

*With my esteem and best wishes*

*W.E. Gettys*

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# Sociology

at

THE UNIVERSITY OF TEXAS

1905-1958

by

WARNER ENSIGN GETTYS

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## F A C U L T Y

An academic department is really made by its faculty and students. To present a history of sociology at The University of Texas in terms of personalities will take us back over half a century to 1905. It was in that year that something akin to sociology was introduced into the curriculum, but it was clearly not sociology as we think of it today.

In the early days of the century, there was a Department of Political Science. It boasted of one instructor, the late Edmund T. Miller, known to some of us in later years as Professor of Economics. In 1905, Mr. Miller was joined by a Professor of Political Science, Dr. Lindley Miller Keasbey, Ph. D., Columbia, and R. P. D., University of Strassburg. His first courses were Economic Geography and Demography, Elements of Political Science, Aboriginal America, and Spanish-American Civilization. In the next year he offered another course, Economic Antecedents of Civilization, described as "a course in economic philosophy." In 1908, Dr. Alvin S. Johnson joined the faculty of the Department as Professor of Economics and offered courses strictly in the area of economics.

Professor Keasbey was a scion of one of the old ruling families of New York and was related by four lines to the Four Hundred, still a potent social organization, our American hereditary aristocracy. He was a handsome figure, a delightful conversationalist, and an inimitable raconteur. He had married Cornelia Simrall, out of the Kentucky aristocracy, a charming and entertaining lady. He had studied economic geography with Friedrich Ratzel at Leipzig and is

said to have been the first American scholar to bring over the ideas of Geopolitik. Naturally his courses were heavily geographic. He was a most successful lecturer, "although his lecturing vocabulary was as full of pedantries as that of any German professor of 1890."

Professor Keasbey proclaimed himself a socialist. No one objected to that, for America was still a free country. His conception of socialism was peculiarly seductive. It was to be brought about, not by a grubby and riotous rising of the proletariat, but by a coalition of the two anticapitalistic elements in society, the aristocrats and labor, the aristocrats supplying ideas and leadership and direction. He offered himself as a forerunner of this salutary coalition and dreamed of the time when he could appear before the masses with "the fire of eloquence of Ferdinand Lassalle."

The coming of Professor Keasbey and his family to the little town of Austin and the small University caused considerable excitement and comment, and from what old-timers say, they never ceased to keep the community stirred up for one reason or another as long as they lived here. Professor Keasbey was undoubtedly a quite brilliant person, but at the same time he was enough of a deviant to provide faculty and town people with ready topics of conversation. When the Keasbeys first came to Austin they had plenty of inherited money, and their handsome furniture, a coachman in livery, a fine house built in the suburbs, and Mrs. Keasbey's preference for down-town society (she called the faculty wives "frowsy") which rather set the family apart from the University community. However, after a while, Keasbey lost his money and things were evened up.

Eventually, Professor Keasbey's socialistic views brought so

much criticism that President Mezes, to save him, changed his chair to Institutional History, much to Keasbey's dissatisfaction. This was in 1909, and a special School of Institutional History was created for him. He now introduced such courses as Elements of Institutional History, Philosophy of Civilization, and The Antecedents of Civilization, this latter course for graduates only. In the same year a School of Economics was established with Dr. Alvin S. Johnson as chairman and E. T. Miller as instructor. This is rather important in view of the subsequent placement of sociology in the School of Economics.

To return to Professor Keasbey for a moment. When the first World War came on, his German sympathies lost him his professorship and he and his family returned to New York. There he found an affinity and Mrs. Keasbey left him. When a new fortune he had inherited gave out, his affinity deserted him, and he developed pernicious anaemia. What should Mrs. Keasbey do now but go back to him, take him to Arizona and nurse him into tolerable health! To cap it all, he now became a devout Roman Catholic and died in the odor of sanctity.

Dr. Alvin S. Johnson, previously referred to, though not in the main stream of the development of sociological instruction at the University, remained as chairman of the new School of Economics until 1910, and was one of the most admired individuals ever to be connected with The University of Texas. He was a native of Nebraska and a son of pioneer stock of Danish origin. He was educated at the University of Nebraska and at Columbia University. Before coming to Texas, he had taught at Bryn Mawr, Columbia, and Nebraska. After leaving Texas he taught at Chicago, Stanford, and Cornell.

He became a contributor to the New Republic, with its first issue in November, 1914, and then contributing editor. He was Associate Editor of the Encyclopedia of the Social Sciences and later became head of The New School for Social Research, of which he was one of the founders.

After Johnson left, the School of Economics continued a rather pedestrian course for a number of years until the coming of Dr. Albert Benedict Wolfe in 1914. Wolfe came in as Professor of Economics and Sociology. This is the first appearance of the word sociology in a University of Texas catalogue. In his first year, Professor Wolfe introduced a course on Social Problems, for which he edited a book,\* and one on Socialism and Social Reform. In 1915-1916, he offered for the first time a course entitled Outlines of Sociology. The description of the course says, among other things, that the course would deal with "social organization, social cooperation, social conflict, rivalry, competition, and war; the relation of the individual to social influences, imitation, and crowd impression, public sentiment, custom, tradition, and social ideals. The idea of progress, the obstacles in the way of progress, and methods of aiding progress." This was an elective course open to sophomores. This same year, Wolfe's Socialism and Social Reform became Socialism and Social Justice. He also offered for the first time a graduate course on Problems of Population. One can see from the titles of these courses that Wolfe was definitely interested in social problems and social reform and justice.

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\* Wolfe, Albert B. (Ed.), Readings in Social Problems. Boston and New York: Ginn and Co., 1916. xiii, 804 pp.

Professor Wolfe was a native of Illinois, where he was born on August 23, 1876. He was a product of Harvard University, from which institution he held three degrees -- A. B., 1902, M. A., 1903, and the Ph. D., 1905. Before coming to Texas, he taught at Oberlin College where he was Associate Professor of Economics and Sociology, 1905-1907, and Professor, 1907-1914. On leaving Texas in 1923, he went to Ohio State University where he held the chair of Professor of Economics until his retirement in 1946. In commenting on how he happened to come to Texas, Professor Wolfe has this to say:

In February, 1914, I met President Mezes at the Statler Hotel in Cleveland to talk about a new professorship in The University of Texas. He offered me the job and it turned out that it could be either in Economics or Sociology, although there was no department of Sociology at the time. I suggested that the two be combined and I was therefore appointed Professor of Economics and Sociology.

During the interview, he told me that there were certain subjects that were taboo; namely, politics, religion, sex and race. I remarked that that would not leave much for a sociologist to talk about. I never did talk about race in Texas. \*

Apparently the cultural climate in Texas was little different at this time from what it was six years earlier when Dr. Johnson joined the faculty. In his book, Pioneer's Progress, Johnson wrote of Texas as he found it.

Once there (Texas), you assimilated rapidly into the independent State of Texas, with its Lone Star flag floating from every public building. You adapted your teaching, your research, your very manner of exposition and your style of speaking and writing to Texas requirements. You became a mere memory to the belt of Northern educational institutions.\*\*

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\* From a letter to W. E. Gettys, January 22, 1958.

\*\* Pioneer's Progress. New York: Viking Press, 1952, p. 181.

Professor Wolfe was popular with the students and highly respected by faculty and town people alike. His book, Conservatism, Radicalism, and Scientific Method, was written while he was at the University and published in the year (1923) he left Texas to accept a post in Ohio.

In 1916-1917, the School of Economics became the School of Economics and Sociology, and in the following year Dr. Max Sylvius Handman joined the staff of the School as Professor of Economics and Sociology, and he was the first member of the faculty to devote full time to the teaching of sociology. With his coming, the course offerings in sociology were increased by such additions as Principles of Sociology, which became the famous Eco. 25 course, a junior course open only to students who had credit for a year of economics. The sophomore course, Outlines of Sociology, was dropped. Handman also taught The Sociology of Conflict, Social Pathology, Criminology, Modern Methods of Charity and Penology, and a sociological seminar. In 1920-1921, he introduced the course on The Family.

Dr. Handman, son of Melchior and Rosa Handman, was born in Roman, Rumania, December 13, 1885. He remained in his native country until his eighteenth year. His father was engaged in commercial pursuits, but was dominated by a deep love of learning. In this environment the seeds were sown for a lifetime of scholarly interest and devotion. Young Handman received instruction at home as well as all available schooling, through the Gymnasium at Roman. Upon his arrival in the United States in 1903, he proceeded immediately to the far West, where he spent a period of two years working at miscellaneous tasks and learning the English language. Two years

later, in 1907, he received his B. A. degree from the University of Oregon. Then followed ten years of graduate study, both at American and foreign universities, including the University of Chicago, the University of Missouri, Columbia University, the College de France, and the University of Berlin. He received his Ph. D. degree from the University of Chicago in 1917, and during the same year he became a naturalized citizen. Some three years earlier, on September 3, 1914, he had married Della Doppelmayer of Marshall, Texas, after he had established himself as a young instructor.

Handman's teaching experience, like his academic training, embraced a number of institutions. In 1913 he served as Docent in Sociology at the University of Chicago; from 1913 to 1916 he was Instructor of Sociology at the University of Missouri where he was associated with Thorstein Veblen and where he came under Veblen's influence to such an extent that he was very neo-Veblenian in his thinking and teaching. From 1917 to 1926 he was Professor of Sociology and from 1926 to 1931 Professor of Economics at The University of Texas; and during the academic year of 1930-1931, just before he left Texas, he was Visiting Professor of Sociology at the University of Minnesota. From 1931 until his death, December 26, 1939, he was Professor of Economics at the University of Michigan.

Handman was one of the most erudite and courtly men ever to teach at The University of Texas. He was a linguist of the first order, being able to read easily and to speak fluently some half dozen foreign languages. His library was probably the largest private collection ever seen in this part of the country and Handman was thoroughly at home with his books, which he acquired from all

parts of the world. However, his great library was in no sense the reflection of a collector's hobby. Visitors to his home were frequently amazed at his ability to locate without the slightest difficulty any book he wanted from among his many thousands of uncatalogued volumes; and what is much more significant, as those who ever had the privilege of conversing with him at any length repeatedly learned, he knew what was in his books. He wrote and spoke from a full mind, which was also enriched by personal contacts and observations in much travel in Europe and the Americas. These factors, coupled with his great linguistic facility, and not merely his actual publication record, contributed to Professor Handman's wide recognition as a scholar. His professional colleagues in all parts of the country -- particularly among the sociologists, economic historians, and students of Latin America -- entertained the highest respect and admiration for his knowledge and understanding.

Dr. Handman was a facile conversationalist and raconteur and he and Mrs. Handman, who entertained extensively, came the nearest to holding a "salon" after the pattern of the French intellectuals. Surrounded by books, music, and friends, they were among the most "cultured" people in Austin during the more than twelve years they lived here. Needless to say, Professor Handman was gifted with the ability to attract many students around him and to generate in them enthusiasm for sociology. While he undoubtedly had pronounced scholarly interests and abilities, he never wrote and published a great deal. There are about a score of articles to his credit, but no book. For the most part Professor Handman's publications are more noted for the range of their subject matter and the suggestiveness of their approach than

for the detailed factual or analytical treatment accorded by them to the varied matters with which they deal. His journal contributions dealt in part with concrete social and economic conditions in Texas and Mexico, particularly in their reciprocal impacts; but his more generalized writings, reflecting a broad philosophical attack upon the questions at issue, are the papers of primary significance. He wrote illuminatingly, for example, on the sociological methods of Pareto, on scientific trends in economics, on economic history and the economist, on conflicting ideologies in the American labor movement, on the sentiment of nationalism, on the bureaucratic culture pattern and political revolution, on war, economic motives, and economic symbols. These writings cannot be cramped into the traditional molds of the established disciplines. His only book-length manuscript, a socio-economic study dealing with standards of living and pecuniary valuation, he did not deem ripe for publication, although he labored upon it for many years.

In the fall of 1922, Warner Ensign Gettys joined the faculty of what by that time had become the Department of Economics and Sociology. He taught courses on Social Pathology, Social Case Work, and Methods of Social Investigation. His rank was that of Adjunct Professor, which corresponded with the present Assistant Professor rank.

Professor Gettys was born in Ravenna, Ohio, on April 24, 1891. He spent most of his early life on a farm and received his early education in a one-room-one-teacher school. When he was ready for high school, his family moved into the town. There he attended a four-year high school and, upon graduation, entered Hiram College, from which he was graduated in 1913 with the B. A. degree. After

attending the summer session at Ohio State University, he began teaching history, economics and sociology at Culver-Stockton College, Canton, Missouri. In the summer of 1915, he entered the University of Wisconsin for graduate study in sociology with Professors Edward A. Ross and John L. Gillin, and the following winter transferred to Ohio State University where he received the M. A. degree in 1916. As a Graduate Fellow he continued at Ohio State through the next year and in June, 1917, he enlisted in the Medical Corps, the U. S. Army, and spent the next two years in military service. The year 1919-1920 was spent at Ohio State as an instructor while he resumed his study and research for the Ph. D. in sociology with a strong minor in economics. Here he studied under such teachers as James E. Hagerly, R. D. McKenzie, C. C. North, M. B. Hammond, and Mary Louise Mark. Three summer quarters -- 1920, 1921, and 1922 -- were spent at the University of Chicago in order that he might study under the tutelage of Professors Albion W. Small, Robert E. Park, Ellsworth Faris, and Ernest W. Burgess. After teaching at Tulane University (1920-1921), Texas Christian University (1921-1922), and The University of Texas (1922-1924) he received the Ph. D. degree from Ohio State University in the latter year. The summer of 1923 he spent in travel in Europe.

From 1924 to 1926, Professor Gettys taught at McGill University, Montreal, Canada, returning to Texas to teach in the summer of 1925. At McGill he was associated with Dr. Carl A. Dawson, the pioneer of sociology in Canada, with whom he began collaboration on an Introduction to Sociology, which was first published in 1929. During the Christmas meetings in New York in 1925, Dr. Walter Splawn, President of The University of Texas, broached to Professor Gettys the matter

of returning to Texas as Professor of Sociology in the Department of Economics and Sociology to take the place of Professor Handman, whose interest had shifted to economics and who would continue in the Department as Professor of Economics. Professor Gettys accepted the offer on the condition that, at the end of two years, sociology would come to have a department of its own. The report of the special committee of the Arts and Sciences faculty which recommended the separation of economics and sociology into two departments is an interesting document and is appended to this history. (See Appendix A.) The separation was effected with the opening of the University in the fall of 1928. In the meantime, Professor Gettys married Estelle Seger of New York and New Orleans on December 27, 1926; they have one child.

In 1927-1928, Professor Gettys served as chairman of the Department of Economics and Sociology and, with the establishment of the Department of Sociology, he became its chairman, which position he held for thirty years until his retirement from administrative duties on August 31, 1958.

When a substantial grant from the Laura Spelman Rockefeller Memorial made possible the creation of the Bureau of Research in the Social Sciences in 1927, he became a member of the Advisory Committee and in 1930 assumed the duties of Director of the Bureau, which position he held until 1942 when the Bureau was discontinued. Throughout the same period and for some time thereafter, Professor Gettys gave a great deal of his attention and active participation to State and local civic and social welfare organizations. He led the movement for the inauguration of the first Community Chest in Austin and for many years served on its board and for a time as its president. His

interests and activities included also the Texas Social Welfare Association and the Southwestern Social Science Association, serving both as president. He initiated the movement which eventually led to the establishment of the Graduate School of Social Work at the University. He has taught in summer sessions at the Universities of Chicago, Colorado and North Carolina. His services to The University of Texas include membership for several years on the Administrative Council and as a member of a great many regular and special committees.

On the last day of the year 1923, a young chemist by the name of Carl Martin Rosenquist arrived in Austin with the intention of working toward the Master's degree in sociology. Mr. Rosenquist was born in South Dakota, June 2, 1895, of Swedish parentage. With a determination to get a good education and not being wholly satisfied with higher educational opportunities nearer home, he went to the University of Illinois where he was graduated in 1921 with the B. S. degree in chemistry. For two years he was employed as a chemist with a Philadelphia dairy company, but, becoming dissatisfied with some of the folkways and mores of business, he decided that he would like to change his career and become a teacher. Influenced to some extent by a friend who was on the faculty at The University of Texas, he came to Texas and chose to work toward a Master's degree in sociology, which degree he obtained in 1925. While still a student, he was employed as tutor. With the M. A. he was employed successively as instructor and assistant professor until 1934, working in the meantime at the University of Chicago for the Ph. D., which was awarded in 1930. In the same year he married Helen Barrett; they have two children.

In the midst of the great depression of the 1930s, Professor Rosenquist, in 1934, became Assistant Chief, Rice and Sugar Section, Agricultural Adjustment Administration, of the Federal Government, and Chief Agricultural Economist in the Philippines, 1934-1935. He returned to the University as Associate Professor and in 1936 he was promoted to a full professorship. For three years, 1939-1942, he was Editor-in-Chief of The Southwestern Social Science Quarterly. He taught one year as visiting professor at Louisiana State University, following which he served as Price Officer, Office of Price Administration, in 1942-1943.

Professor Rosenquist's principal research and teaching interests lie in the fields of population study, criminology, and juvenile delinquency. Of secondary interest to him is the broader area of social problems in general to the analysis of which he contributed by the publication of a textbook on Social Problems in 1940. In addition to teaching and research, the University has benefited from his services as a member of various faculty committees, the Faculty Council, and the Graduate Legislative Council. Through the years he has served the State in numerous ways, including consultation with the Texas Prison System and the State Department of Public Safety, and active membership in the Texas Social Welfare Association, and The Southwestern Social Science Association, being president of the latter in 1953-1954.

In the fall of 1931, Rex D. Hopper entered The University of Texas to work for the Ph. D. degree in sociology. He was a native of Indiana, thirty-three years of age, and married to the former Ida Tobin of Austin. He and Mrs. Hopper had met at Butler University

when both were graduate students and from which Mr. Hopper had been graduated with the B. A. degree in 1922. Upon receipt of their Master's degrees, the Hoppers went to Asuncion, Paraguay, in 1926, where they taught in the Collegiate Institute. At the end of five years, they returned to the United States and came to Texas to resume their graduate study. Sociology was Mr. Hopper's chosen field and teaching his preferred profession.

By this time the Department of Sociology had grown to the point where additional staff was required to meet the student demand and Mr. Hopper was employed as tutor for 1932-1933. The following year he was promoted to instructor, which rank he held until 1945, when he became an assistant professor, having received the Ph. D. from The University of Texas in 1943. As a colleague, Professor Hopper was genial and cooperative and with the students he was a friend and an inspiring and stimulating teacher. He left the University in 1946 to go to Adelphi college, where he remained one year before going to Brooklyn College, where he is presently chairman of the Department of Sociology.

Harry Estill Moore joined the sociology faculty as assistant professor in 1937. Born in Bethany, Louisiana, on January 4, 1897, he was educated in the public schools of his native state and, after serving in the army during the first World War, he came to The University of Texas to study journalism. He received the B. J. degree in 1927 and in the same year married Bernice Milburn of San Antonio, who also had been a journalism major. After working for newspapers in Louisiana and Texas for several years, the Moores returned to the University to do graduate work in sociology, in which both took their

M. A. degrees in 1932. With the Master's degree, Mr. Moore became a research assistant in sociology and spent most of the next two years in a study of "Texas Town: A Study of the Sociology of Urbanization." In the fall of 1934, the Moores entered The University of North Carolina to work together for their doctoral degrees. From 1934 to 1936, Mr. Moore was a teaching fellow there and in 1936-1937, an assistant professor. The Moores received their degrees at the same commencement in 1937, and returned to The University of Texas where Dr. Harry Moore had been appointed Assistant Professor of Sociology. In 1945 he was made Associate Professor and in 1955 Professor of Sociology.

Since his coming to the faculty, Professor Moore has taught courses in the history of sociology, sociological theory, race relations, public opinion, and communications. In later years he has made the field of communications one of his major interests and area of teaching and, perhaps more from a peculiar set of circumstances than anything else, the study of disaster has occupied much of his research activity in recent years. Professor Moore has been in considerable demand as lecturer, consultant, and discussant; he served as a member of the staff of the Office of War Information in 1942-1943; and he has taught in summer sessions at the universities of North Carolina and Florida. During the period 1950-1955, he was Project Coordinator, Southwestern Cooperative Program in Educational Administration, and at present he is Editor of The Southwestern Social Science Quarterly.

The next person to join the faculty in sociology was Robert Lee Sutherland in 1940. For ten years Professor Sutherland had been Professor of Sociology and department head at Bucknell University and

for two years Associate Director of the American Youth Commission in charge of studies of Negro youth. His appointment at The University of Texas included not only that to the Department of Sociology, but also that of Director of the just-established Hogg Foundation for Mental Health. Combining a limited teaching schedule and directing a new Foundation launched Professor Sutherland on a busy life in Texas. From the start, he was much sought after as a lecturer and consultant by communities, civic organizations, churches and schools, and health and welfare agencies throughout the length and breadth of Texas. As the work of the Foundation grew through the years, he was forced to relinquish most of his teaching and to devote practically all of his time and attention to Foundation matters. He retains one graduate course on Studies in Intergroup Relations and he continues to be available for the supervision of graduate theses and dissertations.

Professor Sutherland is a native of Iowa, having been born in Clarinda in that state, on February 11, 1903. He attended Knox College for his undergraduate study, did his work for the M. A. at Oberlin College, and received the Ph. D. from Chicago in 1930. He was married to Marjorie Lewis in 1926 and they have one child. He lists as his areas of special interest those of mental health, personality adjustment, and cultural influences in the education of youth.

In the same year that Professor Sutherland came on the faculty, Ivan Carl Beiknap was appointed to an instructorship, having just received the B. A. degree from the University. In the next year he was a University Fellow in sociology and in the following year he entered military service in the United States Army where he spent four

years during the second World War and where he attained the rank of Captain before the war's end. While in the Army he completed the work on his thesis for the M. A. degree, which was awarded in absentia in 1944. With the war over, he returned to the University as instructor in sociology and resumed his graduate study, spending two quarters at the University of Chicago in 1947. The Ph. D. was conferred on him by the University in 1950 and in that year he was promoted to assistant professor, a rank he held until 1953, when he became associate professor.

Professor Belknap was born in Chehalis, Washington, September 26, 1915, and there he went to school until his family moved to Texas. After graduation from the Corpus Christi high school, he entered the University of Texas where practically all of his college work was done. Here he met and married Louella Walraven in 1941; they have two daughters.

Since he has been a member of the sociology faculty, Professor Belknap's interests have veered away from studies of the life-cycle and institutions, especially the family, and in the direction of social organization as represented in community, industrial, business, and governmental organizations. His researches have included the sociology of the mental disorders of later maturity and old age, the use of professional services in mental health programs, the social organization of a state mental hospital, and the general hospital in relation to community organization. In addition he is currently serving as consultant to such organizations as The Hogg Foundation for Mental Health, the H. E. Butt Foundation, the Russell Sage Foundation, The Texas State Hospital Board, the Texas Research League, the

Humble Oil and Refining Co., and The University of Texas Medical Branch in Galveston. Courses presently taught by him include Community Social Organization, Human Relations in Social Organization, Sociology of Large-Scale Social Organization, and a seminar on Problems in Social Organization Research.

Walter Irving Firey was born in Roundup, Montana, August 13, 1916, the son of a physician. While still a youth he moved with his family to Seattle, Washington, where he was educated in the public schools and the University of Washington, from the latter of which he received the B. A. degree in 1938 and the M. A. degree in 1940. He then attended Harvard University where he had the Ph. D. degree conferred in 1945. After spending the year 1945-1946 as assistant professor of sociology at Michigan State University, he came to The University of Texas with the same rank in 1946. In 1947 he was promoted to an associate professorship. In 1952 he married Mary Lou Powell and they have two sons.

Professor Firey's principal teaching and research interests are in social theory, social planning, and human ecology with particular emphasis on land use and conservation. Before coming to Texas, he attracted favorable attention to himself and his work by his study of land use in Central Boston and by his cooperative research on social aspects to land use planning in the country-city fringe. Of special interest to him is the investigation of the relations of social theory to mathematics and the methodology of natural science. These interests are reflected in his current researches and in his recent publications. In addition to maintaining an active research and writing program, he has served on the Advisory Board of the

American Journal of Sociology (1953-1955) and as Associate Editor of the American Sociological Review (1955-1956). Since coming to Texas, he has had teaching appointments to Harvard and Columbia universities.

The next addition to the sociology faculty was Gideon A. Sjoberg in 1949. Professor Sjoberg is a native of California, where he was born in Dinuba, August 31, 1922. After graduation from the Kingsburg High School he attended Reedley Junior College, 1940-1942. His B. A. degree was taken at the University of New Mexico in 1946 as was his M. A. degree in 1947. That year he married Andree Connery and entered the State College of Washington to continue his graduate study. There he was a teaching fellow, 1947-1949, and it was there that he received the Ph. D. degree in 1949. That autumn he came to The University of Texas as Assistant Professor; in 1956 he was promoted to the rank of Associate Professor.

Professor Sjoberg has been an indefatigable student and prolific writer since he joined the faculty. The courses he has taught and the articles he has had published have centered chiefly around the subjects of urbanization and research methods. Specifically, he has offered courses on The Sociology of Rural Life, The Sociology of Urban Life, Urbanization in World Societies, and Research Methods, both statistical and non-statistical. In the summer of 1956, he taught at the University of California (Berkeley).

In February, 1953, Dr. Logan Wilson became President of The University of Texas and Professor of Sociology. By reason of the heavy duties of his administrative office, he has taken no active part in the academic affairs of the Department of Sociology. Dr. Wilson is a native Texan, having been born in Huntsville, March 6, 1907.

The son of a long-time professor at Sam Houston College, he was educated in the public schools of Huntsville and in the Sam Houston Academy, from which he was graduated in 1923. He received the A. B. degree from Sam Houston College in 1926 and entered The University of Texas in the fall of that year to work toward the M. A. degree in sociology, which was awarded in 1927. After serving as a reporter for a time on the Houston Press, he became Assistant Professor of English at the East Texas State Teachers College in 1928. He remained in this position until 1936 when he entered Harvard University, where, in his first year, he was a Research Associate on the Massachusetts Community Project and where from 1937 to 1939 he was a Tutor in Sociology. In the latter year he received the Ph. D. degree and went to the University of Maryland as Associate Professor of Sociology, where he remained for two years, going to Tulane University in 1941 as Professor of Sociology and Head of the Department. For one year, 1943-1944, he was at the University of Kentucky as Professor of Sociology and Head of the Department, but in 1944 he was called back to Tulane to be Dean of Sophie Newcomb College. This position he relinquished in 1951 to assume the duties of Vice-President and Provost of the Consolidated University of North Carolina. At the end of a year and a half there, he came to his present position at The University of Texas.

President Wilson married Myra Marshall in 1932 and they are the parents of two boys. During his illustrious career, he has been the recipient of numerous honors, including, among others, the LL. D. degree conferred on him by Tulane University in 1953 and by Texas Christian University in 1955. He has served and continues to serve

on several governmental, educational, and foundation boards, committees, and commissions. His teaching and research interests center around sociological theory and sociology of the professions and his publications include books and numerous articles in professional journals.

Partly out of a recognition of a need and partly in response to insistent demand from a large number of students, the Department started to look for a man who was eminently qualified to offer courses in marriage and family life. Only a man who would present his subject to students in a sound, dignified, and unsensational manner was wanted. Moreover, it was felt that whoever filled the position of instructing in this area also would be much sought after by students for counseling on their personal problems and by local and state-wide organizations and groups for lectures and consultations. Hence, the search for such a person was narrowed by a process of elimination from consideration to the point where one man stood out as being pre-eminently fitted by training and long experience and by the favorable response elicited by students who had been afforded an opportunity to hear him and to come to appreciate what he had to offer them. This man was Henry Adelbert Bowman. Accordingly, Dr. Bowman was offered and accepted a position as Associate Professor in 1955.

Dr. Bowman was born in Cleveland, Ohio, on July 19, 1903. It was there that he attended the public schools and Western Reserve University, from which he was graduated with the B. A. degree in 1927 and the M. A. degree in 1929. He went to Yale University for his doctorate, which he took in 1931. While a student at Yale he was a University Fellow and a Sterling Research Fellow and an assistant in anthropology. It was during this time that he married Edna Kalt; they have a son.

With his Ph. D. degree, Professor Bowman went to Stephens College as an Instructor in Sociology and it was there that he inaugurated his marriage and family life course in 1934 and became chairman of the Department of Marriage Education. In 1942 he assumed the duties of chairman of the Division of Home and Family. Very soon he became known throughout the country as a speaker and counselor and author of articles and of a widely-used textbook on marriage. Summer teaching assignments took him to the University of Colorado, Hampton Institute, the University of California (Berkeley), and the University of Minnesota. He has been active for many years in the American Association of Marriage Counselors and in the National Council on Family Relations, having served as a member of the board of directors and as vice-president of the latter organization. This year (1957-1958) he is president-elect of the National Council. Since coming to Texas, Professor Bowman's time and energies have been fully occupied with the teaching of large numbers of students in his course on Marriage and Family Life and in counseling and in speaking engagements. Present plans call for his offering a graduate seminar on Marriage and Family Life at an early date.

In anticipation of increasing enrollments and of a need for an expanded program, the Department added two young men to its teaching staff in the fall of 1957. They were Reece J. McGee as Assistant Professor and Richard M. Colvard as Instructor.

Professor McGee was born in St. Paul, Minnesota, October 19, 1929. His education was received in his home community, first as a student in the St. Paul schools and then as an undergraduate for two years at Macalester College from 1947 to 1949 and at the University of

Minnesota, 1949-1952. From the latter institution he was graduated with the B. A. in 1952, the M. A. in 1953, and the Ph. D. in 1956. While still an undergraduate, he married Betty Ann Enns; they have a daughter and a son. His study at the University was interrupted by military service in the United States Army during the Korean War; he now holds the rank of 1st Lieutenant, Artillery, USA, Reserve. As a graduate student, he was successively Research Assistant, Research Fellow, and Research Associate, acting as technical assistant to the Academic Vice-President, undertaking numerous studies of the University, its departments and functions, including, among others, University of Minnesota Self-Survey, Union Reorganization Study, Growth of the University Study, University Enrollment Trends Study, and California-Western Conference Cost and Statistical Study. His teaching experience before coming to Texas was as assistant in the Department of Sociology at Minnesota and as Assistant Professor of Sociology, Humboldt State College in California. At The University of Texas he has combined part-time teaching in the Department with research assistance to the Vice-President and Provost. Other researches pursued in recent years and being continued at The University of Texas include a study of embleme, the numerical analysis of interaction groupings in large-scale organization; faculty mobility; and the origins and social composition of the non-tenured faculties of selected major universities in the United States. Teaching interests follows similar lines with such courses being offered as Social Disorganization and The Sociology of War and Military Organization.

Richard Maltby Colvard, Instructor of Sociology, was born in Weiser, Idaho, October 22, 1928. After graduation from high school,

he attended the University of Idaho from 1946 to 1948, when he transferred to Antioch College, where he received the B. A. degree in 1952. With one year of graduate study at the University of Chicago, he entered the University of California (Berkeley) to work toward the Ph. D. He spent the academic year, 1956-1957, as a research fellow at the University of Oregon where he was employed as a member of a team studying the Arkansas experiment in teacher education. In 1952, he married Patricia McGregor; they have a son. A

As a part of the study-plus-work program at Antioch College, Mr. Colvard was fortunate in having a rather wide and varied employment experience. Largely as a result of these work contacts, Mr. Colvard's research and teaching preferences fall mainly in the field of large-scale social organization, particularly with respect to education, business, and industry. At Texas he is responsible for teaching courses in American Institutions, Institutions in Process, Sociology of Industry, and Sociology of Occupations.

The fifteen or so men whose vitas appear above may be said to have constituted the core faculty of the Department of Sociology at The University of Texas over portions of a period of fifty or more years. But they include no more than a fractional part of the number of men and women who have taught sociology at this institution in various capacities and for varying lengths of time. Altogether, seventy-seven persons have had a part -- some great and some little -- in instructing students in sociology here. Their names, with their respective ranks and tenures of service, are listed in Appendix B.

## S T U D E N T S

Students constitute the raison d'etre for a college or university, a curriculum, and a faculty. Primarily is the existence of these facilities founded on the notion that young people may profit from higher education and that, in turn, society may benefit from an enlightened citizenry. So firmly is this idea fixed in the thinking of the nation that today these facilities are being taxed to the limit to keep pace with the student demand as shown by rapidly increasing enrollments. The end of this demand is not in sight. To the contrary, it bids fair to far exceed anything contemplated a decade or so ago.

When, in 1914, Professor Wolfe offered for the first time at The University of Texas a course that was properly called and taught as sociology, the total number of individual students in the Main University was 2285. While it had not yet become fashionable for parents to insist that their sons and daughters should go to college and while the young folks had not begun to think in great numbers that to go to college was "the thing to do," it may be assumed that the rank and file of the student body in that day was not very different "in kind" from what it is today. However, that changes have come through the years in student attitudes and mores, and in their aspirations and expectations, is an observable fact to all who have been connected with the University during the last thirty or forty years. As late as 1920, the student body, generally speaking, was characterized by a lack of seriousness of purpose and studiousness, but rather by a sort of provincialism and an attitude of frivolity.

If the men no longer wore six-shooters to class, as Alvin Johnson says they did when he was at the University, they were little less lusty and bellicose, as witness the shenanigans of the inhabitants of B Hall, the campus seat of Jeffersonian democracy, the frequent clashes between freshmen and sophomores and between the fledgling lawyers and engineers, the rowdy Saturday-night Germans, and the spontaneous demonstrations of defiance or protest on the slightest provocation. There were many exceptions among the students, to be sure, and much of the levity and seeming cynicism of the many, as well as the intellectualism or pseudo-intellectualism of the comparative few, may well have been largely a reflection of the zeitgeist that was quite prevalent in "the roaring twenties" following the first World War. Nevertheless, in spite of their irrepressible tendencies and exuberant behavior, the students in the second decade of the century were uncommonly friendly, usually cooperative, and decidedly stimulating to their teachers and to the University. It was with such students that the Department of Sociology was to work when it was established in 1928.

A major economic depression in the nineteen-thirties, followed by a greatly increased prosperity and up-graded level of living; a second World War within a single generation and one in Korea, followed by Federal government educational benefits for returned veterans; and a growing interest in and concern for problems of national development and welfare and of international relations and ever-present threats to the heritage of Western civilization and the so-called "American way of life," contributed to the enhancement of the value of higher education. These factors, coupled with a growing Texas

population, industrial expansion, and urbanization, led to the appreciable growth of the student population of the State's institutions of higher education. The University of Texas, as the State's largest and wealthiest center of instruction and research, received a goodly share of the student tide and felt its impact on its faculty, physical plant, and facilities, and sought to meet the influx to the best of its ability.

By and large, the veteran men and women who entered the universities and colleges after World War II and the Korean conflict had a healthy effect on the institutions attended and on the other students. They were, for the most part, men and women of greater maturity than the average undergraduate student and they were strongly motivated, broadly experienced, and remarkably diligent. They wanted an education and most of them knew what they wanted it for and were prepared to work for it. They served as pace-setters and, as competitors with and exemplars to the other students, they played a significant part in improving standards and raising the general level of scholarship. In short, "it became smart to be smart."

Enrollments in sociology classes over the thirty-year period, 1928-1958, reflect rather accurately the fluctuations in the over-all University registrations. The depression years of the thirties show, on the whole, a fairly steady increase due to the dearth of employment opportunities. The decided rise in enrollments in the three years from 1943 through 1946, when most of the young men were in military service, is accounted for by the fact that the number of young women attending the University greatly increased due, in large part, to the unwillingness or the inability of their parents to send them to

more expensive, high-tuition schools, and to the further fact that the figures for those three years are for three terms each year rather than for two semesters as for other years. Statistics for the post-war years, with the exception of the years 1951-1954, show an annual increase in enrollments; the falling off during the exceptional years being brought about by the absence of so many men during the Korean War. (See Table I.) Summer session enrollments for the years 1929 through 1958 are shown in Table II.

The number of individuals graduated with the B. A. degree with a major in sociology for thirty years ending with the August commencement of 1958 will be found in Table III. The number of women (774) was better than three and a half times the number of men (211) for a total of 985. During the years from 1914 through 1958, 183 graduate degrees were awarded to sociology majors. Of these, 168 were M. A. degrees and 15 Ph. D. degrees. Since it was possible for graduate students to do their research and write their theses on sociological subjects before sociology was given a separate department, 27 master's theses were so prepared before 1928. They are included in the above figures. As noted in Table IV, the Department was first authorized to offer work leading to the Ph. D. degree in 1945. Appendix C lists the recipients of the degree of Doctor of Philosophy with the titles of their dissertations, the names of their supervising professors, and their last known addresses. Similar information is given in Appendix D for all students who have majored in sociology for the Master of Arts degree.

Statistics on enrollments furnish, at best, only a partial measure of the extent of the influence of the Department on the

TABLE I  
 TOTAL ENROLLMENTS IN SOCIOLOGY  
 FOR THE  
 LONG SESSIONS OF 1928-1929 TO 1957-1958

YEARS	ENROLLMENTS	YEARS	ENROLLMENTS
1928-1929	204	1943-1944 *	1715
1929-1930	317	1944-1945 *	1843
1930-1931	399	1945-1946 *	1926
1931-1932	497	1946-1947	1771
1932-1933	537	1947-1948	1934
1933-1934	530	1948-1949	1943
1934-1935	626	1949-1950	1974
1935-1936	611	1950-1951	1863
1936-1937	845	1951-1952	1466
1937-1938	1022	1952-1953	1523
1938-1939	1061	1953-1954	1304
1939-1940	1078	1954-1955	1976
1940-1941	1180	1955-1956	2571
1941-1942	1127	1956-1957	2747
1942-1943	1103	1957-1958	2743

\* Figures for the years 1943-1944, 1944-1945, and 1945-1946 are for three terms into which those years were divided.

TABLE II  
 TOTAL ENROLLMENTS IN SOCIOLOGY  
 FOR THE  
 SUMMER SESSIONS, 1929-1958

YEAR	ENROLLMENT	YEAR	ENROLLMENT
1929	123	1944	294
1930	160	1945	209
1931	256	1946	234
1932	255	1947	488
1933	216	1948	473
1934	322	1949	428
1935	312	1950	436
1936	331	1951	430
1937	443	1952	309
1938	419	1953	227
1939	396	1954	285
1940	374	1955	364
1941	420	1956	528
1942	367	1957	502
1943	247	1958	420

Figures are for  
 From this year  
 each year - 1958

TABLE III

NUMBER OF INDIVIDUALS GRADUATED WITH THE B. A. DEGREE  
WITH A MAJOR IN SOCIOLOGY,  
BY SEX AND BY CALENDAR YEAR

YEAR	MEN	WOMEN	TOTAL	YEAR	MEN	WOMEN	TOTAL
1929		1	1	1944	1	47	48 *
1930	1	1	2	1945	4	44	48 *
1931	1	11	12	1946	3	50	53 **
1932	3	6	9	1947	9	49	58
1933	2	8	10	1948	16	49	65
1934	3	10	13	1949	17	52	69
1935	5	13	18	1950	13	33	46
1936	3	9	12	1951	14	36	50
1937	3	24	27	1952	15	35	50
1938	4	23	27	1953	12	35	47
1939	6	21	27	1954	6	27	33
1940	5	23	28	1955	9	31	40
1941	3	26	29	1956	15	20	35
1942	2	31	33	1957	17	21	38
1943	4	26	30 *	1958	15	12	27
				Totals	211	774	985

\* Figures are for four commencements - February, June, August, October.  
\*\* From this year to the present time, three commencements have been held each year - February, June, August.

TABLE IV  
GRADUATE DEGREES AWARDED IN SOCIOLOGY  
AT  
THE UNIVERSITY OF TEXAS  
1914-1958

YEAR	TOTAL	M. A. DEGREE	PH. D. DEGREE
1914	2	2	
1921	2	2	
1923	1	1	
1925	7	7	
1926	4	4	
1927	5	5	
1928	6	6	
1929	10	10	
1930	4	4	
1931	4	4	
1932	10	10	
1933	4	4	
1934	3	3	
1935	1	1	
1936	2	2	
1937	1	1	
1938	4	4	
1939	7	7	
1940	1	1	
1941	4	3	1 **
1943	3	2	1 **
1944	4	4	
1945	4	4	
1946	4	4	
1947	3	3	
1948	12	12	
1949	12	10	2
1950	10	7	3
1951	9	6	3
1952	6	6	
1953	8	8	
1954	4	4	
1955	5	3	2
1956	9	7	2
1957	5	4	1
1958	3	3	
	183	168	15

\* Before Sociology was separated from the Department of Economics and Sociology in 1928, several Master's degrees were conferred where the subjects were sociological and where supervision was given by sociologists.

\*\* The Ph. D. degrees reported for 1941 and 1943 represent inter-departmental majors with the dissertations being on sociological subjects and directed by a Professor of Sociology. The Department was first authorized to offer work leading to the Doctor's degree in 1946.

thousands of students who have been members of its classes and who have come under the instruction of its teachers. There is no way to gauge the full impress of courses taught in any subject on those who study it. Suffice it to say, the Department has been able to keep in sufficiently close touch with a representative number of its former students, particularly its undergraduate and graduate majors, as to give assurance that they have used their training in sociology in many and varied vocational and avocational pursuits. A great number of them have achieved distinction in their respective occupations.

In the spring of 1933, in response to a need for a closer association of faculty and students in sociology, a Sociology Club was organized. At the time it was thought that perhaps such a club could eventually qualify as a chapter of the national sociology honor society, Alpha Kappa Delta, and so the standards for membership were set high enough to correspond to those established by the United Chapters of Alpha Kappa Delta. By the winter of 1933-1934, the Club felt ready to apply for a charter as a chapter of AKD and did make such application, with the result that on April 4, 1934 the Gamma of Texas chapter was installed with eighteen charter members. The installation ceremony was conducted by Miss Marie Dresden (now Mrs. Winthrop Lane of Philadelphia and Washington) representing the United Chapters as installation officer. Since then new members have been initiated into the chapter each year, with this year's initiates bringing the total to 471. Among this number we count scores who have achieved prominence in the professions, particularly as sociologists in teaching, research, and writing.

Out of the 471 members, the present whereabouts of about 175 are known to the Department. Of this number, 75 are teachers of sociology;

3 are university or college presidents (President Logan Wilson, The University of Texas; President M. E. Sadler, Texas Christian University; and President George J. Beto, Concordia Lutheran College, Austin, Texas.); 14 are chairmen of sociology departments; 10 are government workers; 8 are in business (e.g., personnel, radio and television, oil, etc.); 5 or 6 are in the ministry; 2 or 3 are career men in the military; 3 or 4 are practicing attorneys; several are in psychology, economics, anthropology, education, or social studies; some half dozen are in social work; 3 are librarians; and an uncounted number of women are housewives, many of whom are active in community life, serving as club members, board members, committee members, and the like. Pride in the accomplishments of many former students in the Department tempt one to single them out for special mention, but the number is too great and the considerations of space are so imperative that it is not feasible to do so.

## CURRICULUM

The curriculum of a department of sociology, like that of any other discipline, is something that evolves through the years in response to a number of factors. As a department grows, the curriculum expands; as the faculty is enlarged, the course offerings tend to increase and to be altered in character; and as the discipline itself changes with time and circumstance, these changes are reflected in the size and content of the curriculum. So it has been with the curriculum of the Department of Sociology at The University of Texas.

It was more than coincidence that the first course in sociology introduced by Professor Wolfe in 1914 should have been one on social problems. The beginnings of sociology in the United States were contemporary with a powerful philanthropic movement with its interest on poverty, crime, and other social ills, and with its organization of charities to combat these evils. The first decades of the new century was the era of the muckrakers who cried out against the "shame of the cities," the spoils system, misery and its causes, the plight of the immigrants, the sweat shops, the slums, and a host of other ills of society. Sociologists took up the serious study of these matters and began to turn out books and articles about them and to introduce courses on them in the colleges and universities. A wave of reformism swept through the intellectual currents of the time and, in keeping with this temper, Professor Wolfe offered as his second course in sociology one on socialism and social reform.

It was an interesting coincidence, however, that brought the first three full-time sociologists to The University of Texas from

graduate study at the University of Chicago, where men like W. I. Thomas, Robert E. Park, Ellsworth Faris, and Ernest W. Burgess were lifting American sociology from its concern with "social problems" to a concern with theoretical problems. Credit must be given to Thomas for stimulating many of the fruitful, empirical studies in American sociology in the first three decades of this century. In particular, his Source Book for Social Origins (1909) contained ideas which found "a consistent expression in most, if not all, of the subsequent published studies of the students and instructors in sociology at Chicago" during the next twenty years.

The influence of the so-called "Chicago School" was first reflected in the sociology curriculum at Texas by the nature of certain courses introduced by Professor Handman. A new Principles of Sociology course was offered for the first time in 1917, replacing the Outlines course, which had been taught for a couple of years. This year's course at the junior level aimed to "analyze the mechanics of group life and social control and to trace the development of some of the chief institutions through which this control is exercised." The course became the famed "Eco. 25", and in 1926 "Soc. 25." The basic text adopted for the Principles course in 1921 was the new, radically different, and highly significant Park and Burgess Introduction to the Science of Sociology, and supplemented the following year by the required reading of Ogburn's Social Change, Sumner's Folkways, and Veblen's Theory of the Leisure Class.

At the same time, courses in Social Pathology, The Sociology of Conflict, Criminology, Modern Methods of Charity and Penology, and a Sociological Seminar, were given. While the Social Problems course

continued to be given by Professor Wolfe until he left the University in 1923, the course in Social Pathology undertook to "study the causes of destitution, an attempt to determine the minimum standard of living, and a statistical inquiry into the extent to which the American urban population is able to satisfy such a standard." By 1921, the Charity and Penology course had been dropped, but a course on Methods of Social Investigation, described as "case work and the technique of family and individual problems," shows the persistence of an interest in social problems and their amelioration. For the same year, a course on Child Problems was catalogued, but not taught. The Sociological Seminary, given by Professor Handman, and continued by him until 1924, is interesting not only because it was the first seminar in sociology at the University, but also because it represented the first attempt to introduce sociology students here to "selected topics in the principles of sociology, the history of sociological thought, and the scientific method in social science."

The only changes noted in the curriculum between the year 1917-1918 and the year 1921-1922, was the introduction of a course on The Family in 1919-1920, and the discontinuance of the course on Conflict in 1920-1921. Other new courses announced for 1921-1922, but probably not taught because there was no one employed to give them, was one on Rural Sociology and one called The Survey, "a study of the principles and techniques of the social survey as exemplified by the most important recent social surveys." This latter course, along with the one on Methods of Social Investigation, announced for the same year, but not taught until a year later, give some indication of the desire of Professor Handman to initiate some instruction in methods as methods of social investigation were commonly understood and employed in those days.

At the time of which we are writing, some sociologists, like workers in the sister "social sciences", were seeking to gain "respectability" for their discipline in the realm of the sciences generally. The traditions of one of sociology's predecessors, the philosophy of history, were still strong and sociology was denied scientific status according to the standards of the natural and physical sciences. Fortunately, however, there was no de facto monopoly of the objectives, methods, and spirit of science. With this in mind, sociologists ceased much of their armchair philosophizing and began to move in the direction of scientific research. Accordingly, they began to make careful observations of social phenomena, to classify the data obtained, and to develop hypotheses to explain the data collected. To this end the methods of case study and the social survey were widely adopted in practice and were introduced into the training programs of the larger sociology departments. But these procedures alone were found to be insufficient to make a science and since the 1920's the sociologists have sought to test their major hypotheses and generalizations in actual concrete situations where the methods of observation, mensuration, analysis, and theoretical orientation can be rigorously controlled. As some one has said, there is today "a very evident shift of emphasis from knowledge about social life to knowledge of social life." So the introduction of courses on the techniques of case study and the social survey in the curriculum marked the beginning of the employment of scientific research methodology in the study of social phenomena and started a trend toward the later adoption of more tested and refined methods.

For the first time, sociology courses were listed separately and

as such in the catalogue for 1926-1927, but they were still in the Department of Economics and Sociology. The introductory sociology course, Eco. 25, Principles of Sociology, now became Soc. 25, Introduction to the Study of Society, but remained at the junior level and retained its former prerequisite, Eco. 1. A course on Rural and Urban Problems, taught for the first time in 1922-1923 and dropped in 1924, was reinstated in 1926, and several new courses were added. These included Social Attitudes, Social Movements, Social Control, and Advanced Social Theory, all taught by Professor Gettys, and Population Problems and Immigration, taught by Adjunct Professor Rosenquist.

The year 1927-1928 was marked by the absence of Mr. Rosenquist, who spent the year in graduate study at The University of Chicago, and by the presence of Visiting Assistant Professor Edgar T. Thompson, who taught some of Mr. Rosenquist's courses. In this year, Professor Gettys introduced three new courses into the curriculum: Criminology and Penology, Advanced Social Theory, and a Thesis course. The next year, Professor Rosenquist took over the first of the above-mentioned courses.

With the separation of sociology from economics and the creation of the new Department of Sociology in the fall of 1928, several innovations were made in the curriculum. For the first time, sociology was taught below the junior level with the introduction of Sociology 310, Introduction to the Study of Society, for sophomores. Sociology 325, the introductory course for juniors, was retained for a couple of years and then dropped. Similarly, Sociology 311, Social Pathology, was moved to the sophomore year and Sociology 342, Social Pathology for juniors, was discontinued after 1929-1930. In order to strengthen

the training in research methods, Economics 329, Economic and Social Statistics, taught by the Department of Economics, was made a required course for all graduate students with a major in sociology. The requirement of this course was continued until 1937-1938, when the Department set up its own course in statistics.

In the following year, 1929-1930, Professor Rosenquist introduced a course in Social Factors in the Development of Personality, which he has given ever since. In the same year, two other courses in economics were accepted for credit in sociology when preceded by Economics 11 and Sociology 310. These were Professor Ruth Allen's The Industrial Revolution and the Standard of Living and The Economic Status of Women.

There is nothing to indicate that Economics 143, Child Problems, announced for 1921-1922, was ever given, but in 1930-1931, a course on Child Welfare was introduced. In the same year, the course on the Sociology of Conflict was reinstated. In the following year, a new graduate seminar, described as "a study of research methods and their application to specific problems," was offered for the first time. Three new courses were introduced in 1933-1934. They were Race Relations, The Community: A Study of Urban Life, and a seminar on Social Trends, the latter being described as a "study of social change through the measurement and analysis of certain definite social trends, as in population, crime, the family, etc."

A course on Human Ecology was given for the first time in 1934-1935 by Clarence E. Glick, a visiting professor. During the same year, Professor Gettys introduced two new courses: The Community: A study of Rural Life, which had been announced first in 1921-1922 as Rural Sociology, but not taught, and Public Welfare, a subject of timely

logical approaches

interest in the years of the great depression. A seminar on Sociological Concepts, taught jointly by Professors Gettys and Glick, also took its place in the curriculum. It undertook "an examination of a few selected sociological concepts with the idea of evaluating them, establishing their significance, and arriving at more precision in their understanding and use."

No further changes were made in the curriculum until 1937-1938 with the exception of a change in the designation of Soc. 311 from Social Pathology to Applied Sociology in the fall of 1936. When, in 1937, Professor Harry E. Moore joined the faculty, he assumed the responsibility for three new courses in addition to taking over the course in Advanced Social Theory. His new courses were Regional Social Organization, Sociology of Public Opinion, and the non-statistical part of a research methods course, the statistical part being taught by Professor Rosenquist. Herewith the Department assumed responsibility for training its students in statistical methods, a function that had been rendered by the Department of Economics for nine years. A staff seminar on Contemporary Sociological Literature was introduced in the same year along with the first of the so-called "eighty courses" for graduate students. These courses, which were numbered in the eighties and which were increased to a total of ten during the next few years, were set up for graduate students who took them on an individual conference basis. The first, entitled Research Problems, was an all-inclusive type of offering and was taught by all graduate members of the sociology faculty. Later additions to the list were in areas of specialization, each being offered by one of the professors, and all intended to emphasize both theoretical and methodological approaches to problems in some particular area of investigation.

These courses could be repeated for credit and together constituted the bulk of the strictly graduate work required for a graduate degree in sociology.

In 1941-1942, two new senior courses were established: Social Change and Principles of Sociology. The latter undertook a "systematic study of the fundamental concepts and principles employed in sociological analysis," and was intended as an "introductory" course for advanced students who had not had a general course in sociology. In the second semester of the same year, a course on Morale in Time of War was offered. By this time the United States was involved in World War II and the problem of morale among the students as well as in the population of the country in general was sufficiently acute as to justify the giving of a course on the subject. The course sought to interpret "morale as an element in group life and its function in time of crisis, together with factors making for or against morale and its correlation with other aspects of the social situation."

In the following year another war-related course on Community Resources and Organization in Wartime was given and for the duration of the war replaced the courses on rural and urban life. The course served as "an introduction to a sociological interpretation of the community; understanding of the symbiotic and cooperative aspects of modern community life; and changes demanded in a shift from a peacetime to a wartime economy." In the interest of economy, a course entitled Contemporary Social Thought was offered as a one-semester substitute for the two-semester course on Advanced Social Theory.

Several courses were offered for the first time in 1943-1944. These included one on The Sociology of Latin America, the first course

on the subject to be given in sociology at The University of Texas. It was described as a "sociological interpretation of the Latin-American area, involving a consideration of Latin-American history and political behavior from the point of view of sociological theory and methods of analysis." Other innovations were courses on Sociology of Interest Groups and Human Migration. With the offering of the latter course, the word "immigration" was dropped from the title of the course on Population Problems and Immigration. At the same time, Child Welfare was dropped and a course on the Sociology of Childhood was introduced with the idea of stressing the more sociological factors related to childhood and of lessening the emphasis on welfare in the social work sense. Thus the study of "childhood as an age-status in primitive, historical, and contemporary cultures; childhood development and social structures; examination and critique of the sociological implications of doctrines of child development," took its place beside the Problems of Youth course inaugurated two years before.

The summer session of 1944 saw the beginning of instruction in the Sociology of Institutions, "a sociological analysis of institutional behavior; the comparative study of institutions; the process of institutionalization; and the inter-relations of institutional forms."

Further change in course offerings was not made until 1945-1946. In this year, a course on Collective Behavior was introduced. It dealt with the "behavior of collectivities of people, such as crowds, publics, and people in the mass, together with the mechanisms and interactional processes involved in such social phenomena." The Public Welfare course became a course in Social Welfare in order to

meet more adequately the wishes of many students for a survey of the field of social work in order to help them decide whether or not to prepare themselves for careers in that area. The course was non-professional, but introduced students to the "organization, problems, personnel, and administration of welfare departments; interdepartmental relationships; social welfare legislation; federal, state, and local programs." Most momentous of the changes made in this year was the addition of Soc. 699, the dissertation course for the Ph. D. degree, made possible by the action of the Graduate School in granting permission to the Department to begin offering work for the doctorate with a major in sociology.

A course on Sociology of Occupations was offered for the first time in 1946-1947. It emphasized the "cultural context of income-earning as a phase in the life-cycle of the person; structural characteristics and trends in occupations; the income-earner as functionary and as a person." This course initiated a series of courses that were added later in the general area of social organization.

In 1948-1949, with the addition of Professor Olen Leonard to the faculty, an effort was made to revive an interest in the sociology of Latin America by offering the course on the Sociology of Latin America, which had not been given for several years, and by introducing a new course on Latin-American Demography. With the departure of Professor Leonard at the end of the year, the Latin-American courses were allowed to lapse, not because of a lack of interest in the subject, but because no satisfactory replacement for Professor Leonard could be found. Other changes this year included the strengthening of the graduate offerings by introducing a seminar on Graduate Methods of Research and two other graduate seminars numbered 396K and 396L.

These latter seminars were given by different members of the faculty and could be repeated for credit by students when the topics varied.

The next year, the Sociology of Industry was given for the first time, and two senior proseminars, 371K and 371L, were placed in the curriculum. Like the graduate seminars mentioned above, the proseminars were taught by different faculty members with topics that varied. The course on industry was announced as a study of "industrialism as a type of social organization; the relation of industry to social structure, social movements, and associational patterns; social organization and interaction within the plant; and industry and personality." In recognition of the growing importance of communication in its various forms and by a variety of media as the subject of research and instruction by the behavioral scientists, a course on the Sociology of Communication was given for the first time in summer of 1950.

In the fall of that year, students with an interest in the sociology of urban life were offered for the first time a course on Urbanization in World Communities. In the course, emphasis was placed on such divergent areas as China, India, South Africa, Europe, and Latin America. Also, another broad gauge course, Sociology of Knowledge, was given a place in the curriculum. The offering consisted of "an exploration of the relationship between thought structure and existential factors by reference to the social changes in the history of Western culture." To round out the offerings on the life-cycle and as a companion to the Sociology of Childhood and the Sociology of Youth courses, a course on the Sociology of Later Maturity and Old Age was introduced. This course was in line with a growing awareness of the increasing proportion of aged persons in the population and

and of the problems typical of later maturity and old age in the family, occupations, and community, and was a course designed to benefit students who might wish to enter the recently developed field of gerontology. However, in 1953-1954 the childhood and youth courses were combined to become Sociology of Childhood and Youth. In that year, also, the last of the individual conference graduate courses, bearing the numbers 380 through 389, were established in the curriculum.

The year 1954-1955 saw several important changes brought about by the decision to make sociology available to freshman and to bridge the gap between the freshman year and the junior year, when advanced courses might be taken, by introducing a few courses at the sophomore level with sophomore standing as the only prerequisite. The two sophomore courses, Introduction to the Study of Society and Applied Sociology were dropped and placed at the freshman level with the title of the latter changed to Contemporary Social Problems. The course, Sociology of Institutions, was moved from the junior year to the sophomore year and the name changed to American Institutions, and Criminology was likewise dropped from the junior year and made available to sophomores. The senior course, Principles of Sociology, was moved to the junior year, with junior standing as its sole prerequisite, thus enabling advanced students to take a high-level introductory course.

For several years there had been a growing demand from a large number of students for a course on courtship and preparation for marriage and family life. The Department was reluctant to start such a course until a man could be found who would give a sound, dignified, and scientifically-oriented course -- one devoid of sensationalism.

When it was learned that Professor Henry Bowman was available and interested in coming to Texas, he was engaged to develop a course on Marriage and Family Life. During the first two years, 1955-1957, the course was set up as a service course with junior standing as the only prerequisite. So many students registered for the course and so many clamored to get in who could not be accommodated that, at the end of two years' experience, the prerequisite was made comparable to that of other junior courses in sociology. As announced, the course is the "study directed primarily to the husband-wife relationship, the events and attitudes leading up to it, the problems and experiences arising out of it, and the development of a philosophy regarding marriage."

In the first semester of 1956-1957, three new courses found a place in the curriculum: Human Relations in Social Organization, Religion and Society, and Sociology of Large-Scale Social Organization. The second of these courses dwelt on the "development of the sociology of religion, surveys of religious systems, treatment of religion in the United States, and Protestantism in relation to the larger secular society." The other courses were intended to fill out the department's offerings in the area of social organization, an area which was attracting the attention of more and more sociologists and which was already represented in the department's courses on the community, industry, and occupations. The first of the courses introduced the student to the human relations problems of communication, adjustment, and productivity in business, government, and the professions, whereas the other course stressed problems of research and analysis growing out of the changes in the social organization of business, governmental, and professional operations.

With the strengthening of the program of instruction in the area of social organization came the decision to devote more attention than heretofore to the nature and consequences of the reverse processes, namely, those of social disorganization. Accordingly, in the fall of 1957, courses on Social Disorganization and Juvenile Delinquency were given. The former deals with the "nature, general processes, and fundamental causes of social disorganization; the bearing of the concept on the understanding of practical social problems; and the techniques for describing and analyzing its manifestations." The latter course delves into the "nature of juvenile delinquency; its causes and trends; the roles of the police, juvenile court and training school; and the problem of prevention." In the spring of the year, the offerings in the broad field of social organization were joined by a course on the Sociology of War and Military Organization. The subject-matter of the course covers the "social organization and social locus of military organizations, the profession of arms, and warfare as a social phenomenon."

During the winter and spring of the last year covered by this history -- the year 1957-1958 -- plans were drawn for some rather drastic alterations in the program of graduate study in sociology in line with directives from the office of the Graduate School. The entire graduate program on campus was made a major item of business of the Graduate Faculty and before the end of the year a greatly modified and revised program eventuated and was adopted. The principal change, designed to strengthen the graduate degrees, required that more work of a strictly graduate nature be incorporated in all graduate-degree programs. This requirement necessitated a revamping of the graduate courses offered in sociology. All but two

of the so-called "80" courses were dropped and the following listing of seminars was incorporated in the curriculum with a footnote to the effect that specific topics under the general area titles would be varied and that the seminars could be repeated when the topics vary.

- 380. Research Problems
- 380K. Seminar on Marriage and the Family
- 387. Seminar on Research Methods
- 391K. Seminar on Social Disorganization
- 392K. Seminar on Social Dynamics
- 393K. Seminar on Communications
- 394K. Seminar on Sociological Theory
- 396K. Seminar on Societal Systems
- 396L. Seminar on Social Organization
- 698. Thesis for the Master of Arts Degree
- 699. Dissertation for the Doctor of Philosophy Degree

This recital of curricular changes in the Department of Sociology over a period of more than thirty years may make for dull reading, but it is an important part of the record and needs to be told. It shows, among other things, how a departmental curriculum gets built up through time and in response to changing interests of faculty members and to developments in the discipline itself. Unfortunately, it does not represent any great amount of careful and long-range planning. But it does reveal a rather consistent emphasis on fundamentals and a more or less studied attempt to avoid esoteric fads and foibles, such as have intruded themselves into certain other disciplines and departments of sociology.

## R E S E A R C H

Prior to 1927, the would-be researcher in the social sciences at The University of Texas could expect little encouragement and practically no financial assistance from the University. If he wished to do research, either he had to devote whatever time he could spare from his teaching and other activities and finance his own efforts from his own private income, or he might succeed in securing some financial aid from an outside source, such as certain funds by that time provided by the Federal Government or one of the few interested foundations then in existence. By this time the Social Science Research Council, established in 1923, was beginning to offer grants-in-aid and fellowships to ambitious and able social scientists, but few from the University applied for such assistance. As a consequence, research in social science at The University of Texas was meagre.

In the spring of 1927, President Walter M. W. Splawn announced a grant for research in the social sciences from The Laura Spelman Rockefeller Memorial and thus there was provided for the first time at Texas the stimulation and concrete financial support for research in the social sciences and business areas. While this is not the place to review the details of the contractual arrangement made between the Board of Regents of the University and The Laura Spelman Rockefeller Memorial, it should be said that the initial grant of funds for a five-year period, beginning September 1, 1927, led to the establishment of a Bureau of Research in the Social Sciences, with a Director and an Advisory Committee of nine members and an Executive Committee of five members, who were charged with the responsibility of adminis-

tering the funds provided for the social sciences by the Rockefeller Memorial and supplemented by matching funds from other sources, including Legislative appropriations.

For fifteen years the Bureau allocated funds for research on projects submitted by individual faculty members, by research teams, and by departments. Research interest and activity were high during this period and most of the studies resulted in the publication of books, articles, and bulletins. The Laura Spelman Rockefeller Memorial continued to match funds on a diminishing scale until 1940 when, because of a change in its policy regarding support of social science research organizations, it terminated its grants. Then, in 1942, the Legislature cut off State funds in a wave of war-time economy, thus, the life of the Bureau was brought to a conclusion.

Sociology was represented on the Advisory Committee of the Bureau from the start by Professor Gettys and in the fall of 1928 he became Secretary to both the Advisory and Executive Committees. In 1930, he was made Director of the Bureau and served in that capacity throughout the rest of its life. The faculty in sociology was small during the time the Bureau functioned, but the research projects carried on by its members with funds provided by the Bureau were numerous. They will be designated by appropriate notations in the list of research items presented below.

Another significant contribution to research at the University came with the creation of the Research Institute in the Graduate School in 1939. Modest appropriations were made each year by the Board of Regents to the Institute and these were administered by a Research Council composed of some ten or twelve representatives of

the principal divisions of the Main University and presided over by the Dean of the Graduate School. Sociology was represented on the Council from the beginning until 1957 by Professor Gettys, who served for several years as chairman of the sub-committee charged with screening projects of applicants from the humanities, education, home economics, law, and the social sciences. Members of the sociology faculty have been recipients from time to time of grants for research from the Institute.

A unique permanent endowment for mental health education, service, and research heads up in the Hogg Foundation for Mental Health, which, as an arm of the University, has in recent years, expanded its research and publication programs and aided several research projects in the area of mental health, broadly defined. Robert L. Sutherland, Professor of Sociology, has directed the work of the Foundation since it was organized in 1940, and several members of the sociology faculty have benefited from the Foundation's research funds and facilities.

When one considers the size of the sociology faculty through the years, the list of research projects carried on by its members is quite impressive. Only the projects actually conducted by the members during their respective periods of employment at The University of Texas are included; that is, research done before coming to the University or done after leaving the University is not mentioned in the following listings.

Ivan G. Bellnap

1948-1949. Case-history and demographic research in the frequency of mental disorders in special age groups: childhood and old age. (Support from The Hogg Foundation.)

1952. Analysis of commitments to a state mental hospital for 1946-1952 in terms of sociological background. (Hogg Foundation.)

1952-1954. Case study of the organization of a state mental hospital. (Hogg Foundation.)

1953. Utilization of professional manpower in mental institutions and problems of manpower procurement. (Texas Research League.)

1953. Sociological characteristics of the population 65 and over in mental hospitals in Texas. (Texas Research League.)

1954-1956. Pilot study in the organization of management communications, Humble Oil and Refining Co., Houston, Texas. This study is organized on a continuing basis. (Humble Oil and Refining Co.)

1956- . Comparative study of the administrative development of successful and unsuccessful hospitals in selected Texas communities. (U. S. Public Health Service.)

Richard M. Colvard

1957- . Completing Ph. D. dissertation (University of California, Berkeley) on "Organizations, Professions, and Power: Institutional Change in the Arkansas Experiment in Teacher Education." This study is an institutional analysis of a controversial effort to modify radically the organizational and curricular structure of teacher education in fifteen colleges and universities in Arkansas. (Ford Foundation.)

1957- . Review and analysis of the existent writings on professions and their nature and role in mass societies.

Walter I. Firey

1952. Member of inter-university faculty seminar on social integration, Ann Arbor, Michigan. (Social Science Research Council.)

1953, 1954. Field research on the social organization of water use and conservation in the Texas south plains.

1956- . A comparative study of resource use patterns.  
(University Research Institute.)

Warner E. Gettys

1928-1932 (with Max S. Handman). Economic and social conditions of the Mexicans in Texas. Part of a project participated in by Anthropology, Economics, Education, Government, History, and Sociology. The sociological portion covered special problems created by the Mexican immigrant in border communities; displacement of Negroes and American whites by Mexicans; tendencies toward Americanization of Mexicans, including housing, health, standards of living, etc.; Mexican institutions in Texas, including newspapers, etc.; immigrant heritages of Mexicans and changes therein; and changing social attitudes -- familial, religious, aesthetic, etc. (Bureau of Research in the Social Sciences.)

1935-1938. Child welfare study of Texas. Based on data collected for the Texas Relief Commission with funds from the Works Progress Administration. Compiler: Grace Benjamin. (Bureau of Research in the Social Sciences.)

1936-1937. Study of prisoners entering the Texas prison for the purpose of classification and segregation. Fairly complete records -- physical, medical, psychological, psychiatric, and social histories -- were secured for a sample of 2,500 inmates of the Texas State Prison. The usefulness of the study was so apparent that the Legislature appropriated funds for the continuation of the study and for the establishment of a Bureau of Classification in the prison. Chief, Frank Loveland, Jr.; Psychiatrist, Dr. A. Hauser, M. D.; Assistant to Chief, Carl Basland. (Bureau of Research in the Social Sciences.)

1937-1943 (with Carl M. Rosenquist). Demographic and ecological study of the population of Texas. (For description, see under Carl M. Rosenquist.)

1940-1942. Works Progress Administration Statewide Historical Records and Writers' Project. Direction of this project was assumed in 1940 and the project was brought to a conclusion by the discontinuance of WPA support. This was a most ambitious project and involved the expenditure of several million dollars of Federal Government money for the preservation of public records and their publication, together with the preparation of guide books for Texas and several of its major cities. (Bureau of Research in the Social Sciences and the Works Progress Administration.)

1947-1948. Human ecology and social theory. Attempt to integrate ecological data with sociological theory. A continuing project begun at an earlier date, but facilitated by a research leave in the second semester of this year. (University Research Institute.)

In addition to the above, Professor Gettys has continued his research and writing in human ecology; the sociology of conflict, especially of war and its ecology; and social movements.

Max S. Handman

1928-1932 (with Warner E. Gettys). Economic and social conditions of the Mexicans in Texas. For some time before the start of this project, Professor Handman had conducted research on the economic and social life of the Mexicans in Texas and had used a number of his graduate students to assist him and to write their theses on the Mexican population in Texas. Professor Handman had general supervision of the project during the first two years. This time was spent in a survey of 250 Mexican families in Austin and by visits to El Paso, the Lower Rio Grande Valley, and Houston for the purpose of acquainting the investigator with the general problems of those places.

A visit was made also to California to survey the Mexican situation in that state. (Bureau of Research in the Social Sciences.)

Reece J. McGee

1957-1958. Research Assistant to the Vice-President and Provost, The University of Texas, studying the internal organization of the University. (Relief from one-third-time teaching.)

Other research carried on by Professor McGee during the year: Faculty mobility, especially among junior members; faculty working conditions; institutional inbreeding.

Harry E. Moore

1932-1938. Research Assistant on the Urbanization in Texas project under the direction of Professor Rosenquist. (See under Carl M. Rosenquist.)

1937-1938. Research Assistant on the Demographic and Ecological Study of the Population of Texas project for the first semester under the directorship of Professor Rosenquist. (See under Carl M. Rosenquist.)

1941-1943. Collection and analysis of propaganda materials having to do with war particularly.

1942-1943. War booms in three Texas towns. A study of the effects of a nearby military camp on Austin, Bastrop, and Elgin, Texas. Research Associate, W. Gordon Browder; Research Assistant, Harold Garfinkel. (Bureau of Research in the Social Sciences and The Hogg Foundation.)

1942-1944 (with Bernice Milburn Moore). Incorporation of the wives of servicemen into the community. (Supported by True Story Magazine.)

1950-1954. Community study as a part of the Cooperative Program in Educational Administration. Director of research on efforts of school administrators to improve communities as a function of school administration. (Kellogg Foundation and The University of Texas.)

1953-1958. Studies of disaster growing initially out of the tornado disasters in Waco and San Angelo, Texas, May, 1953. (University Research Institute; The Hogg Foundation; the Institute of Public Affairs; and the Committee on Disaster Studies, National Research Council, National Academy of Sciences, Washington, D. C.)

Carl M. Rosenquist

1924-1925. Participated in a general study of Texas convicts under the auspices of the National Committee for Mental Hygiene.

1929-1930. The Swedes in Texas: a study of the process of assimilation. (Bureau of Research in the Social Sciences.)

1932-1938. Urbanization in Texas: a study of a Texas community as it grew from a small trading center of a ranching area into a thriving metropolitan city following the discovery of oil. Director, Carl M. Rosenquist; Research Associate, Walter T. Watson; Research Assistants Carl Basland, Elbert L. Hooker, Lewis Israel, William C. Lawton, and Harry E. Moore. (Bureau of Research in the Social Sciences.)

1937-1943 (with Warner E. Gettys). Demographic and ecological study of the population of Texas. The project included population mobility in Austin, Texas, 1929-1931; family mobility in Houston and Dallas, Texas, 1923-1938; occupational mobility in both cities; rural population mobility; and mobility in army and defense industrial communities in Texas. Director, Carl M. Rosenquist (1937-1941); Director, W. E. Gettys (1941-1943); Research Associate, Henry D. Sheldon, Jr. (1937-1938); Research Assistant, Harry E. Moore (1937-1938); Research

Associate, Douglas W. Oberdorfer (1938-1939); Research Associate, W. Gordon Browder (1939-1942). (Bureau of Research in the Social Sciences and the Works Progress Administration, the latter support amounting to over \$175,000.)

1946-1947. Study of social factors affecting sex ratio at birth in Texas, 1945.

1947-1948. Study of differential fertility among the rural inhabitants of Texas counties.

1951-1952. Compiler of Census Tract Street Directory, Austin, Texas. (Bureau of Business Research.)

1951-1956. Intra-state migration in Texas, 1935-1940. (University Research Institute.)

1956-1957. Study of voting behavior in the Texas elections of 1956.

1958- . Beginning a study of juvenile delinquency in Texas and Mexico, to be conducted jointly with the National University of Mexico. (The Hogg Foundation.)

Gideon A. Sjöberg

1949- . Major areas of research: urbanization (especially comparative), research methods and methodology, and social stratification.

Robert L. Sutherland

1958- . A study entitled: "Bridging the Experience from Hospital to Community": a study of the problems of persons released from mental hospitals. Director, Robert L. Sutherland; Research Sociologist, Fred R. Crawford; Research Psychiatric Social Worker, Glenn Rollins. (National Institute of Mental Health and the Hogg Foundation.)

## PUBLICATIONS

Members of the sociology faculty of The University of Texas have been quite productive in the writing and publication of the results of their researches and other scholarly activities. Several have had textbooks and monographs published and all have contributed articles to the professional and scholarly journals, to the proceedings of learned societies, and to other publication outlets. The principal ones of the publications are listed below. Included in the listings, also, are the editorial services performed by some of the members, but excluded from mention are the many book reviews, book notes, and lesser items.

### Ivan C. Belknap

(with Hiram J. Friedsam) "Age and Sex Categories as Sociological Variables in the Mental Disorders of Later Maturity," American Sociological Review, Vol. 14, June, 1949, pp. 367-376.

(with Walter I. Firey) "The Problem of Standardizing Observation in Sociology," Proceedings, Southwestern Social Science Assoc., Vol. 1, 1951, pp. 60-67.

(with E. G. Jaco) "The Epidemiology of Mental Disorders in a Political-Type City, 1946-1952," in Interrelations Between the Social Environment and Psychiatric Disorders, Milbank Memorial Fund, N. Y., 1953.

(with the staff of the Texas Research League) Organizational Structure and Personnel Administration, Report No. 2, Texas Research League, Austin, 1954.

Problems of Staffing Selected Professional Services, Texas Research League, Austin, 1954.

"The Committed Aged," Part IV, The Program for the Mentally Ill, Report No. 3, Texas Research League, Austin, 1955, pp. 59-74.

(with E. G. Jaco) "Is a New Family Form Emerging in the Urban Fringe?", Am. Soc. Rev., Vol. 18, Oct., 1953, pp. 551-557.

Human Problems of a State Mental Hospital, New York: McGraw-Hill, 1956. Pp. xvi, 277.

Henry A. Bowman

"The Diagnosis of Love," Chap. 9, in Modern Marriage and Family Living, edited by Morris Fishbein and Ruby J. R. Kennedy. New York: Oxford University Press, 1957, pp. 132-143.

"Teaching Ethical Values Through the Marriage Course," Marriage and Family Living, Vol. 19, Nov., 1957, pp. 325-330.

Walter I. Firey

Land Use in Central Boston. Cambridge, Mass.: Harvard University Press, 1947. Pp. xv, 367.

"The Optimum Rural-Urban Population Balance," Rural Sociology, Vol. 12, June, 1947, pp. 116-127.

"Informal Organization and the Theory of Schism," Am. Soc. Rev., Vol. 13, Feb., 1948, pp. 15-24.

(with C. P. Loomis and J. A. Beegle) "The Fusion of Urban and Rural," in Highways in Our National Life. Princeton: Princeton University Press, 1950.

"Mathematics and Social Theory," Social Forces, Vol. 29, Oct., 1950, pp. 20-25.

"Residential Sectors Re-Examined," Appraisal Journal, Vol. 18, Oct., 1950, pp. 451-453.

Contributor, New Collier's Encyclopedia. New York: P. F. Collier and Son, 1950.

(with Ivan C. Belknap) "The Problem of Standardizing Observations in Sociology," Proceedings, Southwestern Social Science Assoc., Vol. 1, 1951, pp. 60-67.

"Survey of Current Research in Demography and Human Ecology," Am. Soc. Rev., Vol. 17, April, 1952, pp. 212-215.

"Ecological Schisms in River Basin Regions," Proceedings, Southwestern Sociological Society, Vol. 2, 1952, pp. 11-15.

"Social Order and Uncertainty," Proceedings, Southwestern Sociological Society, Vol. 3, 1953, pp. 90-100.

Advisory Editor, American Journal of Sociology, 1953-1955.

(co-editor with Warner E. Gettys) Selected Readings in an Introduction to Sociology. Harrisburg, Pa.: Stackpole Press, 1954. Pp. viii, 412.

"Grenzen als Faktoren in der Gemeindeplanung," Soziale Welt, Vol. 5, 1954, pp. 114-121.

Associate Editor, American Sociological Review, 1954-1958.

"The Ecological Delineation of a Planning Area," Texas J. of Science, Vol. 6, June, 1954, pp. 189-193.

"Coalition and Schism in a Regional Conservation Program," Human Organization, Vol. 15, Winter, 1957, pp. 17-20.

"Patterns of Choice and the Conservation of Resources," Rural Sociology, Vol. 22, June, 1957, pp. 113-122.

Warner E. Gettys

Contributing Editor, Social Science, 1926-1930.

(with Carl A. Dawson) Introduction to Sociology. New York: Ronald Press Co., 1929 edition, vi, 366; 1935 revision, xvii, 870; 1948 revision, ix, 764.

(with J. M. Reinhardt) "The Introductory Course in Sociology in State and Large Endowed Universities," Journal of Educational Sociology, Sept., 1933, pp. 12-18.

"Field and Problems of Community Study," Chap. V in L. L. Bernard (Editor), The Fields and Methods of Sociology. New York: Farrar and Rinehart, 1934, pp. 67-82.

Texas Children: Report of the Texas Child Welfare Survey. Austin: The University of Texas Publication No. 3837, Oct. 1, 1938. Pp. 885.

"A New Approach to Social Action," Social Forces, Vol. 17, No. 3, Mar., 1939, pp. 425-428.

"Human Ecology and Social Theory," Social Forces, Vol. 18, No. 4, May, 1940, pp. 469-476.

"Selection and Recruitment of Personnel in Rural Sociology," Proceedings, Southern Conference-Seminar on Teaching and Research in Rural Sociology, Blue Ridge, N. C., Aug., 26-30, 1940, pp. 181-191.

Editor, The Association Bulletin, Texas Social Welfare Association, May, 1942-Nov., 1944.

"Community Influence for Child Welfare," The Association Bulletin, Texas Social Welfare Association, Nov., 1942, pp. 4-9.

Contributing Editor, Dictionary of Sociology, edited by Henry Pratt Fairchild. New York: Philosophical Library, 1944.

"The Social Sciences Face the Atomic Age." Presidential Address, Southwestern Social Science Association, Dallas, Apr. 4, 1947. The Southwestern Social Science Quarterly, Vol. XXVIII, No. 1, June, 1947, pp. 1-12.

Sociology Editor, New Collier's Encyclopedia, 1948-1951. Secured sociology contributors, assigned articles to be written, read and edited approximately 175,000 words of manuscript, and wrote twenty articles.

(with Walter I. Firey) Selected Readings in an Introduction to Sociology. Harrisburg, Pa.: Stackpole Press, 1954. Pp. viii, 412.

Max S. Handman

(Only items of possible sociological interest are listed.)

"The Mexican Revolution and the Standard of Living," Papers and Proceedings, American Sociological Society, Vol. XV, May, 1921, pp. 90-101.

"The Sentiment of Nationalism," Political Science Quar., Vol. XXXVI, No. 1, Mar., 1921, pp. 104-121.

"Studies of Contemporary Mexican Literature, I. The Social Background." The Texas Review, Vol. VI, No. 3, April, 1921, pp. 1-7.

"The Mexican Immigrant in Texas," Proceedings, National Conference of Social Work, 55th Annual Session, Cleveland, 1926, pp. 332-339.

"Nationality and Delinquency: The Mexicans in Texas," Proceedings, National Conference of Social Work, 57th Annual Session, Boston, 1930, pp. 133-145.

E. Gartley Jaco

(with Ivan C. Belknap) "The Epidemiology of Mental Disorders in the Political-Type City, 1946-1952," in Interrelations Between the Social Environment and Psychiatric Disorders, Milbank Memorial Fund, New York, 1953.

(with Ivan C. Belknap) "Is a New Family Form Emerging in the Urban Fringe?" Am. Soc. Rev., Vol. 18, Oct., 1953, pp. 551-557.

Lindley M. Keasbey

(Only items of possible sociological interest are listed.)

"Civology," Popular Science, Vol. 70, April, 1907, pp. 365-371.

"Competition," Am. J. of Soc., Vol. 13, Mar., 1908, pp. 649-654.

"Agrarian Unrest in the South," New Republic, Vol. 4, Sept. 11, 1915, pp. 146-148.

"Wealth and Its Ways," Am. J. of Soc., Vol. 21, Sept., 1915, pp. 185-201.

Reece J. McGee

"Limitations on Communication in Large-Scale Organizations," Proceedings, Midwest Sociological Society, Minneapolis, April 26, 1958.

(with Theodore Caplow) The Academic Marketplace. New York: Basic Books, Inc., 1958. Pp. x, 212.

Harry E. Moore

(with Carl M. Rosenquist) "The Bases of Urbanism in Texas," The Southwestern Social Science Quarterly, Vol. XIV, No. 2, Sept., 1932, pp. 109-119.

(with Howard W. Odum) American Regionalism. New York: Henry Holt and Co., 1938. Pp. x, 693.

(with Ernest R. Groves) An Introduction to Sociology. New York: Longmans, Green and Co., 1940. Pp. viii, 737.

"Campus Adjustment of Veterans," Sociology and Social Research, Vol. 32, pp. 711-717.

Contributing Editor, Dictionary of Sociology, edited by Henry Pratt Fairchild. New York: Philosophical Library, 1944.

(with Bernice Milburn Moore) Through Their Own Front Door. A Handbook on the reunion of the serviceman and his wife. Austin, 1945. Pp. 58.

"The Role of Controversy in the Public Opinion Process," International J. of Opinion and Attitude Research, Vol. 2, No. 2, pp. 208-214.

(with Sidney Worob) "Place of Education and Residence of Eminent Southerners," Social Forces, Vol. 27, No. 4, May, 1949, pp. 409-412.

"Ideological Factors in Public Discussion," The Arbitration Journal, Vol. 5, pp. 244-249.

Contributor, New Collier's Encyclopedia. New York: P. F. Collier and Son, 1950.

"Mass Communication in the South," Social Forces, Vol. 29, No. 4, May, 1951, pp. 365-376.

"Detailed Account . . . Operations, Involvements, Accomplishments, Future of the Southwestern Cooperative Program in Educational Administration: A Report of Three Years of Progress, 1950-1953, with Roy M. Hall. The University of Texas, 1953. Pp. 43 (lithographed).

Preliminary Report on the Waco-San Angelo Disaster Study, with Fred R. Crawford, Ted Brannan and James Hankerson. The University of Texas, 1954. Pp. 205.

"Uncontrolled Observation as a Source of Research Data," J. of Educational Sociology, Vol. 27, No. 5, pp. 231-234.

Nine Help Themselves. Southwestern Cooperative Program in Educational Administration, The University of Texas, 1955. Pp. 286.

(with Fred R. Crawford) "Relocation of Disaster-Displaced Families," Sociology and Social Research, Vol. 41, No. 4, Mar.-Apr., 1957, pp. 264-269.

Editor, Southwestern Social Science Quarterly, 1956-

Tornadoes Over Texas: A Study of Waco and San Angelo in Disaster. Austin: University of Texas Press, 1958. Pp. xxiii, 334. A Hogg Foundation Publication.

Carl M. Rosenquist

"Measuring Americanism," Southwestern Political and Social Science Quarterly, Vol. VI, No. 4, Mar., 1926, pp. 349-362.

"The Basis of Americanization," Southwestern Political and Social Science Quarterly, Vol. VII, No. 4, Mar., 1927, pp. 372-380.

"The Occupational Status of the Texas Convict," The Journal of Delinquency (now The Journal of Juvenile Research), Vol. XI, No. 4, Dec., 1927, pp. 239-256.

"The Swedes of Texas," Abstracts of Theses, University of Chicago, Humanistic Series, Vol. IX (1930-1932), pp. 265-269.

"Linguistic Changes in the Acculturation of the Swedes of Texas," Sociology and Social Research, Vol. XVI (Jan.-Feb., 1932), pp. 221-231.

"Differential Responses of Texas Convicts." Am. J. of Soc., Vol. XXXVIII, No. 1, July, 1932, pp. 10-21.

(with Harry E. Moore) "The Bases of Urbanism in Texas," Southwestern Social Science Quarterly, Vol. XIV, No. 2, Sept., 1932, pp. 109-119.

"Some Special Problems of Social Security in Texas," Southwestern Social Science Quarterly, Vol. XVII, No. 3, Dec., 1936, pp. 274-280.

Editor, Southwestern Social Science Quarterly, 1939-1942.

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(with Gordon Browder) Family Mobility in Dallas, Texas, 1923-1938. Austin: The University of Texas Publication No. 4209, Mar. 1, 1942. Pp. 96.

(with Cleanth Brooks, Jr., George Gloss, and Rudolph Heberle)  
"Contrasting World Orders" in Aspects of a World at War. Baton Rouge:  
Louisiana State University, 1943, pp. 41-52.

"Mobility of a High-Status Group," Southwestern Social Science Quarterly, Vol. XXV, No. 1, June, 1944, pp. 12-17.

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(with Alvin Scaff) "Differential Fertility in Rural Texas," Rural Sociology, Vol. XII, No. 1, Mar., 1947, pp. 21-26.

"Social Mobility," Southwest Review, Vol. XXXIII, No. 3, Summer, 1948, pp. 251-257.

"Population Traits and Tendencies," Part IV, pp. 249-359, of Fundamentals of Sociology, a Situational Analysis, By Seba Eldridge, et al. New York: Thomas Y. Crowell and Co., 1950. Pp. xvi, 720.

Compiler, Census Tract Street Directory, Austin, Texas. Austin: The University of Texas, Bureau of Business Research, 1949, 1951, 1953.

Contributor, New Collier's Encyclopedia. New York: P. F. Collier and Son, 1950.

"What Should Texas Expect from Social Science," The Texas Journal of Science, Vol. II, No. 2, June, 1950, pp. 158-163.

(with Thomas Friedman) "Jewish Population Trends in the United States," Social Research, Vol. 18, No. 2, June, 1951, pp. 203-218.

"Some Characteristics of Intrastate Migrants in Texas," read at annual meeting, Population Association of America, Princeton, N. J., April 19, 1952; abstract published in Population Index, Vol. 18, No. 3, July, 1952, pp. 180-181.

Editor, Proceedings of the Southwestern Sociological Society, 1952.

"Academic Colonialism," Southwestern Social Science Quarterly, Vol. 35, No. 1, June, 1954, pp. 3-10. Presidential address, annual meeting of the Southwestern Social Science Association, Dallas, Texas, April 16, 1954.

"Voting Behavior in the Texas Primaries, 1954," Abstracts of Papers, 50th Annual Meeting, American Sociological Society, Washington, D. C., Sept., 1955.

Gideon A. Sjoberg

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"Strategy and Social Power: Some Preliminary Formulations," Southwestern Social Science Quarterly, Vol. XXXIII, Mar., 1953, pp. 297-308.

"A Questionnaire on Questionnaires," Public Opinion Quar., Vol. XVIII, Winter, 1954-1955, pp. 423-427.

"Urban Community Theory and Research: A Partial Evaluation," American Jour. of Economics and Sociology, Vol. XIV, Jan., 1955, pp. 199-206.

"The Preindustrial City," Am. J. of Soc., Vol. LX, Mar., 1955, pp. 438-445.

"The Comparative Method in the Social Sciences," Philosophy of Science, Vol. XXII, April, 1955, pp. 106-117.

"Familial Organization in the Preindustrial City," Marriage and Family Living, Vol. XVIII, Feb., 1956, pp. 30-36.

(with Andree F. Sjoberg) "Culture as a Significant Variable in Lexical Change," American Anthropologist, Vol. LVIII, April, 1956, pp. 286-300.

"Science and Changing Publication Patterns," Philosophy of Science, Vol. XXIII, April, 1956, pp. 90-96.

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Robert L. Sutherland

(with Julian L. Woodward) Introductory Sociology. New York: J. B. Lippincott Co., 1937. Revised ed., 1940; 3rd ed., 1948; 4th ed. with Milton A. Maxwell, 1952; 5th ed., 1956.

Editor of the following publications as Assistant Director for the American Youth Commission, in charge of research done for the Negro Youth Section:

John Dollard and Allison Davis, Children in Bondage. Washington, D. C.: American Council on Education, 1940.

E. Franklin Fraxier, Negro Youth at the Crossways. Washington, D. C.: American Council on Education, 1940.

Charles S. Johnson, Growing Up in the Black Belt. Washington, D. C.: American Council on Education, 1940.

W. Lloyd Warner and Buford M. Junker, Color and Human Nature. Washington, D. C.: American Council on Education, 1941.

Joseph A. Pierce and Marion M. Hamilton, The Atlanta Negro. Washington, D. C.: American Council on Education, 1940.

Ira De A. Reid, In a Minor Key. Washington, D. C.: American Council on Education, 1940.

Ira De A. Reid, Negro Youth, Their Social and Economic Backgrounds. Washington, D. C.: American Council on Education, 1939.

"Cultural Influences in the Education of Negro Youth," The High School Journal, Vol. XXIII, No. 3, Mar., 1940, pp. 122-126.

(with Floyd R. Reeves) "The Special Problems of Negro Youth," Opportunity, Journal of Negro Life, Mar., 1940, pp. 68-71.

"Implications of Youth Studies for Prevention and Treatment of Delinquency and Crime," Federal Probation, Vol. V, No. 1, Jan.-Mar., 1941, pp. 35-38.

"Mental Health for the Normal Child," Texas Parent-Teacher, Vol. 19, No. 5, May, 1941, pp. 10-17.

Class, Color and Personality. Washington, D. C.: American Council on Education, 1942. Pp. xxiii, 135.

"Society's Responsibility for Protecting the Mental Health of Children," Texas State Journal of Medicine, Vol. 37, Feb., 1941, pp. 658-661.

"Planning for Negro Youth," Journal of Educational Sociology, Vol. 15, No. 9, May, 1942, pp. 562-563.

"Religion Sets the Pace," Journal of Religious Education, Jan., 1943.

"Mental Health," part of a symposium on "After the War -- What?" The Association Bulletin, Texas Social Welfare Assoc., May, 1943, pp. 15-16.

"Mental Health of Maturity," Mental Hygiene, Vol. XXVII, No. 3, July, 1943, pp. 424-429.

"Worker Indifference," Personnel Journal, Vol. 22, No. 6, Dec., 1943, pp. 201-205.

"When Servicemen and Others Return," The Association Bulletin, Texas Social Welfare Assoc., Nov., 1944, pp. 4-7.

Essentials of a Community Mental Health Program. Austin, Texas: The Hogg Foundation for Mental Health, 1945. Pp. 19.

Member of Editorial Committee on Higher Education in the South. Chapel Hill, N. C.: The University of North Carolina Press, 1947.

"Human Relations on the Job," Proceedings, Southwest Area Conference on Industrial Relations, Houston, Texas, May 2-3, 1947, pp. 19-20.

"Industrialization and Its Effect on Social Trends" Foundations in Management. Baytown, Texas: Humble Oil and Refining Co., 1948, pp. 1-6.

"Sociology", Chap. 10 in College Reading and Religion. New Haven: Yale University Press, 1948.

"Some Aspects of the Culture of a Campus," chapter in Student Personnel Work. Minneapolis, Minn.: The University of Minnesota Press, 1949, pp. 350-355.

"Understanding and Developing People," Proceedings, Educators Conference on Employee Relations, Standard Oil Co. (New Jersey), 1949.

"Mental Health in Industrial Relations", Mental Hygiene, Vol. 34, No. 2, Apr., 1950, pp. 192-196.

(with Bernice Milburn Moore) Profiles of Community Action: Family, Community and Mental Health. Austin, Texas: University of Texas Press, 1950.

(with Henry A. Bowman, Bernice M. Moore, and Lloyd Rowland) Milestones to Marriage. Louisiana Society for Mental Health, 1951. A series of nine pamphlets.

"How Democratic Leadership Functions in Community Planning for Children and Youth," Proceedings, Oregon State Conference on Children and Youth, Salem, Oregon, Oct., 1952.

"Can An Adult Change -- Key Factors in Plant Relations," Proceedings, Texas Personnel and Management Assoc., University of Texas Press, Oct., 1952, pp. 25-31.

(joint authorship) "Mental Health Principles and School Practices," Journal of Educational Leadership, Nov., 1954.

(with Bernice Milburn Moore) Mental Health and Effective Living. Austin: The Hogg Foundation, 1956. Pp. 38.

(with Wayne H. Holtzman) "The Unfolding of an Idea -- The Hogg Foundation," The Graduate Journal, The University of Texas, Fall, 1958, pp. 182-186.

Logan Wilson

(Only items of possible sociological interest are listed.)

"The Machinery of Higher Education." Proceedings, 1954 Meeting of the Association of Texas Colleges, Vol. 4, No. 5, June, 1954, pp. 68-75.

"Will There Be Too Many College Graduates?" School and Society, April 2, 1955, pp. 97-102.

"Academic Administration: Its Abuses and Uses." AAUP Bulletin, Vol. 41, No. 4, Winter, 1955, pp. 684-692.

"The Educational Obligations of University Graduates." Texas Christian University Bulletin, 51, Nov., 1955, pp. 3-8.

Albert B. Wolfe

(Only items of possible sociological interest are listed.)

Readings in Social Problems. New York: Ginn and Co., 1916. Pp. xiii, 804.

"Economic Conditions and the Birthrate After the War," Jour. of Political Economy, Vol. 25, No. 6, June, 1917.

(with Helen Olson) "War-time Industrial Employment of Women in the United States," Jour. of Political Economy, Vol. 27, Oct., 1919, pp. 639-669.

"The Motivation of Radicalism," Psychological Review, Vol. 28, July, 1921.

"Eugenics and Social Attitudes," Eugenics in Race and State, Vol. II, 1923, pp. 413-418.

Conservatism, Radicalism, and Scientific Method. New York: The Macmillan Co., 1923. Pp. xiv, 354.

A P P E N D I X A

REPORT OF THE SPECIAL COMMITTEE ON THE SEPARATION OF  
ECONOMICS AND SOCIOLOGY INTO TWO DEPARTMENTS.

To the Faculty of the College of Arts and Sciences:

The undersigned Committee, which was appointed by Dean Parlin to consider and report upon the petition of the Department of Economics and Sociology for the separation of that Department into two Departments, one of Economics and the other of Sociology, begs leave to report favorably upon that proposal and to submit the following considerations in its support:

1. The fields of economics and sociology have become so clearly differentiated and have grown so far apart that there no longer remains any reasonable basis for their present union in one department. In fact, this distinction has been recognized by this department to the extent that the courses in the two fields are now catalogued separately and in the requirements for the Master's degree students majoring in economics take courses in economics and students majoring in sociology take courses in sociology. (Graduate School Catalogue, 1925-1926, p. 67.) Nearly every one recognizes an interdependent relationship existing amongst the several social sciences, but there are few who would agree that economics and sociology are more interdependent than sociology and anthropology, sociology and social psychology, or economics and political science. The assumed relationship between economics and sociology is no longer any more tenable than that which formerly obtained between economics and government under the name of political economy.

The sociological point of view held in this department was stated as follows in an editorial which appeared recently in The Daily Texan:

"The fundamental notion of sociology, which permeates our courses, is that men united in organized groups think, feel and act otherwise than the isolated individuals; that societies have collective objects, sentiments, and attitudes which are charged with collective emotions and meanings; that societies have developed institutions, folkways, and mores which are peculiar to them and which satisfy their peculiar needs; and that all of these form the greater part of thought and sensibility that are strictly human. Moreover, sociological studies in this University assume that first of all sociology must study monographically and completely groups of limited facts which must become thoroughly known. There is no attempt here to set up a complete philosophical sociology. We are seeking to know the facts about the varied and varying forms of human social relationships, normal as well as pathological."

This statement is included in this report in order that the subject matter of sociology, as it is taught in the University of Texas, may be clearly understood by the members of the faculty and in order that the importance attached to it by the men teaching it may be made known.

2. Separate departments of sociology now exist in all universities corresponding in size and importance to the University of Texas with the exception of two or three. This is also true of many smaller universities and colleges, such as Dartmouth, Vanderbilt, Rice, Tulane, to mention only a few. The connection between economics and sociology in this institution was partly personal owing to the fact that the first professor to handle the subject was only partly interested in it.

3. The rapid growth and importance of sociological studies throughout the world, especially in the United States, Germany, and France, seem to demand that sociology be afforded a more adequate opportunity to win prestige and recognition in its own right in the University of Texas. This end can best be obtained by giving it a more independent status than it now enjoys. The vast amount of sociological material already accumulated and in process of accumulation, together with the many significant social questions in our own state in need of sociological attention, require more time for study and research than it is now possible to give to them under the present arrangement in this institution. The present organization places sociology as an advanced subject in the last two years of the undergraduate's course and after the completion of the prerequisite course, Economics 11. The proposed reorganization, giving sociology a separate status, will provide for the introductory course as an elective in the second year. This will afford students an opportunity to spend three years in the study of sociology instead of two years as at the present. Students who are interested in this subject deserve this privilege and the change will bring the University of Texas in line with most of the larger universities of the country.

4. The demands of students for courses in sociology have steadily increased in the last few years and promise to continue. 67 per cent of the students enrolled in sociology courses in the summer of 1927 were graduate students. Seventeen per cent enrolled this semester are graduate students. Twelve graduate students are now majoring in sociology, five of them being in residence and seven in absentia this year. With the latter group the department is in constant touch advising and supervising their thesis work. It is believed that the demands from students can be more satisfactorily met by the establishment of a department of sociology.

5. With proper encouragement the proposed department of sociology may become the leading center of sociological research and teaching in Texas and the southwest. Probably no part of the country furnishes a more promising field for sociological study than does the southwest. The opportunity to study this field is open to the University of Texas as to no other institution south of Kansas and Missouri and west of the Mississippi. Indeed, it is a challenge which the University of Texas can ill afford to ignore. If it is the business of the University to train leaders and intelligent, useful citizens, the study of sociology

will help to perform this function by giving to the student insight into human-nature problems by acquainting him with manifold social forces, by preparing him for duty as a citizen, by giving him a desire to participate intelligently in the work of the world, and by inspiring him to render genuine social service.

5. The effects of a separate department of sociology on degree requirements would be minor. Sociology would remain elective as at present. Its status would be the same as that of anthropology. The introductory course would probably be offered in the sophomore year but would not be offered as an alternative with Economics 11 and Government 11. Sociology would not be offered as a major for the Doctor's degree but would be offered as a major for the Master's degree. It would also be offered as a minor for all degrees in the College of Arts and Sciences when this is permitted by the department in which the major is taken.

7. Catalogue changes made necessary by the reorganization can easily be made. No budgetary increase will be involved next year.

We are informed that the members of the present combined Department are unanimously in favor of the separation.

Very respectfully,

Killis Campbell

W. E. Gettys

M. S. Handman

B. C. Tharp

Chas. W. Ramsdell, Chairman

A P P E N D I X B

TEACHERS OF SOCIOLOGY, THE UNIVERSITY OF TEXAS, 1905-1958,  
BY POSITIONS HELD, WITH DATES.

Abbreviations: SS - Summer Session  
T.A. - Teaching Assistant

- Allen, Donald F., T.A., 1955-1958
- Bain, Read, Visiting Professor, SS 1928.
- Behrman, Mayes, T.A., 1954-1955 (2nd sem.), 1955-1956.
- Belknap, Ivan C., Tutor, SS 1939; Instr., 1940-1941, SS 1941, 1946-1949;  
Ass't. Prof., 1950-1953; Assoc. Prof., 1953-
- Boothe, Viva, Instr., SS 1924.
- Bowman, Henry A., Assoc. Prof., 1955-
- Brady, Robert Cletus, T.A., 1957-1958.
- Browder, W. Gordon, Res. Assoc., 1939-1941; Instr., 1942-1943, SS 1943.
- Burma, John H., Instr., SS 1937, SS 1938, SS 1945.
- Cain, Leonard D., T.A., 1949-1951.
- Clifford, Roy A., T.A., 1947-1949, SS 1949.
- Colvard, Richard M., Instr., 1957-
- Connett, Archie V., Tutor, Spring 1946.
- Coutu, H. J. Walter, Assoc. Prof., 1941-1943.
- Crawford, Fred R., T.A., 1949-1951.
- Daniels, Morris J., Tutor, 1946-1947, SS 1947; T.A., 1947-1949, SS 1948,  
SS 1949.
- Davis, Kingsley, Visiting Professor, SS 1940.
- Dawson, Carl A., Visiting Professor, SS 1927, SS 1943, 1952-1953.
- Dodson, Jack E., T.A. SS 1952, 1952-1953, SS 1953, 1953-1954, SS 1954;  
Instr., 1955-1956.
- Elliott, H. Aubrey, Lecturer, 1948-1949; 1950-1951, second semester.

Evans, Idris William, T.A., 1954-1956; Instr., 1956-1957.

Fain, Tyrus G., T.A., 1956-1957.

Firey, Walter I., Ass't. Prof., 1946-1947; Assoc. Prof., 1947- .

Friedsam, Hiram J., Instr., 1946-1948, SS 1948.

Gettys, Warner Ensign, Adjunct Prof., 1922-1924; Prof., 1926- .

Gibson, Delbert L., T.A., 1957-1958.

Glenn, Norval D., T.A., 1957-1958.

Glick, Clarence E., Ass't. Prof., 1934-1935, SS 1935.

Griscom, Mrs. Doris Baker, Instr., 1944-1946, SS 1946.

Handman, Max Sylvius, Professor, 1917-1926.

Harper, Ernest, Visiting Adjunct Prof., SS 1925.

Hertzler, Joyce O., Visiting Prof., SS 1938.

Hopper, Rex D., Tutor, 1932-1933; Instr., 1933-1945; Ass't. Prof.,  
1945-1946.

Humphrey, Norman D., Visiting Ass't. Prof., SS 1944.

Jaco, E. Gartly, T.A., SS 1950; Instr., 1952-Feb., 1955.

Johnson, G. Benton, Ass't. Prof., 1956-1957, first semester.

Johnson, Joseph K., Adjunct Prof., 1933-1934, second semester;  
SS 1934, SS 1935.

Keasbey, Lindley Miller, Prof. of Institutional History, 1905-1917.

Kennedy, Mark C., T.A., 1953-1954.

Laughton, Charles W., Assoc. Prof. of Social Work, 1953-1954, second  
semester; 1954-1958

Leonard, Olen, Assoc. Prof., 1948-1949, SS 1949.

Lynch, Hillquit, T.A., 1954-1955.

Lynn, Mrs. Etelka S., Tutor, 1943-1944, second semester; 1944-1946.

McGee, Reece J., Ass't. Prof., 1957- .

McLemore, Samuel Dale, T.A., 1956-1957.

Martindale, James S., T.A., 1950-1951, first semester.

- Maxwell, Milton A., Tutor, 1942-1945; Instr., 1945-1947.
- Melton, Rosser B., Instr., SS 1939, SS 1940.
- Moore, Frank C., T.A., 1947-1948, SS 1948, 1948-1949, SS 1949,  
1949-1950, SS 1950
- Moore, Harry Estill, Res. Ass't., 1932-1934; Ass't. Prof., 1937-1945;  
Assoc. Prof., 1945-1955; Prof., 1955-
- Moore, James Ardel, Tutor, 1941-1942, SS 1942.
- Nolle, Mrs. Margaret P., T.A., 1953-1954, first semester
- Noss, Theodore K., Visiting Assoc. Prof., 1947-1948, second semester,  
SS 1948.
- Parsons, Floyd, Tutor, SS 1945.
- Pederson, Lora Lee, Prof. of Social Work; Director, School of Social  
Work, 1952-1953, 1953-1954, first semester.
- Reckless, Walter C., Visiting Assoc. Prof., SS 1937.
- Rosenquist, Carl Martin, Tutor and Ass't. Prof., 1925-1934; Assoc.  
Prof., 1935-1937; Prof., 1937-
- Scaff, Alvin H., Tutor, 1945-1946; Instr., 1946-1947; Visiting Ass't.  
Prof., SS 1951.
- Schultz, Clarence C., T.A., 1952-1953.
- Scott, Mrs. Frances G., T.A., 1954-1955, second semester.
- Sewell, William H., Visiting Assoc. Prof., SS 1941.
- Sharp, Charles W., T.A., 1950-1951, second semester.
- Simpson, Eyer, Instr., SS 1922.
- Sjoberg, Gideon A., Ass't. Prof., 1949-1956; Assoc. Prof., 1956-
- Steglich, Winfred G., T.A., SS 1943, 1943-1944, SS 1946; Instr.,  
1946-1948.
- Sutherland, Robert L., Prof., 1940- ; Director, The Hogg Foundation  
for Mental Health, 1940-
- Taylor, Stanley, Instr., 1948-1952.
- Thompson, Edgar T., Ass't. Prof., 1927-1928.
- Vance, Rupert B., Visiting Prof., SS 1936.

Vossick, Paul H., T.A., 1954-1957; Instr., 1957-1958.

Watson, Walter T., Research Assoc., 1933-1934; Visiting Prof.,  
SS 1932, 1933, 1934, 1942.

Weber, Joseph, T.A., 1953-1954, first semester.

Wilson, Logan, Visiting Prof., SS 1939; Prof., 1953- . President,  
1953- .

Wolfe, Albert Benedict, Prof. of Economics and Sociology, 1914-1923.

Wooten, Mrs. Mattie Lloyd, Instr., SS 1930.

Wren, Mrs. Wenonah R. Ware, Tutor, SS 1936.

A P P E N D I X C

RECIPIENTS OF PH. D. DEGREES IN SOCIOLOGY,  
THE UNIVERSITY OF TEXAS  
1941-1957

Listed by years in which the degrees were granted and with the names of the recipients, the titles of the dissertations and theses, the names of the supervising professors, and the present positions held by the holders of the Ph. D.

1941

Mrs. Mattie Lloyd Wooten. Dissertation: The Status of Women in Texas. Directed by W. E. Gettys. Position in 1958: Professor of Sociology, Austin College, Sherman, Texas.

1942 - None

1943

Rex Deverne Hopper. Dissertation: The Struggle for Independence in Latin America: A Sociological Interpretion. Directed by W. E. Gettys. Position in 1958: ~~Assistant~~ Professor of Sociology, and Chairman, Department of Sociology, Brooklyn College.

1944 - None

1945 - None

1946 - None

1947 - None

1948 - None

1949

Milton A. Maxwell. Dissertation: Social Factors in the Alcoholics Anonymous Program. Directed by W. E. Gettys. Position in 1958: Professor of Sociology, Washington State College, Pullman, Washington.

Alvin H. Scaff. Dissertation: The Internment Camp: A Sociological Analysis of Collective Behavior in the Civilian Internment Camps in the Philippines. Directed by W. E. Gettys. Position in 1958: Professor of Sociology, and Chairman, Department of Sociology, Pomona College, Claremont, California.

1950

Ivan C. Belknap. Dissertation: Age-Sequence Analysis in Sociology. Directed by W. E. Gettys. Position in 1958: Associate Professor of Sociology, The University of Texas.

Hiram J. Friedsam. Dissertation: Some Demographic Aspects of Old Age in the United States. Directed by Carl M. Rosenquist. Position in 1958: Professor of Sociology, and Chairman, Department of Economics and Sociology, North Texas State College, Denton.

Ali H. Wardi. Dissertation: A Sociological Analysis of Ibn Khaldun's Theory: A Study in the Sociology of Knowledge. Directed by Harry E. Moore. Position in 1958: Professor of Sociology, University of Baghdad, Baghdad, Iraq.

1951

Morris J. Daniels. Dissertation: The Relation of the Means-End Schema to the Structural-Functional Approach. Directed by Harry E. Moore. Position in 1958: Assistant Professor of Sociology, San Diego State College, San Diego, California.

John R. Gordon. Dissertation: The Battle for Free Schools in the United States: A Sociological Interpretation. Directed by W. E. Gettys. Position in 1958: Professor of Sociology, and Chairman, Department of Sociology, Memphis State University, Memphis, Tennessee.

Winfred G. Steglich. Dissertation: The Lutheran Reformation: A Study in Institutional Genesis. Directed by W. E. Gettys. Position in 1958: Associate Professor of Sociology, and Chairman, Department of Sociology, Texas Technological College, Lubbock.

1952 - None

1953 - None

1954 - None

1955

Leonard D. Cain, Jr. Dissertation: The Role of Myth-Designation in Social Movements. Directed by W. E. Gettys. Position in 1958: Associate Professor of Sociology, Sacramento State College, Sacramento, California.

Jack E. Dodson. Dissertation: Differential Fertility in Houston, Texas, 1940-1950: A Study of Recent Trends. Directed by Carl M. Rosenquist. Position in 1958: Associate Professor of Sociology, and Chairman, Department of Sociology, University of Oklahoma, Norman.

1956

John M. Ellis. Dissertation: Mortality in Houston, Texas, 1949-1951: A Study of Socio-Economic Differentials. Directed by Carl M. Rosenquist. Position in 1958: Professor of Sociology, Lee College, Baytown, Texas.

Russell Middleton, Jr. Dissertation: The Agrarian Programs of Mexico, Yugoslavia, and Israel: A Study in the Sociology of Social Planning. Directed by Walter I. Firey. Position in 1958: Assistant Professor of Sociology, Florida State University, Tallahassee, Florida.

1957

Fred R. Crawford. Dissertation: Patterns of Family Readjustment to Tornadoic Disasters: A Sociological Case Study. Directed by Harry E. Moore. Position in 1958: Field Director, Robert L. Sutherland's Research Project, Released Patients of Mental Hospitals.

A P P E N D I X D

Master of Arts Degrees in Sociology  
The University of Texas  
1914-1958

Listed by years in which the degrees were granted and with the names of the recipients, the titles of the theses, and the names of the supervising professors.

1914

Charles S. Ramsay. Thesis: The Contribution of Lester F. Ward to the Science of Civilization. Directed by Lindley M. Keasbey.

Carl C. Taylor. Thesis: The Application of Inductive Logic to Sociological Investigation. Directed by Lindley M. Keasbey.

1921

Emma Jean Lockwood. Thesis: A Statistical Study of Magazine Advertising. Directed by Max S. Handman.

Ernest R. Riggs. Thesis: The Interchurch World Movement in Its Social and Economic Aspects. Directed by Max S. Handman.

1923

Stella C. Anderson. Thesis: The Status of Women in Judaism. Directed by Max S. Handman.

1925

Conrad Ray Bullock. Thesis: A Survey of a Church-Community Group in Austin. Directed by Max S. Handman.

Earl M. Connell. Thesis: The Mexican Population of Austin, Texas. Directed by Max S. Handman.

Louis Fred Connell. Thesis: A Survey of a Tenant-Farmer Group in Fannin County, Texas. Directed by Max S. Handman.

Laura L. Fellman. Thesis: The Wage-Earning Girl in Austin. Directed by W. E. Gettys.

Lucile Hamner. Thesis: A study of the Mental Differences Between the Sexes. Directed by Max S. Handman.

Iris Howard. Thesis: A Study of the Social Attitudes of Girl Students. Directed by Max S. Handman.

Cari M. Rosenquist. Thesis: A History of the Texas Prison System. Directed by Max S. Handman.

1926

Garland H. Farmer. Thesis: Position of Women in the Church of the Disciples of Christ. Directed by Max S. Handman.

Edmond K. Moody. Thesis: The City Directory as a Source of Sociological Information. Directed by Max S. Handman.

Mary McK. Nelson. Thesis: A History of the Care of Defectives in Texas. Directed by Max S. Handman.

Mabel Brooks Smith. Thesis: Nationalistic Symbols and Nationalistic Activities in Cataluna. Directed by Max S. Handman.

1927

James K. Harris. Thesis: A Sociological Study of a Mexican School in San Antonio, Texas. Directed by Max S. Handman.

Victor Ivan Moore. Thesis: The American Circuit Chautauqua: A Social Movement. Directed by W. E. Gettys.

Alphonso Ragland. Thesis: The American Red Cross as a Social Movement. Directed by W. E. Gettys.

Thomas Guy Rogers. Thesis: The Housing Situation of the Mexicans in San Antonio, Texas. Directed by Max S. Handman.

Logan Wilson. Thesis: A Study of Huntsville, Texas. Directed by W. E. Gettys.

1928

Charles A. Arnold. Thesis: The Folk-lore, Manners, and Customs of the Mexicans in San Antonio. Directed by Max S. Handman.

Thomas B. Davis, Jr. Thesis: A Study of a Social Organism as Indicated by the Cotton Markets and Cotton Frontiers. Directed by W. E. Gettys.

Kathleen May Gonzales. Thesis: The Mexican Family in San Antonio, Texas. Directed by Max S. Handman.

Frances O. Harvey. Thesis: Migration From the Old South to Texas Between 1865 and 1930. Directed by W. E. Gettys.

Will Woodward Jackson. Thesis: Some Factors in Family Disorganization. Directed by W. E. Gettys.

Robert L. Whitley. Thesis: Formalism, Unrest, and Disorganization in the United States Since 1900. Directed by W. E. Gettys.

1929

Dellos U. Buckner. Thesis: A Study of the Lower Rio Grande Valley as a Culture Area. Directed by Carl M. Rosenquist.

- Mattie Belle Crook. Thesis: A Personality Study of High School Students. Directed by W. E. Gettys.
- Sarah Sam Gray. Thesis: The German-American Community of Fredericksburg, Texas, and Its Assimilation. Directed by W. E. Gettys.
- Millie L. Kochan. Thesis: The Jaybird-Woodpecker Feud: A Study in Social Conflict. Directed by W. E. Gettys.
- Sam A. D. Leifeste. Thesis: Municipal Publicity: A Study in Social Control. Directed by W. E. Gettys.
- William C. Todd. Thesis: The Attitude of the Negroes of Texas Toward Higher Education. Directed by W. E. Gettys.
- Martha Charlotte Vincent. Thesis: The Russian Revolution as a Social Movement. Directed by W. E. Gettys.
- Charlie S. Wilkins. Thesis: Thurber: A Sociological Study of a Company-Owned Town. Directed by W. E. Gettys.
- Mrs. Ada W. Woodward. Thesis: Social Development of Personality: A study of Junior College Students. Directed by W. E. Gettys.
- Mrs. Mattie Lloyd Wooten. Thesis: The Roles of Pioneer Women in the Texas Frontier Community. Directed by W. E. Gettys.

1930

- Joseph Kelly Johnson. Thesis: Borger: A Study of Community and Personal Disorganization in a Texas Oil Town. Directed by W. E. Gettys.
- Granville Price. Thesis: A Sociological Study of a Segregated District. Directed by Carl M. Rosenquist.
- Margaret Stoker Young. Thesis: The Social Efficiency of the Texas Small Town Community in Relation to Its Young People. Directed by W. E. Gettys.
- Else Texana Zahn. Thesis: The Special Problems of the Socialization of the Deaf. Directed by W. E. Gettys.

1931

- Mrs. Elizabeth Joiner Bossy. Thesis: The Social Philosophy of H. L. Mencken. Directed by W. E. Gettys.
- James Ardel Moore. Thesis: Outdoor Advertising as a Factor in Social Control. Directed by W. E. Gettys.
- Glen L. Parker. Thesis: Changing Attitudes Toward Crime and the Criminal in the English Novel. Directed by W. E. Gettys.
- Mrs. Alma L. Thomas. Thesis: The Social Ecology of the Ranch in West Texas. Directed by W. E. Gettys.

1932

Curtis J. Alderson. Thesis: Social Attitudes of Athletes.  
Directed by Carl M. Rosenquist.

Ethel Mae Bratton. Thesis: Sociological Effects Upon the Pawnee  
Indians of the Interaction Between White and Indian Cultures.  
Directed by W. E. Gettys.

Helen Thomas Coffin. Thesis: American Negro Prose Since the World  
War: A Social Study. Directed by W. E. Gettys.

Floy Claiborne Finney. Thesis: Juvenile Delinquency in San Antonio,  
Texas. Directed by W. E. Gettys.

Cyrus W. LaGrone. Thesis: A Sociological Study of the Negro  
Population of Marshall, Texas. Directed by Carl M. Rosenquist.

Mrs. Bernice Milburn Moore. Thesis: Children of Divorce.  
Directed by W. E. Gettys.

Harry Estill Moore. Thesis: Legmen: A Sociological Study of the  
News Reporter. Directed by Carl M. Rosenquist.

Ruth Elsie Spencer. Thesis: Motion Pictures and Public Opinion.  
Directed by Carl M. Rosenquist.

Maud Muller Watts. Thesis: A Study of Family Disorganization as  
Treated in American Fiction Between 1920 and 1930. Directed  
by W. E. Gettys.

Kitty Wingo. Thesis: A Study of Religious Attitudes of a Group  
of High School Boys and Girls. Directed by W. E. Gettys.

1933

Carl LeRoy Basland. Thesis: The Concept of Mind in Social Theory.  
Directed by W. E. Gettys.

James Tull Richardson. Thesis: Social Changes in Hunt County  
(Texas) for the Decade 1920 to 1930 and Their Sociological  
Significance. Directed by W. E. Gettys.

Bryce Finley Ryan. Thesis: A Sociological Study of the Mail-Order  
Oil Promoter and His Methods. Directed by W. E. Gettys.

Mrs. Florence Weymouth Sims. Thesis: A Sociological Study of the  
International Institutes in Texas. Directed by Carl M.  
Rosenquist.

1934

Samuel Halevi Baron. Thesis: Studies in the Sociology of Jewish  
Folkways, Mores, Institutions, Attitudes, and Movements.  
Directed by Walter T. Watson.

Elizabeth Lucille Couch. Thesis: A Tale of Two Cities: Texarkana, Arkansas, and Texarkana, Texas. Directed by Walter T. Watson.

Sarah Bailey Williamson. Thesis: Children's Free Clinic of the San Antonio Junior League. Directed by W. E. Gettys.

1935

Warren R. Jackson. Thesis: A Sociological Study of the Table Conversation of a Group of University Men Students. Directed by W. E. Gettys.

1936

Margaret Journey. Thesis: Child Welfare in the Fields of Dependency and Neglect in Texas. Directed by W. E. Gettys.

Paul G. Wassenich. Thesis: A Social Study of the Negro Population of Austin, Texas, 1928-1935. Directed by Carl M. Rosenquist.

1937

Mrs. Zettie W. Cole. Thesis: Facts Concerning Part-time Child Labor in Austin, Texas, During the School Year of 1936-1937. Directed by W. E. Gettys.

1938

John H. Burma. Thesis: An Emergent Fascist Movement in America: A Sociological Study. Directed by W. E. Gettys.

Alma Dora McDonell. Thesis: The Social Significance of Newspaper Comics. Directed by Harry E. Moore

Robert Otto Peterson. Thesis: A Study of the Teaching of Sociology in Texas High Schools. Directed by Carl M. Rosenquist.

Alma Strackbein. Thesis: A Study of Child Dependency in Texas. Directed by Carl M. Rosenquist.

1939

Ruby Winona Adams. Thesis: Social Behavior in a Drought-Stricken Texas Panhandle Community. Directed by W. E. Gettys.

Frank A. Burtner, Jr. Thesis: Charles Horton Cooley's Theory of Personality. Directed by Harry E. Moore.

Angela Marie Chappelle. Thesis: Local Welfare Work of Religious Organizations in San Antonio, Texas. Directed by W. E. Gettys.

Henry Wilson Cross. Thesis: Social Organization and Interaction in a Texas Oil Town. Directed by W. E. Gettys.

Margaret Jean Scales. Thesis: Shifts in Public Opinion on the War Issue. Directed by Harry E. Moore.

Jamie R. Smith. Thesis: The Role of Women's Clubs in the Community Life of San Antonio, Texas. Directed by W. E. Gettys.

Susie Kathleen Thompson. Thesis: The Texas Conference of Social Welfare: A History and an Evaluation. Directed by W. E. Gettys.

1940

Mrs. Ruth Loftis Barton. Thesis: A Statistical Study of Claims for Workmen's Compensation in Texas for the Year 1937. Directed by Carl M. Rosenquist.

1941

Mrs. F. Jean Elvins. Thesis: Social Stratification of Radio Audiences in Texas. Directed by Harry E. Moore.

Shirley English. Thesis: Theories of Universal States. Directed by W. E. Gettys.

George W. Graham. Thesis: One Hundred Burglars and One Hundred Robbers. Directed by Carl M. Rosenquist.

1943

Mrs. Alice Jarman Browder. Thesis: Changes in Age and Sex Distribution, Birth Rates, and Fertility Ratios of the Texas Population, 1930-1940. Directed by W. E. Gettys.

Olive D. Pruett. Thesis: A Study of Personality Adjustment in a Group of Junior High School Children of High Intelligence Rating. Directed by W. E. Gettys.

1944

Ivan C. Belknap. Thesis: An Institutional Approach to the Study of Social Problems With an Illustrative Treatment of the Problem of Migratory Agricultural Labor. Directed by W. E. Gettys.

Lucile Bruton. Thesis: Health Provisions for Old Age Assistance: An Introductory Study. Directed by Carl M. Rosenquist.

Milton A. Maxwell. Thesis: The Social Thought of Walter Lippmann. Directed by W. E. Gettys.

Dorothy C. Porter. Thesis: War Comes to Marshall: A Description of Changes Induced by War. Directed by Harry E. Moore.

1945

Mrs. Ola M. W. Karsteter. Thesis: The Attitudes of Five Texas Newspapers on Selected Issues. Directed by Harry E. Moore.

Nancy Ann Kennemer. Thesis: The Integration of the Person in the Play Group. Directed by Robert L. Sutherland.

Floyd W. Parsons. Thesis: Corporal Punishment as a Means of School Discipline: A Study of Social Control. Directed by Carl M. Rosenquist.

Winfred G. Steglich. Thesis: Anti-Semitism Examined as an Attitude of Prejudice. Directed by W. E. Gettys.

1946

Georgia J. Barnes. Thesis: Mortality in Texas. Directed by Carl M. Rosenquist.

Mrs. Nina J. Elliott Mueller. Thesis: The Negro in the Wartime Industrial Labor Market. Directed by Harry E. Moore.

Leslie Lee O'Connor. Thesis: The Problem of Motivation in Social Psychology. Directed by Carl M. Rosenquist.

Alvin H. Scaff. Thesis: Differential Fertility in Rural Texas, 1940. Directed by Carl M. Rosenquist.

1947

Everett D. Dyer. Thesis: The Married Veteran at The University of Texas, 1947: A Study of His Problems as a Student and of His Attitudes Toward Education. Directed by Harry E. Moore.

Jarvis M. Finley. Thesis: The Concept of Public Opinion in Early American Sociology. Directed by Harry E. Moore.

Sidney R. Worob. Thesis: A Statistical Study of Who's Who in the Southeast and the Southwest. Directed by Harry E. Moore.

1948

Dorothy Dorrian Apple. Thesis: Zeus and the Stone: The Epistemology of Lundberg and Parsons. Directed by Carl M. Rosenquist.

Tilman M. Cantrell. Thesis: Social and Aspirational Characteristics of Sociology Majors and of a Control Group. Directed by Walter Firey.

Forest B. Crain. Thesis: The Occupational Distribution of Spanish-Name People in Austin, Texas. Directed by Carl M. Rosenquist.

Harold B. Crasilneck. Thesis: One Hundred Male Latin-American Juvenile Delinquents, San Antonio, Texas. Directed by Carl M. Rosenquist.

William A. Flachmeier. Thesis: The Prophet in the American Revolution. Directed by W. E. Gettys.

Agnes Laird Foster. Thesis: A Comparative Study of the Nature of a Social Fact as Conceived by Emile Durkheim, Gabriel Tarde, and Charles Horton Cooley. Directed by Harry E. Moore.

Walter K. Kerr. Thesis: Juvenile Detention in Austin and Travis County, Texas. Directed by Carl M. Rosenquist.

Mrs. Martha Pearce Leipziger. Thesis: The Function of the Family Dwelling in the Childhood Development of Personality Traits. Directed by W. E. Gettys.

James L. Rhodes. Thesis: Social Factors of Occupational Selection in the United States. Directed by Walter Firey.

Mrs. Ann Gertrude Smith. Thesis: Social Control in Primitive Societies. Directed by Walter Firey.

Ali Husain Wardi. Thesis: A Study in the Sociology of Islam. Directed by Harry E. Moore.

Carolyn Cott Webber. Thesis: The Negro in the Texas Industrial Labor Market, 1940-1947. Directed by Harry E. Moore.

1949

Joan Aldous. Thesis: UNESCO: A Sociological Analysis. Directed by W. E. Gettys.

Grace D. Beacham. Thesis: A Statistical and Sociopsychological Analysis of Ethnic Groups in the American Southwest with Special Emphasis on the Social Position of the Negro. Directed by Carl M. Rosenquist.

Mrs. Frances F. Carter. Thesis: Problems of Modern American Youth in Fact and Fiction. Directed by W. E. Gettys.

Mary Aileen Childers. Thesis: E. R. Groves: Pioneer of Marriage and Family Counseling. Directed by W. E. Gettys.

Mrs. Doris Taylor Daniels. Thesis: The Use of Sociograms in Education from the Sociological Standpoint. Directed by Ivan C. Belknap.

John M. Ellis. Thesis: A Study of Recent Data on Internal Migration Differentials. Directed by Carl M. Rosenquist.

Buford E. Farris. Thesis: An Institutional Approach to the Texas Cattle Ranch. Directed by W. E. Gettys.

Mary E. Kuhlmann. Thesis: A comparison of Texas and National Public Opinion from August, 1946, Through August, 1948. Directed by Harry E. Moore.

Neil M. Palmer. Thesis: An Approach to the Ecology of the Lower Rio Grande Valley. Directed by W. E. Gettys.

Mrs. Ruby Oncken Taylor. Thesis: Attitude-Value Systems and Socio-Cultural Change: An Analysis of Race Relations in the South. Directed by Harry E. Moore.

1950

Bernard C. Baumbach. Thesis: The Church as a Vehicle of Community Values in a Changing Rural Economy. Directed by Walter Firey.

Roy Allen Clifford. Thesis: The Development of the Treatment of Race in American Sociology. Directed by Harry E. Moore.

- Lewis J. Davies. Thesis: A Sociological Study of the Cartoon.  
Directed by Harry E. Moore.
- E. Gartly Jaco. Thesis: Social Factors in Memory. Directed by  
Walter Firey.
- Mrs. Ruth W. Kupjak. Thesis: A Sociological Study of Women in  
War Services. Directed by Carl M. Rosenquist.
- Mattie Lee Seymour. Thesis: Euro-American Influences in Alaska.  
Directed by Carl M. Rosenquist.
- Eleanor F. Wilson. Thesis: A Study of Selected Sociological Factors  
in Adolescent Adjustment. Directed by W. E. Gettys.

1951

- Donald E. Casey. Thesis: Socioeconomic Backgrounds of Interviewing  
Techniques: Labor Market, Occupational and Job Applicant  
Characteristics. Directed by Walter Firey.
- Roy Sylvan Dunn. Thesis: An Analysis of Driver Responsibility in  
Automobile Accidents. Directed by Carl M. Rosenquist.
- Mrs. Etelka S. Lynn. Thesis: A Study of the Dating Pattern of a  
Group of University of Texas Girls. Directed by Harry E. Moore
- Dana B. MacInerney. Thesis: A Statistical Survey of Commitments to  
the Gatesville State Training School for Boys and the Gaines-  
ville State Training School for Girls, 1936-1945. Directed  
by Carl M. Rosenquist.
- Elwin H. Powell. Thesis: The Limitations of Sociological Positivism  
Directed by Walter Firey.
- James A. Turman. Thesis: A Comparison of Negro and White Teacher  
Attitudes Toward Non-Segregation. Directed by Harry E. Moore.

1952

- Idris William Evans. Thesis: The Sociological Theory of Edward  
Aylsworth Ross. Directed by Harry E. Moore.
- Wyndel E. Kaynes. Thesis: An Application of Jean Piaget's Theory  
of Morality to Work Groups. Directed by Walter Firey.
- Harrilee Heierman. Thesis: Problems That Worry Children: A  
Comparative Study of Grades from 4-8. Directed by Harry E.  
Moore.
- Yoshiko Kasahara. Thesis: Some Effects of Urbanization on Family  
Life in Tokyo with Special Emphasis on the Period, 1930-1940.  
Directed by Gideon Sjoberg.
- Mrs. Leonor C-de Schofield. Thesis: A Study of the Efforts of The  
University of Texas on Behalf of Its Foreign Students.  
Directed by Harry E. Moore.

Charles D. Whatley. Thesis: A Verification of Durkheim's Theory of Social Disorganization: A Study of Mental Disorder. Directed by Ivan C. Belknap.

1953

Henry Frank Dale. Thesis: Selections from Max Scheler: Translated and Edited. Directed by W. E. Gattys.

Mrs. Barbara M. Gibbs. Thesis: The Norms of Science and Their Implementation in a University Community. Directed by Walter Firey.

Bennie Dwane Graves. Thesis: Attitudes Toward the Use and Conservation of Underground Water for Irrigation Among Farmers in Two Counties in the South Plains of Texas. Directed by Walter Firey.

Robert J. Gwyn. Thesis: A Content Analysis of the Radio Broadcasts of Henry J. Taylor in 1950. Directed by Harry E. Moore.

Mark C. Kennedy. Thesis: Drilling and Drilling Crews: A Study of Contract Drilling Organizations in the Petroleum Industry with Specific Reference to Mobility and Occupational Security. Directed by Walter Firey.

Edwin W. Lambert. Thesis: Utilization of Older People in the Labor Force. Directed by Ivan Belknap.

Norman Neal Proctor. Thesis: The Concepts Functional and Instrumental as Found in Selected Writers: Talcott Parsons, R. K. Merton, John Dewey, and Bronislaw Malinowski. Directed by Walter Firey.

Vallie Sue Thompson. Thesis: Socially Derived Attitudes Toward Comic Books. Directed by Harry E. Moore.

1954

Mrs. Marie Anne S. Osborne. Thesis: The Educational Status of Intrastate Migrants in Texas. Directed by Carl M. Rosenquist.

Frances G. Scott. Thesis: Aging in a Southwestern Metropolis: The Personal Adjustment of the Aged in Austin, Texas. Directed by Ivan Belknap.

Frank S. Stockwell. Thesis: A Contribution to Role Theory: Survey and Synthesis. Directed by Harry E. Moore.

Jack D. Summerfield. Thesis: The Negro in Radio Broadcasting: A Program Content Analysis. Directed by Harry E. Moore.

1955

Mayes Behrman, Jr. Thesis: A Study of the Social Structure of the Exchange Situation. Directed by Harry E. Moore.

Delbert L. Gibson. Thesis: The Effects of Social Change on the Village Church. Directed by Walter Firey.

Joseph B. Perry. Thesis: Community Factors Which Influenced Improvement Programs in Two Texas Towns. Directed by Harry E. Moore.

1956

Donald F. Allen. Thesis: An Inquiry Into the Nature of Managerial Cliques in Bureaucratic Organizations. Directed by Walter Firey.

Mrs. Frances R. Dick. Thesis: Professionalization of the Retail Credit Executive Role. Directed by Walter Firey.

Samuel Dale McLemore. Thesis: Sociology of the "Stranger" and the Public School Superintendent. Directed by Ivan Belknap.

Patricia Lou Perry. Thesis: A Sociological Analysis of the Zoning Process: A Case Study. Directed by Gideon Sjoberg.

Louie O. Sluder. Thesis: The Changing Role of the Protestant Minister in the United States. Directed by W. E. Gettys.

Charles Howard Williams. Thesis: A Study of the Adjustment of Students from Latin America at The University of Texas. Directed by Carl M. Rosenquist.

Ewell R. Williams. Thesis: A Study of Letters to the Editor of the Waco Times-Herald and New Tribune Following the Tornado of May, 1953. Directed by Carl M. Rosenquist.

1957

Robert Cletus Brady. Thesis: George Lundberg: Apostle of Positivism. Directed by Harry E. Moore.

Tyrus G. Fain. Thesis: Social Systems and Social Change: A Case Study of Changing Relationships Between Agricultural Agencies. Directed by Harry E. Moore.

Alton D. Rison. Thesis: Some Social and Emotional Problems Accompanying Illness. Directed by Carl M. Rosenquist.

Sidney M. Wilhelm. Thesis: The Social Origin of Actors, Actresses, and Entertainers. Directed by Gideon Sjoberg.

1958

Mrs. Joann Schepers Hayes. Thesis: Social Class Patterns in Novels for Adolescents. Directed by Gideon Sjoberg.

Vernon E. Porterfield. Thesis: The Social Origins of Best-Selling Novelists. Directed by Gideon Sjoberg.

Mrs. Doris J. H. Stevens. Thesis: Family Life Education and Counseling in Baptist Churches. Directed by Henry A. Bowman.