IN MEMORIAM

FRANCES ELIZABETH FALLON FULLER

The University of Texas at Austin lost a dedicated teacher, a productive research scholar, and a stimulating and beloved colleague when Frances Fuller died April 17, 1975, after a prolonged illness. She was dauntless in spirit, and remained active until she was hospitalized during her last few days. She was engaged in the preparation of a book, Becoming a Born Teacher, supported by a grant from the University Research Institute during the spring semester. She is survived by her husband, Bascombe Fuller, director of urban-metro services for the Texas Department of Community Affairs.

Dr. Fuller exerted an influence far beyond the University through her publications, her frequent appearances before professional groups and participation in workshops, papers presented at meetings of learned and professional societies, and her widespread correspondence.

Frances Elizabeth Fallon Fuller (Mrs. Bascombe Royall Fuller) was born March 17, 1918. She was a native of New York, and completed work for the baccalaureate degree in 1939 at University of the State of New York, Albany. She earned an M.A. degree from New York University in 1957, and pursued graduate study also at Columbia University, the University of Michigan, and the University of Virginia. In 1956 she held a Fellowship from the New York Institute for Physical Medicine and
Rehabilitation. She began study for the doctoral degree at The University of Texas in 1958, and was awarded the PhD degree in Educational Psychology in 1960.

Frances began her professional career as an advertising copywriter for the Chas. Hoyt agency in New York City, 1941-42. She left this to enter military service in World War II, holding rank as Captain, Women's Army Corps, assigned by the Adjutant General's Department as Personnel Director, First WAC Training Center, Fort Des Moines, Iowa. She also was given various assignments as liaison officer for the Women's Army Corps. In 1945 she was assigned as Personnel Officer, Allied Headquarters, Tokyo, Japan. After a tour of duty there she went to Seoul, Korea, as War Department Civilian Personnel Director for the Military Governor.

She came back to New York City in 1946 and was Personnel Executive for Macy's New York for two years, then Personnel Director, Hofheimer's Inc., Norfolk, Virginia, with responsibility for 14 retail stores in Virginia and North Carolina, during the next four years.

She was married to Bascombe Fuller, April 8, 1947. They moved in 1953 to Eagle Pass, Texas, where Frances was for four years a high school counselor for the Eagle Pass Independent School District. The Fullers moved to San Marcos, Texas, in 1957, where they made their home until the time of Frances' death. Shortly after beginning her doctoral studies
at the University in 1958, Frances took a half-time position as counseling psychologist with the Testing and Counseling Center, later also combining this with an appointment as research psychologist in the Mental Health in Teacher Education Project. In 1962 she left the Testing and Counseling Center to accept an appointment as Assistant Professor of Educational Psychology, devoting herself to teaching and research for the balance of her life. In 1965 she was promoted to the rank of associate professor, and in 1969 to the rank of professor.

As a member of the University faculty, Frances was active on a large number of committees, for the department, for the college, and university wide. She was intimately associated with the affairs of students, served on the Texas Union Board, and on several faculty-student committees.

Early in her postdoctoral career at The University of Texas at Austin, Frances became associated with a programmatic research and development effort within the College of Education which was to eventuate in the establishment of the Research and Development Center for Teacher Education, one of the national R&D Centers established by the Office of Education and continued under the National Institute of Education. Specifically, she served as a Research Psychologist in the Mental Health in Teacher Education Project from 1960 to 1964. She
continued in this same capacity in the Personality, Teacher Education and Teaching Behavior Project from 1964 to 1965. From the establishment of the R&D Center in 1965 to 1973, when she became Associate Dean for Graduate Studies in the College of Education, she continued her research and scholarly writing as well as directing a major division of the Center's programmatic mission within the field of teacher education. Frances' role in research and development grew directly out of her brilliant and creative instructional contacts with young prospective teachers which, in turn, were constantly modified and enlightened by her unquenchable search for new knowledge through research. On her office wall, she displayed a quotation which her career in teaching and research exemplified: "Let the order of ideas be as the order of events." In her research, she did not shrink from the complexity of the developmental process through which young people move in becoming teachers or of life in the classroom. Her publications and the teacher education system she played a major role in developing reflected her profound insight into the unique nature of each of her students and her simultaneous determination to develop educational theory, perspectives and systems responsive to individual characteristics and the processes critically linked to their refinement and actualization.

Through this effort, Frances was joined eagerly by a community of educational practitioners and researchers across the nation. Her writing
"told it like it is," and the extensive correspondence which she received in return made clear how she had reached both professionally and personally her many colleagues searching for more effective approaches to the human beings engaged in teaching and learning.

During her fifteen years on the University campus Frances was very active in professional work outside the classroom. She appeared in several KUT radio talk shows, and on the closed circuit television. Not a year went by without her presenting a paper at state, regional or national psychological association meetings, American Educational Research Association meetings, American Personnel and Guidance Association convention programs and others. In 1966 she presented a paper at the International Congress of Psychology, held in Moscow, USSR. She was much in demand as a speaker, and delivered the challenge to teachers at the 1972 spring convocation of the College of Education.

Frances was active in numerous professional societies. She was a member of Phi Kappa Phi, honorary scholastic fraternity, a Fellow in the Division of Counseling Psychology, American Psychological Association, and was licensed as a psychologist by the Texas State Board of Examiners of Psychologists. She was listed in Who's Who of American Women, and in the International Dictionary of Biography.

Frances was without peer as a master teacher, truly a teacher's teacher. She not only provided her graduate and undergraduate students
supportive learning situations, she inspired them to become teachers themselves and attempt to emulate her excellence. Probably few if any will ever equal her level of competence, but all will be better learners and teachers as a result of their contact with Frances.

Formal awards for outstanding teaching included the University of Texas Students' Association Teaching Excellence Award in 1964 and a $1000 Standard Oil of New Jersey Distinguished Teaching Award in 1971. Year after year she received the endorsement of her faculty colleagues in Educational Psychology as its finest teacher.

She was consistently a leader in the development and operation of the counseling psychology program of the Department of Educational Psychology. Among her contributions were chairing the development of a counseling psychology PhD core program and developing a counseling research component for that program. She fervently believed that research was an integral part of teaching and counseling; a teacher or counselor who was not actively in research was merely a technician rather than a professional. Such a person, she thought, could not keep abreast of the rapidly developing theoretical and technological changes in his field. She considered abhorrent the current trend in some institutions toward the granting of a "Doctor of Psychology" degree, recipients of which are trained as counseling practitioners without the broad academic and research
preparation traditional to the PhD in psychology. In keeping with this sentiment, she regularly taught a hard-nosed research seminar for all PhD level counseling students. As a result, many students who started out thinking of the academic and research requirements of their program as onerous hurdles to be overcome wound up viewing them as the most exciting and challenging aspects of their career preparation. In addition, she taught counseling theory and personality theory graduate courses and supervised doctoral counseling internships.

Perhaps the most objective criterion of her teaching excellence lies in the number of graduate students who, after having her as a teacher, asked her to supervise their research efforts. She chaired 13 doctoral dissertations and seven master's theses. She also served as a member of 12 doctoral supervisory committees. Most of the time that Frances held a professional appointment in Educational Psychology she was technically only part-time in the Department. For many years she was half-time in the Research and Development Center for Teacher Education, and, in recent years, half-time as Associate Dean for Graduate Studies in the College of Education. Nevertheless, no one who was budgeted full-time in the department could possibly have contributed more to its teaching program than she did.

Her teaching contributions extended far beyond the Educational Psychology Department. At the invitation of the Plan II Committee for the
University of Texas at Austin, she taught Humanities Honors Courses in Current Concepts of Mental Health. Numerous letters in our files, many of them addressed to Mrs. Gerda F. McKern, her long-time administrative assistant, indicated that her research and publications have influenced teaching far beyond the UT campus. Professors from many parts of the nation and even abroad have sent letters expressing regret over her death and describing how her research publications and/or their personal contacts with her have enhanced their own research and teaching efforts. Among those explicitly acknowledging indebtedness to Dr. Fuller are Professors Carol K. Tittle, Queens College of the City University of New York; Sue Marks, University of Illinois at Champaign-Urbana; Jennifer Nias, The University of Liverpool, England; David V. Tiedeman, Northern Illinois University; Ivan Gregory, University of Rhodesia; Albert H. Yee, California State University of Long Beach; Arye Perlberg, Technion-Israel Institute of Technology, Haifa, Israel; Ned A. Flanders, Far West Laboratory for Educational Research and Development; Norman Kagan, Michigan State University; Vern Jones, Lewis and Clark College, Portland, Oregon; and Richard Roberts, Western Kentucky University.

In the fall of 1973 Dr. Fuller was appointed Associate Dean for Graduate Studies in the College of Education, and distinguished herself also in this role, working closely with the office of the Dean of the Graduate
School. She was deeply concerned for the quality of the graduate programs in the College of Education, and she was a judicious, appreciative and discerning critic of them. Her special interest was the research which she developed in the College. She often reviewed dissertation proposals and talked with supervising professors about them. She attended doctoral examinations and helped to make them more effective and valuable. She was a persuasive voice for having graduate work become ever more searching, less safely professional, and more humane and caring.

Dr. Fuller was the author or coauthor of many outstanding professional articles, monographs, and chapters in books, besides numerous papers presented at meetings of professional and learned societies. "Creating Climates for Growth," which she coauthored for the Hogg Foundation for Mental Health has been very widely read. Her monograph, "Concern of Teacher," appeared in six books of readings. She was a coauthor of the chapter, "Becoming a Teacher," in Teacher Education, 75th Yearbook for the National Society for the Study of Education. "Becoming a born teacher: A conceptual framework for personal education for teachers and other students," "Personalized education for teachers: An introduction for teacher educators," and "FAIR system manual" a manual for describing the frequency, duration, sequence, and context of verbal and nonverbal pupil and teacher interpersonal classroom behavior," are among her most
significant scholarly contributions, and best characterize her professional interests. A list of her publications is attached.

Dr. Lorene L. Rogers, President of The University of Texas at Austin

Bill D. Francis, Secretary of The General Faculty

This Memorial Resolution was prepared by a special committee consisting of G. V. Anderson (chairman), O. H. Bown, I. C. Lieb, and J. B. Reid.