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## SOCIOLOGY IN THE UNIVERSITY OF NEBRASKA, 1898-1927<sup>1</sup>

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### THE PIONEERS: ELLWOOD AND PREVEY

The initial course in sociology in the University of Nebraska was offered in the first semester of 1898-99 by Professor W. G. Langworthy Taylor, head of the "Department of Political and Economic Science."<sup>2</sup> The course, taken by ten students, is called "Sociology: Giddings, Patten, and Spencer. It will trace the objects and nature of the science. It is especially recommended in order to give a more complete idea of the method in economic study."

In July of the year 1899-1900 Dr. Charles A. Ellwood accepted the position of Secretary of the Charity Organization Society of the City of Lincoln.<sup>3</sup> Thus to friends in the University a trained sociologist seemed available for a part of his time. How could his services be secured? The budget was established; the announcement of courses had been published. Nevertheless, Dr. Ellwood was persuaded to accept the title of Lecturer in Sociology in the Department of Political and Economic Science; though, in March, as he humorously remarks, "I was promoted to the rank of Instructor."

During the first semester he gave a course in Sociology, turned over to him by Professor Taylor; also a course in Modern Charities. For the second semester a course in Social Psychology was turned over to him by Professor A. Ross Hill, of the Department of Philosophy; and he added a course in Criminology. Thus throughout the academic year Dr. Ellwood gave the University inspiring service for six hours a week. Literally he gave the service; for the only remuneration he received was the praise and the expressed gratitude of an impecunious Board of Regents. Naturally in April, 1900, he accepted the position of Professor of Sociology in the University of Missouri -- whose treasury was not empty -- and tendered his resignation effective at the close of the session. The story of Professor Ellwood's labors for twenty-seven years in constructing a great department of sociology may be read elsewhere in this volume.<sup>4</sup>

On the retirement of Dr. Ellwood, Comadore Edward Prevey, in 1900-1901, was called to discharge both functions which Ellwood laid down. As Lecturer, later Instructor, of Sociology in the Department of Political Economy and Sociology, as then named, he gave a course the first semester in Advanced Sociology, critically studying the work of Giddings in comparison with that of Comte, Spencer, and Ward; and a course in Social Psychology the second semester.

Mr. Prevey served the University until 1906; but after the coming of Professor Ross his teaching was confined chiefly to topics in applied sociology. He retired in 1906 to devote himself wholly to the duties of the

Charity Organization Society, which, under its more modern name of Social Welfare Society, he still (1927) serves with efficiency and zeal.

## EDWARD ALSWORTH ROSS

A full professorship of sociology was created by the University in 1901. From 1901 to 1906, on call of Chancellor E. Benjamin Andrews, the new professorship was administered by Dr. Ross.<sup>5</sup> During the period auspicious progress was made in his brilliant career as author and teacher. The first year (1901) saw the appearance of *Social Control*, a monograph of distinct originality. Such was the view of Ward, who, in a conversation with myself, declared that he regarded *Social Control* and Veblen's *Leisure Class* as the most original works recently published. In the last year of the period (1905) appeared the *Foundations of Sociology*, a volume of essays whose keen and constructive criticism constituted a bold challenge to contemporary specialists, coming at a moment when formative criticism was most needed.

Nor were these books the whole fruit of the period. One evening a group of colleagues were invited to his study to listen to the reading of the chapter headings of a proposed book on the "Principles of Sociology." Fifteen years were to pass before the magnum opus appeared in 1920, but members of that little group may find in it many a heading and many an epigram which recall the delightful hour.

The courses of study offered by Professor Ross included the following: (1) General Sociology; (2) Psychology of Society; (3) Seminar on Cities; (4) Seminar on the Dynamics of Population; (5) Seminar on Colonies and Colonization; and (6) Seminar on Bad Government. The last named subject evoked the wondering quips of staid conservatives; though it but reveals the downright method of Dr. Ross in handling social evils: a method brilliantly displayed in articles just then appearing in the *Atlantic Monthly* and presently published as *Sin and Society* (1907), with an introductory note from the pen of a practical sociologist -- whose method was likewise downright -- President Theodore Roosevelt.

For those acquainted with the personality of Dr. Ross and who know his amazing talent as a phrase-maker -- from whose pen metaphor and epigram seem to flow with spontaneous ease -- it may not be hard to deduce that these courses would "put sociology on the map" in the academic world. Unluckily for Nebraska their fame drew a call from Wisconsin which Ross was unable to resist.

## GEORGE ELLIOTT HOWARD

[Ross'] resignation made necessary the organization of a new department. At the time I held a chair of institutional history in the University. Absolutely to my surprise the authorities asked if I would be willing to take over the professorship in sociology. At first I was dismayed by the suggestion. After twenty-eight years of teaching as a professor of history, how

could I accept, without too great personal sacrifice, a new title in a new field? If I should accept, could I reasonably expect success? These questions gave me pause. They required a careful survey of my past experiences and its methods and a forecast of further opportunities for social service. In brief, for reasons hereafter explained, I decided to take the risk. It was found expedient to create a new dual department of "Political Science and Sociology." Political science thus first appears in the University curriculum. Professor Aylsworth, then Instructor in American History and Politics, was offering a research course. He now came into the new department and began his long career of efficient service in political science.

With the rather heavy title of "head professor," I was given a free hand in organizing the department and promised early additions to the teaching staff.

The Editor has generously urged me to draw freely from my previous experiences, especially from my life in the German university and from my work as a teacher of history. I trust therefore that this advice may lessen somewhat the onus of my immodesty in offering the following notes on my student and professional life.

In June 1876, I completed the "classical" course in the University of Nebraska and won the A.B. degree. The little band of zealous teachers had given me the best they had, with the slender facilities at their command; and I "graduated" with a firm resolve to seek broader opportunities for further study. Where could such opportunities be found? In American universities graduate study was not yet provided for. At Harvard, it is true, a significant trial-experiment had been made. At the urgent request of three young men -- Henry Cabot Lodge, Ernest Young, and James Lawrence Laughlin -- Henry Adams, Professor of History at Harvard, 1870-1877, had hesitatingly consented to lead a seminar on the German model. The experiment was a decided success. The seminar papers were published (1876) as *Essays in Anglo-Saxon Law* which still remains one of the very best books on old English institutions. But this seminar was an isolated experiment. No permanent system was created. The honor of first organized regular graduate study belongs to Johns Hopkins. That was somewhat later. In particular the enthusiasm of Herbert B. Adams and Richard T. Ely, in American history and economics drew large numbers of graduate students, chiefly from the south and west.

Perforce an ambitious youth must go abroad. The trek of American students to the German universities had already begun, though the stream of immigrants was yet very slender. Strongly influenced by a book which had just appeared, giving a fascinating account of the experience of its author, an American student of Roman law in Germany, I decided to try my fortune in the Fatherland. After a stormy fourteen days passage in the steerage of a Rotterdam boat, I arrived in Munich, October, 1876; and presently I was registered in the University as a student in Roman Law.

How can I best tell what the German university did for me? As I examine the outstanding events of a half-century of subsequent professional life, I find that my two years in Europe were the seminal period of my

methods and ideals. Then was born my ideal of scholarship. Then was revealed more clearly the possibilities of the trained human mind. Then I learned the meaning of thoroughness; and perceived that scientific truth can only be drawn from original sources through unstinted research. I do not recall that I ever heard the term "research" and "source" in my undergraduate textbook recitation years. Now in every course they were the shibboleth of scholarship. With what reverence they were uttered by the professor. So powerfully were they impressed on my mind that *Forschung* and *Quellen* played fantastic gambols in my dreams.

A single example may illustrate the method and thoroughness of the German scholar. For my first semester I took a course on the "History of Germanic Law" by Professor von Sicherer. Imagine the surprise and wonder of the raw American graduate when a whole week was devoted by the professor to bibliography of the "sources" -- *die Quellen*; and sympathize with his admiration when, with closed eyes, as if to shut out all disturbing things, the professor from memory gave an exact page-long quotation from the corrupt Latin of the capitularies. A commonplace scene in a German university, of course; and possibly a potential scene now in some of our own colleges; but for me at the time it gave a mental shock which awoke inspiration.

Another ideal of the German university has exerted a profound influence on my method as a teacher: the ideal of freedom in teaching and study -- of *Lehrfreiheit* and *Lernfreiheit*. The professor enjoyed the right of free speech and free discussion; while the student had the privilege of free migration -- *Freizugigkeit* -- from one university to another, without loss of time-credit -- in order to hear the great teachers in his specialty. Minds and not bricks and mortar were held to be the essential of an institution of highest learning. Such an ideal of liberty may inspire a teacher to defend the truth though he be a minority of one against the multitude.

The study of Roman law provided a more solid basis for historical research, historical theory, and historical teaching, than I at first imagined. This is true not only because of its exact method and its vast interpretive and ancillary literature but because of its real nature. For in fact Roman jurisprudence in its genesis and evolution is a social science; the common law of a great people. To pass from the thought of Savigny, Puchta, or Brinz, to that of Mommsen, Marquardt, or other masters of Roman history is an easy task.

If, then, I am asked how I gradually worked over in interest from history to sociology and how the former discipline affected my outlook and methodology in the latter, I answer that two conditions, one general and the other especial, rendered the process swift rather than gradual.

The first condition is the fact that history is a social science; and in my judgment a thorough knowledge of it is absolutely necessary for sound thought in its sister social science. With the possession of such knowledge much shallow and harmful writing might be avoided. For the specialist in any field a broad acquaintance with kindred disciplines is a safeguard.

For the wise specialist perceives that breadth is needful for the sake of depth.

The second condition which made the change to sociology easy was my own conception of the science of history. I avoided a definition which sometimes makes history teaching sterile. To me the function of the historian is not merely to establish isolated events; but to discover the causes and consequences of social decision, of social action. For me the chief function of the history teacher is to trace the evolution of institutions. In fact it is but fair to say that the phrase "institutional history" as a term of classification first arose forty years ago in my own usage of it. Institutional history is the safest kind of history for the teacher. Institutions are the definite products of social evolution which research may discover. They are of infinite number and variety. Every custom, fashion, folkway, or organization, whether civic, social, military, or religious, whether a town-moot or a kingdom, is an institution. In every branch of life there is a plethora of institutions. Very often the historical narrative might better be dissolved into its institutional factors. In its origin an institution is almost "organic." It appears clearly as the residuum or deposit of social struggle. It is a "social product" arising in the operation of "social cause" and "social process." Said a critic of the conservative school, "You are not teaching history but sociology." Gladly I accept this unintended compliment. For the vitalization of history is one of great service which that discipline owes to sociology.

In 1908 I began teaching sociology under the influence of Spencer. Almost at once, however, I admitted my mistake; and accepted the leadership of Ward. For beyond question Ward's revelation that psychology and not biology is the basis of sociology is his epochmaking contribution to science. Though sometimes pedantic and tedious, his *Pure Sociology* (1908) is a masterpiece of thought; and, if his theory of human desires as social forces be found faulty by superfine psychological criticism, I can testify that in my experience that doctrine has always been proved highly practical and enlightening in explaining social decisions. His *Applied Sociology* (1906), likewise, I honor as an inspiring message from a brave scholar.

The courses in sociology were conducted by the lecture method, following in each case a carefully constructed "Analytical Reference Syllabus," containing extended classified bibliographies. These handbooks were used by students as guides to study.

(1) *General Sociology*. This course was given under the dominant influence of Ward; though my obligation to Ross was very great, especially, for the use of his notes and bibliographies generously placed in my hands.

(2) *Social Psychology*. Dr. Ross's thought, too, was a leading influence in the course on Social Psychology. The manuscript of the book later published as *Social Psychology* (1908) was given me for use when Ross left for Wisconsin. This work, I wrote in 1910, has "the well-known characteristics of the author's fascinating style and originality of illustration. The point of view is essentially Tarde; for the subject-matter is restricted to the general field of suggestion-imitation. But Ross's analysis is more complete; and, through his fertility in up-to-date examples, he deals far more efficient-

ly with the actualities of modern social life." Indeed, "among teachers of experience the conviction is deepening that social psychology is by far the most practical, the most fruitful, division of sociological science. Social psychology is applied sociology at its best." Logically, it must be confessed, "Dr. Ross has not covered the entire ground of social-psychology. His definition hardly embraces all the phenomena of group-life. Nevertheless his narrower conception of the subject favors an economic division of labor. The more restricted treatment has at least the offsetting advantage of directing attention to the really practical part of social psychology."

This course was offered with comparison of the views of many thinkers among whom foremost are Davis, Tarde, Sidis, Veblen, Baldwin, Ellwood, Odin, Ward, McDougall, Cooley, and Thomas. It proved very attractive and stimulated the thought of hundreds of men and women.

(3) *The Family and its Problems*. This course was the standard study for advanced students. Freed from the befogging myths of ecclesiastical tradition and treated as a true social institution, the family and marriage, with their myriad associated problems, are admirably fitted to awaken independent research.<sup>7</sup>

(4) *The Biography of American Statesmanship*. This course studied the lives of selected nation-builders, from James Otis to Abraham Lincoln. Perhaps in no more effective, certainly in no more interesting, way can one reveal the operation of social causation, the historical process, than by thus tracing the evolution of personality.

(5) *Present Political and Social Questions*. This course afforded abundant opportunity for appraising and criticizing tendencies in our urban, state, and national life. The opportunity was not neglected. It must be confessed that the lecturer very frankly did considerable muckraking.

For he holds that social sinning consists in the making, not in the raking of muck.

(6) *Department Seminar*. The Department Seminar, for many years conducted under the joint leadership of Professor Aylsworth and myself, afforded the graduate student his culminating discipline. There he tested his strength in criticism, discussion, and research. There was tried out his ability to play the worthy role of an educated citizen in the community. Success in the Seminar was his crowning achievement in the University.

I am asked to discuss my methodology. First of all, then, by way of summary, I may stress the dominant tendency in my teaching and writing to search for and to follow the evolution of my theme. Wherever practicable -- Where is it not practicable? -- I strive to live with my subject -- whether a custom, a fashion, a significant word, a folkway, a folkmoor or any institution -- from its birth to its present form. Sometimes, it may be, that the obsession, if it be an obsession, carried me beyond my depth. So thought Professor Hermann Von Holst, then of the University of Chicago, a very generous reviewer of my first book, the *Local Constitutional History of the United States*, in which my theory of institutional history is embodied. While giving it the praise which warmed the young author's heart, he

amusedly exclaimed, "Here is evolution with a vengeance!" However that may be, it seems clear to me that the scholar who would see the whole truth must see it in origin and its whole evolution. In my experience this attitude of the teacher tended to check rash generalization and to create the ideal of thoroughness on the part of the student.

Again, it has been my practice in lectures or talks to give myself to my students both in mind and feeling. I have small admiration for the attitude of "cultured indifference" affected by some teachers. I have striven to know the truth and then with such zeal as I possess to convey that truth to my hearers. Is not feeling a part of the trained mentality of the teacher?; and is not the student entitled to share in the fervor and faith which warm the teacher's heart and which inspire his message? Such has been my belief; and I trust that my practice has somewhat redeemed the weakness which often affects the college lecture system.

One other feature of my teaching I may perhaps mention, though I hope it is becoming a commonplace. I have carefully shunned the role of "universal doctor;" and I have tried earnestly to be a leader in research rather than a dictator. A seminar well-led can raise many a question which the leader offhand cannot answer. The ability to say "I do not know; let us find out," is a precious talent. After such a leader students will go far. Especially in the Department Seminar has this attitude had a powerful influence. I have never been accused of having an ecclesiastical bias. Yet always young ministers and some of the holders of chief pulpits in the city have sought my Seminar. The president of a nearby denominational college came with the rest. They expected to find unprejudiced guidance in the study of the social questions so necessary for a modern minister to understand. Perhaps less theology and more sociology would prove a safer preparation for the preacher's task.

#### HUTTON WEBSTER

In 1907 Dr. Hutton Webster, then assistant Professor of Economics in Williams College, Massachusetts, was called to the newly created professorship of Social Anthropology in the University of Nebraska. Dr. Webster was thoroughly equipped for the position. His A.B. and A.M. degrees in economics and history, under Ross and myself, were won at Stanford University; while in 1907, after two years study and service as teaching-fellow, chiefly under the guidance of Carver and Ripley, he was honored by the Ph.D. degree at Harvard. His chief interest lay in primitive institutions rather than in economics, so that after three years service (1904-1907) he resigned at Williams and welcomed the opportunity which Nebraska offered.

Webster's literary talent and his efficiency in original research are attested by his *Primitive Secret Societies* (1908). This monograph created decided interest both at home and in foreign lands, winning the distinction of translation into Italian and into Japanese. These prestige of his initial work was enhanced by the first-rate power of research displayed in his *Rest Days* (1916).

During the decade following the appearance of this book, Dr. Webster rendered a service of great significance for secondary education. He produced a series of history textbooks in which for the first time social life is pictured as of primary value; while statecraft, the pomp of princes, and the splendor of military deeds are put in the background. He did for history what the orthodox historian had failed to do. He laid a genuine historical foundation for future sociological study. The sociologist was vitalizing history, liberating it from the narrow field in which false theory confined it. This is one of the ways in which sociology is enriching a sister social science.

Meantime Webster's work was gaining recognition. He was appointed delegate of the American Association for the Advancement of Science to the First Universal Races Congress held in London, July, 1911; and in August of that year, at a meeting of the British Association for the Advancement of Science, held at Portsmouth, he read a paper on the "Relation of Totem Clans to Secret Societies."

Dr. Webster's chair was the first professorship of Social Anthropology established in America.

His program of courses, each for two semesters, present in compact form a picture of the genesis and early evolution of human society:

- (1) *Social Origins*. A study of the early life of mankind as revealed in material remains, customs, institutions, and beliefs.
- (2) *Primitive Religion*. An anthropological and sociological investigation, from the comparative standpoint, of the evolution of religious beliefs and rites.
- (3) *Folklore*. An examination of those systems of belief and conduct, which, inherited from prehistoric and primitive culture, have survived into modern civilization. This unique course Dr. Webster presents under four general heads: 1. Folk-faith: animism; magic; myth. 2. Folk-literature: folktales, their origin, diffusion, and interpretation; fables; folksongs, including ballads and children's rhymes; folk-epics, notably those of Celtic and Teutonic peoples; folk-plays, including mimes, mummers' plays, and miracles and moralities; folk-sayings, including proverbs and riddles. 3. Folk-custom; ceremonial forms and observances; rules of politeness and salutations; birth, puberty, marriage, and death rites; popular festivals, especially the festivals of the Christian year; children's games; games of chance. 4. Folk-superstition; folk-medicine; sacred numbers; symbols; lucky and unlucky days; animal lore and plant lore. These several topics are treated with special reference to the beginnings of religion, law, and morality.
- (4) *Research course in Social Anthropology*.

#### LUCILE EAVES

Dr. Lucile Eaves in 1908 accepted the call to become "Associate Professor of Practical Sociology." By university training and experience she was exceptionally well fitted for the position. Her A.B. and A.M. degrees,

both in History, were taken at Stanford and her Ph.D. degree at Columbia. Her *History of California Labor Legislation* appeared in 1910. This work is a careful and comprehensive investigation, from the sources, of the unique, sometimes dramatic, conditions of labor in California from the Forty-Niner days onward, with a critical examination of the problems and laws to which those conditions gave rise. The findings of the author, justifying in the main the attitude of organized labor, could not fail to increase the prestige of Dr. Eaves. These conclusions, expressed as theory were formed in the process of research, inspired the confidence and won for her welfare work the support of the powerful chiefs of organized labor in the city. Moreover, the investigation gave her knowledge and experience which were utilized in her later academic treatment of labor questions.

For several years, she was head of the South Park Social Settlement in San Francisco. Under her energetic management the Settlement became the center of social welfare work in that city. The youth of the neighborhood, both girls and boys, gathered here in large numbers to enjoy the facilities offered for study and recreation. Prominent men and women as class-leaders volunteered their services. The Settlement house became the gathering place for conferences of welfare workers and the chiefs of organized labor. The South Park Settlement became the radiant point of social betterment thought in the community. An incident may illustrate the influence and confidence thus inspired by Dr. Eaves. At the time of the disastrous fire of 1906 she was residing in New York. A summons for aid brought her back to the stricken city to take an important share of the complex task of relief.

From 1908 to 1915 she administered with vigor and efficiency the division of the department which she was chosen to serve. Her extramural work was not less important than her classroom teaching. She became a courageous platform advocate of social reform measures. Her talent for forceful speaking brought her frequent opportunities. She appeared before legislative committees to defend or to oppose pending measures. In short, Dr. Eaves was contributing generously to the sociological department's reputation as the University center of progressive thought.

The courses of instruction which she offered quite justified her title as practical sociologist. Besides studies in "Statistics" and on the "Biography of Social Service," the following courses, for one or for two semesters, were offered:

- (1) *Modern Social Betterment Movements*. This course included social settlements, welfare work of large employers, efforts to protect the health of the public, housing problems, public parks, playground, and recreation centers, and other problems.
- (2) *Poverty and Dependence*. Included the causes of poverty and dependence and the principles of prevention and relief, state institutions for the care of dependents, methods of charitable and religious societies, and emergency relief in times of great calamities.
- (3) *Socialization of Education*. Considered plans for the social and ethical training of the individual, and modern movements which are making the public schools more effective means for social progress.

(4) *Criminal Sociology*. Discussed the elements of criminology and penology and methods of reform as expressed in the juvenile court, reform school, indeterminate sentence, and better forms of prison management.

(5) *Labor Legislation*. The first semester studies European and American legislation protecting women and children wage earners, promoting industrial hygiene, and regulating the wages, hours of work and the relations of individual workmen to their employers. The second semester includes social insurance and labor organization in Great Britain and the United States. In this course Dr. Eaves' vigorous demand for modern accident compensation laws aided in the struggle which freed Nebraska from mediocrity in this regard.

(6) *Investigation of Social Problems*. Primarily for graduates. Intended especially for those who wish to prepare themselves for positions in connection with the social work of religious societies or of charitable or correctional institutions.

In 1915, after seven years of successful service, Dr. Eaves resigned, to accept a call to become director of the Research Department of the Women's Educational and Industrial Union in Boston. Thus Nebraska lost an able teacher and an earnest promoter of the social welfare. Efficiency in her new field of work is attested by the many publications of herself and her associates; while Simmons College has afforded her opportunity, as Professor of Economic Research, to continue her service as teacher.

To the chair vacated by the retirement of Miss Eaves was called Dr. Williams; but, breaking the chronological order of appointment, it will be more convenient to reserve the account of her work for later paragraphs of this paper.

#### JOYCE ORAMEL HERTZLER

In 1923, Dr. Hertzler was called from the University of Wisconsin to the professorship of sociology. His *History of Utopian Thought* (1923) had just appeared. It is an earnest of the more elaborate *Contemporary Social Progress: A Theoretical Analysis*, for the Century series, which doubtless will be ready in 1928. His Ph.D. degree was won in Wisconsin under the supervision of Professor Ross. In view of Ross's connection with the University of Nebraska at the origin of its department of Sociology, it is of interest to know to what degree his scientific thought has moulded that of Hertzler. In most cases the debt which a pupil owes to his teacher is hard to determine. Dr. Hertzler gratefully claims that he has been the student, the assistant, the under-study, even the protege of Professor Ross; that the impetus and the desire for the study of social theory, and many of his ideas came from him. In particular from him came "the sequence of social force, process, and product," and also "the emphasis upon social control."

In some essential features Dr. Hertzler's sociological thought differs widely from that of Ross. The study of the history of social theory was encouraged by him; but, says Hertzler, "the whole work is my own as to content, organization, and interpretation." In fact "Professor Small has really

been my mental godfather in this field." He even took a very close "personal interest in my work along this line." While Hertzler's social psychology started with Ross, "it has now passed over pretty largely to the Bernard-Allport School."

The case is similar in the field of social progress. The stimulating influence of Ross is acknowledged; but some of Hertzler's more important conclusions "do not fit into Ross's way of thinking."

As to method Hertzler declares that he has "almost altogether parted from Ross." He feels that the "deductions of Ross, after the fashion of Spencer, have done and do sociology harm. Rather we must depend on the more exact method established by the natural sciences, modified, of course, to fit our peculiar subject matter. The social scientist must make his work more and more de-personalized and assume a real attitude of scientific humility as he searches for truth and above all let the facts dictate the conclusions, and to be sure he has enough facts."

The courses now offered by Dr. Hertzler are as follows:<sup>9</sup>

(1) *Social Psychology*. The psychological basis of group behavior, suggestion-imitation phenomena, and the agencies of social control.

(2) *General Sociology*. A study of forces, processes, and products in group behavior.

(3) *Social Economics*. The social and human effects of the industrial revolution and contemporary economic conditions.

(4) *Social Progress and Regress*. Historical and theoretical study of the concepts, criteria, and factors of social progress and regress.

(5) *Social Control*. An analysis of the nature and function of the more important means whereby individuals and groups are controlled with special emphasis upon public opinion. Alternate course.

(6) *History of Sociological Thought*. For graduates. Both semesters.

(7) *Seminar in Sociology*. For graduates. Both semesters.

As his chief interests at present Dr. Hertzler stresses social psychology, theory of social progress, the history of social thought, and contemporary social theory, especially sociological technique.

The aim of his teaching he thus describes: "The aim in my work in the social theory division of this department is to give a comprehensive view of the operation of society, how this may be directed to approved ends, and the nature of these ends. The work therefore begins with a study of social psychology in which the various social forces and influence factors as well as the general psychic nature of human relations are analyzed and discussed. The general social process and the specific social processes composing it are next examined in order to give the students an adequate insight into the nature, mode of operation, and significance of various social mechanisms. If possible, the agencies now in effect for social control purposes, regardless of the nature of their origin, are examined to convey to the student a knowledge of the agents of order and manipulation. Finally, the ends of social endeavor and the degree to which contemporary society is fulfilling these ends are examined in the course in social progress.

In the graduate work the course in The History of Social Thought is

intended to give the students preparing for special professional work in the field of sociology a substantial background in ancient, medieval, and modern social thought, the causes of its development from stage to stage, and an analytical and comparative review of contemporary sociologies. In the seminar the students are first given a grounding in the purpose and technique of social research, and are then asked to do special research in various new sociological fields. This gives them supervised practice in research with round-table criticism and discussion and keeps them informed concerning the development of sociology. This latter research work does not include that connected with graduate dissertations."

#### HATTIE PLUM WILLIAMS

Since 1915, as already stated, the chair of Practical Sociology has been held by Professor Williams.<sup>10</sup> She is a favorite daughter of the University, where she took her A.B. and A.M. degrees in American History and the Ph.D. degree in our own Department of Sociology.<sup>11</sup> Her dissertation is a section of her extended investigation of the Volga Germans, which will it is hoped appear as soon as the author has sufficient relief from the pressure of teaching to enable her to complete it by using the mass of source material received from the archives of Germany and Russia.<sup>12</sup>

From the outset Dr. Williams has proved herself possessed of the qualities of a strong and zealous teacher. More and more young men and women have crowded her class-room. Much time is devoted to individual students. Her office has become a veritable conference room. At present she offers the following courses, each for one semester unless otherwise stated:

(1) *Introduction to Sociology*. The nature of the life of human societies; factors which determine the type of social life; and the evolution of important social institutions. This course is repeated each semester; and it is open only to sophomores. Dr. Williams believes it would be unwise to begin sociology with freshmen who at present have not adequate historical background which she holds is the best basic of sociological study.

(2) *Modern Social Betterment Movements*. Factors in social progress; public health and recreational movements; restoration of neighborhoods through social settlements and similar agencies.

(3) *Community Problems*. Studies problems in small towns; designed especially to meet the needs of teachers and rural social workers.

(4) *Poverty and Dependence*. Studies causes of poverty; principles of prevention and relief; care and training through public and private agencies of physically and mentally handicapped.

(5) *Criminology*. Causes of crime and principles of prevention; evolution of punishment; penal and reformatory institutions; probation and parole.

(6) *Immigration*. Factors controlling the movement of population; migrating peoples of modern times; immigration policies of various countries compared with the American policy; history of immigration to the United States and effects upon our national life.

Immigration is the field of Dr. Williams's special research.

(7) *American Race Problems*. Principles and methods of culture assimilation; checks through stratification and segregation; foreign elements in Nebraska.

(8) *Child Welfare*. The home the basic social institution, and its relation to other agencies for child welfare. Special problems: Infant mortality, child labor, child idleness, delinquency. State responsibility for child welfare.

(9) *Seminar in Medical Sociology*. Research in medical-social problems based on records and conditions available for study at the College of Medicine. Open to graduate students in Sociology and in Medicine. Given by Dr. Williams and Miss Draper. Both Semesters.

Miss Draper offers the following courses in practical sociology:

(1) *Preliminary Survey of Social Work*. Written reports based on visits to local social agencies, supplemented by readings, with a view to acquainting the student with various types of social work. Open only to students preparing for social work. Both semesters.

(2) *Social Case Work*. Social diagnosis and treatment. Special classes of case problems. Field work in selected social agencies. Open only to seniors, graduates, and adult special students on permission. Both semesters.

It seems fairly clear that Dr. Williams with her associate is offering to students a broad and intensive interpretation of practical sociology. But this is by no means all of the service rendered. Through many papers and addresses, costing much time and energy, the message of social betterment is carried to the people of the state. Changes in administration and organization have laid new burdens and brought new opportunities for service. In 1919 the University dropped the system of head professorship of departments, and substituted the chairmanship plan. The dual department of political science and sociology was divided in 1924, each section becoming a separate department. In that year my own retirement from active service occurred.

Very reluctantly in 1922 Professor Williams accepted the urgent call to become chairman of the department; and this office she retains since sociology has become a separate unit.<sup>13</sup> It is due largely to the energy and executive skill of her leadership as Chairman that the department of sociology is increasing its staff and expanding its field of service. The history of her experience, of her struggles and success partly in her own words, may prove of value to other hard-worked scholars.

For two years, 1915-1917, was continued the Training Course for social work established by Dr. Eaves. It was then changed to a seminar. The change was chiefly "influenced by the fact that we did not have adequate laboratory facilities for case work training in the city. The absence of standard agencies for training purposes made the field work seem impractical until after the war the Red Cross subsidized the department and placed at our disposal the Red Cross cases for student use." The Red Cross subsidy continued for four years (1919-1923). "At the end of that time it was hoped that the University would take over the training permanently; but the expectations of the department were not realized." This training course was therefore dropped, "though a major looking toward social work was

established in the department."

The next stage in the effort to expand the department's field of work began in 1923 when at the request of Dr. Irving S. Gutter, Dean of the University Medical College at Omaha, Professor Williams established "the University Medical College at Omaha, Professor Williams established "the Medical Social work under the joint control of the Medical College and the Sociology department." Miss Grace Buckley "took up the work temporarily in the fall of 1923." That year, "was spent largely in studying the situation and conferring with leaders in that field as to the best methods of procedure. Miss Ida Cannon, Chief of Social Service in the Massachusetts General Hospital came to Omaha and Lincoln and assisted in a survey of the field. In the following fall (1924) Miss Merle Draper became Director of Medical Social Work in the College of Medicine and Instructor of Sociology. It was the plan to send our sociology students to the Omaha campus for this field work after completing their major in the Arts College. This plan promised well and was continued for two years. Meanwhile Dr. Cutter went to the Deanship at Northwestern, and last fall (1926) Miss Draper came to the Lincoln campus and devoted her whole time to teaching while the administrative end of the work was left under the supervision of the Medical College." Miss Draper has taught the two classes already mentioned.

A change in plan has been made for the coming year (1927-1928). Though at present the position of full time Instructor in Social Case Work is accepted as a regular item in the Department budget, the filling of the position has been deferred. "One of the most difficult problems has always been the securing of an adequate laboratory; but, with changes which are now being made in local agencies, that problem promises to be solved. For the coming year the Department will share its instructor with the Social Welfare Society of the city. Miss Ada Barker, now of the Rock Island, Illinois, Associated Charities, comes as Supervisor of Case Work in the Social Welfare Society and will teach the courses in Social Case Work and the Survey of Social Work," hitherto taught by Miss Draper. Meantime, "search will be continued for an instructor who will give full time to the department and who can meet the academic requirements necessary for university teaching."

"It is not the intention to look toward the establishment of a School of Social Work, but merely to provide such instruction as may prepare our students to enter upon the apprenticeships now offered by many of the best social agencies of the country. The ten hours now offered in social case work gives the students a chance to try themselves out in actual social work, and acts as a sifting process as well as a training course. The Department feels a responsibility toward meeting the growing needs of the state for social workers; and that is as far as its present ideals lead."

A still further expansion of the practical work in sociology was begun in 1924. "The department succeeded in securing an Instructor in Social Work in the Extension Division. Miss Anna Cameron, a former graduate student, took up the combined position of Instructor of Social Work in Extension and part time secretary of the State Conference of Social Work.

For the past two summer sessions, a course in Social Case Work has been given by Miss Cameron and two weeks of the time are devoted to an Institute under some person of national reputation. Last year, Miss Joanna Colcord, Secretary of the Minneapolis Family Welfare Association, was the Institute leader, and this year Professor F.J. Bruno of the Washington University School of Social Work is the leader. The Institute is limited to thirty and the course in Case Work which carries two hours credit has eight to ten students for the full term.

Miss Cameron spends much time in the field and manages the radio programs furnished by the Department every Wednesday afternoon during the school year."

#### EDITORIAL NOTES BY MICHAEL R. HILL

1. This paper was drafted by George Elliott Howard in 1927 but never published. Howard died in 1928. The manuscript was apparently prepared for an anthology on the history and institutional foundations of American sociology. Howard's original typescript (Department of History, George E. Howard, Manuscripts, Box 1, University of Nebraska Archives, Lincoln, Nebraska) is published here with only minor typographical changes and modernized usages, the only omission being an appended table of student enrollment figures. An important companion to this paper is Joyce O. Hertzler's account of the Nebraska department, posthumously published and editorially introduced by Mary Jo Deegan in the *Journal of the History of Sociology*, vol. 1, 1979, pp. 40-62.
2. Howard's account opens with the attempt to formally hire a designated "sociologist" for the instructional staff at the University of Nebraska in 1899, and thus omits an earlier chapter of disciplinary interest and institutional importance to sociology at Nebraska. Prior to Taylor's course and Ellwood's arrival on the scene, George E. Howard and Amos G. Warner (a former Howard student) both held faculty positions at the University of Nebraska. Howard was called to Stanford University in 1891. Warner was appointed to teach economics at Nebraska in 1889. In 1891, he left Lincoln to become the Superintendent for Charities in Washington, D.C. He was again called to teach in 1893, this time in California. Enticing his friend, Edward A. Ross, to go with him, he rejoined Howard at Stanford, creating a sociological powerhouse on the west coast. Warner's work and interests at Nebraska are reflected in his *American Charities*, one of the landmark classics in American social science, published in 1894. Warner died prematurely in 1900. Further specifics of Warner's story are forthcoming in Mary Jo Deegan's introduction to a reprint edition of *American Charities*, announced for publication by Transaction Books in 1989. In 1900, E.A. Ross was fired from Stanford University in an infamous freedom of speech case and Howard was subsequently forced to

resign for supporting Ross. Thus, by starting his account of sociology at the University of Nebraska with Ellwood's year of unpaid service, Howard conveniently skips the politically-charged "Stanford incident" and the nationally prominent academic freedom case that resulted in Ross' move to Nebraska in 1901 and Howard's return to Nebraska (by way of Cornell and the University of Chicago) in 1904.

3. The formula combining sociology with charity work is explicated in Ellwood's 1899 lectures on "Sociology and Charity," reprinted elsewhere in this issue.
4. Howard's reference here is to the unpublished anthology for which his manuscript was prepared. Apparently the book was to contain a chapter on the history of sociology at the University of Missouri.
5. For additional detail, see Keith's article on Ross' intellectual achievements at the University of Nebraska, elsewhere in this issue.
6. Howard's "Analytical Reference Syllabi" are systematic mines of intellectual insight into the content and structure of early American sociological thought, and are listed in Hill's chronological bibliography of Nebraska sociology, elsewhere in this issue.
7. Howard had many sociological interests, but was best known for his institutional study of the family. His major work, *A History of Matrimonial Institutions*, was completed during a brief professorship at the University of Chicago and published just prior to his return to the University of Nebraska. For an account of this work, see Ball's paper on Howard's institutional approach to marriage and family, elsewhere in this issue.
8. Lucile Eaves was an instructor at Stanford University at the time Ross was fired. She also lost her position, and when Ross left California she moved into the Ross home and packed his household goods for shipment east. At Stanford, she was undoubtedly a friend and probably a student of George Howard.
9. After taking a course from Hertzler in the 1920s, Mari Sandoz (the renowned Nebraska sociological novelist and social historian) conducted an ambitious sociological study. See "The Stranger at the Curb," elsewhere in this issue.
10. For discussion of research by Hattie Plum Williams in the early 1930s, see Hill's paper on Williams' contributions to the Wickersham Commission, elsewhere in this issue.
11. Williams was Howard's doctoral student. Her doctorate (1915) was the first Ph.D. in sociology awarded by the University of Nebraska.
12. The extended work to which Howard refers was never published. However, portions of Williams' later work were posthumously published in 1975 by the American Historical Society of Germans from Russia as *The Czar's Germans*.
13. Hattie Plum Williams was the first known woman to chair a co-educational, doctoral degree granting department of sociology in the United States.

14. The manuscript ends abruptly at this point, save an appended table of student enrollment figures which has been omitted.