple handicapped children. Mrs. Pearl McGrew-Whitten was the first teacher. When Mrs. McGrew took a leave of absence in 1969, Mrs. Karen McGrath was employed to teach the class and has done so continuously since that date. When grant funds ended, the University continued its support. Community agencies and individuals have made generous contributions also, and the program, largely through Mrs. McGrath's efforts, enjoys a very
positive reputation throughout the metropolitan area. It serves a community service function for children needing special teaching and also as a training laboratory for students preparing to become teachers.

In 1971, another special class, one for Emotionally disturbed children, was organized and taught first by Mrs. Beverly Burks, and after 1972 by Mrs. Pat Hervey. The program was phased out when the Edmond schools began to provide a class for children needing that service. When Dr. Roy Rowland joined the faculty, he was instrumental in getting the State Department of Education to fund a class for children with extreme hearing difficulties. The Reading Clinic for children with reading difficulties begun by Dr. Earnest Jones in the late fifties continues to serve children from the community and provides a laboratory experience for candidates for a Master's Degree in Reading and for undergraduate and graduate special education majors. All of these classes provide the community service function mentioned above as well as training for future teachers.

The Developmental Reading Laboratory has functioned in the same manner. Although it serves primarily college students, it has also from time to time accepted high school students who have reading problems and has always been a training facility for both graduate and undergraduate students. Another non-certificate program for which the College received grant funds over the years was Adult Basic Education. Begun by Dr. Richard Mitchell and Dr. Edgar Petty in the mid-sixties, it was continued by Reading Department faculty, princi-
rily Mrs. Edith Poe and Mrs. Imogene Johnson, through the seventies and early eighties. In the Summer of 1990, the College conducted a job training program funded by the Job Training Projects Administration. It provided basic skills training, a campus work opportunity and University exposure for under privileged youth. Dr. Elsner and Ms. Phyllis Jarrett were primarily responsible for the program. While most of these programs would qualify as service activities, they also provided challenges for staff and extra funding for the College and University.

Another activity not mentioned previously, and one in which Mullins had a great deal of interest, was International Education. Stimulated by his work in East Africa, it continued when he returned to Central. President Garland Godfrey shared that interest and he encouraged Mullins to organize activities on campus and helped provide resources for international travel. Mullins attended the International Conference of the World Council on Teaching in Nairobi, Kenya in 1973 and previous to that a special tour and seminar in Eastern Europe. He organized an International Education Committee of faculty members, and together they promoted an International Education week each year. Enrollment of foreign students increased each year until finally, an International Students advisor, Dr. Ronald Paddock, was employed through the recommendation of Dean Alvin Freiberger.

In 1980 Mullins became acquainted with Dr. Won Hee Lee, founder of a private Educational Foundation in Seoul, Korea. As a result of a visit by Dr. Lee to Central, an agreement was reached to form an exchange relationship between the Daewon Schools of Seoul and the College of Education at Central State. Subsequently, for the last six years, a group of students and teachers from Daewon have come to the Central State Campus. Through the work and planning of Dr. Paddock, they have lived in the homes of families in the Edmond community, attended English classes, and have enjoyed field trips in the Oklahoma City area and weekend trips to Tulsa. Eight different faculty members from the College of Education have visited Korea and have enjoyed visiting the School, meeting with students and teachers, and learning about Korean customs and their education system. Mr. John Kirkpatrick, Oklahoma City businessman and founder of the Omniplex and Kirkpatrick Center in Oklahoma City, once served as Honorary Consul to Korea. He has been a strong supporter of the exchange and has provided initial funding to get it started. A highlight of the student and teacher's visit each year is a visit to the Kirkpatrick Center to meet Mr. and Mrs. Kirkpatrick.
When Mullins announced plans to retire in 1987, Dr. Lee invited him and Mrs. Mullins to come to Korea to teach in the Foreign Language School.

FACULTY IN THE EIGHTIES

Mullins retired in June, 1987, after sixteen years as Dean of the College of Education and twenty-five years of service to the institution. During the last two years, by election of his peers, he served as an at-large member of the Board of Directors of the American Association of Colleges for Teacher Education. This is specific evidence of the national reputation enjoyed by the College of Education at Central State University.

Faculty members added in the 1980's and not mentioned earlier were as follows:

1981- Dr. Bonny Ford in Elementary Education
      Dr. Howard Hackworth, Speech and Hearing
1982- Dr. Mary Monfort, Reading
      Dr. David Mitchell, Psychology
      Dr. Richard Sullivan, Vocational Education
1983- Dr. April Haulman, Bilingual Education
      Dr. Scott McLaughlin, Speech and Hearing
1984- Dr. Rodger Grubbs, Instructional Media
      Ms. Barbara England, Reading
1985- Ms. Kay Wall, Elementary Education
1986- Dr. Judith Wakefield, Psychology
      Dr. Frances Everett, Psychology
The employment of many of those staff was the result of retirement of people who had joined the faculty in the sixties. In fact, a large turnover in faculty was predictable and inevitable. Retirees in the eighties were: Dr. Lillian Ivey in 1981, Mrs. Elizabeth Scott in 1983, Dr. Cavanah Clark, Dr. Fred Mack, Dr. Charles Douglas, Dr. Howard Farris, Dr. AI McCormick, Dr. Edgar Petty and Dr. Gene Russell in 1986; Dr. Ruth Taylor, Dr. Frances Stephens, Dr. Bob Brown, Dr. Imogene Johnson and Dr. Mullins in 1987; and Dr. Stanley Fudell in 1988.

An important administrative change occurred in 1986 when Dr. Douglas Sprung succeeded Dr. Terry Horton as Chair of the Department of Curriculum and Instruction. Dr. Sprung had joined the staff in 1976, and was chosen for Department Chair by his peers and was recommended by Dean Mullins for the position.

After the announcement of Mullins' retirement plans, a search was initiated for a new Dean to be selected from among existing staff. In due course, Dr. Kenneth Elsner, Chair of the Department of Professional Teacher Education, was named Acting Dean. Elsner had joined the faculty in 1975 as Director of Student Teaching and quickly earned the confidence of his colleagues and University Administrative staff. He had a Bachelor's degree from Oklahoma Baptist University and a Masters and Doctorate from Oklahoma University in School Administration. He had served as a school superintendent and had worked at the State Department of Education; he was well prepared by virtue of experience and training to assume the position.
CHAPTER VI

COLLEGE OF
EDUCATION
1987-1991

Old North with new fountain.
The full time equivalent faculty of the College of Education in the Fall of 1987 with Dr. Elsner as Dean was 61 6/16. Fifty-nine of that number were full-time. Dr. J.W. Weatherford moved from Chair of the Department of Administration, Vocational, Adult and Higher Education (AVAHE) to Chair of the Department of Professional Teacher Education. Dr. Bob Brown replaced Weatherford as Chair of AVAHE. However, Brown retired in the Fall of 1987, and Dr. Lou Ebrite replaced him. Dr. Frank Nelson was hired to assume Dr. Jim Thrash's teaching responsibilities. Dr. Betty Fry was also employed to take over Dr. Brown's responsibilities in Vocational Business and office and Adult Education. Other new staff in the Fall of 1987 were Dr. Jill Devenport in Psychology, Ms. Diane Fine in Curriculum and Instruction and Dr. Peggy Alexander Kerr replacing Dr. Ruth Taylor in the School Psychology and Special School Services program.

DEPARTMENTS ADDED TO THE COLLEGE

Dean Elsner's first major challenge came in the Fall of 1988 when the School of Special Arts and Sciences was dissolved and the Departments of Health, Physical Education, and Recreation; Home Economics; Industrial Education; and Safety Education became a part of the College of Education. Safety Education was subsumed under Industrial Education; therefore, only three Departments were added.
Twenty-seven full time and twenty-eight part time faculty became a part of the College of Education. For many years programs of these new departments had been predominantly teacher education oriented, and for the most part, faculty had a strong commitment to the preparation of teachers. Therefore, the new members were not entering foreign territory nor changing their major mission. The change, however, meant much more work for the new Dean (acting was removed from his title) in terms of paper work and consulting with new chairs and staff. Chairs of the added departments were Dr. Homer Coker for Health, Physical Education, and Recreation; Dr. Emmet Osgood for Industrial Education; and Dr. Donna Watson for Home Economics. A brief history of these departments is included in Part Two. The chairs were all experienced in their positions and familiar with University structure and policy. Establishing a working relationship and lines of communication was not a major problem.

**ACCREDITATION IN 1989**

Everyone, new staff (new to the College of Education) and old, soon faced a common problem that drew everyone together. The ten year review by NCATE was scheduled for the Fall of 1989. New standards for accreditation were in place and a new procedure for selection and assignment of Accreditation Team members had been developed. The College and University staff had to be organized and motivated to meet the challenge. Dr. Gladys Dronberger was well
prepared to provide the leadership. The department chairs and most of the faculty had been through many external reviews. Only specific procedures and standards had been substantially revised. Prior to the new standards visiting teams numbered twenty to thirty; new procedures specified only five members who had gone through specific training for their task. After three days on campus, they submitted their report to the National Council with a copy to Central State. College officials, led by Dr. Elsner, were given a period of time to prepare a rejoinder to the committee report. This was submitted on February 5, 1990.

On April 30, 1990, President Lillard received a letter from the Executive Director of NCATE to the effect that initial accreditation was granted with stipulations which must be met by September 1, 1991. One standard, faculty load, was considered not met. That had been a problem from the beginning of the institution when Principal Thatcher taught all of the classes. Weaknesses were also cited in meeting the standard related to Design of Curriculum and content of the General Education and Professional Education curricula. Consequently, work is underway at this writing to address the weaknesses and decrease faculty loads in keeping with NCATE standards and guidelines.

Efforts to address the faculty load problem have resulted primarily in employment of many part-time staff to assist with supervision of student teaching and serve on entry-year committees. In the Spring of 1987, the College of Education employed only four part-time staff. In the Fall of 1990, thirty-seven part-time staff were employed in the four

Dr. Dot Marotte with a student in adaptive physical education.
original departments of the College of Education. The other three departments contributed twenty-one more. This is a trend that threatens to continue unless College funding is substantially increased. Addressing the weaknesses cited has been done through special committee work and the curriculum committees responsible for programs.

Assuming that the stipulations given by NCATE are satisfactorily met, the College of Education will have programs accredited as follows: Elementary Education and Early Childhood Education at both the Bachelor's and Master's degree levels; Special Education with programs for Emotionally Disturbed, Learning Disabled, Mental Retardation, Physically Handicapped and Speech/Language Disabled at both the Bachelor and Master's degree level; Nineteen secondary level programs (Business, English/Language Arts, Home Economics, Mathematics, Music, Science, Social Studies, Industrial Arts, Speech and Drama, Journalism, Trade and Industrial Education, Marketing Education, Occupational Home Economics, Vocational Home Economics, Library Media Specialist and School Nursing) at both Bachelor's and Master's level; and seven K-12 programs (Art, Health, Music, Physical Education/Health, French, German, and Spanish) also at the Bachelor's and Master's degree level.

Programs at the Master's level only are: Elementary Principalship, Secondary Principalship, School Counselor and Reading Education. Graduate programs providing licensure are: Supervision/Curriculum Development, School Superintendency, School Psychology and School Psychometrist. The Supervision/Curriculum Development program was added after Elsner became Dean. Licensure in Bilingual Education and English as a Second Language can be acquired with either a Bachelor's or Master's degree. Only one program, Driver Education, offers a degree program and certification only at the Bachelor's degree level.

Summing up the foregoing, it would be difficult to find an institution in the United States, certainly not in Oklahoma, which offers the range of programs found today at Central State University's College of Education. Certainly, when quality is considered, it has few peers. When quantity is also considered, the College ranks among the top ten AACTE institutions in the United States in production of Master's degree level certificates. From its humble beginning as a Normal School with 25 students, it has come a long way in 100 years.
Two special programs were funded after Elsner assumed the Deanship. A program for recruiting minority high school students for the teaching profession was awarded a $20,000 grant by Oklahoma State Regents for Higher Education. Dr. Judith Wakefield served as project coordinator. A $185,000 grant from IBM provided computers and software to establish a lab for training teachers to use computers for classroom instruction. Another $5,000 provided for staff development for University professors. A special feature of the program is linking the lab with public schools in the area. The College of Education is slowly, but surely, acquiring hardware, software, and staff to utilize the latest technology in the education of teachers.

A few administrative changes have occurred since Elsner became dean. The programs in School Administration and School Counseling have been moved to the department of Professional Teacher Education. Dr. Darlene Kness succeeded Dr. Donna Watson as Chairperson of the Department of Home Economics in the Fall of 1990. Dr. Sandra Brothers was employed in the Fall of 1989 as Director of Field Experiences. She is now responsible for coordinating all student teaching assignments and placing students for their pre-admission field experiences. Dr. Judith Coe was the first to consolidate these two functions and had the position of director. The two programs had
been the responsibility of the Chair of Professional Teacher Education and a faculty member, Dr. John Brothers, who designed procedures for field experiences. When Dr. Engel Grow retired in the Spring of 1999, Dr. J.W. Weatherford assumed responsibility for coordinating the assignment of University staff to Entry-year Committees, a program that continues to grow as public schools hire more and more first-year teachers. In the Spring of 1990, Dr. Gladys Dronberger asked to be relieved of the responsibilities of Assistant Dean; she was reassigned to the Department of Curriculum and Instruction to work in the Reading Clinic and to Professional Teacher Education to work with the School Counseling program. Dr. Mary Ann Henderson was appointed to serve as Assistant Dean.

Change is inevitable in a growing and vigorous organization such as the College of Education. No doubt other adjustments will occur as the College strives to serve and provide quality educational programs as efficiently as possible.

**FACULTY AND STAFF**

We have listed new faculty members through the Fall of 1987. Those employed in 1988, 1989, and 1990 will not be named here. Instead, the full-time faculty as of the Fall of 1990 are at the end of Chapter VI with the year when they were first employed. Part time faculty are not listed since they change from semester to semester.

One other very important group of people should be noted at this point. These are the support staff who keep the paper flowing, communications moving, and make it possible for professors and administrators to do the work for which the institution was established. The department, division, school, and College of Education has been blessed over the years with extremely loyal and competent secretaries. Leading the list would be Mrs. Maxine McReynolds who literally ran the Reading Clinic from 1966 until her retirement in 1986. Jan Tuepker started in the Student Teaching Office in May of 1972, then moved to the Dean's Office in November of that year, and has been secretary to the Dean continuously since that date. Dr. Mullins, as former Dean, can testify that she makes the work of everyone in the College easier, especially the Dean's. Mrs. Barbara DelRio has served as secretary in the Department of Psychology and Personnel Services for seventeen years, Cheryl Caldwell Andrews was secretary to the Dean of the School in 1971-72, resigned, then returned in 1977 to work for the Director of Student Teaching until 1987. Rick Weaver was the first full-time Audio-Visual Coordinator, serving in that capacity from
1981 to August of 1989 when he assumed responsibility for the new computer lab. Laurel Klein came as secretary for the Bilingual/Multicultural program and became Dr. Horton's secretary in the new Department of Curriculum and Instruction in 1982 and continues as Dr. Sprung's girl Friday to this date. Mrs. Sharon Lowery has worked as the Assistant Dean's secretary from 1982 until the present. She has been responsible for most of the computer programming which was necessary for documenting staff development activities and preparing accreditation reports. Karen Haley, of Han's barbecue fame, worked as secretary in the Special Education department from 1968-1975. Finally, noting those who have served five years or more, Mrs. Vonda Dowdy served as secretary in the student teaching office from 1972 to 1978. Many others worked for shorter periods of time, but all made a contribution to the progress and efficiency of the development of the College.

CONCLUSION

Concluding this history of the first one hundred years of teacher education at Central State University is not easy. So much more could have been written, volumes, in fact. We have been forced, in the interest of time and space, to summarize and omit many important and interesting details. We offer sincere apologies for any mistakes and/or significant omissions which may have been made. This has been, in a large sense, a labor of love as this writer considers his twenty-five years of service at Central State the most important and satisfying of a professional career spanning some forty years. We only wish that we could know what the next one hundred years will bring. Certainly, there will be change. In July, 1991 Central State University will become the University of Central Oklahoma. Who can say what that change will bring?

We would make one observation. The education of teachers with its firm base in the College of Education has never been stronger nor had a brighter future than it has today. From its beginning as the only institution for preparing teachers, Central remains as the premier institution in our state still serving that mission. Whatever other purposes the University may seek to serve, nothing is more important and no cause more noble, than that of selecting and preparing teachers to serve in the schools of our state and nation. We urge those who are responsible for leadership and allocation of resources to continue the quest begun by those visionary citizens of the Oklahoma Territory in 1890 when they established the Territorial Normal School for the education of their children's teachers.
COLLEGE OF EDUCATION-DEPARTMENTAL LISTINGS
FALL, 1990
Dean- Dr. Kenneth Elsner- Summer, 1975
Assistant Dean- Dr. Mary Ann Henderson- Fall, 1971

ADMINISTRATION, VOCATIONAL, ADULT, AND HIGHER EDUCATION
*Dr. Lou Ebrite- Fall, 1985
Dr. Ben Duncan- Fall, 1975
Dr. Betty Fry - Fall, 1988
Dr. Frank Nelson- Fall, 1987
Dr. Richard Sullivan- Summer, 1982

CURRICULUM & INSTRUCTION
*Dr. Douglas Sprung- Fall, 1976
Dr. Frances Alsworth- Fall, 1966
Ms. Debbie Barker- Fall, 1989
Ms. Diane Canavan- Summer, 1989
Dr. Malcolm Coby- Fall, 1976
Dr. Gene Cochran- Summer, 1974
Dr. Ed Collins- Fall, 1976
Dr. Carl Downing- Fall, 1963
Ms. Barbara England- Fall, 1984
Dr. Bonny Ford- Fall, 1981
Mr. Rodger Grubbs- Fall, 1986
Dr. Howard Hackworth- Fall, 1981
Dr. April Haulman- Spring, 1983
Dr. Mary Ann Henderson- Fall, 1971
Dr. Jerry Hill- Spring, 1974
Dr. Terry Horton- Fall, 1969
Ms. Phyllis Jarrett- Fall, 1988
Dr. Janice Johnson- Fall, 1974
Dr. Eleanor Maddox- Spring, 1988
Ms. Karen McGrath- Fall, 1969
Dr. Scott McLaughlin- Fall, 1983
Dr. Mary Monfort- Fall, 1982
Ms. Charolette Myles-Nixon- Fall, 1989
Dr. Roy Rowland- Fall, 1980
Dr. Sheldon Russell- Summer, 1975
Dr. Mari Scott- Fall, 1972
Dr. Don Shane- Fall, 1971
Dr. William VanOsdol- Fall, 1964
Dr. Kay Wall- Fall, 1988
Dr. Darwin Waterman- Fall, 1972

HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE

* Dr. Homer Coker, Spring, 1969
  Mr. Chuck Bailey- Fall, 1988
  Dr. Phil Ball- Summer, 1964
  Mr. Francis Baxter- Fall, 1970
  Dr. Kathleen Black- Fall, 1966
  Dr. Joan Bottger- Fall, 1970
  Mr. Duane Dirk- Fall, 1990
  Dr. Karen Dowd- Fall, 1975
  Mr. Mark Herrin- Fall, 1990
  Mr. Gary Howard- Spring, 1968
  Mr. Bobby Hunt- Fall, 1962
  Ms. Jamie Jacobson- Fall, 1987
  Mr. David James- Summer, 1988
  Ms. Freeta Jones- Spring, 1988
  Mr. John Keely- Fall, 1980
  Mr. Bill Massey- Fall, 1990
  Mr. Paul Parent- Fall, 1979
  Dr. Carol Parker- Fall, 1970
  Dr. Virginia Peters -Fall, 1958
  Dr. Gerry Pinkston- Fall, 1975
  Mr. James Seward- Summer, 1987
  Mr. Jeffrey (Russ) Tribble- Fall, 1988

HOME ECONOMICS

* Dr. Darlene Kness- Fall, 1982
  Dr. Valerie Knotts- Fall, 1988
  Mr. Kenneth Larson- Fall, 1986
  Dr. Cheryl Myers- Fall, 1975
  Dr. Kaye Sears -Fall, 1975
  Dr. Candy Sebert- Fall, 1990
  Dr. Donna Watson- Fall, 1986
INDUSTRIAL TECHNOLOGY EDUCATION

* Dr. Emmet Osgood- Fall, 1965
  Mr. Joe Beckham- Fall, 1969
  Mr. Carl Breazeale- Fall, 1974
  Mr. Stephen Fightmaster- Fall, 1980
  Mr. William Earl Jones- Fall, 1981
  Dr. Robert Mordini- Spring, 1987

PROFESSIONAL TEACHER EDUCATION

* Dr. J.W. Weatherford- Fall, 1972
  Dr. Sandra Brothers- Fall, 1989
  Dr. Sheldon Buxton- Fall, 1990
  Dr. Gladys Dronberger- Fall, 1978
  Dr. Jennifer Endicott- Fall, 1990
  Dr. Malinda Green- Fall, 1989
  Dr. Wanda Johnson- Fall, 1988
  Ms. Clarice Johnson-Newton- Fall, 1990
  Dr. George Miedl- Fall, 1964
  Dr. Richard Mitchell- Summer, 1967
  Dr. Odus Rice- Summer, 1964
  Dr. Mack Wedel- Fall, 1964
  Dr. John Westerman- Summer, 1975
  Dr. Donna Younker- Fall, 1966

PSYCHOLOGY AND PERSONNEL SERVICES

* Dr. Mike Knight- Fall, 1973
  Dr. David Chance- Fall, 1968
  Dr. Jill Davenport- Spring, 1987
  Dr. Rob Doan- Fall, 1986
  Dr. Kathleen Donovan- Fall, 1986
  Dr. Frances Everett- Fall, 1986
  Dr. William Frederickson- Spring, 1964
  Dr. Don Helberg- Fall, 1969
  Dr. Peggy Kerr- Fall, 1987
  Dr. David Mitchell- Fall, 1982
  Dr. Judith Wakefield- Fall, 1986
  Dr. Charles Whipple- Fall, 1969
  Dr. Margaret Whittemore- Fall, 1974

*Chair of the Department
PART TWO
DEPARTMENTS
FROM THE
COLLEGE OF
SPECIAL ARTS
AND SCIENCES
ADMINISTRATORS
CHAPTER VII
DEPARTMENTS FROM THE COLLEGE OF SPECIAL ARTS AND SCIENCES

Home Economics Building.

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Library Science was one of the eight departments assigned to the School of Special Arts and Sciences at the beginning of the 1971-72 academic year. At that time plans for that department were to expand library science offerings to meet the needs of the American Library Association for professional librarians. Library Science was the only department in the School of Special Arts and Sciences without a non-teaching option for its students. The anticipated need for a program of this nature did not materialize. Some of the reasons were that the University of Oklahoma's School of Library Science dropped the requirement that students entering their graduate program should have 12 hours of undergraduate library science; there were fewer job opportunities available for a non-teaching degree in library science; and the emphasis on the need for individuals with combined expertise in the areas of school media and library science increased. Therefore, it was decided by the personnel and administrative staff involved that the Library Science Department should be transferred to the School of Education, effective with the beginning of the 1982-83 academic year. The department would become a curriculum specialization area within the Department of Curriculum and Instruction.

Some library science courses were taught at Central State College as early as 1957. At that time L.S. 412- School Libraries and L.S. 492-3-Children's Literature were offered. Their purpose was to provide background information and practical aid for teachers who would be serving as school librarians.
In 1958, library science course offerings were expanded in order to make a minor in the field available to students. These added courses also aimed at fulfilling state certification requirements for public school librarians and providing the basic undergraduate courses required for entrance to graduate study in library schools. These basic courses were also beneficial as background information for people who did not plan to study library science at the graduate level but who wished to work in libraries of various kinds.

Library science courses were taught by a library staff member who devoted half-time to teaching duties until 1962. Mrs. Dorothy Gleason directed the library science program from its inception in 1957 until her retirement in 1972.

Provisional certification for public school librarians was offered to Central State students at the beginning of the 1960-61 academic year. In the spring of 1963, two teachers of library science were assigned full-time teaching duties. Standard certification in school librarianship was then approved by the State Department of Education and was made available to students beginning in the fall of 1963.

An undergraduate degree program was planned which would allow students who wished to be school librarians to obtain their B.S. in Education with a major in library science. This was approved and made operative in the fall of 1966. Also in the fall of 1966 a third faculty member was added. Dr. Frances Alsworth was the first one hired as a full-time library science teacher, and the department was identified as a separate department rather than a part of the library staff.

Since the implementation of a library science major at the undergraduate level, students have been allowed to use library science as a major field on the secondary education option of the Master of Education degree. Also, beginning with the fall of 1972, library science has been available as a major area of the Community Junior College option of the Master of Education program.

The Library Science department grew to a full-time teaching staff of four instructors and one part-time faculty member. Dr. Frances Alsworth chaired the department (one of eight departments in the School of Special Arts and Sciences) from 1972 until 1982, when the department was transferred to the School of Education, Department of Curriculum and Instruction. Dr. Alsworth has served as Curriculum Coordinator for library science since 1982.

The school media program and library science steadily merged courses which had similar objectives. The baccalaureate degree in library science was dropped in 1985, the year that the new certification
went into effect for the Library Media Specialist. The certification attained at the undergraduate level is provisional. Standard certification is granted only at the graduate level for the School Media Specialist.

At the present time there are only two full-time library science instructional staff in the program. There are currently approximately 50 majors, but there is an anticipate increase in the School Media Specialist program because of the provisions of House Bill 1017. In ten years schools will have to employ certificated media specialists on their staff.

Computer assisted instruction and automated library systems are integral components of the school media program. Room 201 in the library science area of the Chambers Library is a computer laboratory for the College of Education, housing ten IBM and ten Apple computers for the use of students through the College of Education.

HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE

It is interesting to note that, according to Francis Corum Oakes, the first physical educator on the Central State campus was a woman: Nina Eugenia Johnson who taught what was sometimes called “physical culture” and also referred to as physical training.” She served the territorial Normal School in that capacity from 1895 to 1902. The first male instructor listed by Mr. Oakes was Boyd A. Hill, who joined the staff in 1903 as “Director of Gymnasium.” Norma Augusta Searing was listed as “Director of Gymnasium” in 1905.

Although there have been many men and women physical educators and coaches who served Central State during the first one hundred years of its existence, there are three who assumed leadership early and continued their commitment throughout their professional careers. Charles Wantland, for whom Wantland Hall was named, joined the Central Staff in 1912 as Director of Athletics for men and Physical Educator for boys. Mr. Wantland was also Dean of Men, as well as Director of Athletics for Men from 1927 until his retirement in 1931. In the fall of 1950, the Year of the Diamond Jubilee for Central State, The Vista reported that five hundred former athletes returned to Central during Homecoming week-end to honor Mr. Wantland. His sister Carrie Wantland, was Physical Director for Girls from 1917 through 1920. She was credited with organizing Central State women for defense during the period of World War I.
The second leader in the field of health and physical education was Miss Emma Plunkett who came to Central State at the beginning of the 1928-29 academic year as Assistant Professor of Physical Education; she continued to be a strong force for women’s physical education and health until her retirement in 1967. The records show that there was at least one assistant for Mr. Wantland and for Miss Plunkett. According to Dr. Virginia Peters, Professor of Health and Physical Education at Central State University, Miss Plunkett’s assistant was always proficient in the area of dance. Dr. Peters is a Central State College graduate and was a student as well as faculty member under Miss Plunkett’s direction.

Dale Hamilton, graduate of Central State College in 1933, taught and coached three years in the public schools of Oklahoma in Cushing, Bristow and Ponca City, and returned to Central at the beginning of the 1936-37 academic year. Claude Reeds was the athletic director and head football coach as well as baseball coach at that time, and he continued those responsibilities until he retired in 1941. Mr. Hamilton’s tenure is one year longer than Miss Plunkett’s (from 1936 through 1976), but his teaching and coaching responsibilities were interrupted by active duty during World War II and the Korean conflict.

There were two separate departments for physical education; the Athletic Director always chaired the Department of Men’s Physical Education and Athletics; and Miss Plunkett (and her successors) chaired the Department of Health and Women’s Physical Education. The titles of the departments denote the philosophical differences between the two areas. From the beginning, the physical education lecture classes (methods, etc.) were combined; at some time during the evolvement of the department as separate entities, there were both male and female teacher in the methods courses. Some of the activity classes were taught by both men and women. The swimming and modern dance classes were always separated. Square dance and folk dance were always co-educational.

After passage of Title IX of the Civil Rights legislation in 1972, plans were under way for combination of the two departments in order to effect compliance. A campus committee was formulated, and the discussion and planning period covered four years: 1972 to 1976. The
combination of the two departments coincided with Dale Hamilton's retirement from the university. Both departments were administered through the School of Special Arts and Science, formed at the beginning of the academic year, 1971-72, just after Central State College was legislatively designated as Central State University. Dr. Asbury Smith was selected to be the first Dean of the School of Special Arts and Sciences. A search and screening committee was activated, and Dr. Virginia Peters, Chair of the Department of Health and Women's Physical Education, was recommended by the committee and appointed by Dr. Lillard to become chair of the combined department, effective at the beginning of the fall of the 1976 semester. At that same time Mr. Charles Murdock was appointed Athletic Director with no responsibility for academic programs.

Dr. Peters had chaired Health and Women's Physical Education since 1973 (replacing Muriel Herbrand who served following Miss Plunkett from 1967 to 1973) and had been coordinator of Women's Athletics since 1958. She continued in that dual position until the time of the change of department chairs in 1980 when Dr. Homer Coker, a non-coaching faculty member, was elected by the faculty and appointed by President Lillard, to the combined department chairmanship, a position he still occupies.

Dr. Karen Dowd replaced Dr. Peters as Coordinator of Women's Athletics for the 1980-81 academic year. At the beginning of the fall 1981 semester, Mr. John Keeley was named Assistant Athletic Director/Women's Programs, a position which he still holds. Mr. John Wagnon replaced Mr. Charles Murdock as Athletic Director at the time of Mr. Murdock's retirement in 1986.

Before Title IX implementation, the women's sports teams were sponsored and organized by the Oklahoma Athletic and Recreation Federation of College Women. On the local campus, the organization was simply called Women's Recreation Association, and it incorporated a lot of student involvement. Women athletes engaged in Intercollegiate Sports Days and played a limited schedule of games. There were no recruitment of women athletes, no scholarships, and no gate fees for events. Later women's sports programs expanded and were administered by the Association of Inter-collegiate Athletics for Women. After Title IX was passed, the NCAA and NAIA became interested in women's athletics. This change was occurring throughout the United States. The directive to combine the two physical education departments and the two athletic departments came from an administrative mandate at Central State University.
The title of the combined department was changed in the fall of 1989 from Health, Physical Education, and Recreation to Health, Physical Education, Recreation and Dance. The mission and scope of the department are considerably expanded from those early physical culture classes in 1895 as well as significantly changed during the last decade. A Bachelor of Arts in Dance was proposed and approved in 1988 by the Academic Affairs Council of Central State University, however, it has not as yet been presented to the Board of Regents. Music Theater, an option under the music degree, is increasing the number of students in dance classes. The curriculum for the Music Theater degree includes History and Philosophy of Dance, Beginning and Intermediate Ballet, Beginning and Intermediate Jazz and Theater, Beginning and Intermediate Modern Dance, and Rhythmic Analysis; all of which is taught by dance instructors in the Department of Health, Physical Education, Recreation, and Dance.

This interdisciplinary approach to Music Theater is making Central State University a leader in the field.

Contrary to public opinion, less than 10% of HPERD majors at Central State University are athletes. The emphasis on training professional educators has dropped off in the HPERD Department. The fastest growing major area is the Bachelor of Science Degree in Physical Education (non-teaching). At the present time about 60 percent of all the majors in the department are in the teaching program. The health degree is stabilized with approximately 35 majors. Effective with the beginning of the 1991 fall semester, a program will be started to meet the needs of people in the health-related fitness professions; this will be a double option in corporate fitness management and recreation management. This is in response to a trend across the nation. The present title will be retained: “Bachelor of Science Degree in Physical Education.” It is multi-disciplinary in nature, including courses in marketing, management, accounting, sociology, chemistry, nutrition, health, physical education, and recreation.

From the time that Central State College became a baccalaureate degree granting institution, the degree in Health and Physical Education was a generalized kind of degree, designed only for teaching and coaching. In 1978 the revised teaching degree, with all its options, was approved by the Board of Regents to become effective in January 1979. Dr. Dorothy Marotte, who began teaching at Central State University in 1975, was responsible for developing the program in adaptive physical education, and this program filled a great void in programs available for physically handicapped individuals.
For 95 years, programs in physical education at Central State University have been developed in response to the needs of the student, the general public and society in general. No department on campus responds to the profusion of needs of today’s society in a more flexible manner than that of Health, Physical Education, Recreation, and Dance. With the continued stress on physical fitness, nutrition, health and fitness in the market place, etc. the expertise of the professionals in the department will continue to be in demand.

**HOME ECONOMICS**

Home Economics has been a part of the curriculum of Central State since 1908. The first faculty member appointed to teach “domestic science” was Hettie Starr, and her tenure continued through 1914. Mary E. Kirk replaced her in that position for a period of two years, 1914-1916, and it was at that time that Miss Olive Thomas was then appointed as an assistant in Domestic Science for her first two years, then as Assistant Professor of Domestic Science for the following two-year period (1918-1920). From 1920 until the time of her retirement, Miss Thomas chaired the Department of Home Economics with the rank of Professor. According to Dr. Gladys Ford Trumbla, department chair from 1957 to 1973, Olive Thomas was a graduate of Oklahoma A. and M. College with a baccalaureate degree in home economics and of Columbia University, New York, where she completed a Master of Arts Degree. She also was a graduate of the Central Oklahoma School of Law in 1939.

There were several assistants listed by Mr. Oakes in his historical writing of Central State. One of these was Star Otto Doyle (Mrs. W.T. Doyle). When Miss Thomas retired Mrs. Doyle became department chair. The Department of Home Economics has been house in four different buildings on the Central State campus. Like all the early programs, the department was located in Old North Tower, Room 301. Home Economics faculty served in a dual capacity; they were teaching Central State coeds to become homemakers and teachers of home economics. They were, at the same time, teaching home economics to junior and senior high school students in the laboratory school. It was reported in THE VISTA during the 1951-52 academic year that a new home economics department had been completed in the basement of Howell Hall. It contained a food lab, sewing lab, fitting groom, living room, and lounge. When Dr. Trumbla became department chair in 1957, the department was still located in the basement of Howell Hall. College enrollments mushroomed, and the
Space occupied by home economics in Howell Hall was needed for science classes. The only place available for the department in 1962 was the basement of Murdaugh Hall. Dr. Trumbla and Mrs. Mary Alice Fisher were the only full-time faculty at that time, teaching 145 students. Their facilities in Murdaugh hall were so crowded that Mrs. Fisher taught Meal Management in her home for one semester. The program continued to grow; additional staff was added, and in 1968 the home economics faculty enjoyed the fruits of their planning and moved into a new building, designed especially for the unique programs of home economics.

The need for staff continued to increase, and in the latter part of the 60s and in the decade of the 70s, many new faculty members were added, most of whom were specialists in their various disciplines, rather than the generalists in home economics who taught for the first 50 years at Central State. Special areas of concentration were: Housing and Interior Design, Fashion Merchandising, Family and Child Development, Food Management and Nutrition, and Home Economics Education (now Vocational and Consumer Home Economics Education). Central State University was approved by the State Department of Education and the State Department of Vocational and Technical Education for teacher certification programs in both Consumer Home Economics and Occupational Home Economics at the beginning of the 1975-76 academic year.

Enrollment data for the fall semester, 1990, lists 207 undergraduate and 71 graduate majors enrolled. At the undergraduate level only 6 percent of the majors are in education. The percentage ranking for all other undergraduate majors is: Housing and Interior Design, 30 percent; Fashion Merchandising, 27 percent; Food Management and Nutrition, 19 percent; and Family and Child Development, 18 percent.

In 1980 Central State University was approved by the Board of Regents for a Master of Science Degree in Professional Services, Home Economics with five areas of specialization. The fall of 1990 ranking of majors enrolled in graduate home economics programs is: Nutrition and Food Management, 33 percent; Human Development, 28 percent; Living Space/Design, 18 percent; Education Competencies, 14 percent; and Textiles, Fashion, 7 percent.

Operated through the Home Economics Department is a Child Development Center for three-and-four-year-olds. The Center is filled to capacity each semester and is open during most of the summer sessions. The purpose of the center is to provide laboratory experiences for the Family and Child Development majors as well as for the Early Childhood majors in the Department of Curriculum and
Instruction, College of Education. There are fewer than 60 schools throughout the United States that are approved for Plan 5, American Dietetic Association, for registered dieticians in food business and hospitals. Central State is one of those institutions.

The faculty size has grown considerably since the first domestic science teacher was employed in 1908. There are presently seven full-time faculty, six of whom have doctorates, and four adjunct faculty, for a total of 8 ½ FTE.

There have also been six different chairs since Dr. Trumbla retired in 1973. Mrs. Lillian Sandlin was interim chair while Dr. Trumbla was working on her doctorate at Texas Woman's University. The two chairs who followed Dr. Trumbla served only one year each: Dr. Wanda Draper, 1973-74 and Dr. Louise McCormick, 1974-75. They were followed by Mrs. Donna Edwards, 1975-77, and Dr. Virginia Lamb who chaired the department from 1977 through 1986. When Dr. Donna Watson retired from Oklahoma State University in 1986, she became chair for a period of four years. Dr. Darlene Kness is currently chairing the department. For the first fifty years, all the faculty members and chairs were generalists; now they are all specialists.

In addition to the areas of specialization in home economics that are available to home economics majors, many Central State University students’ select home economics courses as electives. The marriage course has always been a popular elective choice. Home economics courses in Food Management and Nutrition, Fashion Merchandising, and Housing and Interior Design are required for some of the inter-disciplinary programs between various College of Business Majors and Home Economics majors. The building itself is utilized by groups and organizations across campus for receptions and meetings. Academic programs in Home Economics are designed to meet the needs of the central Oklahoma population area of schools, businesses, and social service agencies. The department provides for the changing needs of a complex society, as reflected by the diverse entities of the greater metropolitan Oklahoma City area.

INDUSTRIAL TECHNOLOGY EDUCATION

The Department of Industrial Technology Education conferred its first degree in 1936. The degree has gone through a series of title changes as the emphasis on "industrial" has evolved. Central State Normal School offered courses in "Manual Training" as early as 1904 with Lee N. Taplan employed as Director of Manual Training. During
a period of 85 years, there have been only eight department chairs. In addition to Lee N. Taplan, the program was headed by: Louis Christian Peterson (1905-1909); Vern O. Wilson (1909-1923); E.L. Chase (1923-1931); Van Thornton (1931-1941); Dr. Asbury Smith (1941-1971); Dr. Loren Smith (1971-1977); and Dr. Emmet Osgood (1977-present).

The department title was changed to Industrial Arts in 1929 and then to Industrial Education in 1970. The current official title of Industrial Technology Education was approved and became effective with the 1989 fall semester. This latest name change is in keeping with the national trend in the field. Oklahoma has been a leader in developing the Technology Education Program for the public schools. Central State University, with the assistance of the Oklahoma Department of Vocational and Technical Education, has provided the in-service training for all the Technology Education teachers in the state since the inception of the program.

In the fall of 1988, when the decision to discontinue the role of the College of Special Arts and Sciences as one of the five undergraduate colleges was implemented, the Department of Industrial Education was assigned to the College of Education. At the same time, the Department of Safety Education and the safety degree options were placed under the auspices of the Department of Industrial Technology Education. With the addition of the Safety Education Degree options, the total Industrial Technology Education degree offerings have increased from five to seven. The non-teaching options are: Industrial Education General, Construction Technology, Industrial Technology, and Industrial Safety. The teaching options include: Safety Education, Technology Education, and Trade and Industrial Education. Recent enrollment statistics indicate that of 185 majors enrolled, 101 are non-teaching majors, and 84 are teaching majors. The largest number of majors in the non-teaching areas is in Industrial Safety; the largest number of the teaching majors is in Trade and Industrial Education.

Dr. Asbury Smith, who retired as Dean of the School of Special Arts and Sciences in 1976, was involved in industrial arts education from the time he enrolled as a freshman student in 1930 until his retirement.
The original Industrial Arts building was constructed during the time that E.L. Chase was department chair, but it was destroyed by fire in 1943. The present building was completed in 1948 and houses the Department of Industrial Technology Education and the University Print Shop. During the five-year period of time when there was no building to house the industrial arts program, classes were taught in the Pioneer Room of the Old Liberal Arts Building. Needless to say, without the facilities and necessary equipment the only classes that could be taught adequately were professional courses and drafting. Industrial Arts classes were discontinued form 1943 to 1946 while Dr. Smith served as a naval officer during World War II. There were no young men on campus, except for the army clerical programs housed on campus during 1942-43. In 1946 and until the new building was completed, industrial arts classes were held in a temporary building, transported from Frederick Air Base, and located just north of the Power House. There was an old run-down sheet metal building immediately south of the power house that was used for woodworking classes, and some drafting classes were held in another temporary building from Frederick, located north of the old stadium.

The present building and equipment for the Industrial Technology Education Department is as different as Computer Assisted Drafting (CAD) is from a drafting board and T-square. In the preparation of technology teachers, modernized curriculum must include the technology of a modern society. The main arena for the development of technological literacy is the classroom. During the last two years, an electronics trainer, a robot, metric 500 track, C-D size computer assisted drafting (CAD) plotter and screen printing press have been purchased. This state-of-the-art equipment provides hands-on experience for students in five of the degree options.

SAFETY EDUCATION PROGRAM

Safety Education, now an integral part of the Department of Industrial Technology Education, reached department status in the spring of 1969. Prior to that time three courses, a total of seven hours, in Safety Education were offered at Central State College. These courses were designed to prepare prospective teachers for Driver and Traffic Safety Education in the high schools. All three of these courses barely provided the state requirements for the certification of teachers. In 1970 a Bachelor of Science Degree program in Safety Education was recommended by the Academic Affairs Council and approved by the Board of Regents. In setting up the new degree program, Central State
Added 13 new courses to the curriculum and revised the three existing courses.

As a result of the new degree program, Central State received a grant of $126,000 from the National Highway Safety Bureau to put the new program into operation. Matching funds were provided by Central State in the form of land, buildings, audio-visual equipment, psycho-physical testing equipment, and one full-time and six part-time staff members to assist the State Department of Education in planning and directing the program. Steve Shepherd, a Central State College graduate who previously coached and taught physical education classes to Central State College students, as well as to the laboratory school students, headed the development of the new degree program and directed the planning and construction of the new facilities.

The driver training center, according to Steve Shepherd, was patterned after the one at the Safety Educational Center in Central Missouri State College, Warrensburg, Missouri. In addition to a driving range, which was built west of the field house, a twelve-place driving simulation set-up and a thirty-place multi-media response facility were constructed. The total complex was designated as the South Central Safety Education Institute and is one of the outstanding facilities of its kind in the entire United States. In addition to the multi-car driving range, the center includes a central office, library, and classroom building, all of which are available to safety educators and service organizations throughout the central area of Oklahoma.

As the program progressed, the need for an industrial safety program became apparent. A Bachelor of Science Degree, which does not lead to a teaching certificate, was proposed and approved by the Board of Regents to become effective at the beginning of the 1979-80 academic year. It now had the largest number of majors from among the four non-teaching degree programs in the Department of Industrial Technology Education.

Following the merging of the Department of Industrial Technology Education and Safety Education in the fall of 1988, the function of the South Central Safety Education Institute has been removed from academic administrative responsibility and is operated as a public service function of Central State University. Dr. Lonnie Gilliland Jr., chairman of the Safety Education Department from 1976-1986, is responsible for the Public Service Activities; Mr. Carl Breazeale is the Curriculum Coordinator for the program of Safety Education in the Department of Industrial Technology Education. Dr. Lonnie Gilliland, Sr. was an early-day safety educator in the Oklahoma City schools and
at Central State University. He continued, after retirement from Central State University, to assist with the public service activities of the South Central Safety Institute.
"Gothic" tree lined walk to Old North, 1932.
PERSONALITIES

From the beginning days of the Territorial Normal School until the middle 20s, the major responsibility for the training of teachers rested with the president of the institution or the Director of the Laboratory School. At the beginning of the 1923-24 academic year Mr. L.B. Ray, who directed the activities of the Laboratory School from 1917 through 1923 was, according to Mr. Oakes "denominated" to head of the Department of Education. University records show the following individuals as department chair, division chair, school dean, or college dean from 1923 to the present time:

1923-1951 ......................................LB. Ray, Chairman, Department of Education
1951-1960 ......................................E.C. Hall, Chairman, Department of Education
1960-1963 ......................................Leonard W. Cox, Chairman, of the Education and Psychology Division
1963-1969 ......................................Harrison Way, Chairman, Division of Education and Psychology
1969-1971 .....................................Edgar Petty, Director, Division of Education and Psychology
1971-1984 ......................................J. Dale Mullins, Dean, School of Education
1984-1987 ......................................J. Dale Mullins, Dean, College of Education
1987-Present .................................Kenneth Elsner, Dean, College of Education

When accreditation and other responsibilities required the addition of an additional administrator, a staff position was added. The first person to hold that position was:

1981-1990 ......................................Gladys B. Dronberger, Assistant to the Dean School/College of Education

Although there were specialists in all program areas, it was not until the institution became a university in 1971 that there were clearly
defined departmental responsibilities within the school. The planning took place while Dr. Edgar Petty served as Director of the Division of Education and Psychology and was implemented by Dr. J. Dale Mullins, the first dean of the School of Education at the beginning of the fall semester, 1971-72. The first department chairpersons were:

- Department of Reading ……………………..Ernest Jones
- Department of Guidance and Counseling ………Engel Grow
- Department of Elementary Education ………Terry Horton
- Department of Psychology …………………..Bill Frederickson
- Department of Special Education …………..Bill Van Osdol
- Department of Secondary Education ………Charles Douglas
- Department of Administration and Student Teaching …………..Gene McPhail

When the vocational teacher education program progressed to department level by the beginning of the 1972-73 academic year, the eighth department was established:

- Department of Vocational and Technical Teacher Education …………..Lucille Patton

These eight identified departments provided the focus for the School of Education from 1971 through the 1981-82 academic year. At that time the School of Education merged the existing eight departments into four:

- Department of Curriculum and Instruction ………Terry Horton
- Department of Psychology and Personnel Services ………….Michael Knight
- Department of Administration, Vocational, Adult, and Higher Education ………….J. W. Weatherford
- Department of Professional Teacher Education ………….Kenneth Elsner

Profiles of these 17 "first-time" program administrators (including the chief administrators of the total professional education program) have been made a part of this history.
According to the September 8, 1916 issue of the *Vista*, Professor L.B. Ray joined the staff of Central State Normal School at the beginning of the 1916-17 academic year to have charge of the work in Pedagogy. He came to Central directly from George Peabody College for Teachers, Nashville, where he had been pursuing graduate work. Professor Ray was a graduate of an Indiana Normal School and Indiana State University. He had completed the credits in Peabody College for the A.M. degree. He brought to Central Normal School experience in grade schools and in city superintendency. He had also conducted institutes in both Indiana and Kentucky.

In the 1917 Bronze Book, L.B. Ray was listed as B.S., A.B., Pedagogy, in charge of the work in Pedagogy. "He has been with us but a year, yet he has shown himself in that time to be a man of more than ordinary scholarship. One of the subjects in which he is most deeply interested is the needs of the rural school, and along this line he is helping to spread the gospel which will soon bring the rural schools into their own." He was listed in the Bronze Book as Director of the Training School.

The professional education staff section of the 1918-19 Quarterly Bulletin of Central State Normal School listed Professor Ray, Professor Nihart, Professor Murdaugh, and Professor Matthews. Classes listed for that year were: Observation and Teaching, Pedagogy and Philosophy of Education, Psychology, and the History of Education. Professor Ray was listed as Director of the Training School which consisted of eight grades and kindergarten. In the Training School at that time two grades were taught in each room with a critic teacher in charge who "teaches and directs the class work. The objective of the Training School is a laboratory where students may put important educational theory into practice."
All sources used in the compilation of this history indicate that there was no separation between the training/laboratory/demonstration school and the entire program of professional education from the very beginning of the Normal School until Mr. Ray was "denominated" from responsibility in the laboratory school to become Chairman of the Department of Education. The April 24, 1928, Vista reported the "department of education to have a staff of twenty teachers for the summer session with Professor L.B. Ray continuing as head of the department." In the summer 1928 session, one of the main features was a special course in "Administration and Supervision," conducted by nine of Oklahoma's foremost city superintendents. These superintendents were from Tulsa, Oklahoma City, Sapulpa, Enid, Blackwell, Chickasha, and Muskogee.

There was a retirement reception, hosted by President Chambers, on May 17, 1952, for Francis Corum Oakes, Emma Estill Harbour, Louis B. Ray and Margaret Cummings Derrick, to which students, faculty, and other friends of these teachers were invited. The Vista on May 13, 1952, reported Mr. Ray as "Chairman of the Department of Education, who had taught at Central since 1916. He received his Bachelor of Science Degree from Central College, Danville, Ohio, in 1908; Bachelor of Arts Degree from Indiana University in 1911, Master's Degree from George Peabody College in 1921, and did graduate work at the University of Oklahoma in 1946."

The 1950-51 Central State College bulletin listed student expenses as $33 per semester. The degrees available to students were A.B. in Education, B.S. in Education, plus Bachelor of Arts and Bachelor of Science degrees which did not lead to teaching certificates. At that time 21 hours of education and psychology were required for baccalaureate degrees in education. Required courses were Principles of Education and Oklahoma School Law, 3 hours; Observation and Practice Teaching, 6 hours; and 12 hours to be selected from: 312 Educational Psychology, 323 Psychology of Childhood and Adolescence; 313 History and Philosophy of Education, 342 Methods of Teaching English in the Elementary Grades, 392 Principles of Secondary Education, and 333 Educational Tests and Measurements. The major consisted of from 20 to 48 hours with a 12-hour minor. Courses also available to Education majors were: 402 Psychology of Exceptional Children, 3163 Audio Visual Education, and 462 Vocational and Educational Guidance. Organizations for education majors were Future Teachers of America and Kappa Delta Pi.

The 1950-51 bulletin listed 19 education professors, but 11 of these were assigned to the Demonstration School. E. C. Hall, who
succeeded Mr. Ray, was employed at the beginning of the 1950-51 academic year.

**DR. E. C. HALL, CHAIRMAN, DEPARTMENT OF EDUCATION, 1951-1960**

Dr. E.C. Hall, who completed his Bachelor of Arts, Master of Arts, and Doctorate of Education at the University of Oklahoma, served his first 11 professional education years as a principal and superintendent in Oklahoma, 1928-1939. He also was an undergraduate student at Bethany Nazarene College (now Southern Nazarene University) and received the Outstanding Alumni Award from that institution.

His college teaching and administrative experience spanned a period of 28 years. He taught mathematics at the University of Oklahoma from 1939 to 1950. He replaced L.B. Ray as Chairman, Department of Education, Central State College in 1950 and continued in that position until 1960. He was at the same time (1954-1960) director of the graduate program until his retirement in 1967.

Dr. Hall was very involved in education at all levels. He was an active member of Oklahoma Association of School Administrators, Oklahoma City Education Association, National Education Association, Oklahoma Education Association, Kappa Delta Pi, and Phi Delta Kappa. He served as NEA Director, worked with Rural Education in Oklahoma and chaired Oklahoma TEPS Commission. He also chaired the Oklahoma Education Association Education Policies Commission and the Oklahoma Curriculum Improvement Commission.

Dr. Hall served as Chairman of the Department of Education during the time that the program was becoming diversified, and professional educators were being added constantly to the staff.
Dr. Cox was born in Lincolnville, Oklahoma, and received his B.A. Degree from Oklahoma Baptist University in 1935. His Master of Education Degree was completed at the University of Oklahoma in 1936, as was his Doctor of Education Degree, 1940. He was known throughout the state as the "father of special education." He taught and served as principal at Coweta before coming to the State Department of Education in Special Education in 1949.

He edited state educational journals on special education and published articles on guidance and special education. He also served on the Commission of Research and Service for the North Central Accrediting Association.

When Dr. Cox died at the age of 53 it was stated that his interest in special education was reflected in the newly remodeled Old North Tower. The speech and hearing clinics for the handicapped as well as the developmental and remedial reading programs owe much to his support and guidance.

At the time of Dr. Cox's death, Bob Mooneyham, Class of 1960, wrote a tribute to him which appeared in the Vista. "Dr. Leonard Cox was many things to many people. He was a source of counsel when in need, a source of constructive criticism to students and faculty members alike, a technical advisor to educators everywhere, an administrator, a teacher, and because of his strong faith in God an example to all men. He will long be remembered for his loyal service to the Oklahoma City School System, for his contributions to the Oklahoma Education Association, his tenure in the State Department of Education, and his outstanding work at Central State College."
Dr. Harrison Way came to Central State College in 1954 as Associate Professor. He remembered that the Master of Teaching Degree was initiated the summer prior to his arrival. The staff at that time consisted of E.C. Hall as chairman; Florrie Wilson as Director of Student Teaching, Loren Snelson, Marita Handley, Mr. Elmer Petree, and himself. Methods teachers made up the remainder of the staff; these came from the laboratory school which was housed on the first floor of Old North.

Dr. Joe Jackson was Academic Dean; Dr. Max Chambers was President. Faculty meetings were held in the Old Liberal Arts Building, third floor, Room 305, which was never full when the entire campus faculty was present. Student enrollment was roughly 1,350. Graduate courses were offered on Saturday mornings (8:00 to 10:00 and 10:00 to 12:00) and on Monday evenings, all were two-hour courses. It was a common practice to have a 16-hour teaching load plus the graduate classes.

There was a faculty committee which tested and scored the College Entrance Test; they also gave the English Test and the Achievement Test for Mathematics, Science, Social Studies, and Literature. These were scored, and the results were given to those who helped during enrollment.

Dr. E.C. Hall became Graduate Dean, and Dr. Leonard Cox became Department Chairman. Education was a division by then. In the summer of 1963 Dr. Cox became ill and Dr. Way's division chairmanship started September 1963 and lasted to August 1969, when he took leave to go to Memorial University of Newfoundland to set up a Master's program in Guidance and Counseling.

When Dr. Way came to Central State in 1954, he was Director of Testing and continued the testing service with close to a full load of teaching duties besides until 1959. About that time Dr. Virgil Hill was hired to coordinate the testing and counseling. Sometime in 1954 the
education program became a division with the various departments emerging from 1954 to 1962.

In 1954 General Psychology and the Mental Health courses were a part of the curriculum; gradually additional courses were added and then the Department of Psychology came into being. There was Survey of Special Education taught in 1954; then gradually other courses were added, and the Department of Special Education came to be. Similarly the remaining departments followed the development of the methods courses in Elementary and Secondary Education. Dr. Lillian Ivey was the first director of the Speech and Hearing program; Dr. Gene Hensley was the first director of Special Education. The enrollment began to jump in 1959 to well over 12,000 in the late 60s.

An interesting note is that appropriations were always based on the previous year's enrollment, so each increase of 1,000+ per year had to be carried on appropriations from the previous year. It was never possible to catch up until the enrollment stabilized.

**DR. EDGAR LAWTON PETTY**
**DIRECTOR OF THE DIVISION OF EDUCATION AND PSYCHOLOGY**
**1969-1971**

Dr. Edgar Petty joined the professional staff of the Division of Education and Psychology as an Associate Professor of Educational Psychology at the beginning of the fall semester, 1968. He came to Central State College from Eastern New Mexico University where he had served six years (1962-1968) as Associate Professor of Psychology and Education (his last two years) and Assistant Professor of Psychology and Education, as well as Chairman of the Psychology Department for the four previous years.

His public school experience was in the Oklahoma City system, beginning in 1953 as science teacher, Southeast High School and continuing throughout the 1958 school year when he began working on a doctorate at the University of Oklahoma. While a graduate student he taught professional courses in the College of Education, University of Oklahoma, and pastored two different churches as an interim pastor. He also taught some professional
education courses at Central State College during this period of time (1958-1962).

At the time Dr. Petty assumed the responsibility for the Division of Education and Psychology, there were approximately 30 faculty members. His administrative service immediately preceded the time of Central State becoming a university, and changes were being made toward university level organization into a School of Education. In 1969 there were only three departments within the Division of Education: Education and Student Teaching, Psychology, and Special Education. The charge given to him by President Godfrey was to divide these three major areas into more easily defined departments in order to meet the rapidly changing needs of professional education. The problem was that each department should have at least five faculty members. The end result was that the School of Education was, with a great deal of apprehension on the part of the faculty, divided into seven departments and one supervisory unit, as follows:

1. Elementary Education
2. Secondary Education and Professional Sequence
3. Educational Administration
4. Education Counseling and Guidance
5. Special Education and Speech and Hearing
6. Reading and Reading Clinic
7. Psychology
8. Office of Student Teaching

Special Education had been a separate department because of the organizational need for securing special funding for training special educators. Dr. Petty credits Dr. Earnest Jones with making great progress toward adult literacy. Dr. Jones encouraged Dr. Dale Jordan to look into the problems that adults were having with reading. Dr. Jordan developed a textbook on dyslexia and became an authority in that area. Another area in which expertise emerged during Dr. Petty's administration was that of Early Childhood Education with Dr. Nelda Ferguson and later Dr. Mari Scott and Dr. Ruth Taylor assuming leadership roles in the program.

The two years during which Dr. Petty served as Director were very productive for receipt of grants for various programs in the Division of Education. Activities during those two years included:

1. Receipt of an Early Childhood Education grant to establish core courses for specialization in Early Childhood and Kindergarten teaching which provided faculty and student stipends.
2. Contract with Oklahoma City Community Action Programs to educate teachers and teacher aids for Oklahoma City Project Head Start.

3. Cooperative contract with University of Oklahoma and Oklahoma City Public Schools to educate teacher corps student teachers which included faculty and student stipends.

4. Contract with the Oklahoma State Department of Adult Basic Education and the U.S. Offices of Education and Labor to prepare curriculum for Adult Basic Education Teachers and Counselors and to provide summer workshops.

5. International Business Machine grant to establish a school-based reading and writing program at the Elementary School level and to research the outcome using IBM dictation machines and electric typewriters.

6. Continuation of the federal grants in Special Education which provided funds for faculty and student stipends as well as laboratory experiences in Educating the Mentally Retarded, Emotionally Disturbed, and Learning Disabled students.

7. Writing and submission and approval of a proposal to the State Department of Vocational and Technical Education for the establishment of the vocational teacher education program in the Allied Health area at Central State.

In addition to the revision and addition of programs as the result of receipt of grants, two other significant changes came about during the two years that Dr. Petty served as division director:

1. The addition of the field experience in the Introductory Course in professional education and the use of the team teaching approach to the teaching of this course.

2. Dr. Leonard W. Cox. The establishment of school based teacher education which combined the professional sequence courses in Adolescent Psychology, Educational Psychology, and Educational Measurements and Evaluation with student teaching. C.S.C. faculty provided the instruction and supervision in two middle schools in the Oklahoma City Public Schools.

Dr. Petty returned to the classroom in 1971 when Dr. Dale Mullins became the first Dean of the School of Education, Central State University. From the fall of 1971 until his retirement in 1986, Dr. Petty continued to serve the School of Education and College of Education as professor of psychology and personnel services, and chair, and later
Dr. J. Dale Mullins

Dr. J. Dale Mullins joined the faculty of the Division of Education and Psychology at Central State College as a full-time member in the Fall of 1962. He served as a teacher and coach, counselor and Assistant Principal in the public schools of Oklahoma for 14 years prior to that time. He was at Burns Flat High School in Washita County for four years; Southeast High School in Oklahoma City for eight years and at Franklin D. Roosevelt Junior High School in Oklahoma City for two years. He held a Bachelor's degree from Southwestern State College, and a Master's and Doctorate from the University of Oklahoma. At Central he taught Psychology and Education courses and served as Director of Student Teaching from 1964 to 1968.

In 1968 Dr. Mullins took a two-year leave of absence to serve in a program called Teacher Education in East Africa and was assigned to the Dar es Salaam College in Dares Salaam, Tanzania. There he taught education courses, supervised student teachers and was Chairman of the Department of Education. He returned with his family to Central in the Summer of 1970. During the 1970-71 school year, he taught education courses at the undergraduate and graduate levels and supervised student teachers. In the Spring of 1971, Central State College was renamed Central State University. President Godfrey announced plans to organize the academic departments into Schools and accepted applications for the positions of Deans. Subsequently, Mullins was
appointed Dean of the School of Education effective July 1, 1971. He served in that capacity for 16 years until his retirement in 1987.

During his tenure many program changes were made, and new programs were added as recorded in the History of the College of Education. He served two terms as President of the Oklahoma Association of Colleges for Teacher Education during the time when major reforms were occurring. The most notable reforms were incorporated in the drafting, passing, and implementation of House Bill 1706. He was primarily responsible for reorganization of the School of Education 1983 for the purpose of addressing and implementing the reforms and complying with new NCATE standards. He was elected to a three year term as an at-large member of the Board of Directors of the American Association of Colleges for Teacher Education.

He was a leader in developing International Education activities on campus and developed an exchange program in Seoul, Korea. On his retirement in 1987, he and his wife moved to Seoul, and both taught English conversation classes at the Daewon Foreign Language High School. He returned to Edmond, Oklahoma in 1989 and continues to do consulting work for the Daewon School and assists in recruiting teachers. He has been given the title of Honorary Principal of the school.

He resides in Edmond with his wife Cassy when he isn't traveling to Korea, Africa, and other parts. He has two sons, Larry, a Clinical Psychologist at St Anthony Hospital in Oklahoma City and Gary, an Agricultural Economist now working in Mombase, Kenya. Two grandsons (Larry and wife Patti) require considerable supervision and attention.

DR. KENNETH ELSNER,
FIRST CHAIRPERSON,
DEPARTMENT OF PROFESSIONAL TEACHER EDUCATION, DEAN,
COLLEGE OF EDUCATION, 1987 TO PRESENT

Dr. Kenneth E. Elsner, who was a special lecturer at Central State University during the 1971-72 academic year, joined the School of Education staff in 1975 as the Director of Student Teaching. When the School of Education was reorganized in 1982 into four comprehensive departments, he became the first chairperson of the Department of Professional Education.
Dr. Elsner is a product of the Oklahoma Higher Education system. His baccalaureate degree with a major in biology was completed at Oklahoma Baptist University. Both his Master of Education and Doctorate of Education degrees were completed at the University of Oklahoma. He has also been a graduate student in the area of Professional Development at Ball State University.

His responsibilities as Chairman of the Department of Professional Education included coordinating admissions into the teacher education program, coordinating registration for curriculum exams, assigning and supervising student teachers, supervising a large staff of professional educators who serve on entry-year visitation and evaluation teams, and supervising the responsibility for certification of beginning teachers and certification renewals.

Dr. Elsner was appointed, effective July 1, 1987, as Acting Dean of the College of Education, replacing Dr. Dale Mullins at the time of his retirement. Several of his colleagues told him that if he acted as he should that he might be named Dean, and that came to pass effective July 1, 1988.

The size of the College of Education was expanded from four departments to seven at the beginning of the fall semester, 1988-89. These departments were formerly assigned to the College of Special Arts and Sciences from its inception in 1971, at the time Central State became a University and five undergraduate Schools were formed. The discontinuance of the College of Special Arts and Sciences was administratively determined to become effective in 1988. The three departments are: Health, Physical Education, Recreation, and Dance; Home Economics, and Industrial Technology (which also incorporated the former department of Safety Education). Since the Department of Library Science was assigned to the School of Education in 1982, the net result of former College of Special Arts and Sciences departments now functioning as viable entities of the College of Education actually numbers five.
DR. GLADYS B. DRONBERGER
FIRST ASSISTANT TO THE DEAN,
COLLEGE OF EDUCATION
1981-1990

As a 1950 graduate of Central State College, Dr. Dronberger, along with two other students, was recruited to go to Minneapolis Public schools by the superintendent who was facing unrest and strikes among his teaching staff. Neither he nor the CSC students lasted beyond the turbulent year of 1950-51but the students, Dronberger at least, learned many valuable lessons. Back in Oklahoma, Dronberger was a primary teacher and elementary counselor, finished an M.Ed. in Guidance and a Ph.D. in Educational Psychology and Reading at the University of Oklahoma, and worked at the State Department of Education in the mid 70s, the heyday of Federal Programs.

Employed in 1978 by the C.S.U. Department of Guidance with Dr. Edgar Petty as chair, her experience with editing the accreditation report at O.U. was tapped the first year. Three years later in the search for an assistant dean, her experience at O.U. and the State Department in planning, research and evaluation did not go unnoticed. Her contribution to the college has been acknowledged in this history. After service as Assistant Dean, Dr. Dronberger is working as Director of the Reading Clinic and as a faculty member on the Curriculum Committee for Guidance.

As editor of this history of education at Central, I would like to switch to a first person account of what it was like to be a student at Central State College from 1947 to 1950. As these pages have unrolled before my eyes, a picture of those experiences has emerged. In 1947, a freshman could not have realized that it was a pivotal time in the history of Central. Getting back into full operation after World War II, it still had faculty who had been mainstays since the teens and twenties. New, young faculty members were to be in place until I returned as faculty in 1978. It was a time not unlike now, in the late eighties and early nineties, when a cadre of faculty is being replaced.

All my growing up years I heard from my parents that I would attend college; there was no question as scarce depression funds were put away for that purpose. Both parents had attended Central although they didn't get to finish, and they told stories about Lucy J. (Hampton) and other people and experiences. When they brought me to Edmond, I arrived on a campus bounded by Thatcher and the old tennis courts on the east, the physical plant, Wantland and Mitchell
Halls on the south and Old North and Murdaugh on the north. Neat frame homes that no longer exist surrounded the campus. The football field was in the center, visible from my dorm room on the third floor, south east wing of Murdaugh. The Industrial Arts Building was new, and there were four small white frame houses, where the music building now is, that were used for music studios. English and science classes were in the Administration Building which is no more, and education classes were on the first floor of Evans. The Lab School occupied Old North although art classes were held in the fourth floor studio, a large almost unfinished space. It was a short walk to any place, and during the winter, the steam tunnels under the walks kept the snow and ice melted.

Campus life was like a small community because there were a thousand plus students who spent many weekends at school, and who had very few cars to be elsewhere. The returning veterans gave a distinct character to the student body. For an idealistic high school girl, their service-learned survival techniques such as "don't volunteer" were an education. We did not realize that we were fortunate to have classes with the likes of L.D. Ray who taught nature Study for education majors. We thought it amusing that we all came to college to major in a subject area, and we all wound up as teachers. We took our Early and Modern Civilization with Hampton who was now the dignified "L. Jeston" instead of Lucy J. True to her advertisement, she favored the young men, she intimidated us all, she opened our eyes, she went on and on about Woodrow Wilson whom she had known, and she sent us out across the campus looking for Gothic arches. We, blind as we were, did not see them in the stately old elms that bordered both sides of the brick walk which still extends west from Old North.

We had a vivid course in Oklahoma History from the young Joe Jackson, who figures prominently in the pages of this history. We took tests and measurements from Roland Beck who was amazed if any of his students could compute basic statistics. We took English with Grady Watkins, and Science with Ethel Derrick. We did our observation and very brief student teaching with Willie Milam or Loren Snelson or others mentioned in this book. My student teaching was two thirty-minute lessons, scant preparation according to today's standards. It made the first year of teaching very traumatic.

Many of us had campus jobs; much of the janitorial work was done by students. We took an entrance exam, and I think that I was placed to work in the library based on those scores. The library was on the second floor of Evans and had closed stacks; student workers went to
get any books requested. The present restoration and use of Evans for archives is a slice of nostalgia. Student workers earned about forty cents an hour.

When we weren't in classes or working, we participated in clubs; Shakespeare, Criterion and Triumvirate were for the girls. Much to my amazement when I came back to campus, the characteristics of these clubs was still extant in their descendant sororities. In those days there were the sweet scholarly girls, the wild party girls and the sober working girls. Obviously, this is a generalization that should not be spelled out further; however, the durability of campus folklore is an interesting observation. There were many other campus organizations built around special interests. One of them was Kappa Delta Pi, the education honor society, presided over by Winifred Stayton, who believed that students with the prerequisite grade point ought to be able to memorize the ceremony. We did not argue; we memorized.

The size of the student body and the lack of mobility made it much more likely that students became active in the town. Many of us attended church and other events such as the rodeo in the town. We did our shopping on Broadway, the "main drag". A nice break was to walk to the corner cafe at Broadway and First for a piece of chocolate cake. Some of us were not so innocent and were well aware of other hangouts. Or we took in a movie at the Broncho Theater located under the hospital or, if under duress, at the Gem Theater, familiarly known as the Germ. We could take a commuter bus to Oklahoma City and Guthrie or ride bus lines to any town or city.

Central was still operating as a small institution. A.G. Hitchcock, the register, kept all records and did all advisement. I remember my session with him. I was in awe, but he relieved my anxiety by saying that I was fine because my high school was a good school. Marita Handley was first dorm mother and then Dean of Women. She probably was not as formidable as we perceived her to be. We all attended ball games coached by Dale Hamilton, and we knew the songs and yells. We all took physical education, the girls with Emma Plunkett who had been my mother's teacher.

We attended assemblies and gave concerts and recitals in Mitchell Hall where Acee Blue Bagel’s murals enlivened the walls. We saw our friends married in the Y Chapel, where the pews were carved and the windows were designed by students and the walls were covered with tiles made by lab school children. We all ate in the cafeteria in the basement of Murdaugh Hall. If we finished by 1950, we walked away with a Life Certificate which is still good to teach in Oklahoma.
Dr. Ernest Jones came to Central State College from Northeastern State College in 1956. Dr. W. Max Chambers, president, invited him to come to Edmond for an interview regarding the establishment of a reading department. It was to contain a reading clinic for the training of reading teachers as well as classes for incoming freshmen who were in need of instruction in reading and study techniques. The reading staff in 1956 consisted of a student secretary and Dr. Jones. His first client came from Oklahoma City three days a week in the late afternoon. During the summer of 1957, as the result of some publicity in local newspapers, four sections of reading instruction for elementary children were begun. The clinicians for these three sections were elementary teachers who were enrolled in graduate classes at Central State College.

In the fall of 1957, the program was moved to the basement of the old library in order to vacate Old North Tower, scheduled to undergo renovation. The reading program operated from the Library until the renovation was completed. During that period of time, both the professional staff and the clientele increased. When the new quarters were completed in the west half of the Old North Hall basement, there was a reception area with adjoining store room and two staff offices. A hall led to a third staff office and five small classrooms which accommodated four clients and a clinician each. These doubled as offices. Beyond was a projection area and a large classroom used for college classes in developmental reading. In this setting the staff grew to include a full-time secretary, two student secretaries, three diagnostics, and five clinicians. The clientele grew to 40 during the winter sessions, and the activities were scheduled on Monday, Wednesday, and Friday. Soon classes were scheduled on Tuesday and Thursday for the students who needed less motivation. The summer enrollment expanded to an enrollment of 80, meeting in four sessions from 8 a.m. until noon. During this time the college developmental classes were meeting in large, well-equipped classrooms.

The eventual outreach of the program included Adult Speed Reading evening classes in the Public Library in Oklahoma City, Developmental Reading Classes for prisoners and staff at the Federal Reformatory at El Reno, and three years of statewide clinics held on Saturdays throughout Oklahoma.
Dr. Jones retired from Central State University in 1972. He is enjoying his retirement in California. He was succeeded by Dr. Dale Jordan as Department Chairman; then later by Dr. Bette Roberts. The Department of Reading is now a part of the reorganized Department of Curriculum and Instruction; but the reading clinic and professional classes scheduled through the reading program continue to be a very important part of the offerings in the College of Education.

DR. ENGEL E. GROW,  
FIRST CHAIRPERSON,  
DEPARTMENT OF GUIDANCE AND COUNSELING

Dr. Engel E. Grow joined the staff of the Division of Education at Central State College at the beginning of the 1965-66 academic year. His teaching experience from 1955 to 1965 included that of elementary science teacher and coach; high school and junior college business teacher, counselor, and Chairman of the Business Education department and Director of Admissions and Counseling Practicum at Drury College, Springfield, Missouri.

Dr. Grow's 25 years of service to Central State University's College of Education included coordination of the entry-year teacher assistance program, director of the master's degree program in Counseling Psychology, director of the School Counselor Program, and for six years Chairman of the Guidance and Counseling Program.

The department of guidance and counseling was established in September 1971 with Dr. Engel Grow serving as Chairperson. The department's primary role was to prepare elementary and secondary school counselors, visiting school counselors and school psychometrists. Also, a master's degree in guidance and counseling was administered by the department. The department grew in student enrollment and curricular offerings during the decade of the 1970's. At one time, 66 percent of the school counselors in Oklahoma County and approximately ten percent of all Oklahoma school counselors were C.S.U. graduates.

A major strength of the guidance and counseling department was the faculty. The counselor education faculty had earned doctorates in guidance and counseling or related fields. One visiting accreditation committee reported that "the core school counselor faculty are well prepared academically, appropriately credentialed, and each have had public school counseling experience." The department faculty
members were: Dr. Gladys Dronberger, Dr. Engel Grow (chairperson), Dr. Donald Helberg, Dr. Richard Mitchell, Dr. Dale Mullins, Dr. Edgar Petty and Dr. Gene Russell.

Other significant features were the department's history of service to practicing school counselors through offering appropriate workshops and the participation of faculty members in staff development programs in the public schools.

The college of Education was reorganized in 1982. The Department of Guidance and Counseling became a component of the Psychology and Personnel Services Department, and in 1991 a part of the Department of Professional Teacher Education.

**DR. TERRY HORTON,**
**FIRST CHAIRPERSON,**
**DEPARTMENT OF ELEMENTARY EDUCATION,**
**FIRST CHAIRPERSON,**
**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

Dr. Terry D. Horton has the distinction of being the only member of the professional staff, College of Education, Central State University, who has had the responsibility of serving as first chairperson of two departments which had evolved from two major reorganizational plans.

When Central State College was renamed and reorganized in 1971, the Department of Elementary Education was one of the seven departments developed prior to the reorganization implementation. In the major reorganization which culminated in 1982, the Department of Curriculum and Instruction emerged from the combined departments of Early Childhood Education, Elementary Education, Special Education, Bilingual Education, Speech Pathology, Reading, and Library Science. Dr. Terry Horton was chosen to head the Curriculum and Instruction Department assisted by curriculum coordinators representing each of the major areas. This was, as might be imagined, a traumatic joining of several autonomous departments, and harmony was not established easily. Dr. Dale Mullins, Dean at the time of the reorganization of the College of Education, gives Dr. Horton much of the credit for the level of harmony which came to prevail following the reorganization.
Dr. Horton is not a native Oklahoman. All of his preparatory and professional education was completed in the state of New Mexico. He graduated from Eastern New Mexico University in 1958 with a B.A. degree in Secondary Education and Social Studies. His Master of Education Degree was also completed at Eastern New Mexico University in Elementary Education and Administration. He completed his Doctorate of Education at New Mexico State University in 1969 with majors in Curriculum and Instruction. It was after the completion of his Ed.D. that he joined the Division of Education at Central State University.

Dr. Horton's elementary school teaching experience, was in Clovis, New Mexico and at Merced, California. His professional experience also includes two years as Assistant Director of Teacher Education and Certification for the State of New Mexico. He is still actively involved in professional teacher education at Central State University but has not been department chairperson since 1986. In addition to his teaching responsibilities, he supervises entry-year and student teachers.

**DR. WILLIAM FREDERICKSON**

**FIRST CHAIRPERSON**

**DEPARTMENT OF PSYCHOLOGY**

Dr. William Frederickson brought to the Division of Education, Central State College, a unique background and orientation when he joined the staff as the first chairman of the Department of Psychology in February 1964. His teaching experience had been in higher education. Almost, without exception, education professors had been either teachers or administrators in secondary or elementary schools. In most cases that experience had been in Oklahoma. Frederickson's baccalaureate degree was in mathematics from Willamette University, Salem, Oregon, his master's degree was in psychology from Baylor University, and his doctorate is an Ed.D. from the University of Oklahoma with a major in educational psychology and measurement. He was employed in 1964, three years before he completed his doctoral program at O.U., to teach statistics and experimental psychology. Dr. Frederickson chaired the Department of Psychology from 1964 to 1982, at which time the School of Education was reorganized from seven departments to four, and the Department of Psychology became the Department of Psychology and Personnel Services. He has never chaired the new combined department but has continued to serve as professor of psychology.
Psychology commenced as a major at CSU in the Fall of 1963 under the direction of the Chairman of the Division of Education and Psychology, Dr. Harrison Way. Thirty hours were required for a major plus eight hours of foreign language and a four hour lab science as part of the students' general education requirements. The latter requirements were dropped in the late '60s with the general feeling that it was better that faculty within the department of psychology decide whether a student remained as a major rather than faculty within other departments. Originally, seven courses (General Psychology, Psychological Statistics, Experimental Psychology, Psychology of Personality, Abnormal Psychology, Psychology of Learning, and History of Systems of Psychology) were required with nine hours of elective Psychology completing the major.

In the early seventies, Physiological Psychology and Psychological Tests and Measurements were added as required courses on the major. Also, the university moved away from the graduation requirement of a double major or a major and two minors and replaced it with a single major requirement that could encompass as many as 54 semester hours. At that time, Psychology developed the following pattern: 30 required hours (the same 21 required hours as listed above with Psychology and Psychological Tests and Measurements, History of Psychology and Physiological Psychology), nine elective hours of psychology and 12 hours from the four supportive academic areas of Education, Philosophy, Math/Science and Sociology with a minimum of two hours from any one area. Other curricular changes in the seventies were that Applied Psychology was changed to Principles of Organizational and Industrial Psychology; an Introduction to Clinical Psychology was added to the curriculum, and Systems and Theories of Psychology was changed to Advanced General Psychology.

When the first master's program in psychology was proposed, the graduate dean, Dr. Bill Fisher, appointed a committee with Dr. Frederickson as chair. It was actually a counseling and guidance non-teaching master's program; the college was not allowed, at that time, to add a new master's degree. Students who were in teacher education programs could qualify; the North Central Accrediting Association agreed to the name change, and it became Counseling Psychology. Also, during the seventies, certificate programs in School Psychometry and School Psychology were developed under the tireless direction of Dr. Fay Catlett.

Now there is a Master of Arts and a Master of Education. The Master of Arts was the only master's degree that was sent during the eighties to the Regents for Higher Education for approval. The
student requirement was a minimum of 900 on the Graduate Record Examination. It is, in Dr. Frederickson's opinion, a very solid program that requires a thesis. Today the Master of Education Psychology degree is now called the Master in Community Psychology.

In the early eighties two computer related courses were added to the curriculum: Computer Applications in Education and Psychology and SPSSX. In 1982 Dr. Mike Knight assumed the role as Chairperson of the Department Psychology and Personnel Services.

Dr. Frederickson feels that at the present time Central State University has a really good reputation for Bachelor of Arts and Master of Arts degrees in Psychology. Each time the program improved, people did not turn away; instead, more students with better backgrounds were attracted to the programs. The faculty in Psychology always developed preparatory programs; their purpose was for the program to be a preparatory for professional psychologists as well as pre-medical, pre-dental, pre-law, etc.

As a professor in the Department of Psychology and Personnel Services, Dr. Frederickson serves on many campus and professional committees and boards: he is curriculum coordinator for the M.A. Psychology program; institutional representative, American Association of Colleges for Teacher Education; a member of the Council on Teacher Education; and elected member of the Collegiate Appellate Committee on Dismissal of Tenured Faculty. He has been awarded a University Faculty Research Grant every year from 1984 to the present. He has continued either authoring or co-authoring papers, journal articles, presentations, or institutional manuals throughout his tenure at Central State University.

**DR. WILLIAM R. VAN OSDOL,**  
**FIRST CHAIRPERSON,**  
**DEPARTMENT OF SPECIAL EDUCATION**

Dr. William Van Osdol joined the professional education staff at Central State College in 1964 and became the first chairman of the Department of Special Education. His teaching experience prior to coming to Central State was as special education teacher and football coach from 1952 to 1963 in Oklahoma, California, and Kansas. He attended Northern Oklahoma Junior College and Cumberland University, Tennessee Law School from 1948 through 1950 and completed his baccalaureate degree at Central State College in 1951. Both his master's and Ph.D. degrees were completed at the University
of Oklahoma before he became a member of the professional education staff Central State College.

He said that Speech and Hearing and Special Education were always together at Central State as well as under the federal and state guidelines with the title of Special Education. Graduates were certified in Special Education with an emphasis in speech pathology. When Dr. Van Osdol first came to Central State College as a faculty member, the people in Liberal Arts wanted to move the program from Education to Liberal Arts; there was a meeting in Dr. Godfrey's office, and it was his decision that the program stay where it was in the Division of Education.

Dr. Faye Teague was on the staff when Dr. Van Osdol came, and she left for Kansas City in the fall of 1965, returning in 1970. The special education staff members at the time Bill came were Dr. Fay (Teague) Catlett, Dr. Lillian Ivey, and Don Gobin. They had just received a vocational rehabilitation grant which funded the beginning of the speech pathology program. A sound room was furnished, and in the fall of 1965, first federal money was available for training students in speech pathology. The special education program was initiated by Dr. Gene Hensley during the time that Dr. Leonard Cox was division chair. Dr. Hensley was at Central for two or three years and left to go to Arizona State University. The department was organized in 1965 with Bill Van Osdol as its first chairperson. Federal grants were available from 1965 to 1984 in all areas of special education.

Special Education initially was only for the mentally retarded. The learning disabilities program was created at Central State University. Staff members from Central State attended a professional standards boards meeting in Chickasha, and the board reluctantly agreed to the learning disabilities program. A committee was formed and met with Dr. Scott Tuxhorn, State Superintendent of Public Instruction, and programs for training the learning disabled and emotionally disturbed students were approved. The first training programs in the state for these two areas were developed at Central State College. In the summer of 1967 Central State received the first of five grants in the entire United States for training teachers of the learning disabled. Three parents came to the special education staff at C.S.C. and said they would give $10,000 to start a program. The staff went to Dr. Godfrey with the proposed program, and he gave his okay. $10,000 was raised for a summer institute in the summer of 1966; then in 1967 federal funds were secured, and the program was funded from that point on. Dr. Van Osdol has seen the program grow from three
people when he came in 1964 to a present staff of fourteen full-time professional personnel with the addition of master's degrees and bachelor's degree programs in five different areas: Mental Retardation, Emotionally disturbed, physically handicapped, speech pathology, and speech therapy.

Dr. Van Osdol is a licensed psychologist and has authored many textbooks and training manuals. He chaired the Department of Special Education from 1964 through 1982. At that time special education became a part of the Department of Curriculum and Instruction, for which he was Curriculum Coordinator for Special Education from 1983 to 1988. He is presently serving as a professor in the Department of Curriculum and Instruction.

DR. CHARLES DOUGLAS,
FIRST CHAIRPERSON,
DEPARTMENT OF SECONDARY EDUCATION

Dr. Charles Douglas came to Central State University in the fall of 1966. He worked for many years in the Oklahoma City schools as a Science Teacher, Counselor, and Assistant Principal. He had a Bachelor's Degree in Science Education, two Master's Degrees (one in Science and one in Education), and a Doctorate in Education. At Central he taught primarily the introduction to teaching course for secondary majors, Principles of Secondary Education, and supervised student teachers.

When the departments were organized in 1971 by Dr. Petty, Dr. Douglas was named chair of the new Department of Secondary Education and served in that capacity until the department was subsumed under Professional Teacher Education in 1982. That department was responsible for staffing and scheduling all of the courses which became known as Professional Education and which were required of all students who were seeking certification. The department also was responsible for the Master's degree program in Secondary Education which required a minimum of eight hours of graduate work in the candidate's teaching field. Dr. Douglas made arrangements for advisement of all students seeking the degree. He had a strong background and interest in science and served for many years as a judge and sponsor of the Science Fair on campus. He was an active member of the O.E.A., N.E.A., National Science Teacher's
Association and other professional organizations. He retired with the rank of Professor of Secondary Education in 1986, having served for 20 years at Central State.

**DR. GENE MCPHAIL,**
**FIRST CHAIRPERSON,**
**DEPARTMENT OF,**
**ADMINISTRATION AND**
**STUDENT TEACHING**

Dr. Gene McPhail, who joined the full-time professional education staff at Central State College at the beginning of the 1969-70 academic year, was responsible for the student teaching program from 1969 through the spring of 1975.

Dr. McPhail was a native Oklahoman who finished high school at Mountain Park, Oklahoma, and a baccalaureate degree from Southwestern Oklahoma State University in 1949. His first teaching assignment was that of science teacher at Cyril High School, which was interrupted by two years of service to the U.S. Army in Germany during 1950-52. He returned to the education profession in 1953 to become the elementary principal at Davenport, Oklahoma, from 1953 through 1955. From 1955 through 1969 his assignments were many and varied: high school principal, Meeker, superintendent of the Roosevelt School system as well as the Cordell public schools. This was followed by one year as an instructional staff member at Southwestern and a two-year stint as Dean, Cameron University.

While Dr. McPhail was Director of Student Teaching, a program for an on-site professional semester of student teaching and block courses was implemented. Dr. McPhail considered this to be an excellent program and gives Dr. Mack Wedel credit as the primary developer of the program. Dr. Wedel and Dr. Gene Russell were the first professors from Central State involved in the program. The program was discontinued because it was expensive and because of stress placed upon the faculty.

During Dr. McPhail's responsibility for the Department of Administration, standard certification programs were extended to include the principalship. This meant that Central State University could offer hours of credit in addition to the 32-hour master's degree.

He was also very much involved during the fall of 1971 and spring of 1972 in the forming of the Oklahoma Association of Colleges, Teacher Education. Central State University had an important role in its formation and development. Dr. McPhail feels that Dean Dale
Mullins gave O.A.C.T.E. the early support in a very quiet way that it needed in order to develop. In the years to follow Dr. Mullins was a driving force behind O.A.C.T.E. and the developments in teacher education in Oklahoma.

Dr. McPhail was involved, along with President Godfrey, Dr. Edgar Petty, and Dr. Frances Tuttle, State Director of Vocational-Technical Education in Oklahoma, in the expansion of vocational teacher education to Central State University.

His responsibility for programs in Administration was merged in 1982 with the reorganized department of Administration, Vocational, Adult and Higher Education. He continued to serve as Curriculum Coordinator for administration in that department until he retired at the end of the spring semester, 1990.

DR. LUCILLE W. PATTON, FIRST CHAIRPERSON, DEPARTMENT OF VOCATIONAL EDUCATION

Dr. Lucille W. Patton came to Central State University from Oklahoma State University at the beginning of the spring semester 1971. She was assigned to the Department of Business Education, School of Business, as teacher-educator for the vocational business program, Distributive Education-Marketing. She taught all the professional distributive education courses as well as teaching various marketing classes in the Marketing Department, School of Business. She had been the first full-time teacher-educator for the Distributive Education program in the College of Business Administration, Oklahoma State University, serving there from the fall of 1966 through the fall of 1970.

A grant had been submitted by the School of Education, Central State University, for the addition of a teacher education program in Allied Health Education at Central State University. The grant was approved, and it was decided that the program would be administratively housed in the Department of Health and Women's Physical Education, School of Special Arts and Sciences. During the 1971-72 academic year, Central State University was approved for two additional vocational educator positions: vocational business and office education and computer science education. Two School of Business faculty members were assigned to these responsibilities. At the beginning of the fall semester 1971 there were four full-time vocational
teacher education positions assigned to Central State University and located within two academic schools, neither of which was the School of Education.

During the summer of 1972 Dr. Frances Tuttle, State Director for Vocational and Technical Education in Oklahoma, agreed to fund a Department of Vocational Teacher Education, and it was decided that it would be administratively housed in the School of Education. Dr. Patton was appointed Chairman of the Department of Vocational Teacher Education. The two business teachers who were still assigned to the School of Business decided to remain there and not become a part of the new department in the School of Education. Two other staff members: Dr. Bob Brown and Dr. Joe Kinzer were hired to fill the positions of Vocational Business and Office Teacher Educator and Computer Science Teacher Educator; and Dr. J. W. Weatherford was appointed to the position of Distributive Education-Marketing Teacher Educator; Dr. Leroy Overstreet was the first teacher educator appointed to the position of Allied Health Teacher Education. By the beginning of the 1972-73 academic year, the vocational teacher education staff had grown to four teacher educators and a department chairman. All four were housed together in one department in the office wing of Thatcher Hall Third Floor. Three dormitory rooms were remodeled to make one classroom, and all the vocational teacher education classes were taught in Thatcher Hall.

Traditionally vocational teacher education programs were approved for land-grant universities only, beginning with the first vocational education act in 1917. This was still true in Oklahoma in 1971 except for vocational home economics teacher education programs at the University of Oklahoma and Oklahoma College of Women (now University of Science and Arts of Oklahoma at Chickasha) and vocational business and office teacher education at the University of Oklahoma.

In 1975 when Dr. Godfrey retired, the president's home became available for faculty offices and classes and was assigned to the Department of Nursing, School of Special Arts and Sciences. This department had been housed in the Home Economics building, and agreement was given by Dr. Lillard, at the request of Dean Mullins and approval of Dean Smith, Special Arts and Sciences, to move the vocational teacher education program to the Home Economics building. During the 1975-76 academic year, Central State University was approved for a vocational and occupational teacher education program in Home Economics, and Mrs. Wanda Wilson, occupational home economics supervisor for the State Department of Home
Economics, became Central State University's first Vocational Home Economic teacher educator. Dr. Margaret Issac had also joined the staff as the result of the funding by the State Department of Vocational Education of a grant in adult vocational education. Dr. Brown assumed the responsibility for the Vocational Adult education program along with Vocational Business and Office Education. At the beginning of the 1976-77 academic year, the vocational teacher education staff had grown from one in 1971 to seven.

Dr. Asbury Smith, Dean of the School of Special Arts and Sciences, retired at the end of the summer semester in 1976, and Dr. Patton was appointed Dean of that school. She was the first woman appointed to a deanship at Central State University. Dr. J.W. Weatherford assumed the responsibility of the chairmanship for the Department of Vocational Teacher Education and continued in that capacity until the beginning of the 1982-83 academic year when he was appointed Chairman of the Department of Administration, Adult, Vocational, and Higher Education.

During the 1982-83 academic year, Central State University was approved for the Trade and Industrial Teacher Education program, with the major in the department of Industrial Education, School of Special Arts and Sciences, and the teacher-educator, Dr. Richard Sullivan, was assigned administratively to the Department of Vocational Education in the School of Education. Central State University had now been approved for all vocational teacher education programs with the exception of vocational agriculture. Many proposals were written down through the years by C.S.U. Vocational Educators for funds for vocational education, adult education, career education, special programs for the training of cooperative education teachers, and a nationally funded computer science teacher education program each summer. Student vocational organizations (DECA VICA FHA, HOSA, and FBLA) look to teacher education leadership at Central State University for assistance, direction, and meeting facilities year after year. Teacher educators in all these programs are recognized as national leaders. Central State University still has the only teacher education program in the Health Occupations (Allied Health) area, and the leadership in all areas except vocational agriculture has shifted state-wide to the vocational teacher education program at Central State University, now under the leadership of Dr. Lou Ebrite, who is also teacher educator for Health Occupations Education.
DR. JOHN MICHAEL KNIGHT, FIRST CHAIRPERSON, DEPARTMENT OF PSYCHOLOGY AND PERSONNEL SERVICES

Dr. John Michael Knight is a Central State College graduate (B.A. Degree in Psychology, 1968) who has come back to serve his alma mater well. He joined the professional staff in 1973 as Instructor of Psychology, completed requirements for his Ph.D. in Human Learning at The University of Oklahoma in 1974, and has continued to teach, administer, research and publish scholarly works since casting his lot with the College of Education. Since that time a new degree, the Master of Arts in Psychology, has been created and developed into a very viable program for students wanting to pursue doctoral work in psychology. The past five years have seen the completion of more than 30 master's theses. Students have gone on to do Ph.D. work at various universities including The University of Oklahoma, Oklahoma State University, Texas A & M, University of Texas at Arlington, and Harvard. The Master of Education program has also continued to grow. In recent years the growth has been spurred on by the licensed professional counselor law and, paradoxically, an increase in admission standards.

Dr. Knight had hardly settled into his department chairmanship when he was appointed to replace Dr. Bill Fisher in the position of Acting Dean of the Graduate College, a position which he filled for one academic year. The responsibilities of the Department of Psychology and Personnel Services were assigned to Dr. Gene Russell for the 1984-85 academic year. Dr. Knight returned to that chairmanship and has continued to serve in the capacity to which he was assigned in 1982.

During Dr. Knight's professional career he has continued to research and publish diligently in the field of Psychology. He has, since 1970 to the present time, completed 53 research papers and publications with four currently in progress.
Dr. J.W. Weatherford joined the staff of the newly created Department of Vocational Education, School of Education, Central State University, at the beginning of the 1972-73 academic year as teacher-educator for the Marketing Education Program. He is a graduate of Pauls Valley High School, Pauls Valley, Oklahoma, East Central State College, Ada (baccalaureate degree), Oklahoma State University (master's degree), and The Ohio State University, Columbus, Ohio, Ph.D. He was a high school Distributive Education/Marketing student at Pauls Valley High School, and all of his professional career, from 1958 to 1976, was in some area of marketing education: High School Teacher Coordinator, Marketing Education, Altus High School; Teacher-Educator, Marketing Education, University of Georgia, Athens, Georgia; and State Supervisor, Marketing Education, State of Ohio, Columbus, Ohio.

At the beginning of the 1976-77 academic year, he became chair of the Department of Vocational Education, School of Education, a position which he held for six years, until the fall semester, 1982-83, at which time the School of Education was reorganized. He was selected as the first chairperson of the newly combined Department of Administration, Vocational, Adult, and Higher Education. These areas were combined because it seemed logical that the graduate programs in administration and higher education fit rather well with the adult and vocational programs. Many of the students in vocational and adult education, as well as administrative and higher education, are older students returning to school to work on certification requirements. A curriculum committee, chaired by a Curriculum Coordinator, was appointed in each of the program areas to identify program needs and recommend changes for program improvement.

During the 1981-82 academic year, the Trade and Industrial Education program was added to the offerings in Vocational Education. Approval came too late to conduct a nation-wide search for a Teacher-Educator during the first year; consequently, the courses in Trade and Industrial Education were taught by adjunct staff. During the spring semester of 1982, a nation-wide search was conducted, and Dr. Richard L. Sullivan was employed as the first full-time teacher.
educator in Trade and Industrial Education. The Trade and Industrial Education degree program was established as an option under the Industrial Technology Education Department, School of Special Arts and Sciences.

Another addition to the Vocational Education program was the Training and Development program. This program was approved in January 1986. It is offered as an option in the General Studies degree program. The first classes were offered during the summer of 1986. This degree was designed to prepare training professionals in business, industry, governmental agencies, organized labor, and military. The degree was designed to parallel the Trade and Industrial Education Program with other courses taken in the College of Business and the College of Education.

In 1987 Dr. Weatherford was appointed to the position of Chairman, Professional Teacher Education, Central State University. He was succeeded at that time by Dr. Lou Ebrite who is currently serving as Chairperson, Department of Vocational, Adult, and Higher Education.