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Hill, Michael R. 1988. "The Intellectual Legacy of Nebraska Sociology: A Bibliographical Chronology of Separately Published Works, 1887-1989." (Special Issue on the History of Nebraska Sociology). *Mid-American Review of Sociology* 13 (2): 85-103.

THE INTELLECTUAL LEGACY OF NEBRASKA SOCIOLOGY:  
A BIBLIOGRAPHICAL CHRONOLOGY OF SEPARATELY  
PUBLISHED WORKS (1887-1989)

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Mid-American Review of Sociology, 1988, Vol. 13, No. 2:85-103

Discontent cannot flourish in an institution where  
the customary salutation is not "How do you do?"  
but "How does the book?"

-- Alvin Saunders Johnson

INTRODUCTION

The first full century of sociological scholarship at the University of Nebraska rests solidly on numerous contributions to the acknowledged pinnacle of academic work: single-author monographs published by scholarly presses. Collaborative works, including jointly-authored monographs and scholarly editorial projects, round out the separately published volumes in the continually growing library of Nebraska sociology. Several works are recognized classics and have been revised and revived in various editions. The sociological work flowing from Nebraska roots is evidenced by inspection of the bibliography below.

If one wished to define a "Nebraska school of sociology," one could do worse than look to the major writings of the founding colleagues: George E. Howard, Roscoe Pound, Edward A. Ross, and Amos G. Warner; and to their students: Edith Abbott, Lucile Eaves, Charles Ellwood, Joyce Hertzler, Hutton Webster, and Hattie Plum Williams. From this early foundation, one looks in the present day to books and monographs by later faculty and students. Tracing the intellectual evolution of a sociological school is a large task, and the present account attempts only to articulate bibliographically the intellectual heritage of Nebraska sociology. Comprehensive discussion of the origin and history of Nebraska sociology awaits such efforts as the book project, *Frontier Dreams and Visions: The Founding Years of Sociology at the University of Nebraska*, now in preparation by Mary Jo Deegan with the assistance of Michael Ball, Michael Hill, Bruce Keith, and Agnes Reidmann. The account at hand presents only the primary data: a chronological list of the scholarly books and edited volumes of sociological import (excluding internal reports, bibliographies, and standard introduction to sociology textbooks) authored by faculty and/or students of the University of Nebraska.

*Faculty Contributions*

Sociology is an inherently interdisciplinary enterprise and thus a wide view was adopted in compiling this bibliography. The list below presents

mainly works by faculty members with sociological appointments *per se*, but also accommodates those few in cognate faculty positions at the University of Nebraska whose books contribute significantly to the sociological enterprise. All known scholarly works authored or edited by sociology faculty members during their tenure at Nebraska are included. Also listed are selected books produced during prior and subsequent careers at other schools when such works explore themes pursued in teaching and/or research while at the University of Nebraska. Relevant autobiographies are also noted.

Numerous classificatory difficulties confront compilers of bibliographic accounts of a school's intellectual heritage. For example, whereas much of Edward A. Ross' later work relates to ideas explored at Nebraska, only those books associated clearly with his teaching and research at Nebraska are listed. Willard W. Waller, on the other hand, was only briefly (and tumultuously) at Nebraska and it is necessary to cite some of his significantly later work to build a bibliographic portrait of his intellectual and institutional sojourn in Nebraska. In general, the more closely a scholar was tied to sociology and the longer he/she remained on the Nebraska faculty, the more reasonable it is to include later works completed at other schools or in retirement. Many cases require a judgment call. Only a single volume of Charles Ellwood's work is listed, whereas all of Hutton Webster's major works are cited, including those later completed at Stanford University.

It is a commonplace among academics today that introductory textbooks are customarily acknowledged by royalty checks rather than bibliographic citations. Better-known of Nebraska's several contributions to the "intro" genre include the text by Bates and Julian, and, more recently, the text by Brinkerhoff and White, now in its second edition. Bowing to disciplinary norms, "intro books" are generally excluded from this account. Hutton Webster's numerous, highly regarded, and widely used elementary textbooks are not cited, for example. More advanced texts assigned with some frequency in other than freshman-level introduction to sociology courses are cited where known.

The modern attitude toward introductory texts does occasional violence to the intellectual merit of works assigned to undergraduate readers in earlier eras. For example, Edward A. Ross' (1905) "introductory" *Foundations of Sociology* helped define the character of American sociology and was built from articles he published in the *American Journal of Sociology*. George Elliott Howard's famous "syllabus" series includes notable exemplars of scholarly guidance and critical analysis. Where such works of recognized disciplinary merit have been encountered in this project, they are included in the bibliography.

Edited works frequently serve as sources of disciplinary definition and some become well-thumbed treasures of innovative and insightful research. Editorial work, too often unsung, deserves special notice in the account of a school's intellectual heritage. Editorial activity comprises a wide range of scholarly contributions, including the editing of journals. For example, Mary Jo Deegan cofounded the *Midwest Feminist Papers* (published by Midwest

Sociologists for Women in Society) and coedited the first two annual volumes. Alan Booth's recent editorship of the *Journal of Marriage and the Family* (published by the National Council on Family Relations) is particularly noteworthy. Other scholars have served as associate editors and have edited special issues of journals and/or "departments" in journals. The bibliographical account below, however, is restricted to editorial activity resulting in separately published works.

In book form, intellectually recognized editorial endeavors include: (1) the inspiration, coordination, and editing of recent research papers in disciplinary specialties (and sometimes the creation of new research areas), (2) the sifting, organization, updating, and theoretical integration of previously published research on topics of particular significance, typically resulting in anthologies, some becoming disciplinary classics, (3) the compilation of authoritative reference works, of which Alvin Saunders Johnson's effort on the *Encyclopaedia of the Social Sciences* is the paradigm example in sociology, (4) the selection, editing, and revival of sociological classics, and (5) advisory and book series editorships in sociology. All five forms of scholarly editorial activity are included below.

#### *Student Contributions*

Students of the social sciences at the University of Nebraska have distinguished themselves and their *alma mater* through the publication of numerous works in sociology, especially after departing Nebraska. The heritage of Nebraska sociology does not remain wholly or even largely within Nebraska, but extends outward to the wider world of intellectual debate and academic achievement. Where known, all sociologically relevant books by student alumni are included. A particular effort was made to include all known works by former and present doctoral students in the Department of Sociology at the University of Nebraska.

Innovative textbooks authored by Nebraska doctoral students deserve special note. Far from a "standard" treatment, the idea behind Chester Hunt's (1954) *Sociology in the Philippine Setting* grew from a series of scholarly papers. Hunt attempted a relevant recasting of known Western sociological knowledge into the context of another culture. Agnes Riedmann's (1977) sociological novella, *The Story of Adamsville*, is an especially interesting experiment. Substantive theoretical and empirical studies round out the contributions of Nebraska's doctoral students.

Major sociological contributions also flowed from non-doctoral students of the social sciences at the University of Nebraska. Works subsequently published by undergraduate and master's degree students are indicated where known, but a thorough search for works published by pre-doctoral students is yet to be completed. Mari Sandoz, for example, never completed a formal degree (an honorary doctorate was subsequently awarded), but her sociological training under Joyce O. Hertzler, her friendship with James M. Reinhardt, and her interest in the social sciences generally, resulted in major historico-sociological interpretations of social life on the Great Plains. Several of her works are noted below, including her empirically-researched

sociological novel, *Capital City*, and the non-fiction studies in what she called her "sociological series." It is Sandoz more than any other scholar who explores the sociological realities of Nebraska with sensitivity, insight, and sociological imagination.

Many subsequent sociological works by early Nebraska undergraduate and master's degree students remain extraordinary models of scholarly depth, rigor, and dedication for today's students. For example, Alvin Saunders Johnson took a bachelor's degree at the University of Nebraska, focusing on the classics, and later returned as a faculty member in economics. In subsequent years, Johnson's interdisciplinary mind was a moving force behind the New School for Social Research, and he co-edited the massive and influential *Encyclopaedia of the Social Sciences*. Edith Abbott's later sociological work at Hull-House and the University of Chicago is legendary. Such scholars, including Leta Stetter Hollingworth, Gwendolyn Hughes, and Burdette Lewis, represent the best of Nebraska's non-doctoral students whose social science studies at Nebraska flowered in major statements of lasting intellectual and sociological significance.

The scholarly works of Roscoe Pound and Frederic E. Clements illustrate the classificatory intricacies that face the bibliographic project at hand. Both took undergraduate and graduate training at Nebraska, both majored in cognate disciplines, both became faculty in cognate departments, both were faculty colleagues of Edward A. Ross, both enjoyed noted careers in cognate disciplines in other universities, and both made significant contributions to the development of American sociology. Specifically, Pound and Clements majored in botany, and together with Charles Bessey founded the American school of plant ecology. Clements' later ecological work was a direct intellectual input to the ecological school of sociology at the University of Chicago as promulgated by Robert E. Park and Ernest W. Burgess. Roscoe Pound also studied law and eventually became dean of the University of Nebraska College of Law. During the period 1901-1906, Pound was a friend and colleague of Edward A. Ross and from this association evolved Pound's landmark formulation of American sociological jurisprudence, the founding of the American Institute of Criminal Law and Criminology, and myriad other sociological projects. Pound's numerous technical treatises on law (most written while he was dean of the Harvard Law School) are not included in the bibliography below, but his subsequent relevant sociological works, as a graduate of the University of Nebraska, are justifiably a central part of the heritage of Nebraska sociology. Also deserving inclusion are the phenomenological studies of Maurice Natanson, the eminent Schutz scholar who taught philosophy and earned his doctorate in philosophy at Nebraska before moving to the New School for Social Research.

#### *Key to Symbols*

To assist the reader, the following symbol system identifies the major category(ies) in which each author's contribution fits. The symbol [FAC] indicates faculty appointment; [S] identifies Nebraska students; and [DS]

indicates Nebraska doctoral students (all specifically in sociology with the exceptions of Roscoe Pound, Frederic Clements, and Maurice Natanson). The compound symbols [S/FAC] and [DS/FAC] identify students who became Nebraska faculty members. An asterisk (\*) denotes students and/or faculty in Nebraska departments cognate to sociology. Unfortunately, the intricacies of historical detail and classificatory logic for including each bibliographic item presented below do not bear further explication within the limited space of this introduction.

*Data Sources*

The compilation below was constructed using the following data bases: (1) *The National Union Catalog*; (2) *Books in Print*; (3) the manual dictionary catalog of the University of Nebraska Libraries and the on-line computer dictionary catalogs of the University of Chicago, the University of Iowa, and the University of Notre Dame; (4) Marilyn Planer's *Bibliography of the University of Nebraska Studies* (University of Nebraska Studies, new series, No. 41, 1969); (4) Sophia Lammers' "Provisional List of Nebraska Authors," University of Nebraska, 1918; (5) Jacob Gable's *Learned and Scientific Publications of the University of Nebraska 1871-1926*, University of Nebraska, 1926; (6) The University of Nebraska Committee on Research Projects' *List of Publications by the Faculty of the University of Nebraska, January 1925 to June 1931 Inclusive*, University of Nebraska 1932; (7) The University of Nebraska Committee on Research Projects' *Publications of the Faculty of the University of Nebraska, July 1931 to June 1933 Inclusive*, University of Nebraska, 1934; (8) Mary Jo Deegan's unpublished compilation, "Early Women Sociologists at the University of Nebraska: A Selected Bibliography;" and (9) responses to a request by the author for input from faculty and students in the Department of Sociology at the University of Nebraska.

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