



SOUTH WING of the new Education Building shows essential features of building: dappled brick, expanse of glass, baffles that support building.

Up Front!

The University's College of Education has a new home, a fine faculty, and increased facilities for teacher education. It is equipped to lead and is accepting its opportunity.

By DAVID BURR, '52ba

(For a look at "Graduate Professional Education in the Preparation of Teachers" see story page 18—the Ed.)

In a corner of the Education Branch Library stands a display case that contains a portion of the textbook collection of Dr. Frank Balyeat and Dr. Gerald Porter, both professors of education.

Ker's Elements of Composition and Rhetoric is opened to lesson 3. One of the definitions that appears there is of a phrase: "A phrase is two or more words rightly put together, but not making a proposition." The author, who was getting a tour of new College of Education building, commented to guide John R. Rackley, '31ba, '35ma, dean of the college, "Education has certainly come a long way." The reply, "It surely has."

In a time of H-bombs, Communism, and other hysteria making additions to the problem of living, and in a time when education is held up as one of the major defense mechanisms, it is pertinent to know how the University of Oklahoma's College

of Education is contributing to the continued growth and development of those who teach our young, of those who have helped and who will continue to help make educational advancements.

To define either the role of the College of Education or the task of its product, the teacher, is to define both heads of the coin.

A man who is infinitely suited to handle the definition has been affiliated with the University, man and boy, since 1902. Dr. Frank A. Balyeat, '11ba, '18ma, professor of education, said, "You must understand that the problem of the College of Education is not to keep up. Its job is to be in the front."

Being in front in 1954 is no simple task. Dr. Balyeat continued, "The size of the teaching task has been greatly increased. Education's situation today didn't exist a generation or two ago. There's a far greater number of people going to high school now. Also, public schools are expected to accept and encourage the crippled, the mentally retarded, the student with a hearing or a

seeing deficiency. To be able to give more, the teacher must have wider range. And that's where the College of Education plays its part."

To play the part, the College offers a great many services and facilities, not all recent additions, but all designed to broaden the teacher's teaching tools and keep the College up front.

One of the most important of these is the University School. With an enrollment of approximately 350, the School is set up much like any other state elementary-secondary school. Two groups not normally included in state schools systems are taught as integral parts of the school—kindergarten and a special education class for mentally handicapped children.

To the children enrolled, their school would show only one marked difference from any other school they might attend. Here future teachers are given their training in practice teaching under the guidance of a supervisor. For four hours a day for one semester, the senior students in edu-

cation make their teaching plan and instruct.

In addition to its use as a training ground for teachers, Dr. Merle T. Strom, director of the School, said, "The principal emphasis of the School is to see to it that our students get a good education. Secondary considerations are experimentation, research and the use of the School as a demonstration center for other Oklahoma schools. We don't say that the way we do things here is the only way. We say it is a way that has been found successful and therefore of some value."

The University School is the only major facility of the College of Education that is not housed on the main campus. Its home is on the North Campus.

Some of the other facilities offered students, off-campus teachers and school administrators by the College of Education include a curriculum center where in- or out-of-college teachers find help in planning a curriculum for their classes; facilities for special education and the University reading clinic and laboratory; a statistical laboratory and an administration laboratory; pre-view rooms for use in selecting audio-visual materials for use in teaching; special rooms for observing testing and counseling techniques, and, of course, classrooms, a branch library, faculty and administrative offices.

All of these last mentioned are housed in the new, 3-story College of Education Building first occupied in 1952. Located at the southwestern corner of the South Oval, the building consists of two wings, one running north and south and one east and west. They are joined to form an off-center T.

The east and west portion is used for classrooms and the north and south portion is used as faculty and administrative offices, branch library, reading laboratory and clinic, and special education offices.

The most striking architectural features of the building are cement baffles that run from ground to roof around the building, serving the dual purpose of 1) carrying the weight of the support girders, and of 2) successfully eliminating a good deal of direct sun rays without shutting out the light.

Dean Rackley commented, "The maximum consideration was given to the comfort of the student-teacher and the building is designed so that maximum study and concentration is not only possible but relatively easy. It is designed for our weather and our part of the country."

Dean Rackley's words particularly will ring true if all goes according to plan. Air conditioning is being installed and is expected to be ready for June enrollees. The first classroom building to be air conditioned, its selection makes good sense. No professional college on the campus has as many enrolled during summer school as the College of Education.

These, then, are some of the physical facilities that have been provided to meet the challenge of broadening and increasing the scope of teacher education. They are important but take second place to college teaching that must be available to keep teacher education "up front."

A quick look at how teacher education is performed at the University would make the viewer think he was looking at a crazy quilt. So many pieces from so many areas have to be fitted into place. And it's all

because the College of Education is different from most colleges on the O.U. campus.

The main difference is in who prepares the teachers who are about to enter the elementary and secondary fields. The College of Business Administration controls the preparation of its graduates in Business Administration exclusively after the freshman year. So do the colleges of Arts and Sciences and Engineering. Not so the College of Education.

All that is required from the College is 26 hours of credit work and the rest is taken in "subject matter" fields. Yet a student graduates with a B.S. in education, business education or industrial education, the three degrees conferred by the College. A history major, for example, would do his work in history in the College of Arts and Sciences, moving on to Education for only 26 hours out of the 124 required for graduation.

It follows that the strength or weakness of a College of Education so designed would depend upon the effectiveness of the University teaching as a whole as much as it does on the faculty of the College of Education.

By state regulation, the University must designate a member of the faculty to be responsible for the whole program of teacher education. Dean Rackley was appointed by President George L. Cross to fill the post, making him directly responsible for two jobs, 1) the administration of the College of Education, and 2) the administration of a general University program for teacher education. It is in the latter post that he maintains liaison with the deans of the other O.U. colleges that teach "subject matter" courses.



THE COLLEGE OF EDUCATION TEAM. Pictured are some of the rookies, veterans, and old pros that give the College a finely balanced teaching team.



THE FACULTY of the University School fight an Oklahoma sun to have their pictures taken. The School is used as a training ground for students about to enter the profession of teaching.



If Dean Rackley finds this dual role taxing, he doesn't show it. A young man who assumed the position in 1949, Dean Rackley is frank and unassuming. ("Don't build the story of the College of Education around me. It's not a 1-man show. Be sure and point out how the other colleges on the campus help us with teacher education.")

He's proud of his College and no one who knows the story of the College can blame him. Yet, as we toured the building and watched the College in action, every advancement that he mentioned to me was followed by a reminder that it was not quite as great as it could and should be. Nothing seemed, listening to his analysis, to have been designed to stop right there but, rather, to be used as a guide to direct the College where it should go.

The one single factor that the Dean is the proudest of is the faculty of the College. Assembled to teach and supervise is a team of rookies and old pros that gives the faculty an excellent balance. Among the old pros are personalities that have been associated with the University and College for many years. The lineup includes Dr. Balyeat, Dr. Ellsworth Collings, Dr. F. F. Gaither, '21ba, '26ma, and Dr. Henry D. Rinsland, '20ba, '24ma.

All four have helped make history in the College of Education—a history that dates back to 1912. In that year a School of Teaching was organized in the College of Arts and Sciences. The next year the name was changed to School of Education. The School became a separate organization in 1921 with its own faculty and with a dean as its administrative officer. Dr. W. W. Phelan was the first dean and when he resigned to accept the presidency of Oklahoma Baptist University, Dr. Collings succeeded to the position. In 1945 Dr. Collings retired, but during his tenure the School was raised to the rank of College in 1929. Dr. Arnold E. Joyal, now president of Fresno State College, Fresno, California, served as dean until 1948. An interim committee composed of Herbert Wrinkle, '22ba, '31ms, Dr. W. B. Ragan, '22ba, '28ma, and Dr. Balyeat, all professors of education, served as administrative officers of the College. Self-dubbed the "Three Unwise Men," they served until Dean Rackley accepted the position in 1949.

Indicative of how the School and College have grown since 1921 when it first became a separate entity can be found in the number of degrees conferred. In 1922, the first year B.S. degrees in education were granted, 16 claimed degrees. In 1953, 122 undergraduate degrees were conferred and more than 350 graduate degrees were awarded.



DEAN JOHN R. RACKLEY, '21ba, '35ma, (top) has been dean of the College of Education since 1949. DR. HENRY D. RINSLAND, '20ba, '24ma, professor of education, (below) has been teaching education courses at O.U. since 1924.



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new venture, she was given the territory of southeastern Oklahoma and the title of Parent Education Teacher. The fact that she had only a high school education did not seem much of a handicap, but she took courses at the University of Iowa and at Teachers College of Columbia.

Her work continuing to receive favorable attention, she was invited to Oklahoma A&M to teach summer sessions in adult education. After five years, she joined the staff of the Oklahoma Publishing Co. with the title of home counselor, writing daily columns entitled "Our Homes" for the *Oklahoman* and articles on family relations for the *Farmer-Stockman*. Her newspaper column is now syndicated and appears in some 60 newspapers six times each week.

Her work has included lectures, teaching at O.U. and national tours in parent education and child guidance work. Three years ago she gave the keynote address at the Vocational Conference held at the University of Iowa.

In addition to other organizations she is a member of the board of directors of the Oklahoma State Council of Family Relations, the Oklahoma City Community Guidance Center and is president of the Oklahoma City Altrusa Club. In the April issue of *Woman's Home Companion*, she is named as one of the 10 who received honorable mention as outstanding club-women of the year.

To these five people who have done so much for Oklahoma and for Oklahomans, the *Sooner Magazine* offers its heartiest Salute.

Up Front . . .

A role the College of Education accepts as a logical one is that of counselor for administrators and teachers not enrolled. If a high school administrator wishes information on one of a hundred subjects he is apt to find it available to him through the College. A teacher can find helpful material for testing, curriculum building or audio visual teaching. The problem of teacher education is a continuing one and is so treated by the College.

In the University catalog, the brief description of the College reads: "The College of Education is organized to give guidance and instruction to students who intend to enter the field of professional education as teachers, supervisors, administrators, or other educational workers; to conduct research and special studies in education; and to co-operate with the public schools and other agencies in the promotion of a strong system of public education."

To meet these varied assignments, the College of Education has a new home, a



*"Why wouldn't I like the
life insurance business!"*

While Keith A. Yoder, Elkhart, Ind., worked his way through the University of Michigan, he had no pin-pointed plans for the future.

But when he came out of military service, he wanted, in his own words, "security, freedom of action, and a job with no ceiling on salary or effort."

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vital faculty, research and testing materials that are being improved and enlarged, and a feeling that the job is getting bigger all the time. What was good enough yesterday is not today. For after all, "You must understand that the problem of the College of Education is not to keep up. Its job is to be in front."

Covering the Campus . . .

Also financial, it was reported that housing costs for Parkview could be lowered next year because of a \$6,400,000 bond issue approved by the O.U. Board of Regents. Under this, the next six generations of students (four years each) will pay for all O.U. housing facilities through one bond issue, including besides Parkview, Wilson Center, Sooner City, Residential Hall, Cross Center, Women's Quadrangle and the Commissary.

Students maintain now that on the whole rents at Parkview are out of their pocket-book range and are looking toward a decrease in rents. The University purchased the units last month.

More recent was news that Dr. Sherman P. Lawton, professor of speech, said his family either had lost or had stolen from them a black and white deodorized skunk named Herbert.

Commenting about the pet which he had purchased from a zoo, Dr. Lawton said, "It is entirely possible that someone took Herbert. It is inconceivable that a skunk would be smart enough to escape from his cage, returning the boards of the cage back to their original position after he got out."

Briefly eyeing the past month on campus, Otis Gallas, engineering senior from Kermit, Texas, was named St. Pat during Engineering Week and Suzie Reily, Oklahoma City, won the title of Engine Queen . . . Students were warned that coeds have a new hobby, collecting cuff links from unsuspecting dates . . . Air Force and Army ROTC units were inspected by government teams and, unofficially, made good showings . . . Pi Lambda Phi fraternity, with a 2.754 grade average, and Phi Delta Theta sorority, with 2.389, won first place scholarship honors for the first semester among Greek houses. Kappa Sigma fraternity won the award for the greatest improvement . . . Students held a Frontier Days celebration April 8 and 9 at "Sooner Gulch" (see Under Cover) . . . And Journalism Day, April 7, brought to the campus four outstanding newspapermen as speakers, James C. Nance, publisher of the *Purcell Register*; R. P. Matthews, publisher of the *Sapulpa Herald*; Walter Harrison, publisher of the *Britton North Star*, and Otis Sullivant, political columnist for the *Daily Oklahoman*.

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