

Social Science

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THE STATUS OF SOCIAL SCIENCE IN THE UNITED STATES

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## THE STATUS OF SOCIAL SCIENCE IN THE UNITED STATES

The social sciences\* are primarily a product of the universities, more particularly of those universities which maintain graduate schools. Within recent years, however, various organizations and agencies have been developed outside of the universities for the purpose of investigating and studying the several aspects of social life, economic, political and social; these also form a part of what is called social science. A study however brief, of the status of the social sciences will, therefore, look to the universities and to these outside agencies for an adequate picture of what is being done.

### THE SITUATION OF THE UNIVERSITIES

Examination of university catalogues discloses the fact that there are fifteen universities which maintain a graduate school offering courses of instruction and granting the degree of Doctor of Philosophy (Ph.D.) in the social sciences. There are a number of other universities which offer one or two graduate courses and the Ph.D. degree, but since they maintain only a skeleton graduate school

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\* For this study the social sciences have been considered to be: Economics, Sociology and Political Science. The discussion will also refer to Psychology and Anthropology.



at present and enroll not more than an occasional graduate student, they have been omitted from this survey.

An attempt was made to compile information about the size and composition of the teaching staff in each department of the social sciences, the hours of teaching spent by each grade of teacher, the titles of the courses offered and such other information about fellowships and degrees as might be pertinent to the inquiry. Since, however, the only source of information available was the catalogues of the universities, much of the desired information obtained is fragmentary and incomplete.

In Appendix A to this report will be found a condensed summary of the salient facts about each of the fifteen universities examined, from which may be obtained a general picture of the relative size and organization of work in these universities. More detailed information is available in the working papers which have been placed on file.

With all due reservations on account of the source of this information, the following generalizations and observations are tentatively offered:

1. Judging by the number of candidates for the Ph. D. degree," the bulk of the graduate work in the social sciences is being done

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\*These Ph. D. Candidates include history students, who for lack of time, have not been separated out.

at

Chicago  
Columbia  
Harvard  
Pennsylvania  
Wisconsin

with California and Michigan considerably behind but slightly ahead of the remaining eight.

2. There appears to be little or no relations between the size of the teaching staff and the number of candidates for the Ph. D. degree.

<u>No. of Professorial Rank in Economics, Sociology, Political Science.</u>		<u>Number of Candidates for Ph.D. degree as given by list of dis- sertations.</u>			
		<u>1919</u>	<u>1920</u>	<u>1921</u>	<u>1922</u>
California	15	3	3	7	9
Chicago	15	32	20	15	18
Columbia	15	77	47	22	32
Cornell	8	4	2	-	3
Harvard	13	16	20	23	13
Hopkins	5	5	2	6	2
Illinois	10	-	-	2	3
Michigan	11	5	-	5	3
Minnesota	22	1	2	3	6
North Western	11	-	-	-	-
Pennsylvania	38	22	9	7	19
Princeton	15	3	1	3	4
Stanford	8	-	-	3	-
Wisconsin	26	16	13	15	21
Yale	9	8	1	1	4

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\* Professors, Associate Professors and Assistant Professors.



3. The subjects chosen by the candidates for the Ph.D. degree are naturally in large measure those which correspond to the major interests of the professors. For example, at Wisconsin there are many studies being made of land economics (Prof. Ely's specialty) and labor legislation and organization (Prof. Commons); at Harvard, tariffs (Prof. Taussig) and public finance (Prof. Bullock); at Columbia public finance (Prof. Seligman) and labor (Prof. Seager); at Hopkins, labor (Prof. Barrett) and money and public finance (Prof. Hollander) and so on. Moreover, the geographical influence plays a strong part since histories of state or local developments predominate. Again, foreign students usually study some phase of their native economy or social life. A list of the doctoral subjects for the past four years is given in Appendix B.

4. The subjects of doctoral dissertations for the past four years (in history, economics, sociology and political science) show a very few subjects which call for the investigation and study of concrete situations and activities. Almost all are what may be called works of scholarship, involving library studies and consultations of records and authorities, as contrasted with scientific research involving actual investigation and experiment.

Distribution of Doctoral Subjects between Library Studies and Investigations, for years 1919, 1920, 1921 and 1922.\*

<u>University</u>	<u>Total 4 years</u>	<u>% in "Library" Studies</u>	<u>% Investigations</u>
California	22	81	--
Chicago	85	86	14
Columbia	176	95	5
Cornell	9	66	34
Harvard	72	94	6
Hopkins	15	73	27
Illinois	5	60	40
Michigan	13	93	7
Minnesota	12	59	41
North Western	--	--	--
Pennsylvania	57	35	15
Princeton	12	92	8
Stanford	3	66	34
Wisconsin	64	36	14
Yale	14	64	36

5. There appears to be little or no provision for training students in scientific method, either before undertaking graduate work or during the course of their doctoral work. (At Chicago and California emphasis is laid on field work for the students of sociology). Not all of the Universities, for example, offer a course in statistical method which is more or less essential to scientific work of a quantitative nature, and only one or two graduate schools require

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\* This classification is only approximate and is made solely upon the basis of title and dissertation: If title indicates subject for which student uses published records, etc., it is classed as library; if title indicates as subject an activity which could be investigated, it is classed as investigation.



graduate students to take a course in statistical method when such a course is offered. The absence of this training taken in connection with the facts mentioned above, (4) may serve to account in part for the backwardness of the social sciences. As will be discussed later, however, the tendency toward work of scholarship and the absence of training in scientific method are ultimately attributable to the dominant tradition of the social sciences and to the lack of adequate funds to support investigations and experiment.

6. The quantity of scientific work accomplished by the teachers of social science, more specifically in economics and sociology, is remarkably limited. In the fifteen universities studied there are in the three professorial grades, some 159 economists (including most of the sociologists). These constitute the leaders of the profession many of whom have held chairs in the department for 20 years and more. But their scientific output has been very small. (This is freely acknowledged by economists). Moreover there is a disposition among some to consider the production of text books as scientific achievements, although the text books by their very nature are limited to the exposition of established facts and opinions. In no cases are the older professors greatly burdened with courses, for such courses as they give are usually of their own choosing.

This is not intended as a reflection upon the industry or ability of the teachers of social science. It is not as much a personal affair in the majority of cases, as a condition in which the science finds itself through little fault of its members. In the

writings of practically all economists, sociologists and political scientists can be found at one time or another, the lament that there is an absence of real scientific work in their field. But these expressions occur only when they are feeling despondent or unusually frank about their subjects.

7. Within the past ten years or so there has been a tendency for the courses in railroads, banking, labor and so on, which heretofore have made up the bulk of the graduate courses in economics, to migrate from the department of economics to the schools of commerce and business (where these have been established). This raises an interesting question about the future of the department of economics if this drift continues. There is also a less well defined tendency to absorb existing schools of social work (or to establish such) and if this continues, the future of existing departments of sociology is uncertain. These questions are raised merely to indicate that the situation in the universities is not entirely fixed and established, but is changing.

In this same connection it should be noted that many of the courses formerly given only to graduate students are now either open to specially qualified undergraduates or classed as undergraduate courses. This change and that described immediately above are significant because they point to the fact that the traditional field of graduate instruction is disappearing. What will take its place?

8. Schools of business or commerce (the names vary) have been organized in nine of the fifteen universities examined, of which seven



give graduate courses. In addition there are schools of business at a number of other universities. (For complete list see Appendix C.) At Harvard the school is called the Graduate School of Business Administration, but it also enrolls undergraduates from the college who are taking courses in the school. Little or no graduate research is being done in the various schools of business, Chicago alone offering a Ph.D. in the school of Commerce. The thesis subjects for the Master of Business Administration degree, consists in the main of developing systems of accounts, programs of marketing, financing and re-organizing business organizations and so on; these require a certain amount of investigation, but it is subordinate to the task of proposing or developing new methods and forms of operation of business activities. As such they are scarcely to be considered as scientific work. There are three bureaus of Business Research which make studies of business methods, etc. and one Department of Industrial Research.

9. There are only a few fellowships specially provided for graduate students in the social sciences. Where fellowships are held by such students, they are usually general university fellowships, which have been assigned to such students. In this connection it may be noted that the policy of American universities is to give preference, in appointing instructors, to those who already hold a Ph. D. degree, or are engaged in obtaining such a degree. And the bulk of the future teachers in economics are going through the graduate schools of the fifteen universities under examination.

10. The majority of instructors are young men who, while teaching

are working for their Ph. D. degree; permanent appointments to these men are usually deferred until they obtain their degree:

11. The organizations of Departments in the universities is the product of an historical development, which has created a diversity of conditions. For example, economics and sociology are given by one department, except at Illinois and Michigan where sociology is a separate department, and at Chicago and Yale where sociology and anthropology are one department. At Hopkins and Princeton no sociology is given. Anthropology is given at only seven of the fifteen universities, namely, at California, Chicago, Columbia, Harvard, Yale, Minnesota and Pennsylvania. It should be noted, however, that departments are not actively functioning organizations, but more or less incidents, in many universities, of academic administration machinery, although they are important in some universities.

#### OUTSIDE AGENCIES

While the graduate schools have been largely engaged with the works of scholarship, social research has been developing under the auspices of agencies outside of the universities. Perhaps the most notable of these developments have occurred in business enterprises: public utility, bank and trust companies, advertising agencies, trade associations, publishing houses and many other organizations.



Partial List of More Important Business Enterprises Conducting  
Social Research.

American Telephone and Telegraph Company  
(Particularly business conditions  
and demographic studies.)

Western Electric Company

American International Corporation

Chase National Bank

National Bank of Commerce

Cleveland Trust Company

Federal Reserve Bank of New York

United Typothetae of America

Compensation Service Rating Bureau

National Electric Light Association

Retail Research Association

Curtis Publishing Company

Crowell Publishing Company

Condé Nast Publishing Company

Class Journal

J. Walter Thompson Advertising Company

Batten Advertising Agency

American Radiator Company

General Motors Company

Southern Wholesale Grocers Association

National Retail Drygoods Association

This development may be attributed in part to the fact that  
the economics of the university are of little value to the business man; that

is, business men find that the academic economic science tells them little about the concrete situation with which they are concerned. Economists are looking at the whole of economic life in its long term trend, seeking wide generalizations, while business men are concentrated upon specific situations. It should be noted, apropos of this contrast, that it is just in proportion that a science has addressed itself to specific problems that scientific progress has been made, for obviously the most general questions are not susceptible of treatment until a body of proximate facts and a knowledge of relationships have been obtained by study of specific, concrete situations and conditions. This has been the history of the natural sciences, at least.

The work of social research in business has been confined in the main to questions and specific problems arising in the business organizations themselves. The results of these studies are rarely allowed to go outside of the business organization in which the work is done and the available facilities for publication are not adequate. The various bank reviews and summaries of economic developments carry some studies, but in the main these publications are vehicles for the expression of the editors' particular point of view or philosophy. The trade papers are now beginning to publish studies of industrial situation and activities and this will be increasingly a source of scientific work, although at present the quality of these studies is rarely high.

A number of agencies are at work upon studies of business cycles and methods of forecasting business conditions, such as Brookshire, Babson, Moody, Standard Daily Trade Service, and one or two other of lesser name.

One point about social research in business should be emphasized: that in so far as business organizations have the funds to pay for investigations and tabulations, while the universities have not, the balance



in favor of business research will be continually greater. Moreover, the scientifically inclined men in the universities are being taken away by business organizations, not solely through the offer of higher salaries, but more especially through the offer of adequate facilities for research. This means a growing loss of the abler men by the universities and consequent impoverishment of teaching forces. To conduct any study of actual conditions and activities in economic or social affairs is a costly enterprise which at the present time only the larger business organizations and trade associations can afford. Moreover, it so happens that an adequate study of economic activities today requires access to industrial and business operations and records which, under present conditions, is rarely practicable for university teachers and students, although entirely possible.

Another aspect of social research in business merits attention: it is apt not to be disinterested. The men who do the actual research work are subordinate to the executives of their organization and this frequently produces a conscious or unconscious tendency toward bias in order to "please the boss."

Other agencies outside of the universities, engaged in social research, are also at work. Without attempting an exhaustive list of these, the following organizations may be mentioned, with a few comments upon their work, source of funds and so on.

1. Russell Sage Foundation- has been carrying on studies for the past ten or fifteen years. Most of its work arises from the need of finding solutions or remedies for specific difficulties, such as school programs, women's work, social surveys and so on. Has subordinated research to social work and social reform; not much scientific work produced.

2. Harvard Committee on Economic Research- Organized in

1918 by a group of Harvard professors and business men to carry on study of economic changes and developments by purely statistical studies (mathematical statistics). Does no investigation or experiment. Publishes Review of Economic Statistics and weekly Letter at \$100 per year. Principal study is of the business cycle. Director, Professor Warren M. Persons of Harvard. Supported by subscribers to service, and other contributors. (Note connection with Harvard University.)

3. National Bureau of Economic Research- Organized in 1919-20 to carry on quantitative studies of economics and social activities. Has board of directors composed of representatives elected by economic and statistical associations, American Bankers Association, National Industrial Conference Board, Labor Bureau, League for Industrial Democracy (Socialist) and others, to insure impartiality of findings and to reassure readers of reports that no bias has entered into findings. Has investigated distribution of income and now working on business cycles. Work principally statistical, although certain field investigations have been undertaken. Supported by a grant of \$30,000 (or so much thereof as may be collected elsewhere) from the Carnegie Corporation. Directed by Professor Wesley C. Mitchell of Columbia University. Publishes findings in book form. (Note connection with Columbia University.)

4. National Industrial Conference Board- Organized by a group of employers to make studies of cost of living, wage changes, taxation and other economic conditions. Has reputation of being biased and not entirely reliable in findings. Director, Magnus W. Alexander. Publishes regular service to subscribers who support it.

5. Labor Bureau, Inc.- Organized to perform same service for labor unions that the National Industrial Conference Board renders to employers. Is known as special pleader for labor and its reports bear that



impress, but it has turned out one or two good studies. Directed by a small group and supported by sale of services to labor unions.

6. Bureau of Industrial Research - Organized in 1918 to study labor conditions, make surveys of strikes, etc. Conducted investigations of steel strike and coal strikes for Interchurch World Federation. Publishes pamphlets and articles in the Survey and elsewhere. Work is more in nature of publicity about undesirable conditions than of scientific character. Director, Robert Bruere. Supported by contributions, reputed to come largely from Mrs. Williard Straight heretofore.

7. Institute for Food Research - Organized in 1919 at Leland Stanford University, to study production, consumption and distribution of food, by Carnegie Corporation which supports it. It has not published anything to date, so far as could be learned, so no estimate of its work can be given. In addition to director, it has several research fellows on the staff. Directed by Alonzo E. Taylor. (Note connection with Stanford University.)

8. Workers Health Bureau - Organized in 1920-21 to give members of trade unions the same sort of service as the Life Extension Institute and to study health conditions and industrial diseases among trade unions. Supported by contributions and fees. Two directors.

9. Institute of Research in Land Economics and Public Utilities - Organized in 1921-22 to carry on studies of land: tenacy, rentals, price of crops and land values, taxation, and so on. Directed by Professor Ely of University of Wisconsin. Supported in part by Carnegie Institute and contributions. (Note connection with University of Wisconsin.)

10. Economic Institute - Organized in 1922 by the Carnegie Corporation to make various economic studies, particularly "to ascertain the causes of economic losses and to point to their elimination." Will

publish results in books and pamphlets. Director, H.G. Moulton, formerly of University of Chicago. The Institute is more or less formally connected with Washington University of St. Louis and provides graduate students with opportunities to do research work.

11. Bureau of Municipal Research - Organized about 1909-10 to conduct investigations into city government. Since 1914 or 1915 has been doing very little other than training of men to make surveys of city governmental methods and organizations and to fill administrative positions.

12. Institute of Government Research - Organized in 1916 to make studies of Federal administration and accounting. Has published histories of government departments and has done considerable work on the Federal budget and administrative re-organizations. Directed by Professor Willoughby of Johns Hopkins. (Note connection with Johns Hopkins University.)

The Bureau of Public Personnel Administration is associated with this Institute. It acts as clearing house and research agency for problems of civil service, etc. Organized in 1922.

13. Bureau of Social Hygiene - Recently has been engaged in studies of social life, marriage, etc.

14. Commonwealth Fund. Has been working through existing organizations (National Association for Mental Hygiene, Public Education Association, School for Social Work, Child Health Association, etc.) on study of juvenile delinquency and mental deficiency and of children's health. Also has furthered education and legal research. Director, Mr. Barry Smith.

In addition to these agencies which are engaged in research as part if not the whole, of their activities, a considerable amount of first class scientific work is being done in government bureaus and organizations.



### Economic Research

Federal Reserve Board

Bureau of Foreign and Domestic Commerce

Census Bureau

Tariff Commission

Interstate Commerce Commission

Coal Commission

Geological Survey

Bureau of Farm Economics

Bureau of Labor Statistics

Federal Trade Commission

### Anthropology

Bureau of Ethnology

To summarize the outside research agencies, it appears that in the economic field the business organizations are engaged principally upon applied scientific work, the quality of which is slowly growing better. But little of their findings are published and hence they are making but a small contribution to the development of social science.

Of the other organizations, the Harvard Bureau is predominantly a statistical organization which does no investigation or experiment; the Institute of Economics at Washington has been under way so short a time nothing can be said at this time about the quality and scope of its work, although it has a good staff; the National Bureau of Economic Research has done excellent work but it is limited by its organization and nature to the study of a fairly narrow field of problems.

Other organizations are engaged upon certain fields of study in which they have a special interest, so that, speaking generally, it is the universities from and through which the development of social science

must come. Moreover, it is the universities which must train and develop the research workers for scientific work in these various organizations. Finally, it may again be stated that the research work in business organizations and other outside agencies is, through its provision of facilities for scientific work, robbing the universities of the more active men.

#### THE NEEDS OF SOCIAL SCIENCE

It is obvious that one cannot, in one, two or three years, expect to create a social science. Even if there were no obstacles in the way, such as the body of speculation, a priori generalizations and doctrines (to say nothing of the existing personnel) which make up what is called social science, it would require a period of years to work out methods of research and experiment, to train investigators and to clear the ground, so to speak. Consequently in discussing the needs of social science, or what can be done to develop a social science, it will be necessary to take a long term view and to conceive the task broadly. Moreover, as suggested above, the development of a social science must always be considered in relation to the existing body of doctrine and the present teachers of the subject.

A science may be considered as a habit of mind and a growing quantity of verified knowledge and techniques: these interact, the habit of mind adding to the knowledge and techniques, while the accumulated knowledge and technique insure the perpetuation of the habit of mind in the young scientists. Accordingly the task of developing a social science may be viewed as of two phases or aspects: the training of the young men and women, who are entering the science, in the habit of mind called scientific method and the accumulation of a body of verified knowledge and



of techniques for investigation and experiment. The two must proceed more or less concurrently and this development can best be promoted within the universities where young persons go for training and where the teaching of the science is carried on.\*

The needs of social science will be discussed therefore under those two aspects: one, providing the training necessary for scientific work and, two, developing the techniques of investigation and experiment and the accumulation of verified knowledge.

#### TRAINING FOR SCIENTIFIC WORK

As pointed out earlier there appears to be very inadequate provision made in the universities, for training students in scientific method and little opportunity for doing scientific work for their Ph.D. degrees. Students come from the colleges directly to the graduate schools and, except as a matter of personal choice, they need have no acquaintance with any science. The nearest approach to a course in scientific method is in the courses in statistics, but even these are not given in all graduate schools. Moreover a course in statistics is not a course in scientific method, since statistical methods form only a part of the technique of science and are subordinate to the method of experiment.\*\*

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\* Research agencies outside of the universities could not endure for long if the universities did not provide the trained investigators for their scientific staff, as in chemistry, physics, physiology, medicine and so on.

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\*\* In experimental work it is necessary to conduct a number of experiments. Since the observations on these experiments are subject to error and since phenomena are never precisely the same, it becomes necessary to

treat the numerous observations by the statistical method. That is to say, statistics is a part of induction and experiment for verifying hypotheses. Statistical methods employed without experiment are of value in measuring trends, direction and rate of change (evolution) but they do not reveal causal sequences or interrelations, as do experimental methods.

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It seems fairly clear that if a social science is to grow and prosper, attention must be given to this question of training in scientific method. But there is no simple way in which scientific training can be given. At the outset it would be necessary to experiment with various plans to discover what is practicable and productive. It is possible that the question requires a double approach: through the colleges and through the graduate schools. In the colleges it may be possible to stimulate students, who propose to do graduate work in social sciences, to take work in the natural sciences, particularly biology and in experimental psychology, and in both the college and graduate schools it would be desirable to promote the study of anthropology, particularly cultural history.

Social science is an attempt to study the social life of today in its several aspects, economic, political and social (i.e., family, education and so on). In the same way that a student of biology or physiology is advantaged by the study of paleontology and evolutionary development, so the student of social life would be more capable and objective in his work if he studied cultural history or the evolution of social life, as given by anthropology.

At the present time the graduate schools require no



prior scientific training in their students and they offer no encouragement to students to seek it while doing their graduate work. Moreover, only seven of the fifteen universities examined offer courses in anthropology, and where they are given some of these schools, e.g. Columbia, will not permit a student to offer anthropology as a minor subject, when his major is in economics, political science or sociology.

In this situation it would appear that the establishment of a number of research fellowships would be of considerable assistance. In the first place the terms of the fellowships could be so drawn as to give, at first, preference to men who had studied anthropology or any natural science and perhaps later to require prior training in anthropology. Also preference could be given to men who had had work in experimental science, preferably biology, physiology and psychology. This would stimulate students generally to study these courses in the hope of obtaining a fellowship.

The second benefit to be derived from research fellowships is that training in scientific method could be effected by requiring these fellows to conduct a field study or experiment and to publish their findings. The way to train men in scientific method is to put them to work on scientific research where they will learn by doing, as is done in the natural sciences.

This will have the further effect of beginning the accumulation of verified knowledge and the development of techniques of investigation, for these research fellows would start the process. At the outset the work might be rather slim and ragged, but the important thing would be the training received by the fellows. Moreover, it should be remembered that these fellows will be the future teachers of social science, who would, by this training, be emancipated, in part at least, from the traditional conceptual thinking and a priori generalizations of the present generation

of teachers. Thus the process of changing the formalized teaching of social science would be started with the young students of today and a way out of the speculative inertia of social science opened. Also it should be added, the present faculties, which would informally supervise these investigations, would undoubtedly be influenced by the work of these fellows.

The proposed research fellowships should be limited to men who had taken their Ph.D. degrees or had shown their ability elsewhere and not given to Ph.D. candidates, who are yet to show their ability. There is need of such fellowships for students who have received their Ph.D. degree, for ordinarily they go immediately into teaching as young instructors and, for the following five or eight years, are overburdened with teaching. If promising young men could be set to work upon research problems before their energy and enthusiasm are lost in the grind of teaching many hours a week, much good would be accomplished in the way of salvaging able men and the social sciences would receive a large stimulus.

The establishment of several fellowships open to Ph.D. candidates (with a small stipend) would also be desirable since these fellowships could be used to persuade the more promising men to do their doctoral studies in one of the several research agencies now connected with the universities, such as the National Bureau of Economic Research, the Harvard Committee on Economic Research or the Economic Institute. The payment of a stipend would give an opportunity to get the better students to undertake investigation under competent direction.

In this connection, it should be noted that there is need for departments of anthropology in the various universities which now offer no work in that subject, in order to provide the training in



anthropology suggested as a requisite for work in the social sciences.\*

Where such new departments are established, there should also be established one or two research fellowships, in what might be called contemporary anthropology, i.e., objective study of social life directed, not by an economist, political scientist or sociologist, but by an anthropologist. These fellowships would shortly affect for the better the quality and character of sociological inquiries and would help to establish the new departments of anthropology in the academic scene.

It would be wiser, at least in the beginning, not to establish any of the proposed fellowships by direct gift to the universities, but rather to arrange with the various faculty members, who are in sympathy with this enterprise, to select promising candidates whom they will recommend for a fellowship. This procedure appears essential at the outset since it is almost inevitable that the academic machinery of granting fellowships will largely nullify the whole project: fellowships will be given upon the basis of good scholarship or for the traditional library studies, neither of which have anything to do with the question of research, or upon the basis of pecuniary need which should not be confused with the promotion of social science. It should be noted that fellowships are ordinarily granted upon the recommendation of heads of departments who, it so happens, are not the best men to promote scientific research in most cases.

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\*Dr. Clark Wissler told the writer that a number of university presidents expressed their desire to establish department of anthropology as soon as they could obtain the necessary funds.

EXPERIMENTAL WORK IN SOCIAL  
SCIENCES.

It was suggested earlier that the low estate of the social sciences was attributable, not so much to the personal shortcomings of the teachers in that field, as to the tradition of social science and to the lack of funds for adequate research. Both elements must be considered, since a departure from the old tradition alone would avail little and the provision of funds for carrying on the same old quasi-research would not help at all. What is needed is a new departure in social science, involving a break with the traditional scholastic efforts and the expenditure of funds for investigation and research. No better time for such a project could probably be selected, for a growing number of the younger men are rebelling against the beaten path and seeking a more promising activity than the traditional dialectics.

Mention has been made before of the experimental method of science. It should be pointed out here that experimental work has found no place in the social sciences (economics, political science and sociology). Efforts in these fields have been divided between theoretical work (i.e., speculation) and the collection and manipulation of statistics. In theory, the effort has been made to purify definitions, refine logic and otherwise carry on scholastic traditions. In the latter field work has been comparable to that of the naturalist who classified, compares and judges animal forms and activities, but stops with the superficial aspects. There has been no experimental work through which significant features of social life could be revealed. It is a truism that we see



and observe what we have been taught to see; experiments, by varying conditions and circumstances, bring out and disclose what ordinary observation has failed to note. That, incidentally, is why scientists will often investigate hypotheses which appear improbable solely for the purpose of trying to find some new light upon their subjects.

Nothing would be more serviceable in the promotion of social science than the provision of experimental opportunities for testing out hypotheses, opening up new fields of research and generally dispelling the scholastic tradition. Even the work on classification and so on, needs the stimulus of experimental work because the prevailing categories of social science are so largely inherited from moral and ethical disputes of the past.

Such provision for experimental work would take the form, for example, of a factory or factories in which experimental studies on real people could be made of such topics as wages, supervision, hours of work and a host of other subjects which are now debated for lack of evidence, or settled on a priori principles by economists and sociologists. Many experiments are being made today, on integration of industries, for example, which are more or less ignored by economists. Organizations like the Ford Automobile Company await investigation by social scientists, as significant new forms of social activity. But to conduct such an investigation would require more funds than are now at the disposal of the universities or their students.

No attempt will be made here to give more than a passing reference to this topic, since it is not something which can be planned

out in advance and definitely scheduled. It is sufficient here to mention the need of experimental facilities, the importance of experimental studies and the handicap placed on social science by the present lack of funds to finance experiments and the study of other's experiments.

The rapid growth of social research in business is not unrelated to the fact that business organizations have been willing to expend money generously for studies and investigations and also that research workers in business have had access to industrial and business processes and records to which the academic students are usually denied. If business organizations would in this manner cover all of the field of social research, there might be no need of other efforts, but it is precisely those questions and problems, in which business has no direct and immediate interest, which call for the most careful and searching studies and the impartiality and wider view of the academic social science.

Adequate provision for experiment is essential to the enterprise but, as indicated, no general statement of the form or nature of that provision can be made. It will have to be specific according to the problems to be studied.

One aspect of social science which is related to this question of experimental study is this: in general efforts at social research are classified as radical, liberal or conservative. That is to say, agencies doing research work today in economics and sociology are known, whether justly or not is beside the question here, under one of these three classifications. This indicates how social research in the absence of experimental work, tends inevitably to become or to



appear apologetic or polemic, to play the role of disputant and attorney, rather than that of scientific inquirer. It is significant that the National Bureau of Economic Research should have adopted the organization described hereinbefore, with its directors appointed by conservative, liberal, radical and learned societies, to dispell any suspicion of bias. For it emphasizes the point just made, that suspicion of social research as partisan is seemingly inevitable.

The question may be raised whether this situation does not arise in large part from the fact that the problems studied by social research are not real problems, but rather questions of policy and expediency or debating points, or else ethical or moral problems, none of which give the basis for a scientific problem. No one would confuse a trial by jury with a scientific inquiry, yet in many cases "social research" has been in the nature of an assize upon society or some portion of society trying to fasten blame or to exonerate various groups in society.

Experimental study of society could and would largely avoid this pitfall, since the studies would not be concerned with the usual run of so-called "social problems". The very conditions of an experiment would force the investigators to give up disputed categories and debated concepts and turn to the basis phenomena of group behavior, which might be studied concurrently from its economic or price aspect, its political aspect and its social aspect (family, education, etc). While the individual man and his fellows supply the only data for social science by their behavior, nevertheless we have the assumptions and preconceptions of economists, political scientists and sociologists,

upon human behavior and human nature, at wide variance. Such divergencies would be rapidly eliminated, if these three groups with the aid of the anthropologists and the psychologists, were to combine upon experimental studies.

The above has been concerned more largely with economics, sociology and political science. Anthropology would be advantaged by the same opportunities for investigation and experiment. Today, most, if not all, of the training and investigation of anthropologists is carried on by field work among primitive or "backward" peoples, involving expensive trips and expeditions. But the field of contemporary anthropology has not been touched and some of the anthropologists are beginning to realize the neglect. To a considerable extent social experiments, which would disclose data and verify hypotheses about group behavior, would contribute no little to the work of the field workers among primitive peoples. For the mechanisms of behavior do not differ greatly, if at all, between the two groups.

Psychologists have been pursuing the experimental method for some years, although much of psychology is traditional, from its philosophical matrix. There is need of experimental study on group behavior and the formation and breaking of habits, particularly in infants. Such experimental work would require considerable expenditures and it is the absence of the necessary funds which is holding back these much needed experiments. When it is realized that political reforms, health education, and indeed practically all social improvements wait upon the slow



change of habits of thought and behavior, the importance of these studies on habit formation and habit breaking will readily be seen.

Another field calling for study is that of psychopathology which has been the province almost exclusively of medical men and testers of intelligence. There is need of study of mental disorders by psychology, since mental disorders are experiments offering unparalleled opportunities for research. Mental disorders in industry and politics especially need study.

Throughout this discussion it is assumed that the intelligent and expeditious way of forwarding these projects is by quietly seeking out the men who are eager to do these things and helping them in their enterprises, and not by a formal grant of funds to university authorities and trustees or to heads of departments.

#### THE MECHANICS OF RESEARCH

The foregoing discussion has probably created the impression that the social science of today as a whole is unpromising and useless. It is not intended to convey that impression nor to condemn the many teachers for failure to achieve scientific results. The opportunities and resources for scientific work in the universities have been and are limited, for one thing. Moreover, there are numerous individuals who are aware of these deficiencies and are only too anxious to escape from the traditional dialectics and conceptual discussions, and to undertake valid scientific investigation.

It is these men who, if given the opportunity and resources, can and will start the beginnings of a social science, both by their own

researches and by directing and helping research fellows and graduate students in their investigations. The question then is to discover the most practical method of assisting the men in universities who want to do scientific research.

It will be of little avail to proceed generally upon the assumption that by freeing the teachers from class room work they will automatically take to research. Many, if given such freedom, will take other jobs outside the universities and thus use their time to increase their incomes which may be quite laudable and meritorious, but it will scarcely promote social research.

The most promising method of giving assistance to these teachers would be to establish a research bureau or institute (the name could be anything) which would supply the needed clerical, statistical and other help required for any worthwhile investigation. At the present time an economist or sociologist (and to a lesser extent the political scientist) who wants to do a piece of research is confronted at the outset with the grave difficulty of how to get the necessary "dirty work" done. Very few can afford from their own purse to employ assistants, and the universities offer none to their teaching staff. In consequence men must laboriously do their own computations and tabulations which reduces their output to a small fraction of what they might do or else they turn to the composition of text books, articles and other means of achieving distinction and reputation. It must be remembered that in academic life promotion depends largely upon the amount of published material issued



by a man; if research is slow and painful, then text books and so on will be turned out. Thus there is placed a premium on the traditional line of activity and a penalty upon those who try to do research.

It is a well known fact that university presidents as a rule consider the social science departments well provided when they have been given a library and subscriptions to the professional journals; while the natural sciences demand and receive laboratories in increasing number and size.\*

To provide a research bureau and equipment which would function to best advantage it is believed that a committee or institute composed of the active men (not heads of departments) from economics, sociology, political science, anthropology and psychology, in each university should be formed to administer the bureau and to allot the time of its staff to members of these faculties, for actual research work, preferably experimental studies. If the research fellowships previously discussed are established, these fellows should participate in the services of the bureau as well as any Ph. D. candidate who was working on a study of a subject approved by the committee.

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\*Prof. Ogburn at Columbia told the writer that one paper a year is about all he can manage, doing the tabulations, etc., by himself; while during the war when he had the help of the staff of the War Labor Board and Bureau of Labor Statistics, he did ten or twelve studies.

It is clearly a waste of energy for high caliber men to be forced to do statistical drudgery when they might be supervising a number of studies and students if they had the requisite clerical force of a business organization.

There is to be expected a real advantage in organizing this kind of a committee to supervise and direct a research bureau since the bringing of such men together will inevitably tend to break down the water-tight compartment theory of the social sciences. Sooner or later there would arise in such a group a desire for co-operative research which would give a great impetus forward to social science. Such a project could not be started willy-nilly, on account of professional feeling, tradition and so on. It could be brought about, however, by gradual education of teachers away from the old notions and toward the study of problems of group behavior which each alone is studying from his particular angle, economic, political and social.

#### JOURNALS AND PUBLICATIONS

In Appendix D will be found a list of the various publications in economics, sociology, political science, psychology and anthropology. Of these, psychology alone is provided with a journal for all the various interests and subdivisions of the subject. Most of the journals in the other fields are called upon to perform a double service; to publish articles and discussions in the traditional vein, and to bring out the findings of investigators. The number of papers in the second class is small, to be sure, but if the projects previously discussed were to be carried out, there would be a large increase in papers reporting the results of experiments, investigations, and discoveries of methods and techniques. Since the present journals are overcrowded and must hold material for as long as a year before space is available, it will be seen that an additional journal is needed. Such a new journal would



function as a medium of publication for the findings of research fellows, teachers and others who had concrete findings to report and would bring out studies being made by business enterprises, which are now kept in files. It would serve to bring out promptly all such results and thus help to spread the growing science more quickly.

A new journal in social science would call for a small expenditure but the benefits would be immense. It is almost an essential element in the general project of promoting the social sciences. Later on it would be desirable to canvass the possibilities of inaugurating a monograph series for larger studies which had scientific value, but were not sufficiently popular to warrant commercial publication, such as the series of Psychological Monographs now edited by President Angell of Yale.

Under this heading reference may be made to the several learned societies in social science ( a list of which is given in Appendix E).

To summarize the foregoing, what social science needs is:

- (a) Research fellowships for investigation and experiment whereby the younger men (who are to be the teachers of tomorrow) can obtain training in scientific work and contribute to science.
- (b) Provision for experimental study of group behavior;
- (c) Provision for clerical and other assistance to social scientists in their investigation and researches;
- (d) Establishment of a new journal to publish scientific findings.

It is to be understood that a program, such as is outlined above, could be worked out only as fast as the men to handle the actual work of research were discovered, for the growth of science is conditioned upon the availability of scientists.



*Social Sciences*

THE STATUS OF SOCIAL SCIENCE IN THE UNITED STATES

APPENDIX

APPENDIX A

SUMMARY OF FINDINGS ON TEACHING STAFFS, ETC.



CALIFORNIA

<u>Staff</u>	<u>Economics*</u>	<u>Political Science</u>	<u>Psychology</u>	<u>Anthropology</u>
Professors	6	3	1	1
Associate Professors	3	1	2	1
Assistant Professors	1	1	1	-
Instructors	2	-	-	-
Associates	3	-	-	-
Assistants	1	-	2	-
Teaching Fellows	11	8	1	1 (vacant)
Research Fellows	-	-	-	1 "
Lecturers	9	3	1	1
	—	—	—	—
Totals	36	16	8	5

\*Economics, Statistics, Sociology, Accounting and Business subjects.

Major Interest of Professors.

Economics - Public Finance, Social Welfare and Reform, Transportation,  
Money and Banking, Accounting.

Politics - Political organization, Institutional History, Administration,  
International Relations.

Psychology - Social Psychology, Animal Behavior.

Anthropology - Cultural History.

Ph.D. candidates in History, Economics, Political Science.

1919 - 13; 1920 - 3; 1921 - 7; 1922 - 9.

Fellowships available : 3 Social Science, 2 Commerce and  
Teaching fellows as above.

School of Commerce included in Economics above.

COLUMBIA

<u>STAFF</u>	<u>Economics*</u>	<u>Political Science</u>	<u>Psychology</u>	<u>Anthropology</u>
Professors	8	1	3	2
Associate Professors	2	1	2	-
Assistant Professors	3	-	5	-
Associate	1	-	-	-
Instructors	8	3	-	-
Lecturers	1	2	4	1
Assistants	3	-	3	1
	—	—	—	—
Totals	26	7	17	4

\*Economics, Statistics, Sociology, Social Legislation.

Major Interests of Professors.

Economics - Taxation and Public Finance, Labor and Corporations,

Economic History, Business Cycles, Social Systems, Social

Legislation and Relief Work, Anthropological Sociology.

Politics - Municipal Government, Political Institution.

Psychology - Physiological Psychology, Applied Psychology.

Anthropology - Anthropometry, Ethnography.

Ph.D Candidates in History, Economics, Political Science.

1919-75; 1920 - 47; 1921 - 22; 1922 - 32.

Fellowships available - 5 for Political Science and Economics.

School of Business separately organized.

Prof. W.C. Mitchell is Director, National Bureau of Economic  
Research.



CHICAGO

<u>Staff</u>	<u>Economics*</u>	<u>Political Science</u>	<u>Psychology</u>	<u>Sociology &amp; Anthropology</u>
Professors	6	3	1	2
Associate Professors	-	1	1	3
Assistant Professors	1	-	2	-
Instructors	1	2	3	-
Assistants	-	-	1	6
Lecturers	1	-	-	1
	—	—	—	—
Total	9	6	8	12

\*Economics, Statistics.

Major Interests of Professors.

Economics - Control of Business, Corporation Finance, Labor, Public Finance.

Politics - Political Theory, Administration, International Law.

Psychology - Testing, Comparative Psychology, Educational Psychology.

Anthropology and Sociology - Social Psychology, Property, Crime and Poverty, Cities, Prehistoric Anthropology, Ethnography.

Ph.D. Candidates in History, Economics and Sociology and Political Science; 1919 - 32; 1920 - 20; 1921 - 15; 1922 - 18

Fellowships available - none especially - several assigned.

School of Commerce separately organized.

School of Social Service Administration provides training in social work, etc.

CORNELL

<u>Staff</u>	<u>Economics*</u>	<u>Government</u>	<u>Psychology</u>
Professors	4	1	2
Associate Professors	-	-	-
Assistant Professors	2	1	2
Instructors	-	-	3
Acting Professors	1	-	-
	—	—	—
Total	7	2	7

\*Economics, Statistics, Accounting, Organization.

Major Interests of Professors.

Economics - Demography, Accounting, Finance, Organization, Prices.

Psychology - Sensation and Perception.

Government - Politics, Administration.

Ph.D. Candidates<sup>1</sup> in History, Economics, Political Science :

1919 - 4; 1920 - 2; 1921 - 0; 1922 - 3.

Fellowships available - 1 in Political Science.

Heckscher Foundation - to free professors from teaching to promote research in any field.



# HARVARD

<u>Staff</u>	<u>Economics*</u>	<u>Government</u>	<u>Psychology</u>	<u>Anthropology</u>
Professors	7	3	3	2
Associate Professors	-	-	2	-
Assistant Professors	3	-	1	1
Instructors	5	4	1	2
	-	-	-	-
Totals	15	7	7	5

\*Economics, Statistics, Sociology, Applied Economics.

## Major Interests of Professors.

Economics - Tariffs, Transportation, Theory, Agricultural Economics,  
Public Finance, Business Cycles.

Government - Municipal Government, American Institutions, Popular  
Government, Foreign Government.

Psychology - Optics, Educational Psychology, Experimental  
Psychology, Esthetics, Comparative and Social Psychology,  
Psychopathology.

Anthropology - Linguistics, Ancient Civilizations, Physical Anthropology.

Ph.D. Candidates in History, Economics, Political Science (Government) ;  
1919 - 16; 1920 - 20; 1921 - 23; 1922 - 13.

Fellowships available - 1 in Economics; 1 in Psychology; 1 in Anthropology.

Graduate School of Business Administration separately organized, also  
Bureau of Business Research.

HOPKINS

<u>Staff</u>	<u>Economics*</u>	<u>Political Science</u>	<u>Psychology</u>
Professors	2	2	1
Associate Professors	1	-	1
Instructors	2	3	2
	---	---	---
Total	5	5	4

\*Economics only (no sociology or statistics).

Major Interests of Professors.

Economics - Public Finance, Banking, Labor, Organization.

Political Science - Constitutional and Public Law, Political Theory,  
Administration.

Psychology - Experimental Psychology, Child Psychology.

Ph.D. Candidates in History, Economics and Political Science :

1919 - 5; 1920 - 2; 1921 - 6; 1922 - 2

Fellowships available - Not given.

Institutes of Government Research - Director, Prof. Willoughby.



ILLINOIS

<u>Staff</u>	<u>Economics*</u>	<u>Sociology</u>	<u>Political Science</u>	<u>Psychology</u>
Professors	5	1	2	1
Associate Professors	1	-	2	-
Assistant Professors	2	1	-	-
Instructors	18	2	4	3
Assistants	-	-	-	5
	---	---	---	---
Total	26	4	8	9

\*Economics only (no statistics except in Mathematical Department).

Major Interests of Professors.

Economics - Money and Banking, Corporations, Economic History,  
Labor Organization, Public Finance.

Sociology - Social Relations, Charities, etc.

Political Science - International Law, Political Theory, Administration,  
Municipal Government, Constitutional Law, Political Parties.

Psychology - Experimental Psychology, Comparative Psychology,  
History.

Ph.D. candidates in History, Economics, Political Science :

1919 - 0; 1920 - 0; 1921 - 2; 1922-- 3.

Fellowships provided - None.

MICHIGAN

<u>Staff</u>	<u>Economics*</u>	<u>Sociology</u>	<u>Political Science</u>	<u>Psychology</u>
Professors	5	2	3	5
Assistant Professors	4	-	1	1
Instructors	6	3	4	3
	—	—	—	—
Total	15	5	8	9

\*Economics, Statistics and Accounting.

Major Interests of Professors.

Economics - Theory, Marketing and Trade, Accounting, Labor.

Sociology - Social Theory, Family and Social Work.

Political Science - Municipal Government, Public Law, Administration,  
European Governments, Politics.

Psychology - Applied Psychology, Phonetics and Language, Comparative  
Psychology, Color Vision, History.

Ph.D. candidates in History, Economics, Political Science :

1919 - 5; 1920 - 0; 1922 - 3; 1921 - 5

Fellowships provided - None Specially.



# MINNESOTA

<u>Staff</u>	<u>Economics*</u>	<u>Political Science</u>	<u>Psychology</u>	<u>Anthropology</u>
Professors	5	4	-	1
Associate Professors	3	1	5	-
Assistant Professors	7	2	-	-
Lecturers	1	-	1	-
	—	—	—	—
Total	16	7	6	1

\*Economics only.

## Major Interests of Professors.

Economics - Land Economics, Marketing.

Political Science - Public Law, Social Government, Political Theory.

Psychology - Physiological Psychology.

Anthropology -

Ph.D. candidates in History, Economics and Political Science :

1919 - 1; 1920 - 2; 1921 - 3; 1922 - 6.

Bureau for Research in Government.

NORTHWESTERN

<u>Staff</u>	<u>Economics*</u>	<u>Political Science</u>	<u>Psychology</u>
Professors	7	3	3
Associate Professors	1	-	-
Instructors	3	-	1
	—	—	—
Total	11	3	4

\*Economics, Statistics, Sociology.

Major Interests of Professors.

Economics - Statistics, Labor, Community Organization, Social Welfare,  
Social Origins.

Political Science - World Politics, Administrative Law, English  
Government.

Psychology - Personnel Research.

Ph.D. candidates in History, Economics and Political Science;  
None.

Fellowships provided - 1 in Political Science.

School of Commerce separately organized.

Bureau of Business Research.



PENNSYLVANIA

<u>Staff</u>	<u>Economics*</u>	<u>Political Science</u>	<u>Psychology</u>	<u>Anthropology</u>
Professor	14	4	2	-
Assistant Professors	19	1	2	1
Instructors	77	7	3	-
Assistants	2	3	5	-
	—	—	—	—
Total	112	15	12	1

\*Economics, Commerce, Accounting, Business, Statistics, Sociology.

Major Interests of Professors.

Economics - Transportation, Corporation Finance, Economic Geography.

Political Science - Municipal Government, Diplomacy and International Law.

Psychology - Orthogenics.

Anthropology - Linguistics, Archeology (American).

Ph.D. candidates in History, Economics and Political Science.

1919 - 22; 1920 - 9; 1921 - 7; 1922 - 19.

Fellowships - None specifically provided . Harrison Foundation Fellowships (2) for Ph.Ds. who want to continue to do research work.

Economics and Political Science in Wharton Schools of Commerce and Finance ( with Business Law ).

Department of Industrial Research - personnel problems at present.

PRINCETON

<u>Staff</u>	<u>Economics*</u>	<u>Politics**</u>	<u>Psychology</u>
Professors	5	4	1
Associate Professors	-	2	1
Assistant Professors	2	2	1
Instructors	6	6	1
Lecturers and Associates	-	-	2
Assistants	-	-	1
	—	—	—
Total	13	14	7

\*Economics, Social Institutions, Accounting.

\*\*Politics shares two Associate Professors and two Assistant Professors with History.

Major Interests of Professors.

Economics - Public Finance, Corporation Finance, Labor, State Regulation of Business, Accounting.

Political Science - International Law, Constitutional Law, Political Institutions.

Psychology - Experimental Psychology, Physiological Psychology, Psychopathology.

Ph.D. candidates in History, Economics and Political Science :

1919 - 3; 1920 - 1; 1921 - 3; 1922 - 4.

Fellowships provided - None specifically.



STANFORD

<u>Staff</u>	<u>Economics*</u>	<u>Political Science</u>	<u>Psychology</u>
Professors	4	2	1
Associate Professors	1 -	-	1
Assistant Professors	1	-	-
Instructors	2	1	2
Lecturers	1	-	-
Assistants	3	1	-
Director, Food Research Institute	1	-	-
	---	---	---
Total	13	4	4

\*Economics, Statistics, Accounting, Sociology.

Major Interests of Professors.

Economics - Railroads, Money and Banking, Marketing, Accounting,

Food Resources, Social Psychology.

Political Science - American Political Theories, Government and

Industry, Political Parties.

Psychology - Psychical Research, Optics.

Ph.D. candidates in History, Economics and Political Science :

1921 - 3.

Fellowships provided - None specifically.

WISCONSIN

<u>Staff</u>	<u>Economics*</u>	<u>Political Science</u>	<u>Psychology</u>
Professors	12	2	1
Associate Professors	2	-	-
Assistant Professors	8	2	1
Lecturers	2	1	-
Instructors	8	1	2
Assistants	22	2	5
Research Assistants	3	-	-
	---	---	---
Total	57	8	9

\*Economics, Statistics, Accounting, Business, Sociology.

Major Interests of Professors.

Economics - Land Economics, Labor, Accounting, Marketing, Social Organization, Corporation Finance, Agricultural Organization, Social Psychology, Public Utilities, Railroads.

Political Science - European Governments, Public Law, International Law, Municipal Government.

Ph.D. candidates in History, Economics and Political Science :

1919 - 16; 1920 - 13; 1921 - 15; 1922 - 21.

Fellowships provided - 1 in Psychology, 1 in Political Science, 2 in Economics.

Institute of Land Economics - Professor Ely, Director.



YALE

<u>Staff</u>	<u>Economics*</u>	<u>Political Science</u>	<u>Psychology</u>	<u>Sociology &amp; Anthropology</u>
Professors	5	1	1	2
Assistant Professors	3	-	1	2
Instructors	1	-	2	-
	---	---	---	---
Total	9	1	4	4

\*Economics only (no statistics except in Mathematical Department).

Major Interests of Professors.

Economics - Price Levels, Economic History, Public Finance.

Sociology and Anthropology - Physical Anthropology, Social Evolution,  
Social Administration.

Political Science - American Polity.

Psychology - Physiological Psychology.

Ph.D. candidates in History, Economics and Political Science :

1919 - 8; 1920 - 1; 1921 - 1; 1922 - 4.

Fellowships provided - None specifically.

## APPENDIX B

### List of Doctoral Dissertations for the years 1919, 1920, 1921, 1922.

<u>CORNELL</u>	<u>1919</u>	<u>1920</u>	<u>1921</u>	<u>1922</u>
	4	2	-	3
1919	<ol style="list-style-type: none"> <li>1. Agricultural income.</li> <li>2. Credit in agriculture.</li> <li>3. Price fixing for wheat.</li> <li>4. Census plans for Chinese province.</li> </ol>			
1920	<ol style="list-style-type: none"> <li>1. Decline in native races of Western Hemisphere.</li> <li>2. Agricultural evolution.</li> </ol>			
1921	- - -			
1922	<ol style="list-style-type: none"> <li>1. Transportation and distribution of grapes.</li> <li>2. Farm labor in Seneca County.</li> <li>3. Farmers use of store credit.</li> </ol>			
<u>YALE</u>	<u>1919</u>	<u>1920</u>	<u>1921</u>	<u>1922</u>
	8	1	1	4
1919	<ol style="list-style-type: none"> <li>1. History of Atlantic Coast Line R.R.</li> <li>2. Trade relations of Canada with U.S.</li> <li>3. Leather Hide and Sealers Trade.</li> <li>4. Foreign trade policy of U.S.</li> <li>5. Inspection and grading of grain.</li> <li>6. Method of promoting efficiency in utilities.</li> <li>7. Government insurance of bank deposits.</li> <li>8. Taxation of tangible property.</li> </ol>			
1920	<ol style="list-style-type: none"> <li>1. Development of organization in trade of U.S. and England.</li> </ol>			
1921	<ol style="list-style-type: none"> <li>1. Marketing hardwood in U.S.</li> </ol>			



YALE

1922

1. Organization of English-American trade in early 19th Century.
2. Gold exchange standard 1827-1914.
3. Financial history of Connecticut.
4. Race and nativity factors in mortality.

JOHN HOPKINS

1919  
5

1920  
2

1921  
6

1922  
2

1919

1. Government control of sugar.
2. Social activities of trade unionism.
3. Trade unions and the working day.
4. Women and child labor in West Virginia.
5. War risk life insurance.

1920

1. Preferred stock.
2. Building and Loan Associations in U.S.

1921

1. Trade Union policies in depression.
2. Development of finance companies.
3. Graft in building trades.
4. Shop committees.
5. Note issue of Federal Reserve Banks.
6. Call money rate in New York market.

1922

1. Savings banks in U.S.
2. Commercial credit companies.

CALIFORNIA

1919  
3

1920  
3

1921  
7

1922  
9

1919

1. Land tenure in California.
2. Income tax laws.
3. Land tenure and taxation in India.

CALIFORNIA

1920

1. Survey of port of San Francisco.
2. Land grants to Central Pacific R.R.
3. History of Southern Pacific R.R.

1921

1. History of Pacific Mail Steamship.
2. Economic theories of labor movement.
3. Labor legislation in California since 1908.
4. History of sailors union of Pacific.
5. Principle of industrial arbitration.
6. Workers education.
7. Sickness as cause of poverty.

1922

1. Definition of Income.
2. Russia and anarchism.
3. Irrigation in U.S.
4. Survey of export commerce of San Francisco.
5. Financing of hydro-electrics.
6. Labor background of North West lumber industry.
7. History of U.S. Department of Labor.
8. History of labor in Nevada.
9. Incidence of excess profits tax.

HARVARD

1919  
16

1920  
20

1921  
23

1922  
13

1919

1. History of economic thought during middle ages.
2. History of tobacco growing industry in U.S.
3. Condition of peasant in Wurtemberg and peasant revolt in 1525.
4. Confirmation of foreign land titles in acquired territory of U.S.
5. Farm incomes in dairy region around Elgin, Illinois.
6. Copper industry.
7. Shoe industry in Massachusetts since 1875.
8. Financial results of State R.R.
9. Regulation of wheat and flour.
10. International trade and economic history, of Canada 1900-1914
11. Period of suspension of specie payment in U.S. 1862-79.
12. History of British theories of money and credit 1776-48.
13. Taxation of salt.
14. History of taxation in Connecticut.
15. History of taxation in Massachusetts.
16. History of Federal Internal Taxation.



HARVARD

1920

1. Economic motives, psychology and economic theory.
2. Economic theory and wage arbitration.
3. Cost of service theory in rate regulation.
4. Accounting and market price, joint and alternate instruments in regulating economic processes.
5. Economic policy of Shogunate (Japan).
6. Economic History of Wisconsin during Civil War decade.
7. History of range cattle industry Oklahoma.
8. Economic and political significance of mineral resources of British Empire.
9. Statistics of freight train operation.
10. Unemployment in U.S. and Great Britain.
11. Organized labor in Imperial Germany.
12. International trade of U.S. in the Greenback period.
13. Banking in Japan.
14. Canadian War Finance.
15. History of R.R. taxation in New Jersey.
16. Taxation of distilled spirits in U.S.
17. Volume of distribution of immigration 1830-60.
18. Unmarried mother.
19. Feeble-mindedness in Massachusetts.
20. Guild socialism and procurement of capital.

1921

1. Investigation of wage principles underlying industrial peace.
2. Depression and readjustment of agriculture 1920-21.
3. Agricultural co-operation in Western Canada.
4. History of meat packing industry in U.S.
5. U.S. glass and pottery industry.
6. Effect of trade on Anglo-American relations 1840-65.
7. International trade of Australia.
8. Boston Produce Market.
9. Canadian balance of international indebtedness, 1900-1913.
10. Valuation of assets.
11. Control of management of American business organization.
12. Marine labor organization.
13. Prevention of unemployment.
14. Labor movements in Italy.
15. Trade unionism in Germany 1865-1914.
16. History of Banking Theory in U.S. before 1860.

HARVARD

1921

17. Commercial credit and rate of interest.
18. Protection in South Africa.
19. Financial aspects of highway construction.
20. War finance of Canada.
21. Finance of South Africa 1910-20.
22. Graphic methods in analysis and presentation of business statistics.
23. Financial aspects of wool tariff schedule.

1922

1. Economic Interpretation of History.
2. Division of joint freight rates.
3. International trade of Australia.
4. Valuation of farm lands.
5. Capitalization.
6. Restriction of output.
7. International price levels.
8. History of Banking Theory before Civil War.
9. Agricultural credit.
10. Distribution of immigration 1920-1960.
11. Social History of Negro, Arkansas, and Tennessee.
12. Study of personality and social diagnosis.
13. Community organization.

COLUMBIA

1919  
77

1920  
47

1921  
22

1922  
32

1919

1. Principle of Participation.
2. Social principle of municipal monopoly charges.
3. Economic theories of the Supreme Court.
4. Influence of physical environment upon Society.
5. Populist movement in Georgia.
6. Social aspects of natural science in the 18th century England.
7. Influence of overseas expansion on England.
8. Influence of India on England under rule of the Company.
9. Social aspects of revolution of 1688 in England.
10. Social conditions under Augustus.
11. Social activities of English Friends in Industrial Revolution.
12. Folkways in Art.
13. Jewish Communal Life in Spain 13th Century.
14. Social work of Church of Scotland in 16th century.
15. Development of political and social program of Action Liberal in France.



COLUMBIA

1919

16. Social unrest England 1811-19.
17. Economic History Japan 1868-1907.
18. Social influence of overseas expansion on France to 1785.
19. Sociological Study of Opinion in U.S.
20. Economics of Homer.
21. Economic development of India by better communication.
22. Social and economic development of Utah.
23. Intensive Agriculture in China.
24. Negro farm life in Georgia.
25. Economic location of textile industry in U.S.
26. Problems of ocean transportation.
27. R.R. and business cycles.
28. Local freight discriminations.
29. Relation of foreign investment and commerce.
30. Milk supply of New York.
31. Market distribution.
32. Business cycles 1907-14.
33. Contract system on R.R. construction.
34. Government regulation of prices.
35. Analysis of financial reports.
36. Electric franchises in New York City.
37. Commission regulation of security issues.
38. Minimum wage legislation as solution of wage problem.
39. History of state control of public utilities in N.Y.
40. Economic significance of women in industry.
41. Canadian Industrial Disputes Act.
42. Productivity of labor in bituminous coal industry.
43. Trade and Bankers Acceptances in business.
44. Division of commercial paper under Federal Reserve System.
45. Banking in China.
46. Relation of iron prices to business conditions.
47. Institution of Credit.
48. Financial history of India.
49. Industrial claims of single taxers.
50. New York Budget Law.
51. Government finance in China.
52. Napoleonic war finance in England.
53. Pay as you go policy on school outlays.
54. Taxable incomes.
55. Public debts in China.
56. Real estate tax in New York City.

COLUMBIA

1919

57. Public Finance in Tennessee.
58. Developement of free schools in Connecticut and Michigan (Financial).
59. Budget System of Frankfort, Germany
60. Reciprocity of U.S. in Germany and France.
61. Migration to Northwest 1830-50.
62. Immigration.
63. Racial assimilation in anthracite coal region.
64. Immigration settlement in Canada before confederation.
65. Birth rate in college graduate families.
66. Popular vote as index of solidarity.
67. Newspaper publishing business.
68. Chatauqua movement.
69. Public morals and recreation.
70. American newspapers as indicator of social forces.
71. Efficiency movement in Japan and U.S.
72. Collective decision.
73. Fact basis for industrial reform.
74. Teachers retirement system.
75. Industrial pensions in U.S.
76. Public outdoor relief.
77. Application of statistical methods in sociological problems.

1920

1. Some modern theories of value.
2. Diminishing returns.
3. Some effects of the war on Italy.
4. History of the James River and Kanawha Company.
5. Racial movement of American Revolution.
6. Developement of laissez faire to legislative control in U.S.
7. Interrelation of reformation and social movement in Saxony.
8. Origin of modern German colonialism.
9. Tea Industry in China.
10. Economics of journalism.
11. Commercial problems of Near East.
12. Principles of Agricultural marketing.
13. Marketing of farm products in China.
14. India's demand for transportation.
15. Foreign trade of Hong Kong.
16. Essay in corporation finance.
17. Restraint of trade at common law and under Sherman Act.
18. Combinations in export trade.
19. History of general incorporation in New Jersey.



COLUMBIA

1920

20. History and organization of seamen's union.
21. Labor struggle between journeymen and master under guild system in England.
22. Labor movement: its roots and branches.
23. American apprenticeship and industrial education.
24. Economic life of Punjab village.
25. Labor movement in Japan.
26. Joint organization in men's clothing industry.
27. Pattern makers league.
28. Gold movements and foreign trade during the great war.
29. Bank of Missouri.
30. Exercise of fiscal functions of Federal Reserve Bank.
31. Dollar exchange.
32. Methods of improving banking and financial relations between U.S. and Japan.
33. History of taxation in North Carolina.
34. State income taxes.
35. French public debt.
36. Evolution of budget in Massachusetts.
37. Standardization of functions in government.
38. Budget system in German Empire.
39. System of land tenure and taxation in India.
40. Russians in U.S.
41. Ethnography in New York City.
42. Immigration problem in Cleveland.
43. Canadian immigration.
44. Problems of Police Administration.
45. Federal Public Health Administration.
46. The Chinese Family.
47. Negro farm life in Georgia.

1921

1. Economic thought of James Stewart.
2. Theories of the Colonate.
3. Some economic aspects of the growth of Franklin County, Idaho.
4. Introduction of machine system in India.
5. Relation between farm and labor movements since the civil war.
6. Marketing and production of cotton.
7. Ownership organization in industry.

COLUMBIA

1921

8. Anti trust legislation in United Kingdom.
9. History of general incorporation legislation New Jersey.
10. Federal and state regulation of corporate business.
11. Collective contract in central competitive.
12. field of bituminous coal industry.
12. History of labor and politics in New York.
13. Labor and nationalism in Ireland.
14. Labor problem and social Catholic movement in France.
15. Oregon minimum wage.
16. Western Federation of Miners and affiliations.
17. Inflation and resumption of specie payments.  
1865-79.
18. Local clearings and collection of checks.
19. Excise taxes during Civil and Great War.
20. Contemporary fiscal theories.
21. Financial support of American college.
22. Relief of unemployment in France during  
and since Great War.

1922

1. Anti rent movement in New York City
2. Future industries of Armenia.
3. Statistics of Agricultural Production.
4. Oil production and competitive system.
5. Manufacturing in Great Lakes Basin.
6. Bagdad R.R. reconsidered.
7. New York butter market.
8. Economics of Advertising.
9. American business organizations.
10. Independent Labor Party.
11. Conditions of building labor in middle ages.
12. Seasonal regularization of employment.
13. Industrial unionism in England.
14. Labor policy of U.S. Steel Corporation.
15. Insurgent movement in United Miners.
16. Labor movement and Social Catholic.  
movement in Great Britain.
17. Class mores and labor-agrarian politics in U.S.
18. Unemployment and labor union policies.
19. Government policy toward R.R. labor.
20. Unemployment in France.
21. Discount policy of federal reserve.
22. Banking practice.



COLUMBIA

1922

23. Banking concentration in U.S.
24. Bank of North Dakota.
25. One per cent tax law in Ohio.
26. Tariff systems of the Powers.
27. Fiscal relations between governments in China.
28. The business tax.
29. Social control of population.
30. Protective legislation for women in New York.
31. Guild socialist movement in England.
32. Illiteracy and school attendance.

WISCONSIN

1919  
16

1920  
13

1921  
15

1922  
20

1919

1. Socio-economic survey of living conditions in North Carolina.
2. Rural social survey of counties in Virginia.
3. Jewish prophets as forerunner of Utopians.
4. Rural survey of counties in Wisconsin.
5. Economic history of corn products in U.S.
6. Peanut industry in U.S.
7. Railroad credit.
8. Co-operating and municipal marketing of milk.
9. Marketing livestock in Wisconsin.
10. Economics of electric railway fares.
11. Patents and industrial monopolies.
12. Wage movements and labor movements.
13. Inflation.
14. Protection of professional standards.
15. Land tenure in South Dakota.
16. National agricultural policies.

1920

1. Rural life problems
2. Farm products prices and land values.
3. Timber lands and national forest policy.
4. Price changes and the production - consumption of wheat.
5. Federal R.R. Administration.
6. Co-operation in marketing cotton.
7. Collective bargaining in men's clothing industry.
8. Collective bargaining in book and job printing.
9. More production as labor sees it.

WISCONSIN

1920

10. History of banking in Wisconsin.
11. Income and inheritance taxes in Wisconsin.
12. Government in industry.
13. Psychic efficiency of rural groups.

1921

1. Land utilization.
2. Farmers personal credit.
3. Relation to land values of rent.
4. Land and credit.
5. Relation of free land to agriculture.
6. Land problems of France.
7. Ownership and tenacy of agricultural land.
8. Range economics.
9. Cost of service in rate regulation.
10. Employee participation in management.
11. Fluctuating standard of value and distribution of wealth and income.
12. Recent developments in special assessments.
13. Development of idea of public purpose.
14. Organized disguised propaganda.
15. Treatment of social radicalism.

1922

1. Early contributions to agricultural economics.
2. Development of economics in South before Civil War.
3. Agricultural legislation of Philippines.
4. History of agriculture in Rush Co.
5. Measures of farm income.
6. Agriculture of Illinois.
7. Land utilization and settlers' progress in Northern Wisconsin.
8. Social effects of development of selling.
9. Credit of Public utilities.
10. Development of farm accounting.
11. Methods of selling cherries.
12. Labor movement of Seattle.
13. Labor theories of unemployment and cycles.
14. Industrial government in American Railroads.
15. History of Western Federation of Miners.
16. Labor policy of financial interests.
17. Land and credit.
18. Natural increase of population.
19. Changes in size of families.
20. Unemployment insurance.



<u>PENNSYLVANIA</u>	<u>1919</u>	<u>1920</u>	<u>1921</u>	<u>1922</u>
	22	9	7	19
1919				
	1.	Rise of great manufactures England 1760-1790		
	2.	Economic forces underlying Latin-American Independence.		
	3.	Effect of Napoleonic Wars on commerce to Philadelphia and New York 1806-12.		
	4.	Continental systems and French industry.		
	5.	Terminal markets.		
	6.	Foreign trade of China.		
	7.	Scientific control of stores.		
	8.	Theories of depreciation in public utilities.		
	9.	Uniform accounting for basic industries.		
	10.	Public interest and price of milk.		
	11.	Effect of combination of wholesale groceries.		
	12.	Economic interpretation of social attitude toward child labor.		
	13.	Labor turnover.		
	14.	Effect of Great War on labor's share of profits and management.		
	15.	Economic limits to use of trade acceptance.		
	16.	Philadelphia Budget.		
	17.	Community problems in Pennsylvania.		
	18.	Economic waste in distribution of churches.		
	19.	Assignment of life insurance policies.		
	20.	Economic aspects of accident and health insurance.		
	21.	History of life insurance in U.S.		
	22.	Title insurance in U.S.		
1920				
	1.	Economic geography of Greece.		
	2.	Social aspects of land and rural labor.		
	3.	Capital and labor in shipping industry.		
	4.	Effect of Pennsylvania child labor law on Pennsylvania's industry.		
	5.	Changing race relations in border and Northern States.		
	6.	Social survey of college community.		
	7.	Living standards of negro families in Philadelphia.		
	8.	Standards of comparison in life insurance.		
	9.	Social work and social reform.		
1921				
	1.	A definition of public utilities.		
	2.	Social Aspects of decreasing food supply.		
	3.	Japanese shipping policy.		
	4.	Automobile finance companies.		
	5.	Corporation management in shipping.		
	6.	Social importance of motion pictures.		
	7.	Poverty in relation to education.		

PENNSYLVANIA

1922

1. Shantung question and international relations.
2. Geography of Alleghany plateau.
3. France after the restoration.
4. Economic decline of British West Indies.
5. Port of Philadelphia.
6. History of Internationalization of European Rivers.
7. History of export and import railroad rates.
8. Highway transportation.
9. Social aspect of food surplus in U.S.
10. Promotions in industry.
11. Serial mortgage bonds.
12. Collective bargaining in Philadelphia carpet industry.
13. Discounting functions of security markets.
14. Industrial depression and marriage and birth rates.
15. Marriage and divorce legislation in Sweden.
16. Definition of social work.
17. Family desertion and non-support.
18. Self government in penal institutions.
19. Motion Pictures.

CHICAGO

1919  
33

1920  
20

1921  
15

1922  
17

1919

1. Consuming process under present system.
2. Economic aspects of anticlericalism.
3. Southwest Frontier 1740-1775.
4. Building industry in U.S. during war.
5. Georgian Bay ship canal.
6. History of Canadian Pacific R.R.
7. Private car lines.
8. Study of railway commission in Texas.
9. Trade associations.
10. Mail order house.
11. Geographic influence in trade between U.S. and South America.
12. Employers Associations.
13. Warehousing.
14. Surplus earnings in public service corporations.
15. History of American Telephone and Telegraph Company.
16. International Cigar Workers Union.
17. Labor and politics.
18. History of labor in Chicago.



CHICAGO

1919

19. Trade acceptances.
20. Twenty years of Federal finance 1897-1916.
21. Early emigration from Spain to America.
22. Study of Czecho-Slovaks in Chicago.
23. Concept of graft.
24. Types of literature in social study classes of Protestant Churches.
25. Present tendencies in social reform.
26. Social study of industrial area.
27. Race prejudice in U.S.
28. Americanization of German-Russian Mennonites in Kansas.
29. Family in Japan.
30. Special aspects of Salvation Army.
31. The Rural Survey.
32. Community Church.
33. Systems of workmen's compensations.

1920

1. Functional approach to social-economic process.
2. Geographic influence in settlement and development of lower Mississippi valley.
3. Social History of Kansas.
4. Study of Aonago tribe of India.
5. Functional approach to accounting problems.
6. Struggle for the Interstate Commerce Commission 1876-89.
7. Organization and development of regulating commissions.
8. Catholic Church and Labor Problems.
9. Finnish element in American population.
10. Race prejudice in determining race consciousness in the negro.
11. Institutional Church in Chicago.
12. Women offender.
13. Neighborhood center.
14. Nationalism and folk-language.
15. Boy Scout movement as socializing agency.
16. Chinese family.
17. Case study of rural churches.
18. Public care of children in Illinois.
19. History of poor law in Illinois.
20. Co-operative distribution in Middle West.

1921

1. Some phases of institutional value theory.
2. Social nature of thinking.
3. Social evolution of democracy.
4. Political history of English workmen 1850-1900.
5. Social and economic survey of Madura mission district.

CHICAGO

1921

6. History of slavery in Iceland.
7. Business managers control of production.
8. Recent tendencies in corporation finance.
9. History of Federal legislation for industrial education.
10. Social forces affecting industrial community.
11. Technique of study of group psychology.
12. Psychology of leadership.
13. Social significance of housing.
14. Relation of gainful employment of mothers to child welfare.
15. Case method in training social workers.

1922

1. Social theory of Jesus.
2. Industrial and commercial history of Pittsburg.
3. Labor party politics in England.
4. Accounting in farm management.
5. Commercial arbitration courts.
6. Municipal accounting.
7. Incorporation of Unions.
8. Currency elasticity of Federal Reserve.
9. Case studies of juvenile delinquents.
10. Hotel populations of Chicago.
11. Chicago Juvenile Court.
12. Negro vice in Chicago.
13. Churches in development of functional idea of economic distribution.
14. Family disorganization.
15. Race prejudice.
16. History of poor relief in Chicago.
17. Business statistics.

MINNESOTA

1919  
1

1920  
2

1921  
3

1922  
6

1919

1. Types of irrigation farming.

1920

1. Valuation of farm lands.
2. Study of common school finance.

1921.

1. Grouping of manors in medieval England.
2. Philosophy of Woodrow Wilson (Pol. & Econ.)
3. Development of flour-milling industry.



MINNESOTA

1922

1. Effect of price on choice of farm enterprise.
2. Economic basis of beef and pork production.
3. Appraising land for loan purposes.
4. Cost and future prices of wheat.
5. Twin City Central Market.
6. Co-operation in agriculture.

PRINCETON

1919  
3

1920  
1

1921  
3

1922  
4

1919

1. Cotton production and prices.
2. History of banks and trust companies in New Jersey.
3. Government improvement of rivers and harbors.

1920

1. Labor legislation in Virginia.

1921

1. Collective bargaining in building trades.
2. Price fixing and competitive prices.
3. History of English currency notes.

1922

1. History of interest rate - 1879.
2. Transportation rates and regional farm prices.
3. State banks and Federal Reserve System.
4. Central American Currency and Finance.

STANFORD

1919  
-

1920  
-

1921  
3

1922  
-

1921

1. Economic relations between debtor and creditor nations.
2. Oriental problem on Pacific coast.
3. Phillipine currency during Spanish regime.

ILLINOIS

1919  
-

1920  
-

1921  
2

1922  
3

1921

1. Some economic aspects of non-partisan movement.
2. Open price associations.

ILLINOIS

1922

1. Corporate expansion through profits.
2. Women in Philadelphia labor movement.
3. Shop committee system in industry.

MICHIGAN

1919  
5

1920  
-

1921  
5

1922  
3

1919

1. Theories of imputation.
2. Essential conditions for monopoly control.
3. Position of New York City in International Finance.
4. Influence of modern communication on rural communities.
5. Position of Federal Reserve Board in American finance.

1920 ---

1921

1. Federal Reserve Board control.
2. Economic cost of retail distribution.
3. Interdependence of interest rates.
4. Institutions of pecuniary valuation.
5. Nature of income.

1922

1. Theory of normal rate of profit.
2. Equipment trust obligations.
3. Wages in railroad industry.



# S U M M A R Y

## Number of Ph.D. Dissertations in Political Economy, Sociology, Statistics, Business and History.

UNIVERSITY	1919	1920	1921	1922	Total 4 Years	Average per year
Princeton	3	1	3	4	11	2 7/8
Stanford	-	-	3	-	3	-
Illinois	-	-	2	3	5	1 1/2
Michigan	5	-	5	3	13	4 1/4
Cornell	4	2	-	3	9	2 1/4
Yale	8	1	1	4	14	3 1/2
Hopkins	5	2	6	2	15	3 3/4
California	3	3	7	9	22	5 1/2
Harvard*	16	20	23	13	72	18
Columbia*	75	47	22	32	176	44
Wisconsin*	16	13	15	21	65	16 1/4
Pennsylvania*	22	9	7	19	57	14 1/4
Chicago*	32	20	15	18	85	21 1/4
Minnesota	1	2	3	6	12	3 1/2
North Western	-	-	-	-	-	-

## APPENDIX C

### List of Schools of Business Members of the Association of Collegiate School of Business

- College of Business Administration, Boston University,  
Boston, Massachusetts.
- Amos Tuck School of Business Administration, Dartmouth College,  
Hanover, New Hampshire.
- School of Commerce, Georgia School of Technology,  
Atlanta, Georgia.
- Harvard School of Business Administration, Harvard University,  
Cambridge, Massachusetts.\* †
- School of Commerce and Finance, University of Indiana,  
Bloomington, Indiana.
- School of Commerce, Accounts and Finance, New York University. †
- School of Commerce, Northwestern University, Chicago, Illinois.\* †
- College of Commerce, Ohio State University, Columbus, Ohio.
- School of Business Administration, Syracuse University,  
Syracuse, New York.
- College of Commerce and Business Administration, Tulane University,  
New Orleans, Louisiana.
- College of Commerce, University of California,  
Berkeley, California.\*
- School of Commerce and Administration, University of Chicago,  
Chicago, Illinois.\*\*
- College of Engineering and Commerce, University of Cincinnati,  
Ohio.
- School of Commerce, University of Michigan, Ann Arbor,  
Michigan.
- School of Commerce, University of Minnesota,  
Minneapolis, Minnesota.\*



College of Business Administration, University of Nebraska,  
Lincoln, Nebraska.

Wharton School of Finance and Commerce, University of Pennsylvania,  
Philadelphia, Pa.\* #

School of Economics, University of Pittsburgh,  
Pittsburgh, Pennsylvania.

College of Commerce and Administration, University of Southern  
California, Los Angeles, Cal.

School of Business Administration, University of Texas,  
Austin, Texas.

School of Business Administration, University of Washington,  
Seattle, Washington.

School of Commerce, University of Wisconsin, Madison, Wisconsin.

School of Commerce and Finance, Washington University,  
St. Louis, Missouri.

School of Business, Columbia University, New York City.\*

Non-member of the Collegiate Association

School of Commerce, University of Iowa, Iowa City, Iowa.

School of Commerce, University of Illinois, Urbana, Illinois.

School of Commerce, University of North Carolina,  
Chapel Hill, N.C.

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\*Offer graduate courses.

✓Have Bureau of Business Research.

\*\*Offer Ph.D. degree in business.

#Department of Industrial Research.

## APPENDIX D

### List of Journals and Publications.

#### Political Science (Politics and Government)

1. American Political Science Review (American Association)  
Quarterly - Professor Fairlie, Illinois.
2. Constitutional Review - Quarterly - H.C. Black.
3. National Municipal Review (National Municipal League)  
Monthly - Professor Dodd.
4. Foreign Affairs (Council on Foreign Relations)  
Quarterly - Archibald C. Coolidge.
5. J. Hopkins Studies in Historical and Political Science  
Quarterly.
6. University of Wisconsin Bulletins - Irregular.

#### Economics and Statistics

1. American Economic Review (American Association)  
Quarterly - Professor Davis R. Dewey  
(Massachusetts Institute of Technology)
2. Journal of American Statistical Association  
Quarterly - Professor Ogburn, Columbia.
3. Journal of Political Economy - Monthly (except August  
and September) University of Chicago,  
Economics Department.
4. Quarterly Journal of Economics - Quarterly -  
Professor Taussig.
5. Review of Economic Statistics (Harvard Committee on Economic  
Research) Quarterly - Professor W.M. Persons.
6. Political Science Quarterly (Academy of Political Science)  
Quarterly - Professor P.T. Moon, Columbia.
7. Annals of American Academy of Political and Social Science  
Bi-monthly - Professor King, Pennsylvania.
8. Survey of Current Business - Monthly - Department of  
Commerce.



### Sociology

1. American Journal of Sociology (American Society)  
Bi-monthly.
2. Journal of Applied Sociology (Southern California  
Sociological Society) Bi-monthly -  
Professor Bogardus, University of  
Southern California.
3. Journal of Delinquency - Bi-monthly - Harold Williams,  
Director, California Bureau Juvenile Research.
4. Journal of Negro History - Quarterly - Professor Woodson  
(Harvard)
5. Journal of Criminal Law and Criminology (American Institute  
of) Bi-monthly - Professor Gault,  
Northwestern.

### Anthropology

1. American Anthropologist (American Association)  
Quarterly - Swanton.
2. American Journal Physical Anthropology - Quarterly -  
Dr. Hrdlicka, Smithsonian.
3. Journal of American Folk Lore - Quarterly  
Professor Boas, Columbia.
4. American Museum of Natural History - Papers -  
Irregular - Dr. Wissler, et al.

### Psychology

1. American Journal of Psychology - Quarterly.
2. Archives of Psychology - Irregular.
3. Journal of Abnormal Psychology and Social Psychology -  
Quarterly.
4. Journal of Applied Psychology - Quarterly.
5. Journal of Comparative Psychology - Bi-monthly.
6. Journal of Educational Psychology - Monthly.

Psychology

7. Journal of Educational Research - Monthly.
8. Journal of Experimental Psychology - Bi-monthly.
9. Journal of Personnel Research - Monthly.
10. Psychological Bulletin - Monthly.
11. Psychological Clinic - Monthly.
12. Psychological Review - Bi-monthly.
13. Psychological Monographs - Monthly.
14. Journal of Philosophy - Bi-weekly.
15. Mental Hygiene - Dr. Frankwood Williams.



## APPENDIX E

### List of Learned Societies and Associations.

1. American Economic Association,  
American Economic Review.
2. American Sociological Society,  
American Journal of Sociology.
3. American Statistical Association,  
Journal of American Statistical Association.
4. American Political Science Association,  
American Political Science Review.
5. Academy of Political Science,  
Political Science Quarterly.
6. American Academy of Political and Social Science,  
Annals of American Academy of Political  
and Social Science.
7. American Psychological Association,  
(Has no official organ.)
8. American Anthropological Association,  
American Anthropologists.
9. Personnel Research Federation,  
Journal of Personnel Research.
10. American Institute of Criminal Law and Criminology,  
Journal of Criminal Law and Criminology.