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# The Bureau of Sociological Research at the University of Nebraska–Lincoln: A Brief History 1964–2014

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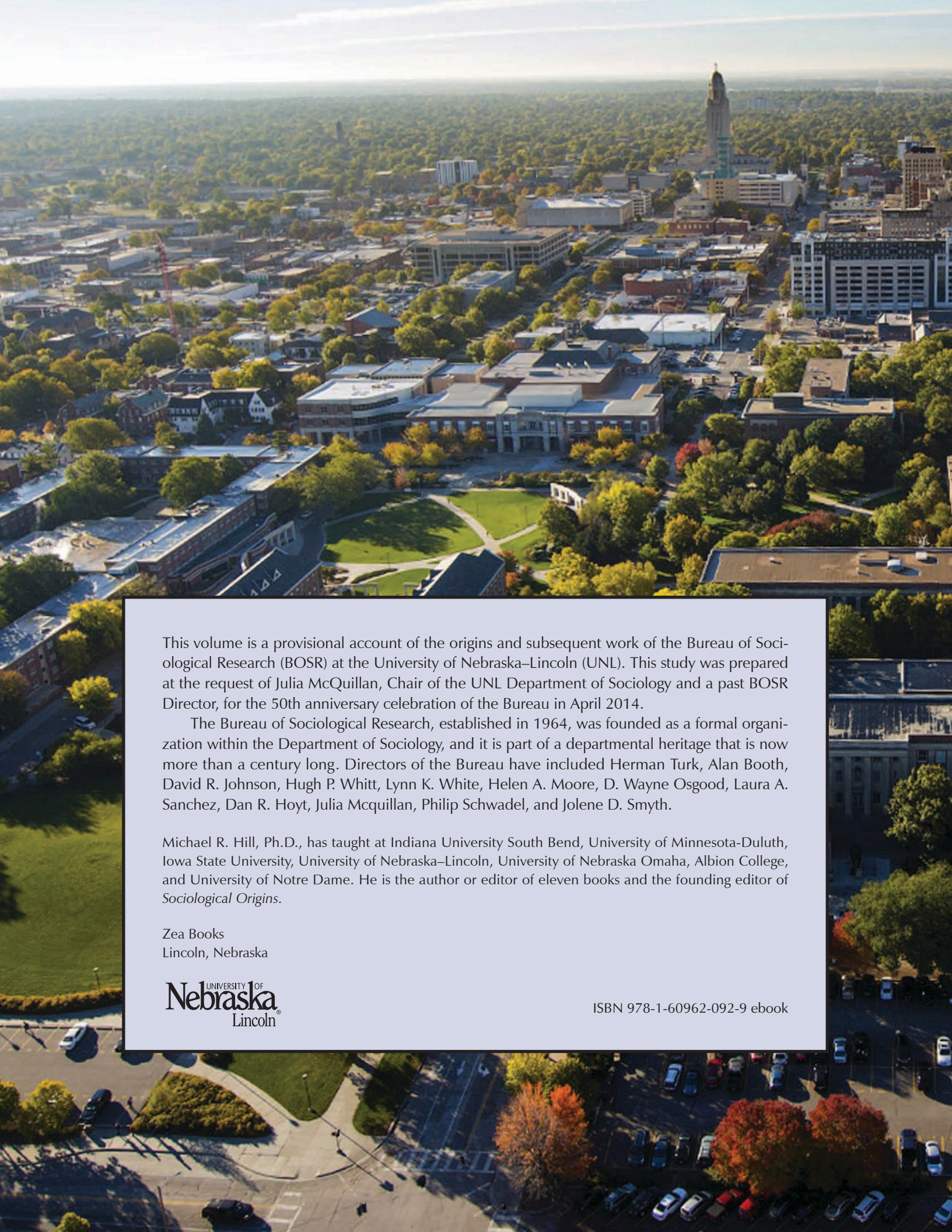
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An aerial photograph of the University of Nebraska-Lincoln campus, showing a dense cluster of university buildings, green spaces, and parking lots. A white rectangular box is overlaid on the center of the image, containing the title and author information. The text is centered within the box.

**The Bureau of  
Sociological Research**  
at the University of Nebraska–Lincoln

*A Brief History 1964–2014*

**Michael R. Hill**



This volume is a provisional account of the origins and subsequent work of the Bureau of Sociological Research (BOSR) at the University of Nebraska–Lincoln (UNL). This study was prepared at the request of Julia McQuillan, Chair of the UNL Department of Sociology and a past BOSR Director, for the 50th anniversary celebration of the Bureau in April 2014.

The Bureau of Sociological Research, established in 1964, was founded as a formal organization within the Department of Sociology, and it is part of a departmental heritage that is now more than a century long. Directors of the Bureau have included Herman Turk, Alan Booth, David R. Johnson, Hugh P. Whitt, Lynn K. White, Helen A. Moore, D. Wayne Osgood, Laura A. Sanchez, Dan R. Hoyt, Julia McQuillan, Philip Schwadel, and Jolene D. Smyth.

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**THE BUREAU OF  
SOCIOLOGICAL RESEARCH  
AT THE  
UNIVERSITY OF NEBRASKA-LINCOLN**

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**A BRIEF HISTORY  
1964–2014**

**MICHAEL R. HILL**

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## Preface

THIS VOLUME is a provisional account of the origins and subsequent work of the Bureau of Sociological Research (BOSR) at the University of Nebraska-Lincoln (UNL). This study was prepared at the request of Julia McQuillan, Chair of the UNL Department of Sociology and a past BOSR Director, for the 50<sup>th</sup> anniversary celebration of the Bureau in April 2014, at which time a limited number of copies were printed and distributed by the Bureau. I am indebted to Dr. Paul Royster for helping to give this study wider circulation via Zea, the digital publishing initiative of the UNL Libraries. In all, I was fascinated to learn about the origins and early work of BOSR and I hope this study proves useful as a framework on which to hang more complete investigations in years to come.

This study falls within the field known generally as “the sociology of sociology” (eg., Friedrichs 1970) and this accounts for my devising a typology of sociologies in Chapter 1. Harriet Martineau (1838/1989: 73) advised, “The grand secret of wise inquiry . . . is to begin with the study of THINGS, using the DISCOURSE OF PERSONS as a commentary upon them.” Thus, taking a cue from former Nebraska sociologist, George Elliott Howard (1927/1988: 6), the present investigation is based almost entirely on documentary sources (*die Quellen*) — and these are often frustratingly fragmentary. For starters, anything approaching a complete, systematic bibliography of BOSR and BOSR-connected research has yet to be compiled (a problem compounded by the fact that BOSR occasionally conducts surveys for clients whose names remain contractually secret). Surprisingly, it was no small chore to obtain photographs of the founding faculty and the BOSR Directors. I leave it to future workers to collect the oral histories that will undoubtedly enliven (and presumably correct) the temporal structure outlined herein. Most of the data were discovered using procedures and logics detailed in *Archival Strategies and Techniques* (Hill 1993) and elsewhere (Hill 2000b, 2001) and were then organized as narratives and lists (Hill 1998, 2003). As much as possible, I tried to avoid the difficulties that not infrequently confront writers of organizational histories, especially in cases where many of the central protagonists are still living (Hill 2013). For a general model of how to arrange my findings, I must credit Larry Rhoades’ (1981) short history of the American Sociological Association. All errors are mine.

I am indebted to several people who took time to contribute in various ways to the completion of this study. They include the following:

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Alan B. Knox, Professor, Adult Education; Chair, Department of Continuing and Vocational Education; and Chair, Teaching Academy, University of Wisconsin-Madison, Wisconsin

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## Photography Credits

For the illustrations in this volume, I am pleased to acknowledge the following sources:

Photograph of Herman Turk, courtesy of News Service Biographical Files photo series, (Sociology), University Archives, David M. Rubenstein Rare Book and Manuscript Library, Duke University.

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Photographs of Alan Booth (younger), Herman Turk (in uniform), J.E. Le Rossignol, Alan B. Knox, and Bernard C. Rosen, courtesy of Archives and Special Collections, University Libraries, University of Nebraska-Lincoln.

Photograph of Laura Sanchez, courtesy of the National Council on Family Relations.

Photograph of D. Wayne Osgood, courtesy of D. Wayne Osgood.

Photographs of Helen A. Moore, Dan R. Hoyt, Julia McQuillan, Philip Schwadel, Jolene D. Smyth, and Lynn K. White, courtesy of University Communications, University of Nebraska-Lincoln.

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Photographs of Amos G. Warner, Marilyn Hitz, and Cheryl (Yorges) Wiese, courtesy of Mary Jo Deegan.

Photographs of the College of Business Administration (formerly the Social Sciences Building), Benton Hall, Seaton Hall, and Oldfather Hall, courtesy of the author.



## Introduction: A Typology of Sociologies

**P**REPARATORY to delineating the historical milieu of the Bureau of Sociological Research (BOSR) per se, this chapter locates the research work at BOSR within a typology of sociologies. Sociology as a field of action has long been characterized by frequently felt strong tensions between service to society, on the one hand, and the scientific search for pure knowledge, on the other. There are in my experience at least four ways to avoid or reduce this tension: (1) by de-emphasizing science in favor of other values, (2) by refusing the dichotomy as a false choice, (3) by distinguishing and sometimes separating the demands of service and science, and, finally, (4) by demoting service in clear favor of solving abstract logical puzzles as its own intrinsic reward.<sup>1</sup>

These four solutions may be conceptualized as a typology of Weberian ideal types of sociological endeavor (Figure 1.1) in that, for heuristic purposes, it must “deliberately simplify and exaggerate the evidence” (Bendix 1968: 499). From left to right, the solutions become ever more complex and less singular or one-dimensional. From top to bottom, the solutions shift in emphasis away from service to ever greater concern with issues of scientific rigor. As with most such typologies, the four “types” described below are not pure; in practice, the categories sometimes overlap. Heuristically, however, this typology delineates the intellectual field of play historically occupied by the Bureau of Sociological Research at the University of Nebraska-Lincoln.

### Values-Based and Sociology

One way of resolving the potential tension noted above is to avoid it in the first place by choosing not science but by unabashedly adopting other values as a fundamental organizing principle. This move is well illustrated in the case of religious values. For example, this more or less singular approach characterized the social gospel movement in America and filled the latter pages of the now long defunct quasi-sociological journal, *Bibliotheca Sacra*.<sup>2</sup> It is noteworthy, for example, that the Divinity School in The University of Chicago long maintained a Department of Sociology separate from the “regular” and better-known Department of Sociology and Anthropology that played such a dominant role in the creation and shaping of American sociology (albeit that some of the Chicago faculty, including Albion

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<sup>1</sup> For other approaches to the problem of identifying and defining the many varieties of science and sociological practice, see: Radnitzky (1973), Leinfellner (1974), and Hill (1984).

<sup>2</sup> There exists a large literature on the social gospel movement; see, for example, Phillips (1996).

Small, Charles Henderson, and Ernest Burgess, held joint appointments in both departments (cf., *Publications of the Members of the University, 1902–1916*, 1917: 68-82, 464-67)). The religious impetus accounts in part for the prominent roles played by many religious men in establishing the discipline of sociology in the United States (Deegan 1988: 71-104) and still entices any number of clerics into the halls of sociology departments in search of tools to aid their core religious calling.<sup>3</sup> Indeed, the very first University of Nebraska doctorate in sociology was awarded in 1905 to Anderson William Clark, a Baptist minister and the founding Superintendent of Omaha's Child Saving Institute (Deegan and Hill 2005). And, in subsequent years, several ministers, former clerics, and lay persons with strong religious orientations have entered the Nebraska sociology program.

### **Liberation & Public Sociology**

Whereas the practitioners characterized above willingly accept sociology only so long as it advances their fundamental commitments to non-sociological values, those adopting liberation and/or public sociology typically conceive of sociology and service as interconnected values that cannot (or should not) be separated. As a clear case in point, the largely non-religious feminist pragmatism of sociologist Jane Addams and her colleagues at Hull-House in Chicago eschewed making dichotomous choices between service and science. Addams, in living and acting with her Chicago neighbors, embraced sociology as a “working hypothesis” (Mead 1899) useful at times and in various guises to those who labor for social justice (Deegan 2011, 2013a, b). The landmark study, *Hull-House Maps and Papers* (Residents of Hull-House 1895), was conceived and executed as a seamlessly integrated work of public sociology.

A variety of highly integrated approaches to liberation and public sociology drive the work of many sociologists today (e.g., Feagin and Vera 2001; Burawoy 2005; Blau and Smith 2006; Dolgon and Chayko 2011) and are well represented at the annual meetings of the Association for Humanist Sociology, the Society for the Study of Social Problems, and the Peace, War, and Social Conflict Section of the American Sociological Association.

### **Objective Empiricism**

Many, academic sociologists, however, draw distinctions (if not always the clearest of boundaries) between social service and the search for objective

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<sup>3</sup>Discussion of the literature delineating the often intricate relationships between sociology and religion lies well beyond the scope of the present project. For starters, try Greek (1992). On the intriguing case of sociology and female Unitarian ministers, see Deegan and Rynbrandt (2000). And, for non-Protestant examples, see Brian Conway (2006) on the links between church and sociology in Ireland; Deegan and Wahl (2003) on Ellen Gates Starr; Tony Blasi's chronicle of connections between Catholicism and sociology at the University of Notre Dame (Blasi and Donahoe 2002); my account of the work of Eva J. Ross (Hill 1999); and Deegan's (1976) analysis of the Priest/Father symbol.

knowledge, typically defining themselves *fundamentally* as scientists who rationally endeavor nonetheless to employ sociology for the social good. For researchers who adopt this model, the application of systematic, logically-derived rules of empirical inquiry and quantitative analysis is intended to insure the objectivity of their investigations and analyses and, importantly, preserve the reputation of sociology as a social *science* — no small matter during periods of political repression, such as the McCarthy era in the 1950s (Keen 1999). Simultaneously, one sees many sociologists who follow this model engaging in myriad political activities and social programs — often characterized by strong liberal biases — typically under the rubric of “volunteer” work rather than as “sociology” per se. This model assumes that empirical research methods adopted from the natural and physical sciences, when carefully and rigorously applied, can and will disclose underlying patterns and reveal systematic relationships in human behavior (that is, the social world is assumed to be ordered and predictable rather than random, an assumption that strict logical positivists are unwilling to make).<sup>4</sup> If the results of their work are useful to social workers, legislators, and policy makers, this is considered a beneficial outcome. If the results also improve theoretical explanations of social behavior and human organization, this too is judged to be a long-term social good. On the evidence, it seems fair to say that this double ethos inspires the lion’s share of the work conducted by the Bureau of Sociological Research during the last fifty years.

### **Abstract Sociology**

Beyond values-based idealism, public sociology’s refusal to dichotomize, and the dualistic appeal to scientific objectivity in the service of humankind, there is one further alternative to reducing/erasing the tension between service and science, one that simply jettisons claims to community service and social amelioration in favor of knowledge for the sake of knowledge. Such sociologists are the direct intellectual descendants of the Vienna Circle of logical positivism and the unified science movement pioneered by sociologist Otto Neurath. The quintessential example of this approach unfolded in the monographs comprising the *The International Encyclopedia of Unified Science* (Neurath, Carnap, and Morris 1950-1970). A few sociologists of this stripe are found today in the diminutive but energetic section of the American Sociological Association devoted to Mathematical Sociology.<sup>5</sup> Sociologist David Willer, who taught at Nebraska from 1965 to 1967, espoused this

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<sup>4</sup> The principal tenets of the logical positivist approach are outlined in Hill (1981) wherein, for the case at hand, one need only substitute the word “sociology” for “geography.” On quite other grounds, British sociologist Anthony Giddens (1982) argues that social phenomena are inherently unpredictable.

<sup>5</sup> Their work appears regularly in the *Journal of Mathematical Sociology*, a periodical founded in 1971 which although quantitative in the extreme, has yet to be added to the UNL library collection.

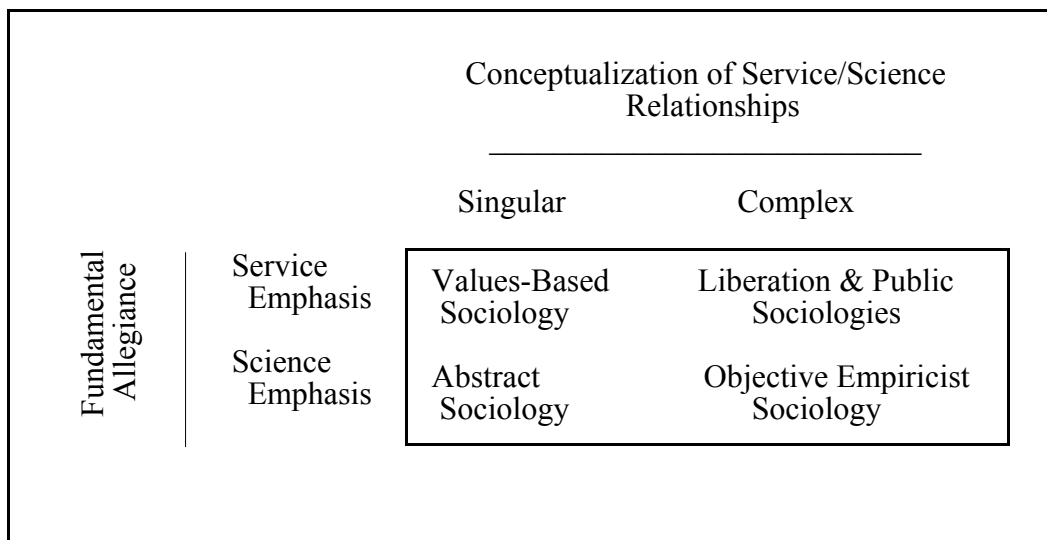


Figure 1.1 A Typology of Sociological Orientations

perspective and his *Systematic Empiricism: Critique of a Pseudoscience* (Willer and Willer 1973) is a positivist analysis of empirical survey questionnaire research. Other sympathizers at Nebraska included Werner Leinfellner, late of the Department of Philosophy (Leinfellner and Köhle 1974),<sup>6</sup> Douglas Amedeo, a geographer (Amedeo and Golledge 1975), and, to a lesser degree, Miller McPherson who taught sociology from 1975 to 1978. But, this model of sociology — oriented primarily to the production of abstract knowledge in a logical positivist image — never took root at Nebraska.<sup>7</sup> For the majority of Nebraska’s social scientists, the idea that sociological research ought to have social relevance and practical utility to the human community, albeit always objectively so, has a tradition that predates the establishment of the Bureau of Sociological Research by more than fifty years.

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<sup>6</sup> Werner Leinfellner (1921-2010) was an Austrian-born philosopher who founded the interdisciplinary journal *Theory and Decision* and was an internationally-recognized authority on Ludwig Wittgenstein.

<sup>7</sup> I met David Willer and discussed his book with him during one of his few return visits to Lincoln. Leinfellner and Amedeo were members of my Ph.D. committee in geography, as was McPherson before he left Nebraska. Alan Booth, see below, replaced McPherson and also served on my subsequent doctoral committee in sociology.

## Precursors of Objective Empiricism at Nebraska

THE PLACE of the Bureau of Sociological Research (BOSR) within the larger matrix of survey research is yet to be written. Specific starting places for this extended investigation would include chronicles of major centers such the National Opinion Research Center (NORC), established at the University of Chicago in 1941, and the University of Michigan Institute for Social Research (ISR), established in 1949. Useful insight into the long history of survey research per se is provided in *Survey Research in the United States: Roots and Emergence, 1890-1960*, by Jean Converse (2009), and *The Social Survey in Historical Perspective, 1880-1940*, edited by Martin Bulmer, Kevin Bales, and Kathryn Kish Sklar (1991). An introduction to critiques of survey research per se is found in Beam (2012). The histories of specific major American surveys would also deserve consideration, including The Pittsburgh Survey (cf., Greenwald and Anderson 1996) and The Cleveland Survey (Hill 1989: 481-532), not to mention the many hundreds of smaller efforts reported in the historically relevant journal, *The Survey*, published from 1897 to 1952. The agency to which all survey endeavors must ultimately be compared is undoubtedly the United States Bureau of the Census (c.f., Eckler 1972; Bohme 1989; Rosenthal 2000). For the far more modest purposes of the present study, however, I note only the temporal location of BOSR vis a vis a few selected precursors at the University of Nebraska<sup>8</sup> together with a handful of earlier organizations that, interestingly, also chose the name “Bureau of Sociological Research.”

The Bureau of Sociological Research, established in 1964, was founded as a formal organization within the Department of Sociology at the University of Nebraska-Lincoln. As such, it is part of a departmental heritage that is now more than a century long (Deegan 2000a). The early history of the department is increasingly well documented (e.g., Deegan 1979, 1989, 2000b; Deegan and Hill 1991, 2005; Eaves 2000; Hertzler 1929/1979; Hill 1988a, b, 1989, 2000a, c, d, e, f, g, 2006, 2007, 2009; Hill and Callahan 2010; Hill and Deegan 1991, 2000; Howard 1927/1988) and requires no reconsideration here, except to highlight selected exemplars that foreshadow the subsequent work at BOSR.

Parenthetically, it bears noting that the narratives of disciplinary history do not write themselves; they require data that can be organized and interpreted. We

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<sup>8</sup> Whereas, below, I specifically note only the activities of the Bureau of Business research and the Office of Adult Education Research, the histories and current activities of other UNL research units might also be usefully considered, such as the Buros Center for Testing and the Bureau of Educational Research and Field Studies — not to mention other agencies in the region, including the Center for Public Affairs Research at the University of Nebraska Omaha. The organizational landscape can be further complicated by also taking the measure of independent research units such as Gallup and any number of market research companies, etc.



have a collective responsibility to help preserve the materials — the data — that will be needed to more fully document not only the course of American sociology as it has developed over the last fifty years but also as it unfolds into the future. At the least, I hope the present study serves to encourage the preservation of documents, records, photographs, and formal autobiographical accounts from the recent past. Let us take this opportunity, on behalf of the person(s) who will someday write the *centennial* history of the Bureau, to celebrate the accomplishments of the last fifty years by systematically helping to preserve the memories and records of the next half century.

### **Amos G. Warner**

Amos G. Warner (1861-1900) was a sociologist in everything but name. His classic work on *American Charities* (1894) was one of the “fundamental texts in applied sociology, institutional economics, social work, and political science” (Deegan 1989: ix). Warner was a close colleague of Nebraska’s George Elliott Howard and Edward A. Ross (Deegan 1989). Warner earned his bachelor’s degree at Nebraska in 1885 and returned briefly, from 1889 to 1891, to take charge of the economics department at Nebraska. His courses and seminars promoted original sociological research. According to Ross (1900: 197):

[Warner] had his students visit jails, almshouses and asylums, police courts and city halls, that they might see and judge for themselves. In these first-hand investigations and reports, his students developed a power they will never lose.

Warner was called to Washington, DC, in 1891 to serve as Superintendent of Charities for the District of Columbia, and then to a professorship at Stanford, in 1893, where his colleagues included George Elliott Howard and Edward A. Ross.

### **Charles Abram Ellwood**

In the meanwhile, the fragile sociological fabric at Nebraska thickened with the part-time appointment in 1899 of a Chicago-trained sociologist, Charles A. Ellwood, who did double duty as the Secretary of the Charity Organization Society of the City of Lincoln. Ellwood’s bifurcated position underscores the joint service dimension of sociological work. He moved to Missouri in 1900 when the University of Nebraska left his promised salary unpaid.

## George Elliott Howard

In 1901, Edward A. Ross (who, like Warner, was trained at Johns Hopkins in economics) was hired at Nebraska as a sociologist. He was joined in Lincoln by George Elliott Howard in 1904.<sup>9</sup> Howard, a well-respected historian, re-invented himself as a sociologist and, after 1906 when Ross left for more lucrative pastures in Wisconsin, accepted the Chair of the newly organized department of Political Science and Sociology. Howard's (1904) major work, *A History of Matrimonial Institutions*, firmly established him as a national leader in the sociology of the family,<sup>10</sup> attracted the attention of Émile Durkheim (1906; see also Hill 2000d), and placed him at the head of what is now a long line of family researchers at Nebraska (Ball 1988).

## Lucile Eaves

Responding to a felt but distinct connection between service and science, Howard hired Lucile Eaves in 1909 as Nebraska's first Associate Professor of Practical Sociology (Howard 1927).<sup>11</sup> Among several other courses, Eaves taught a general course in statistics and trained graduate students in the Investigation of Social Problems. Beyond the classroom, Howard (1927: 11) recalled:

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

Howard described Eaves' classroom teaching and community service work as connected but nonetheless distinct activities. With time, the University failed to meet Eaves' salary expectations and she left Nebraska in 1915.

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<sup>9</sup> Warner, Ross, and Howard had all been close colleagues at Stanford University prior to Warner's death in early 1900 and the notorious dismissal of Ross together with the forced resignation of Howard (for supporting Ross) at the close of 1900 (Hill 2009).

<sup>10</sup> Nebraska's sociological jurist, Roscoe Pound, observed on his return from the Congress on Uniform Divorce Laws in 1906 that "In every instance . . . Dr. Howard's work on marriage was referred to as the authority. It was considered by every member present to be the first of all works on that subject" (quoted in Hill 1989: 306).

<sup>11</sup> Eaves (1869-1953) earned her A.B. at Stanford (1894), studied at the University of Chicago, and completed the Ph.D. at Columbia (1910). After Nebraska, she became Director of Economic Research at the Women's Educational and Industrial Union, in Boston, and a lecturer in Simmons College. See also, Eaves (2000), Deegan and Hill (1991), and Hill (2000c).



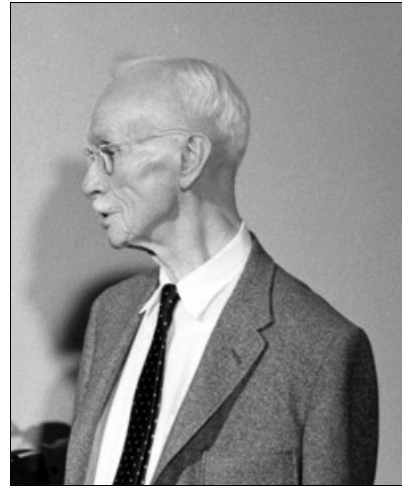
Warner



Eaves



Williams



Le Rossignol

Figure 2.1  
Precursors of Objective Empiricism at the University of Nebraska



Figure 2.2 — Alan B. Knox,  
Head of the Office of Adult Education Research

## **Hattie Plum Williams**

In Eaves' wake emerged Hattie Plum Williams, a newly minted Ph.D. trained by Howard and Eaves, who took up the vacated post of Practical Sociology (Howard 1927; Hill and Deegan 1991). Williams' (1916) dissertation on the social aspects of Russian German immigrants in Nebraska included a section on "Birth and Death, Marriage and Divorce Statistics," establishing a departmental tradition of demographic analysis. Williams continued the work of teaching students how to execute sociological investigations among myriad social agencies in eastern Nebraska. The detailed seminar reports prepared by Williams' students remain to this day a tantalizing trove of organizational data and description.<sup>12</sup>

### **The Bureau of Business Research (BBR)**

The impetus to interrogate the social world through data collection also surfaced in cognate social science departments. In 1922, economists at Nebraska, led by J.E. Le Rossignol, established the Bureau of Business Research (Switzer 1972).<sup>13</sup> The BBR was organized along the lines of similar units then recently established at Harvard, Northwestern University, and New York University. By 1964, the BBR had four full-time staff members, a Director, a Statistician, a Research Associate and a Secretary, "aided by five or more graduate research assistants, a part-time draftsman, and several part-time statistical clerks and typists" (Switzer 1972: 10). The BBR continues as an active operation with offices in the College of Business Administration.<sup>14</sup>

### **Hattie Plum Williams and the National Commission on Law Observance and Enforcement**

Within the Department of Sociology, a direct precursor to the type of objectively-defined empirical service work conducted by the Bureau of Sociological Research today was Hattie Plum Williams' data collection effort on behalf of the National Commission on Law Observance and Enforcement (NCLOE) during 1931. The organization and blow-by-blow details of Williams' unique accomplishment are

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<sup>12</sup> See the Hattie Plum Williams collection in the archives of the Nebraska State Historical Society.

<sup>13</sup> LeRossignol (1866-1960) earned his A.B. at McGill College in Montreal and took his Ph.D. at the University of Leipzig (1892). He was also a decided humanist, his non-fiction works included: *Little Stories of Quebec* (1908), *The Beauport Road* (1928), *The Flying Canoe* (1929), and *The Habitant-Merchant* (1939).

<sup>14</sup> An academic "self-study" completed in 1987 presents the mission and accomplishments of the BBR in considerable detail (Bureau of Business Research 1987). Updates concerning recent projects are found on the BBR's website.

recounted elsewhere (Hill 1988b). Suffice it to say that the NCLOE provided Nebraska with an opportunity to demonstrate its collective sociological research acumen, a call met entirely by Hattie Plum Williams. Significantly, the task of collecting data for the NCLOE departed from the previous orientation of data collection by the students of Warner, Eaves, and Williams. Whereas students were trained how to discover and assemble data *about* social agencies and their clients, Williams was now tasked with collecting raw quantitative data *for* a social agency, specifically the NCLOE.<sup>15</sup>

Williams' (1933a, b) studies of the cost of criminal justice in Omaha and Lincoln were modeled, as bureaucratically required, chapter for chapter, table for table, on a prior NCLOE pilot study of Rochester, New York. Williams' studies incorporated data from the U.S. Census; state and local statutes; and other local sources, including clerks of court, police departments, and county treasurers. In each report, the assembled data outlined the social and economic conditions in each city, followed by detailed description of the cost of operating police services. An accounting of the dollar costs of prosecution in the criminal justice system was provided and the dollar costs of operating the criminal courts (including the county court and the juvenile court) was specified. Williams also analyzed the comparative costs of trials in criminal and civil cases. The costs of penal and corrective treatment (including probation, county jail, and juvenile detention) were documented. The final portion of each study presented a summary and discussion of the collected data.

With the important exception that Williams received not a penny for her Herculean efforts, her work was similar in many ways to contract research subsequently undertaken *for* various agencies and other entities by the Bureau of Sociological Research. But, the NCLOE project was a one-time thing. It had no lasting organizational legacy at Nebraska and Williams herself was physically exhausted by the ordeal. It took the establishment of BOSR in 1964 to create a standing, on-going sociological research unit on the Nebraska campus, a unit ready to accommodate the quantitative data collection needs of local agencies, administrators and sister departments campus-wide, as well as faculty and students in the Department of Sociology *per se*.

### **Alan Knox, Alan Booth, and the Office of Adult Education Research**

The arrival of Alan B. Knox on the University of Nebraska campus in 1960 resulted from a generous grant made by the Kellogg Foundation to encourage continuing education.<sup>16</sup> Unbeknownst at the time, Knox' research program played

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<sup>15</sup> Williams' data was assembled with that collected by researchers in other states to form the empirical basis of the NCLOE's *Report on the Cost of Crime* (Washington, DC: United States Government Printing Office, 1931).

<sup>16</sup> The former Center for Continuing Education on the UNL East Campus was the principal physical outcome of the Kellogg grant. It was still a sparkling new facility when this author spent a week there as a highschool student participating in Cornhusker Boys State during the summer of 1962.

an instrumental part in the subsequent BOSR story: Knox hired Alan Booth in 1963 to be his Research Associate in the Office of Adult Education Research, a unit located within the University Extension Division. Booth later became the second BOSR Director, but that is getting ahead of the story. While working in the University Extension Division with Knox, Booth simultaneously completed his Ph.D. in sociology at Nebraska in 1966 using — in his dissertation — data collected by Knox and the Office of Adult Education Research.

Knox was introduced to the Lincoln community by a short article in *University of Nebraska News* that summarized his prior work and experience:

Dr. Alan Knox has recently joined the staff of the Nebraska Center for Continuing Education as the Head of Evaluation and of Training for Leaders in Adult Education.

Dr. Knox comes to Nebraska with an excellent background in continuing education. His latest position was Program Administrator for Liberal Education for Adults at Syracuse University, New York.

He received a B.A. degree in Humanities, an M.A. degree in Art, an M.Sc. in Administration and an Ed.D. in Adult Education from Syracuse University.

During the years he worked toward graduate degrees, Dr. Knox gained valuable experience in different aspects of education. He taught in the secondary schools in New York State; he was an Instructor of Art at Syracuse University; he served as Administrator for the retired Adult Program for the Syracuse public school system; and was the Administrator of the University Theater on the Syracuse campus. He spent a year in teaching and research in adult education. The Adirondack Conference Centers, specializing in resident adult education programs, were administered by Dr. Knox as part of the Syracuse University adult program. He spent one winter at the University of Chicago studying adult education in a special workshop. (“Dr. Alan Knox Now On Staff” 1960: 3).

Knox (1990) later observed that his work at Nebraska brought him into contact with adult education leaders from across the country. It also brought him into contact with sociologists. Significantly, in a paper written during the autumn of 1963 on “Adult Education Research Arrangements within University Adult Education Divisions,” Knox offered the following composite model for research at an unnamed larger university:

[At] Alpha University, located in a larger city, . . . It soon became apparent [to the new dean] that . . . there were many important researchable questions that, to the best of his knowledge, were unanswered. About two years ago the Dean decided to do something to encourage research related to adult education, in hopes

that some of the findings might be useful to him and to his staff. During one semester he did the following . . . .

2. Arranged for a graduate student from the sociology department to study mass communications and personal influence as they affect decisions of adults to participate in educational programs. The graduate student did so under a one year research assistantship established as a line item in the adult education division budget . . . .

A year and a half later, the Dean included in his annual report, the following reference to adult education research . . . .

. . . [The research committee] has also served in an advisory capacity to the graduate student from sociology who was a research assistant in the Division during the past year. The research report prepared by the research assistant has been most useful and the division has altered some of its program promotion practices for the coming year along lines suggested by the research report . . . . The research assistant has also, with the advice of the research committee members, worked with one of the Division staff members on evaluation of several new non-credit programs.”<sup>17</sup>

Knox clearly welcomed the contributions that sociologists could make to his program in the Office of Adult Education Research at Nebraska. Knox’ characterization of the work done by an unnamed sociology “graduate student” was a surprisingly prescient (if not an actual) account of Alan Booth’s input following his arrival on the Lincoln campus in spring 1963. In addition to hiring Alan Booth, Knox also worked at this time with Richard Videbeck (who had earlier earned a Ph.D. in sociology at Nebraska in 1953)<sup>18</sup> and persuaded Alan Bates, then Chair of the sociology department, to prepare a presentation on “Selected Sociological Conditions in the Great Plains: Implications for Liberal Adult Education.”<sup>19</sup>

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<sup>17</sup> Alan B. Knox, prepared a report for the Center for the Study of Liberal Education for Adults, fall, 1963, titled “Adult Education Research Arrangements within University Adult Education Divisions,” Teachers College, Extension Division, Adult Education Research Publications, RG 23-21-03, University Archives and Special Collections, University of Nebraska-Lincoln.

<sup>18</sup> See, for example, Knox and Videbeck, undated, “Influence of Adult Life Cycle Experience on Participation in Educative Activity,” Teachers College, Extension Division, Adult Education Research Publications, RG 23-21-03, University Archives and Special Collections, University of Nebraska-Lincoln.

<sup>19</sup> Alan P. Bates, abstract of an undated paper titled, “Selected Sociological Conditions in the Great Plains: Implications for Liberal Adult Education,” Teachers College, Extension Division, Adult Education Research Publications, RG 23-21-03, University Archives and Special Collections,



### *Alan Booth Comes to Nebraska*

Like Knox before him, Alan Booth's arrival in Lincoln was announced via a short article in the April 1963 issue of *University of Nebraska News*:

Alan Booth is now a member of the staff of Adult Education Research as Research Associate, assisting Dr. Alan Knox. Mr. Booth is in charge of Program Development in the area of Liberal Education for Adults in the Extension Division.

Prior to coming to the University of Nebraska campus, Mr. Booth was the Supervisor of the Communications Program at the University of British Columbia in Vancouver. In this position he conducted research in mass communication and professional development programs for broadcasting and newspaper personnel. He also taught graduate courses in the area of research and in the theory of mass communication. In 1959 he served as Assistant to the director of the Office of Continuing Education at Antioch College in Yellow Springs, Ohio.

Mr. Booth is a graduate of Antioch College. He received an M.A. degree in the field of Adult Education and Communications from the University of California at Los Angeles. He is a member of the American Sociological Association, the Adult Education Association, and the American Association for Public Opinion Research. ("Alan Booth Joins Research Staff," 1963:1).

Suffice it to say, when Booth arrived in Lincoln to start work in the University Extension Division and begin doctoral studies in sociology, he was already an accomplished professional. An example of Booth's work for Knox includes an undated demographic analysis of the "Audience for Liberal Adult Education in Nebraska."<sup>20</sup>

### *Knox, Booth, and the Nebraska Baseline Study*

Prior to Booth's arrival, Alan Knox completed the "Baseline Study of Adult Participation in Nebraska" during 1960-1962. In this study, his Office of Adult Education conducted interviews with 1,500 Nebraskans. Knox and Anderson (1964) described the sample:

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University of Nebraska-Lincoln.

<sup>20</sup> Alan Booth, undated, "Audience for Liberal Adult Education in Nebraska," Teachers College, Extension Division, Adult Education Research Publications, RG 23-21-03, University Archives and Special Collections, University of Nebraska-Lincoln.

The adults with whom we visited in 1961-62, lived in many Nebraska communities; both urban and rural counties; both western and eastern areas. Both men and women were included, as were people of all ages from 21 through 69. The characteristics of the Nebraskans, with whom we visited were compared with all adults in the state, as described in the 1960 United States Census reports for Nebraska, and they represented the state in important ways.

The results of this study, financed entirely by a grant from the W.K. Kellogg Foundation, were accessibly summarized in *Living in Nebraska: A Report on Characteristics, and Interests of Nebraska Adults* (Knox and Anderson 1964).

Knox' study became integral to Booth's (1966) doctoral dissertation work in sociology. Specifically, Knox "contributed many incisive observations and . . . made the data collection possible through the provision of research facilities" (Booth 1966: ii). Further,

The data to test the twelve hypotheses proposed in Chapter II was collected by means of 60- to 90-minute interviews conducted by trained interviewers in the Spring of 1965. The questions pertaining to the present study were contained within an interview schedule designed in connection with the Nebraska Adult Interests Study under the aegis of the University of Nebraska Office of Adult Education Research. The Nebraska Adult Interests Study is a longitudinal study which began in 1961. At that time, 1500 adults were in the sample interviewed. (Booth 1966: 35).

During 1965, Knox moved from Nebraska to a post at Columbia University. This left Booth in charge of the project while simultaneously writing his dissertation, "Personal Influence and The Decision to Join Voluntary Organizations."<sup>21</sup> Upon completing his doctorate, Booth joined the sociology faculty in 1966, first as a joint appointment with the University Extension Division. In the meantime, in 1964, the department of sociology established the Bureau of Sociological Research. This was, however, not the first organization to adopt the moniker: "Bureau of Sociological Research."

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<sup>21</sup> The sociologists on Booth's dissertation committee included: Nicholas Babchuk (chair), Bernard C. Rosen, Jerry S. Cloyd, and Otto G. Hoiberg. The external member was Robert E. Dewey.

### Other “Bureaus of Sociological Research”

WHEREAS DOZENS of sociological research organizations were established during the first half of the twentieth century, only a handful adopted the specific title: Bureau of Sociological Research. Detailed descriptions of these identically named sister organizations have yet to be written. Taken together, their histories permit an inventory the varieties of work that have, historically, been organized under the concept of a “Bureau of Sociological Research.” This inventory provides a comparative framework within which to compare and contrast the subsequent work at Nebraska’s Bureau of Sociological Research. Five known examples are briefly identified below:

(1) In Kansas City, according to Halbert (1919: 222), a “bureau of sociological research” was created as a city agency:

The original [1908] ordinance establishing the Board of Public Welfare gave it general power to investigate the condition of living among the people and, under this power, a bureau of sociological research was established. This bureau first surveyed the charities of the city, in which work it was assisted by Mr. Francis H. McLean. During the same year, it made an extensive study of the social evil in Kansas City, filling out individual schedules on 554 inmates of the 121 recognized bawdy houses which then existed in Kansas City. A study of unemployment was also made the first year. These three studies were published in the second annual report.

(2) As early as 1909, there was a Bureau of Sociological Research with a registered corporate office in Manhattan, headed by William A. Russell (about whom little else is presently known by this writer).<sup>22</sup> The Bureau was presumably involved in social reform issues. For example, the *New York Times* reported in an article titled “Good Milk Saves Babies” (1909: 4) that the report of the Milk Committee “has just been made public by the Bureau of Sociological Research.”<sup>23</sup>

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<sup>22</sup> See *The Trow (formerly Wilson’s) Copartnership and Corporation Directory of the Boroughs of Manhattan and the Bronx, City of New York* (New York: Trow Directory, March 1909, p. 114).

<sup>23</sup> Clean milk campaigns in several cities grew in response to the artificially high mortality rate for children caused by diseases borne by unpasteurized milk.

(3) A Bureau of Sociological Research was established at the University of Colorado and was apparently active by at least the 1930s. According to the finding aid for the archival papers of Professor Emeritus Edward Rose, who died in 2002, the collection at the University of Colorado includes “records compiled in a house-to-house survey conducted in Boulder by the Bureau of Sociological Research in the 1930s. Questions include name, address and church and group affiliations.” Rolf Kjolseth, now Professor Emeritus at Colorado notes, “I cannot give you a date as to when the Bureau of Sociological Research began but my impression is that it was in the late 40's or early 1950's. I believe Edward Rose (Sociology), Omar Stewart (Anthropology) and Ruben Zubrow (Economics) — now all deceased — were the principal founders.”<sup>24</sup> The Bureau, given the acronym BSR, was still an active concern in the 1960s. A brief report in *The American Journal of Sociology* noted that, “Judson B. Pearson who has been newly appointed director of the Bureau of Sociological Research, is engaged in the preparation of a volume in statistics and research methods” (“News and Notes” 1961: 624). Significantly, the Colorado BSR was the initial home for Elaine Seymour’s ethnographic investigations, to wit:

I set up a research group under the BSR at CU some 25 years ago. However, we subsequently moved out of that unit and became “Ethnography & Evaluation Research” under two other CU centers. We are a multi-disciplinary group that has focused on research and evaluation projects within STEM higher education. The Center for Science Learning is our current “home.” While we were part of BSR, our best-known work was, “Talking about Leaving: Why Undergraduates Leave the Sciences” (Seymour E and Hewitt NM, 1997, Westview Press). My research team has recently combined with a team from the University of Wisconsin (WCER) to repeat the study in an augmented form.<sup>25</sup>

The early origins as well as the eventual fate of the Colorado BSR per se remain undocumented at this writing, but the unit apparently dropped off the administrative radar in 2003<sup>26</sup> and may have been absorbed by the Institute of Behavioral Research.

(4) The University of Tennessee once had a Bureau that conducted and published what became a much-cited study, *The People of Tennessee: A Study of Population Trends* (J.B. Knox 1949). Further, in the early 1950s, Russell R. Dynes, who later served as the Executive Officer of the American Sociological Association from 1977 to 1982, co-authored a report with William E. Cole on *Homes for the*

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<sup>24</sup> Personal communication, November 21, 2013.

<sup>25</sup> Personal communication, November 19, 2013.

<sup>26</sup> The last listing in campus directories for the Bureau of Sociological Research at the University of Colorado Boulder is 2003.

*Homeless in Tennessee* — and it too was published by the Bureau of Sociological Research, in 1951.

(5) And finally, the Bureau of Sociological Research headed by Lt. Alexander H. Leighton, a sociologist in the U.S. Naval Reserve, conducted a set of researches during the forced internment of Japanese-American citizens during World War II. At least one article appeared listing the corporate author as: The Bureau of Sociological Research Colorado River War Relocation Center (for example, 1943: 150), with the following explanatory note:

The Sociological Research project of the Colorado River War Relocation Center is directed at improving administration by the use of applied psychology and social anthropology. It is sponsored jointly by the U. S. Navy, the U. S. Indian Service, and the War Relocation Authority. The personnel is as follows: Lt. Alexander H. Leighton, (MC) USNR— Co-ordinator, E. H. Spicer, Ph.D., Elizabeth Colson, M.A., Tom Sasaki, A.B., Chica Sugino, A.B., Hisako Fujii, Misao Furuta, Iwao Ishino, Mary Kinoshita, June Kushino, Yoshiharu Matsumoto, Florence Mohri, Akiko Nishimoto, Jyuichi Sato, James Sera, Gene Sogioka, George Yamaguchi, Toshio Yatsushiro, and Kazue Uyeno.

This project was active from 1942 to 1944, on the basis of which Leighton (1945) wrote *The Governing of Men: General Principles and Recommendations Based on Experience at a Japanese Relocation Camp*. The archival records of the Bureau's work are found among the Japanese-American Relocation Center Records, 1935-1953, Collection No. 3830, Division of Rare Manuscript Collections, Cornell University Library.

These brief sketches indicate that a lively range of research activity has taken place, historically, under the rubric: "Bureau of Sociological Research." The name was neither unique nor without precedent when it was adopted at Nebraska in 1964.

## 1964 – Founding the Bureau of Sociological Research

THE SOCIAL and political milieu in 1964 — amid which the Department of Sociology formally announced the establishment of the Bureau of Sociological Research — was a mixture of the momentous, the notorious, and the mundane. The year opened with President Lyndon B. Johnson, delivering his first State of the Union address, emphatically declaring a “War on Poverty.” Michelle LaVaughn Robinson (*now* Obama) was born on 17 January. In February, The Beatles launched a U.S. tour and appeared for the first time on American television on the *Ed Sullivan Show*. A boxer then named Cassius Clay (*subsequently* Muhammad Ali) defeated Sonny Liston to become heavyweight champion of the world. In March, in what soon became a textbook example of bystander apathy, thirty-eight neighbors of Kitty Genovese ignored her cries for help as she was stabbed to death in New York. Later that month, the television game show *Jeopardy!* debuted on NBC. In April, Sidney Poitier became the first African-American to win an Academy Award for Best Actor and Nelson Mandela gave his “I Am Prepared to Die” speech during the South African apartheid trial wherein Mandela was eventually sentenced to life imprisonment. Civil rights workers, Michael Schwerner, Andrew Goodman, and James Chaney, were murdered by white racists in Mississippi in June and — in July — President Lyndon Johnson signed the Civil Rights Act of 1964 into law. In August, Congress passed the Gulf of Tonkin Resolution, giving President Johnson greatly widened war powers in Vietnam. In early autumn, a vigorous student protest in California signaled the start of the Berkeley Free Speech Movement. Dr. Martin Luther King, Jr., received the Nobel Peace Prize for his fight against racial injustice in the United States. In November, Lyndon B. Johnson soundly defeated Barry Goldwater in the U.S. presidential election. The U.S. Supreme Court ruled in December in *Heart of Atlanta Motel v. United States* that establishments providing public accommodations could no longer discriminate on the basis of race.

Closer to home, Frank B. Morrison, a Democrat, was Governor of the State of Nebraska in 1964. Roman Hruska and Carl Curtis, both Republicans, comprised Nebraska’s delegation to the U.S. Senate. Nebraska’s total population, during 1964, grew by less than one half of one percent with a year-end total of 1,489,375.<sup>27</sup> University of Nebraska athletes competed in the Big Eight Conference and Bob Devaney was the head football coach. Clifford Hardin was Chancellor of the University and enrollment reached 12,900 students.<sup>28</sup> The Department of Sociology was quartered in a suite of offices in the Social Sciences Building (*now* the College

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<sup>27</sup> *Business in Nebraska*, No. 247 (April 1965): 1.

<sup>28</sup> Sawyer (1973: 216). In the ten years from 1960 to 1969, enrollments rose from 8,711 to 19,618.

of Business Administration). Sociology experienced undergraduate enrollments of 2418 and 38 graduate students.<sup>29</sup> Social justice issues began to be discussed on the Lincoln campus, for example (Sawyer 1973: 255):

During the 1964 spring vacation, a small group of students from the University of Nebraska joined with other students in a voter registration campaign in North Carolina under the sponsorship of the National Young Women's Christian Association. That same semester the *Daily Nebraskan* featured a series of articles on the status of black students at the University of Nebraska. The articles concluded that many black students were subjected to racial discrimination.

At year's end, as droves of Nebraska football fans headed south for the Cotton Bowl,<sup>30</sup> Dr. Martin Luther King, Jr., arrived in Lincoln to address the Methodist Student Movement at Pershing Auditorium on December 30, 1964.

Against this background, starting in 1964, the years ahead held many changes, including the establishment and evolution of the Bureau of Sociological Research.

### **The Founding Faculty**

The Bureau of Sociological Research was a corporate faculty creation. During 1964, six sociologists formed the core faculty of the Department: Professors Alan P. Bates (Chair)<sup>31</sup> and Nicholas Babchuk, Associate Professors Bernard C. Rosen<sup>32</sup> and Herman Turk, and Assistant Professors Jerry S. Cloyd<sup>33</sup>, and Curt

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<sup>29</sup> "University of Nebraska Office and Classroom Building, City Campus, 1966-68: A Prospectus Setting Forth Needs of Departments Tentatively Designated to Occupy the Building," UNL Buildings and Grounds, Box 18, RG 29-01-07-03, Archives and Special Collections, University of Nebraska-Lincoln Libraries.

<sup>30</sup> In his centennial history, Sawyer (1973: 260) observed, ". . . it was football that the 1960s will be remembered for by Cornhusker fans."

<sup>31</sup> Bates, the author of the then widely-respected *The Sociological Enterprise* (1967), was a humanist of considerable vision who, as Chair, encouraged the work of his more objectivist-empiricist colleagues. It was my privilege to work with Professor Bates as a Teaching Assistant when he not only assigned a sophisticated existentialist sociology text to introductory students but also expected them to read it, understand it, and analytically apply the concepts therein directly to their own lives. See also Whitt and Deegan (2001).

<sup>32</sup> During this time period, Rosen went officially on leave to Sao Paulo, Brazil, to complete work associated with an NIMH grant for cross-cultural studies. Thus, the record is not clear if he was present when the decision was made to establish the Bureau.

<sup>33</sup> Cloyd served, years later, as a member of my Ph.D. committee in Sociology.

Tausky<sup>34</sup> (Figures 4.1a, b). As a group, they represented training obtained at a variety of schools (Table 4.1) although none attended the University of Chicago.<sup>35</sup>

This band of scholars sent the following formal announcement that subsequently appeared in the *American Sociological Review* under the heading of news from Nebraska:

**Established:** By the department, the Bureau of Sociological Research. (“News and Announcements” 1964: 757).

The extant documentary record — as currently known — does not reveal the discussions and deliberations that led to the creation of BOSR.<sup>36</sup> At this writing, the other documentary evidence that BOSR was in fact established during 1964 are first, a College of Arts and Sciences planning document (University of Nebraska 1966-1967) which gives 1964 as BOSR’s starting date, and second, Herman Turk’s curriculum vita stating that his appointment as BOSR Director began in 1964.<sup>37</sup>

### **Herman Turk — The First BOSR Director**

Herman Turk served as BOSR Director from 1964 to 1966. The founding Director was born on May 29, 1924, in New York City. The documentary record is currently silent as to what he may have accomplished as BOSR Director, but the main outlines of his professional life are succinctly drawn in the obituary by Treas and Barbera (1995) published in *Footnotes*:

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<sup>34</sup> For the record, Joyce O. Herzler and James M. Reinhardt shared an office in the Sociology Department quarters in the Social Sciences Building at this time but both were now retired with the rank of Professor Emeritus. Former Professor Emeritus Hattie Plum Williams died in 1963. Otto G. Hoiberg held an appointment in Sociology but his main duties were as Head of Community Development in the University Extension Division and his office was located in Nebraska Hall rather than the Social Sciences Building. Richard L. Meile held an unfunded joint appointment in Sociology, but his main work was as Assistant Professor of Neurology and Psychiatry in the Nebraska Psychiatric Institute and he lived in Omaha (he later transferred full-time to Sociology in 1967). During this time, Clyde Nunn and Jerry Behringer were added to the staff as Instructors.

<sup>35</sup> The Chicago school of sociology, about which there is an enormous literature, was central to the evolution of the discipline in the United States. As Lester Kurtz (1984: 1) put it: “Sociology as the scientific study of society became institutionalized, in large part, because of the efforts of the University of Chicago sociologists . . . . The results of their enthusiastic efforts set the agenda for much of American sociology . . . . It is impossible to understand the development of sociology as a discipline without understanding the contributions of the Chicago sociologists and the debates that their work engendered.”

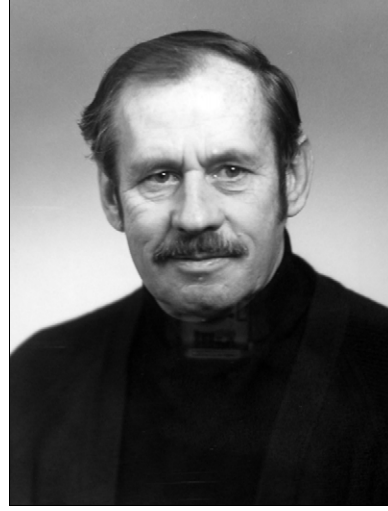
<sup>36</sup> Neither the University of Nebraska-Lincoln Department of Sociology nor the University Archives possess any sociology Department files or records from the 1960s. Unlike Ellwood, Ross, Howard, Williams and Reinhardt before them, the Nebraska sociologists of the 1960s made little or no archival deposits of their personal papers or correspondence.

<sup>37</sup> Herman Turk’s CV, University Archives, University of Southern California.





Bates (Chair)



Babchuk

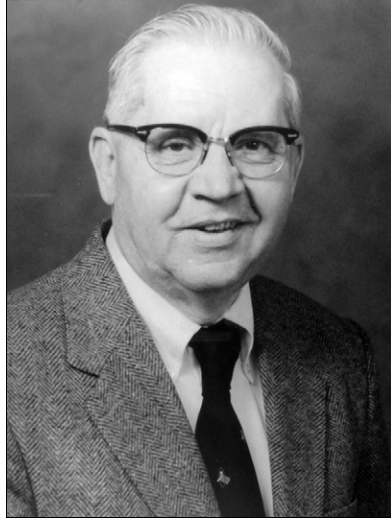


Rosen

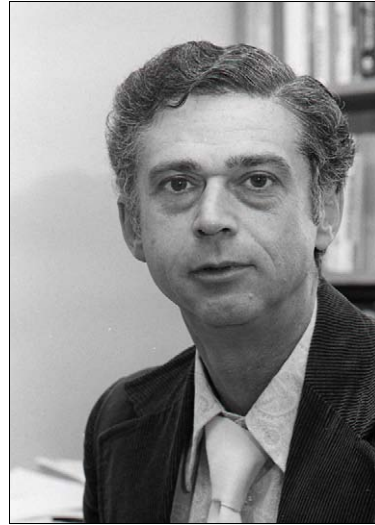


Turk

Figure 4.1a — BOSR's Founding Faculty



Cloyd



Tausky

Figure 4.1b — BOSR's Founding Faculty (continued)

**Table 4.1**

**The Education of BOSR's Founding Faculty**

Bates held three degrees, a B.A. (1938), an M.A. (1940), and a Ph.D. (1950), from the University of Washington. Babchuk earned his B.A. (1947) and M.A. (1950) at Wayne and received his Ph.D. at Washington University in Saint Louis. Rosen had an A.B. (1948) from Temple, an A.M. (1950) from Columbia, and a Ph.D. (1952) from Cornell. Turk garnered a B.S. (1947) from Nebraska in electrical engineering, an M.A. (1952) at Columbia, and a Ph.D. (1959) from American University in Washington, DC. Cloyd started with an S.B. (1948) from Harvard and then earned three degrees, a B.S. (1951), an M.A. (1953) and a Ph.D. (1963), at Nebraska. And, finally, Tausky earned a B.A. (1959), bypassed the master's degree, and went straight for the Ph.D. (1963) at the University of Oregon.

Turk was born in New York City of German immigrant parents, a Lutheran mother and Jewish father both originating from Prussia. His father arrived in the U.S. as a member of a trade commission, but elected to stay on as a representative of German manufacturing companies and later a business columnist for German American publications. At the age of 19, Turk enlisted in the army and through the luck of impersonal selection was sent to a camp in Nebraska to train as an engineer. In 1946, he entered the University of Nebraska; receiving credit for his earlier training at that institution, he graduated with a BS in Electrical Engineering the next year. He took a job as a safety engineer in New York. At a Greenwich Village party, he met Theodore Abel, a Prussian baron and professor of sociology at Columbia University. This chance encounter and several deep discussions with Robert McIver led him to enroll in sociology at Columbia, where he earned his MA under Paul Lazarsfeld. He undertook research in association with George Washington University, the State Department, and NIMH before completing his PhD in 1959.

Herm Turk was an Assistant Professor at Duke University from 1958-1963. He returned to his alma mater as Associate Professor of Sociology at the University of Nebraska from 1963-1966. He moved to the University of Southern California in 1966, serving as Professor of Sociology until his retirement in 1991. At USC, generations of students took his courses in organizations, statistics, social theory, and theory construction . . . .

In addition to directing USC's Laboratory for Organizational Research, he served twice as director of the sociology graduate program . . . .

Turk's professional contributions were many. He served as National President of the Alpha Kappa Delta National Honorary Society, as editor of *Sociological Inquiry*<sup>38</sup> and as chair of the Publications Committee of the American Sociological Association. He was vice-president of the Pacific Sociological Association, an

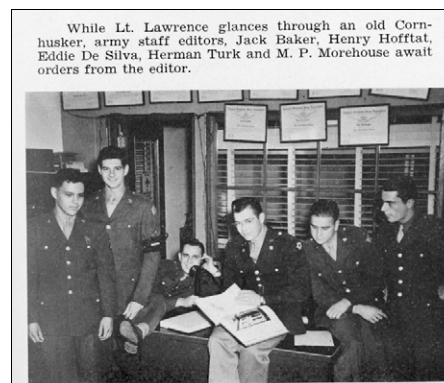


Figure 4.2 — Herman Turk (2<sup>nd</sup> from right) as a Nebraska student, circa 1946.

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<sup>38</sup> 1964 to 1967, thus during his last two years at Nebraska, 1964-1966.

elected member of the Research Council of the International Sociological Association, and a member of the Sociology Panel at NSF. He was visiting professor at the Universities of Wisconsin, Kiel, Cologne, Stockholm, California at Riverside, Puerto Rico, and, in 1992, Haifa.

Herman's scholarly interests were wide-ranging. He published on clinical nursing, combat riflemen, hospitals, cities, elites, influence, sentiments, aging, research methods, stratification, theory, statistics, and Fortran programming. In addition to numerous articles and chapters, he published six books, including an influential [1973] ASA Rose monograph, *Interorganizational Activation in Urban Communities: Deductions from the Concept of System*.

Herman Turk died at age 70 on October 23, 1994, at his home in California.

As a sociologist trained initially in engineering, Turk brought a grounded, applied focus to his subsequent research. The transformation from engineer to social scientist is revealed in his professional record after his discharge from the U.S. Army in 1946. He worked first as a safety engineer from 1947 to 1951. At Columbia, he became a Research Assistant in the Bureau of Applied Social Research. Following the award of his M.A. in 1952, he was appointed, in sequence: Research Assistant, Research Associate, and Research Scientist in the George Washington University Human Resources Research Office, from 1952 to 1957. Concurrently, he directed a comparative study of organizations in the U.S. and Europe and was also a private social science research contractor with the U.S. Department of State. And finally, apparently while starting his doctoral studies, he spent a year as an analyst in the National Institute of Mental Health's Laboratory of Socio-Environmental Studies. In the years just prior to his appointment at Nebraska, he co-directed three relevant research projects at Duke University on (1) the social structure of outpatient services (National Institutes of Health), (2) the role of the psychiatric nurse (National Institute of Mental Health), and (3) the urban roles of the aged (Ford Foundation). Whatever else can be said about Herman Turk, he was extremely well-qualified to help organize and then become the first BOSR Director at Nebraska. With time, systematic archival research may reveal more details about Turk's work in Nebraska as the first BOSR Director as well as the motivation for Turk's move to the University of Southern California in 1966 where he became the Director of the Laboratory for Organizational Research and a full Professor in the Department of Sociology.<sup>39</sup>

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<sup>39</sup> USC had, under the leadership of Emory S. Bogardus (a Chicago-trained former ASA president and long-time editor of *Sociology and Social Research*), developed a program that would have been an attractive fit with Turk's qualifications and experience.

## Alan Booth and the Bureau of Sociological Research

FOR MANY Nebraskans, the names Alan Booth (Figure 5.1) and the Bureau of Sociological Research are essentially synonymous.<sup>40</sup> Upon the completion of his Ph.D. in sociology at the University of Nebraska in 1966, Booth was named to a joint appointment as an Assistant Professor in Sociology and the University Extension Division. And, with the departure of Herman Turk, he was named BOSR Director. In 1967, Booth was assigned exclusively to Sociology and he was made the first full-time Director in BOSR history. The documentary record for the first years of Booth's tenure as BOSR Director is found primarily in three annual reports covering the years 1967 to 1970 (Booth 1968; Booth, Babchuk and Bates 1969, 1970).<sup>41</sup> An invaluable first person account utilized not only here but also in the following chapter is provided in Booth, White, Johnson and Lutze (1980).



Figure 5.1 — Alan Booth

### Governance of the Bureau of Sociological Research

The Bureau was envisioned and realized as a faculty initiative integral to the Department of Sociology. The earliest available full statement regarding the governance of the Bureau is an undated document prepared by David Johnson<sup>42</sup> which stated, in part:

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<sup>40</sup> “. . . at the time [1970-1980] to me Dr. Allan Booth was the Bureau.” Donald F. Costello, Emeritus Associate Professor, Department of Computer Science & Engineering, University of Nebraska-Lincoln, in an unpublished note titled, “Remembering the growth of the Bureau of Sociological Research at the University of Nebraska- Lincoln,” personal communication. In point of fact, the BOSR Directors from 1971 to 1980 were, in turn: David R. Johnson, Hugh P. Whitt, and Lynn K. White.

<sup>41</sup> Office of the Chancellor. Centralized Files of the Chancellor. Academic Files. RG 05-01-01. University Archives and Special Collections, University of Nebraska-Lincoln. These are the only known extant annual reports, save reports for 1986-87, 1995-96, and 2003-2011 (these subsequent reports are available in the Bureau of Sociological Research).

<sup>42</sup> David R. Johnson, “The Bureau of Sociological Research,” undated, Bureau of Sociological Research, Box1, Folder 1, RG 12/22/02, Archives and Special Collections, University of Nebraska-Lincoln Libraries.

The Bureau of Sociological Research is an integral part of the Department. The Bureau shall have a regular staff of (1) a Director, (2) a Bureau secretary, and (3) a complement of administrative and technical personnel. Additional technical and clerical assistants are employed on a temporary basis according to the needs of the funded projects which finance them. In addition, (4) a Governing Board within the Department is consulted on broad matters of policy, and (5) an Executive Committee is responsible for the disbursement of money.

1. The Director is the chief executive of the Bureau of Sociological Research and shall be a permanent member of the sociology faculty. Subject to university hiring policy, he is to be appointed by the Governing Board from the department staff for a three-year renewable term.<sup>43</sup> He is to retain membership in the departmental faculty and participate in instructional duties to the extent that his commitments permit.

2. The Governing Board consists of all members of the Department of Sociology who hold appointments with the rank of assistant professor or above. Symbolizing the extent to which the Bureau is an integral part of the department, the Chairman of the Department of Sociology is to serve as Chairman of the Governing Board of the Bureau of Sociological Research.

3. The Executive Committee (responsible to the Governing Board) consists of the Department Chairman, the Bureau Director, and a senior faculty member to be appointed by the Governing Board for a three-year term. The Executive Committee (1) provides technical advice (when needed) on faculty proposals to maximize the likelihood that they would be funded, (2) rules on requests by Department faculty to operate projects of a highly applied nature through the Bureau, and (3) acts on other matters not involving broad policy questions, but requiring a collective decision.

With such a structure, Alan Booth and the Bureau launched a small number of research projects, administered five grants and contracts, and assisted students and faculty members with programming, key punching, coding, field supervision, interviewing, and routine statistical operations and questionnaire construction. In its first year under Booth's leadership, BOSR completed seven proposals, ranging from

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<sup>43</sup> With significantly different and presumably later wording, Booth, White, Johnson and Lutze (1980: 228) stated: "NASIS is an integral part of the Department of Sociology. Its Director is a full-time faculty member who is elected to a two-year renewable term as both Study Director of NASIS and Director of the Bureau." Regarding the Nebraska Annual Social Indicators Survey (NASIS), see chapter 6, below.

a modest request for an electronic calculator to renewal of an NIMH Training Grant for 1968-69.

The 1967-68 Annual Report proudly announced the acquisition of new equipment:

Three major pieces of new data processing equipment were added to the Bureau's holdings. A grant from the University of Nebraska Research Council made it possible to purchase a Frieden Electronic Calculator.<sup>44</sup> The key punch was replaced by a new model that is more compatible with the languages processed by the University 360 computer. Finally, a reproducing punch was added to complement the sorter and key punch.

The search for money — for equipment, salaries, and other expenses — was a prominent theme in all of the early annual reports. For example, the 1968-69 report advised that:

During the coming year efforts will be made to achieve a broader and more stable source of support. Several promising Federal sources of revenue will be pursued and additional efforts will be made to strengthen our case for State support.

Thus, from the beginning, variations on the money theme became a constant draw on staff time and effort.

At the end of the 1969-70 fiscal year, midway through the Bureau's first ten years, the Annual Report indicated that funding was still problematic:

Attempts were made to obtain a broader and more stable source of financial support for the Bureau. A proposal for a training program in Adult Socialization was submitted to the National Institute of Child Health and Human Development. The proposal obtained a very favorable review and approval, but there were insufficient monies to fund it. Although it is being held over for possible support during the coming year, the outlook is not promising. The Federal Government is withdrawing direct support of graduate training and is attempting to transfer support of such training to student loan programs. We are seeking firmer support for the Bureau from State funds. These efforts are reflected in the budget which was submitted to the Governor. During the coming year

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<sup>44</sup> The cost and primitive nature of calculating equipment at that time now seems hardly credible. But, I recall having to rent a calculator for a month at what was then to me an exorbitant price during the spring of 1967 simply to compute a long series of square roots for a term project in a senior urban geography course at the Municipal University of Omaha.

additional efforts will be made to achieve a more stable source of financial support from other quarters as well. The need for additional equipment is pressing, especially for card files and an electronic calculator. We hope to acquire this equipment during the coming year.

One solution was contract research, but the continual search for — and time devoted to securing and carrying out — contract research projects had a debilitating effect. After a decade, the situation was characterized as follows (Booth, White, Johnson and Lutze 1980: 226):

While receiving some support from federal grants and from the College of Arts and Sciences, contract research seemed to be crucial to providing a full complement of services on a sustained basis. After ten years of experience, however, we had to conclude that contract research was not beneficial to the Department's research program. Large projects taxed the staff and facilities and interfered with providing research services to faculty and students. The periodic and largely unpredictable schedule of contract research made it difficult to maintain a staff. Perhaps more important, none of these contract research products led to a single piece of scholarly research, not even a single thesis, in spite of large inputs of faculty time.

Thus, a new plan was devised. The result was the Nebraska Annual Social Indicators Survey (NASIS), discussed in Chapter 6, below.

### **The Use of BOSR Resources in Sociology Dissertations**

Alan Booth made provision of research services for faculty and students a central feature of BOSR. Indeed, Booth was helping students while he himself was a doctoral candidate. Like Booth (1966) in his own dissertation, Jerry Bode (1967: 24) used “a sample of some 1,381 Nebraska residents who had previously participated in research carried out by the University of Nebraska Office of Adult Education Research (OAER)” from 1961 to 1965.<sup>45</sup> Specifically, Bode acknowledged his indebtedness to Booth who was then a Research Associate in the Office of Adult Education Research from 1963-1965:

Not only did he consent to the use of the sample described, but he gave freely of his time in advising on matters of survey research technique and methods, made available the facilities, files, and resources of his office, and cooperated fully in the entire research

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<sup>45</sup> See Chapter 2, above.



task. His help, and that of members of his staff, is sincerely appreciated.

After Booth became BOSR Director, the first three Annual Reports indicate that the number of sociologists who used its facilities or consulted BOSR staff increased steadily from year to year. Student use trailed somewhat behind that of the faculty, but students did turn to BOSR on many occasions. As one possible indicator of impact on advanced graduate students, we can examine doctoral dissertations and look for references to BOSR. This was done here starting with 1964 and for the first fifteen years thereafter.<sup>46</sup> Although BOSR was formally established in 1964, it is reasonable to expect a degree of lag before references to BOSR begin to appear in completed dissertations. In sum, the lists in Hill (2000e) show that 65 Ph.D. sociology dissertations were completed at Nebraska from 1964 to 1980.<sup>47</sup> Of these, 20 made specific reference to BOSR services, facilities, staff, and/or BOSR publications.

In December, 1969, Alvin J. Schmidt (1970: ii) became the first doctoral student to clearly acknowledge BOSR assistance:

A word of thanks is also extended to Dr. Alan Booth, Director of the Bureau of Sociological Research, for making available himself, his staff, and the computer facilities.

Schmidt's acknowledgment was typical of those who used BOSR facilities and who subsequently remembered to credit the Bureau *per se*.<sup>48</sup>

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<sup>46</sup> It was a straightforward matter to download digital copies of the requisite dissertations, process them with optical character recognition (OCR) software, and then search each text for references to "Bureau," "BOSR," "NASIS," and "annual social."

<sup>47</sup> Hill (2000e) incorrectly attributes the 1974 dissertation by Hass to sociology. It was, in fact, completed under the auspices of the Department of Psychology.

<sup>48</sup> It should also be noted that since the BOSR Director is also a faculty member, some students may simply thank the person as a professor rather than as a BOSR Director. Further, some students contracted with BOSR secretaries as independent typists, not as BOSR employees, to type their dissertations and perform other work.

THE  
DIRECTORS  
OF THE  
BUREAU OF SOCIOLOGICAL  
RESEARCH

UNIVERSITY  
OF  
NEBRASKA-LINCOLN

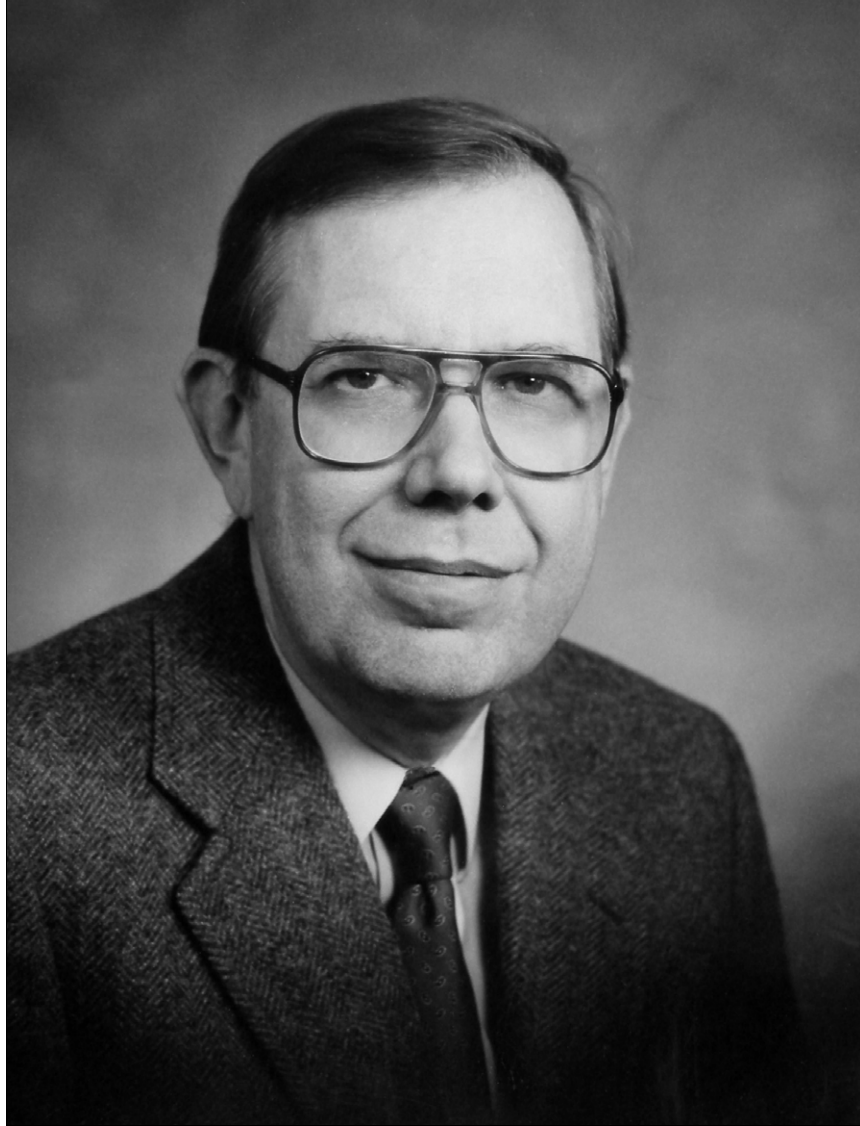
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A PHOTOGRAPHIC PORTFOLIO  
1964 – 2014

THE PHOTOGRAPHS ARE  
CHRONOLOGICALLY ARRANGED  
IN ORDER OF  
FIRST APPOINTMENT AS DIRECTOR



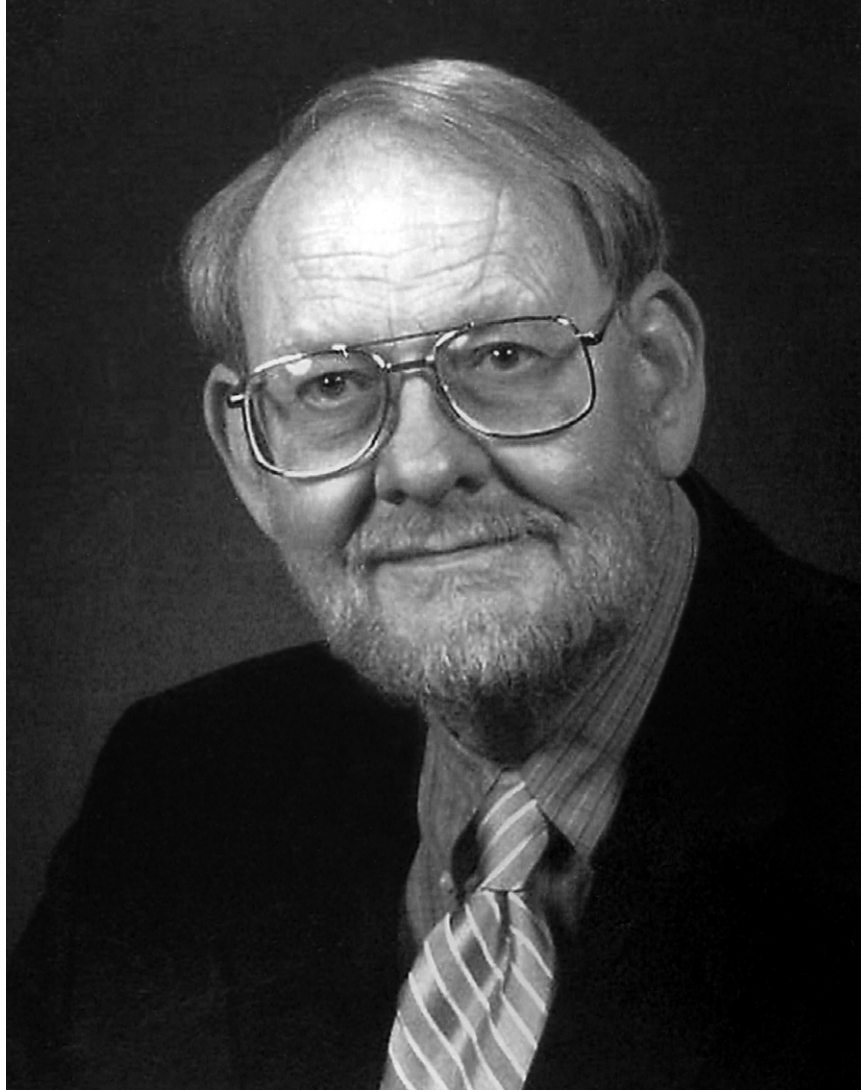
HERMAN TURK



ALAN BOOTH



DAVID R. JOHNSON



HUGH P. WHITT

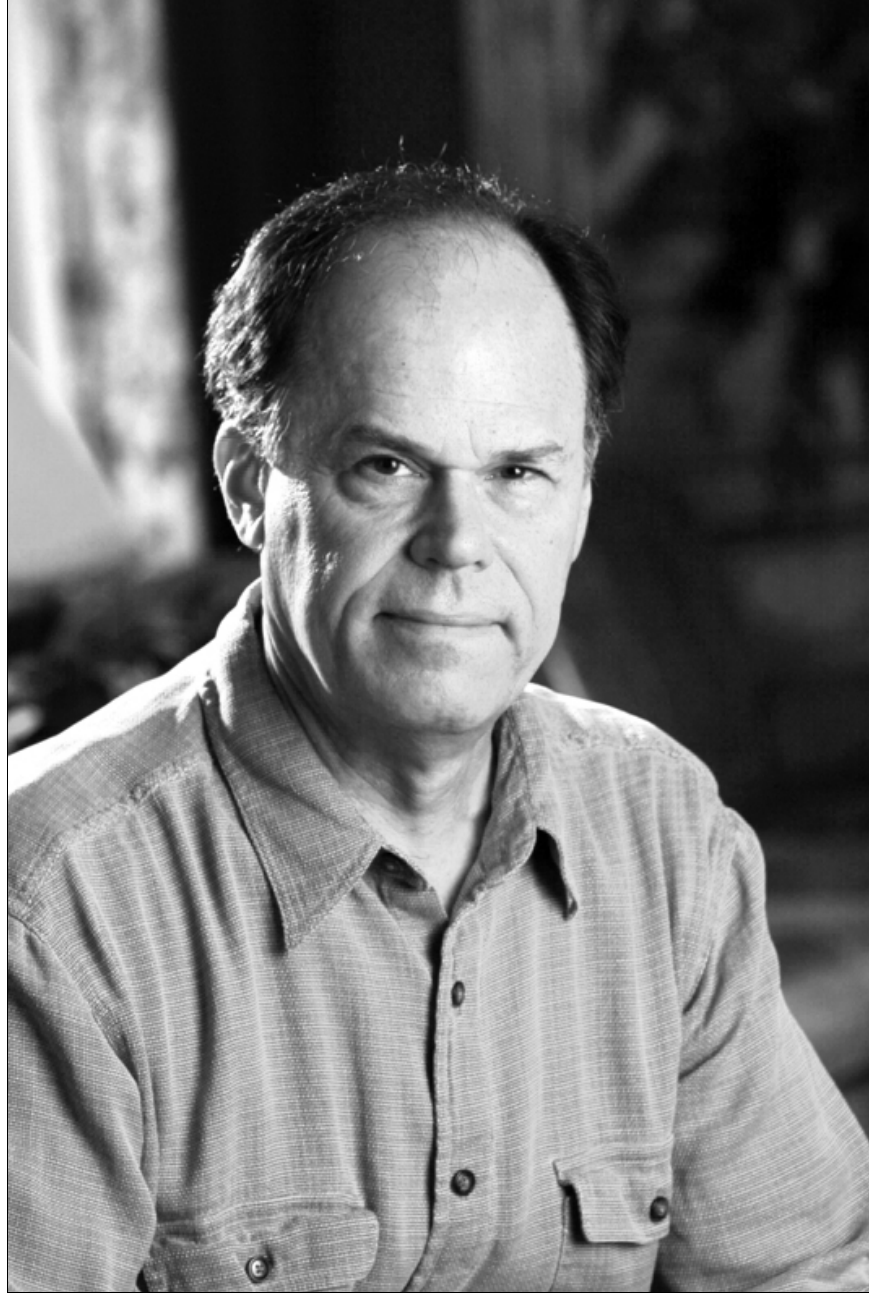


LYNN K. WHITE





HELEN A. MOORE



D. WAYNE OSGOOD



LAURA A. SANCHEZ



DAN R. HOYT



JULIA McQUILLAN



PHILIP SCHWADEL



JOLENE D. SMYTH

## The Nebraska Annual Social Indicators Survey

AS BOOTH and his colleagues saw it, the solution to the Bureau's chronic fiscal problem lay in creating a research product for which any number of State agencies in Nebraska would be willing to pay a regular annual fee. Thus, the Nebraska Annual Social Indicators Survey (NASIS) came to life. This logic and the process of developing NASIS are described by Booth, White, Johnson and Lutze (1980: 226):

One of the factors which led to a disillusionment with contract research was the gross inefficiency and wastefulness of the contract research we were doing. No sooner had we completed a statewide survey for one agency, than another would request a similar survey of the same population, asking about half of the same questions. This suggested to us that perhaps we could manage in one statewide survey each year to produce, efficiently, contract survey data for state agencies, regularize our work schedule, and produce data for basic social science research.

With encouragement from University officials and a small seed money grant from the College of Arts and Sciences, the Bureau campaigned for clients. On offer was the opportunity, for a fee, to include questions on a statewide omnibus telephone survey of Nebraska residents, to be conducted annually. Major selling points included, first, the calculation that, via NASIS, the Bureau could collect data needed by any given State agency far more economically than could the agency itself. Second, each agency could benefit from potential access to the NASIS database as a whole, and third, over time, NASIS would provide baseline data permitting retrospective analyses and comparisons.

The questions included on NASIS "are designed to meet the data needs of a diverse group ranging from sociological researchers to health planners" (Johnson 1997: 1). Specifically:

Each year's interview is divided into three parts: core questions, basic research questions, and contractor's questions. In a typical survey, 25-30 minutes are sold, 8 minutes are core questions, and 7-12 minutes are basic research questions. The core questions consist of basic demographic variables and selected indicators of quality of life. The demographic questions cover age, sex, family status, education, migration, employment, ethnicity, religious affiliation, marital history, income, and residence (community and housing). The quality of life items solicit respondent's satisfaction with community, neighborhood, job, family, and financial prospects. Items dealing



with the individual's health, political participation, and personal safety are also asked. (Booth, White, Johnson and Lutze 1980: 227-28).

Approximately 1,800 surveys were conducted annually, alternating between cross-sectional and longitudinal panels. When NASIS was first initiated, each contractor or "buyer" paid \$1500/minute of interview time for questions that they submitted to BOSR. In return (Booth, White, Johnson and Lutze 1980: 228):

. . . contractors get frequency distributions on their items and on some background variables plus crosstabulations among these. Additional analysis requests are met on an at-cost basis. Agencies wishing complex analysis are urged to buy a copy of the entire data set on tape and do their own analysis. Faculty and students also carry out their own analysis. All purchasers of time on the survey may have exclusive use of their data for one year. So far, however, all buyers have waived this right and made their items available to other users.

According to Booth, White, Johnson and Lutze (1980: 227), this plan, after deficit earnings for three years, eventually worked such that:

. . . all future surveys will earn enough through their contract component to meet costs for the entire survey project, including basic social research. The project is on its way to becoming institutionalized among state agencies in Nebraska.

NASIS data from 1977 onward provided raw materials for several faculty and student studies. Again, quoting Booth, White, Johnson and Lutze (1980: 228):

Sociology faculty and students were surveyed about research based on NASIS data in a two-year period starting with the availability of data from the first survey. Twenty-seven separate research projects were undertaken by seven different faculty and six graduate students.

In 1980, Dan Hoyt completed the first Ph.D. dissertation that utilized NASIS data, acknowledging that, in his case, "The data were provided by the Bureau of Sociological Research at the University of Nebraska-Lincoln" and that "The data are from the 1977-1979 Nebraska Annual Social Indicators Survey (NASIS) panel study" (Hoyt 1980: ii, 37). Further, graduate student labor (to help with "coding, programming, and analysis") could be bartered in exchange for adding the student's item to the NASIS interview schedule.

Although a few alumnae point to subsequent exceptions, Booth was adamant at the beginning that:

In any heterogeneous department there are, of course, individuals who do not want to be involved with survey research. The fact that students of all persuasions are not coerced into working on the project has been essential in maintaining support for the project from the entire Department. (Booth, White, Johnson and Lutze 1980: 231-32).<sup>49</sup>

Another management principle on which Booth and his colleagues insisted was full departmental control of NASIS:

Looking back over our experience and talking with people in other states suggests that our decisions to maintain full control of the survey within the department is crucial, as is building the survey from the bottom up. We did not try to launch the project by getting support from the Governor and other high state officials or even high University officials. (Booth, White, Johnson and Lutze 1980: 230-31).

NASIS is now in its 37<sup>th</sup> annual iteration and may be the longest running regional survey in the U.S. A long list of NASIS-based reports resides on the Bureau's bookshelves, starting with Booth's (1977) inaugural report on *Nebraska, The Good Life: A Comparison of the State and the Nation*. The predictability resulting from conducting NASIS on a yearly basis allowed the Bureau to build a reliable cadre of trained interviewers and other workers. Indeed, it must be noted that without the dedicated labor over the years of what must now be, cumulatively, hundreds of non-academic workers and staff, NASIS and the Bureau would cease to function.<sup>50</sup> The mountains of red-tape and paperwork required to vet, hire, and train interviewers, as well as keep track of hours worked, together with tracking panel members and recording and filing questionnaire responses are in themselves enormous tasks that demand dedication and unflagging attention to detail.<sup>51</sup>

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<sup>49</sup> In my case, I was not interested in further survey research, having already completed a mail-in questionnaire survey, disguised interviewing, and ethological observation as part of my doctoral work in geography (Hill 1982). But the Bureau did offer me the opportunity, which I gladly took, to become one of two Nebraska field researchers in a study conducted by MIT on the potential for photovoltaic energy use by the state's farmers (cf., Nutt-Powell and Sorrell 1978; Hill 1978).

<sup>50</sup> The authors of several sociology dissertations give special acknowledgment and thanks to members of the Bureau's non-academic staff for providing not only emotional support but also volunteering on occasion to help with stuffing envelopes, coding responses, etc.

<sup>51</sup> The advent of the digital era *may* have reduced the amount of actual paper detritus produced, but conceptually the amount of clerical and staff attentiveness required remains unchanged.

In recent years, the smooth running of NASIS and other research projects at BOSR is due in no small part to the contributions of its full-time Assistant Directors, typically hard-working young women with M.A. degrees in sociology. For example, Cheryl (Yorges) Wiese (Figure 6.1), who earned her M.A. at Nebraska in 1990,<sup>52</sup> became the Assistant Director in 1991 and was promoted to Associate Director in 1997. After leaving BOSR in 2003, Cheryl eventually found a professional home in the Institute for Social Research at the University of Michigan where she is now Survey Director-Survey Services Lab Manager. Stacia L. Jorgensen earned her M.A. in 2006.<sup>53</sup> She worked at the Bureau until 2011. Amanda Richardson, the current Assistant Director, earned her M.A. in 2009.<sup>54</sup> Amanda began working at the Bureau in 2003 and was promoted to Assistant Director in 2011.



Figure 6.1 — Cheryl (Yorges) Wiese at work in the Bureau

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<sup>52</sup> Cf., Cheryl J. Yorges, “Housing Factors Related to Stress in Low-Income Households.” M.A. thesis. Department of Sociology, University of Nebraska-Lincoln.

<sup>53</sup> Cf., Stacia L. Jorgensen, “A Comparison of RDD and Listed Respondents in Telephone Survey Research.” M.A. thesis. Department of Sociology, University of Nebraska-Lincoln.

<sup>54</sup> Amanda F. Richardson, “Advanced Mailings-Letters versus Postcards: Does Size Matter?” M.A. thesis. Department of Sociology, University of Nebraska-Lincoln. Amanda’s thesis was based on data collected by the Bureau of Sociological Research.

## The Divorce Studies

NEBRASKA established the Bureau as a skilled research organization at the regional level. The annual data provided grist for theses, dissertations, professional presentations, scholarly publications, and a long list of topical BOSR reports. BOSR was now ready for bigger challenges, for an important study of national scope. In December, 1977, Alan Booth and David Johnson (both former BOSR Directors) together with Lynn White (then the current BOSR Director) began writing a research proposal titled: “Female Labor Force Participation and Marital Instability.”<sup>55</sup> This was the first in a series of projects that came to be known collectively at Nebraska as “the divorce studies,” or, more formally, as “Marital Instability Over the Life Course.”<sup>56</sup> The first project was funded by the U.S. Social Security Administration’s Office of Research and Statistics in 1980 and a grant of \$200,000 was awarded. BOSR played a leading role in the subsequent data collection for this project. It is instructive to understand how the methodology employed was intertwined with the capabilities and resources available via BOSR. Thus, for the remainder of this chapter, Booth, Johnson, White, and Edwards speak for themselves. Their presentation, of which only a portion is excerpted below, is a classic exemplar of telephone survey methods.<sup>57</sup>

Briefly, the study’s primary focus is on the effect that female labor force participation has on divorce and permanent separation. A national probability sample of married persons under 55 years of age was identified through the use of random digit dialing and a screening interview. Eligible respondents were interviewed by phone about their job, spouse’s job, and marriage. The sample is to be interviewed again in 1983 which will enable us to trace the events that led to marital instability in some couples and to a continuation of the marriage in others . . . .

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<sup>55</sup> The fourth collaborator on the project was John Edwards, then a Professor of Sociology at Virginia Polytechnic Institute and State University. Edwards, however, completed his graduate studies in Sociology at Nebraska, earning the M.A. in 1962 and the Ph.D. in 1965, one year ahead of Booth. Both Edwards and Booth completed their dissertations under the same supervisor, Nicholas Babchuk.

<sup>56</sup> These studies are available from The Interuniversity Consortium for Political and Social Research (ICPSR): <http://www.icpsr.umich.edu/icpsrweb/ICPSR/series/187>

<sup>57</sup> Excerpted from “Female Labor Force Participation and Marital Stability Methodology Report,” by Alan Booth, David R. Johnson, Lynn K. White, and John N. Edwards. September, 1981. Mimeographed. 28 pp. From a copy in the Department of Sociology, University of Nebraska-Lincoln.

The major events which transpired since the project began are as follows. Throughout the month of May [1980] an interview schedule was drafted. At the end of that month, consultants . . . came to Lincoln to review the draft of the pretest interview schedule, sampling plans, and theoretical issues we proposed to examine in the course of the study . . . . On the basis of this review the interview schedule was rewritten for the pilot study which began in mid-June. A national sample of 274 married persons was interviewed. The sample selection, interviewing and data reduction were carried out by the University of Nebraska Bureau of Sociological Research. The interviewing was completed mid-July and the data reduction by the end of the month.

The month of August and the first two weeks in September were spent analyzing the pretest data and, on the basis of this analysis, revising the interview schedule for the first wave of the study. Modifications were made in the sampling design as well . . .

With the pilot study completed, the investigators went into high gear:

In order to conduct more than 2,000 interviews in a three-month period it was necessary to supplement the University of Nebraska Bureau of Sociological Research interviewing staff. Two weeks before training was to start ads were placed in the local papers. Applicants were interviewed by phone to determine: whether they could meet the requirements (work evenings and week ends, attend all training sessions); interviewing experience; and phone demeanor. Those satisfying the screening requirements were sent "Guide to Telephone Interviewing for the University of Nebraska Bureau of Sociological Research" . . . and invited to attend the first training session.

The morning was devoted to an introduction to interviewing and the afternoon to role playing various problems an interviewer might encounter in securing the cooperation of the respondent. Recruits were divided into three person groups where members would rotate the roles of interviewer, respondent and observer. Later each group role played their best solution for the entire assembly who critiqued the performance. A written examination over the Interviewing Guide was given the first day in order to further screen the applicants.

Two days later the recruits were joined by the experienced interviewers for a four-hour session in which the study was introduced and the telephone procedure outlined. Copies of the interview schedule and the Interviewer Manual which describes the

telephone procedures as well as the interviewing instructions . . . were distributed. In another four-hour session the following day, the procedures were reviewed and the interview schedule gone over in detail. Experienced interviewers role played the schedule two pages at a time. Trainees raised questions and discussed each set of pages as the need arose.

Experienced interviewers were then required to do four practice interviews and recruits ten. Recruits were required to turn in interviews every few days so they could be checked for problems. Immediate feedback was given so that errors were caught before they became firmly entrenched. After completing ten interviews, recruits were scheduled in pairs with their supervisor where each member went through the entire interview with the other recruit acting as respondent. The interview was recorded. The supervisor then reviewed problems with the recruit. Recruits which were judged to make satisfactory interviews were invited to join the regular interviewing staff with the proviso that they were on probationary status for the first five weeks of the project.

In all, 36 interviewers worked on the first wave of the study. One Hispanic interviewer handled those respondents who preferred to be interviewed in Spanish. Thirty four of these interviewers were women and ranged in age from 20 to 75. Interviewers were on duty from 9 AM to 10 PM seven days a week. Some worked earlier and later to cover those periods in other time zones. All interviewers received an hourly wage based on prior experience.

The sampling frame was designed to yield a cost-efficient sample representative of all husbands and wives in households found in the contiguous United States in which both spouses are present and between the ages of 18 and 55. Because the interviewing was conducted over the telephone, the additional restriction on the population is that the household must have a telephone.

Based on Census population estimates, the number of households in the universe meeting our population criteria is estimated to be 31,500,000. Our selected sample size was 2,000, but the number of eligible households we needed to contact would be somewhat larger than this to allow for refusals, non-contacts, and other non-participants. An initial estimate of the nonparticipation rate was 30 percent of all eligible households contacted. We also estimated that we would be unable to contact an additional 5 percent of the eligible households after 5 or more callbacks. Inflating the sample of eligible households to compensate for these factors yields a sample of 3,080 for an overall sampling fraction of 1/10,472. This fraction means that in the population of eligible married people, each

has 1 out of 10,472 chances of being contacted for participation in this study.

Next, after exhaustively detailing the logic and procedures for random digit cluster calling, the report described what happened when an interviewer finally reached a household telephone number:

Once a household was contacted, the interviewer determined the eligibility of the household. If found to be eligible then a cover sheet . . . was prepared for the household. The interviewer determined if there was more than one married couple in the household and used the 9<sup>th</sup> digit of the telephone number to select either the first couple (odd digit) or second couple (even digit). Once the couple was selected, whether the interviewer requested to talk to the husband or the wife was determined by the last digit of the telephone number. If even, they requested to talk to the wife; if odd, the husband. In this manner random procedures were used at all phases of selection of the respondents, and interviewers judgment was not involved . . . .

[In sum], [t]he random digit dialing procedure used [above] proved to be an effective technique. Not only did we achieve a high completion rate, but the sample was highly representative as well.

“Marital Instability Over the Life Course” continued over the next two decades. The final panel interviews were completed in 2000.

The scope of “Marital Instability Over the Life Course” and the national probability samples on which it was based represented the kind of faculty-driven research that the Bureau was designed to implement. Numerous other studies by many other researchers have since been completed with Bureau assistance. Of particular recent note is the “National Survey of Fertility Barriers,” a study initiated by Lynn White and then jointly carried out by BOSR in cooperation with Penn State.<sup>58</sup> In sum, one hopes that a future effort will identify most (if not all) such BOSR projects and compile a full bibliography of the associated datasets and publications, setting the stage for a comprehensive assessment of the intellectual contributions made by the studies as a whole.

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<sup>58</sup> The National Survey of Fertility Barriers (NSFB) is a nationally representative telephone survey of women age 25-45 that was funded by the National Institute of Child Health and Development (NICHD). The sample was selected to be representative of all female adults living in households with a land line telephone in the contiguous United States. Minorities are over-sampled. The data were collected by the Survey Research Center at The Pennsylvania State University and the Bureau of Sociological Research at the University of Nebraska-Lincoln. The first wave of the survey was conducted between 2004 and 2007 and includes completed interviews with 4,712 women and a subsample –936 of their partners. The second wave of data collection—the three year follow up was conducted by The Bureau of Sociological Research and was scheduled for completion for the end of 2009. — On the Web: <http://sodapop.pop.psu.edu/data-collections/nsfb/dataloc/>

## Changes and Transitions

**T**HE BUREAU of Sociological Research at the University of Nebraska-Lincoln is a formal organization with feet firmly planted in two centuries. Many changes occurred between 1964 and 2014. Whether or not the Bureau today would be recognizable to its founding faculty and first Director (Chapter 4) is a hypothetical question that each of us must answer in his or her own time and manner. I think it reasonable, however, that the founding scholars would agree that BOSR still operates in the tradition of objective empiricism (Chapter 1) established by its Nebraska precursors (Chapter 2) and themselves (Chapter 4), and given an on-going reality by Alan Booth (Chapter 5) and an ever longer line of BOSR Directors (Chapter 9 and Appendix IV), by the Nebraska Annual Social Indicators Survey (Chapter 6), and by faculty-initiated, sociological research projects exemplified by the divorce studies (Chapter 7). There are many ways to chart the course of change over the life of an organization and several are presented below, including spatial location, equipment and facilities, staffing levels, operating budgets, and administrative structure.<sup>59</sup>

### Spatial Location and Facilities

During its fifty year history, BOSR has occupied office space in four separate buildings on the City Campus of the University of Nebraska-Lincoln (Figure 8.1). The first home of the Bureau was located in the former Social Science Building (now the College of Business Administration) which was also the longtime home of the Department of Sociology. This was a short period, lasting from 1964 to 1967. At a minimum, space was required to “house the Bureau’s IBM counter-sorter, key punch, desk calculators, adding machine and storage cases for IBM cards.”<sup>60</sup>

From 1967 to 1968, BOSR and the Department of Sociology moved to temporary quarters in Seaton Hall, a former dormitory building. The September 8,

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<sup>59</sup> Ideally, one might also chart the on-going fit between an organization’s stated values and its actual practices (a procedure long ago recommended by Harriet Martineau (1837, 1838/1989) in her empirical studies of American society), but this would necessitate a full-fledged reflexive evaluation, a task beyond the scope and resources of the present inquiry. The continuing central relevance of Martineau for investigations today is argued in Hill and Hoecker-Drysdale (2001).

<sup>60</sup> “University of Nebraska Office and Classroom Building, City Campus, 1966-68: A Prospectus Setting Forth Needs of Departments Tentatively Designated to Occupy the Building,” UNL Buildings and Grounds, Box 18, RG 29-01-07-03, Archives and Special Collections, University of Nebraska-Lincoln Libraries.





Figure 8.1 — Four BOSR Homes  
*(From upper left ,clockwise)*

1. Social Science Building (now College of Business Administration),  
1964–1967
2. Seaton Hall (shown as now remodeled),  
1967–1968
3. Oldfather Hall (current home of the  
Department of Sociology),  
1968–2006
4. Benton Hall, 2006–Present



1967 issue of *The Bulletin Board*,<sup>61</sup> a faculty-staff newsletter, alerted readers to the change:

The Departments of Sociology and Philosophy are now located in Seaton Hall. Sociology is on the second floor . . . .

The Bureau of Sociological Research (Dr. Alan Booth) is in 1204 Seaton.

The area in Social Sciences vacated by Sociology is being used by the College of Business Administration.

The move to Seaton Hall was a temporary arrangement made in anticipation of Sociology's move to more permanent quarters in Oldfather Hall.

In 1968, the Bureau and the Department of Sociology moved to the seventh floor of the then brand new Oldfather Hall. Oldfather Hall provided a significant opportunity to increase the space and facilities utilized by the Bureau. In making a claim for space in the new building, the Department wrote:

Special needs not included above. In this case, the concern is with housing the research activities of the department, including the Bureau of Sociological Research, organized in the fall of 1964. A standard office is needed for the Director of the Bureau. Space is required for the Bureau secretary, (the department's second secretary) . . . , for six research fellows and assistants, for part-time clerical and technical personnel and for files and records. Space is needed to house the Bureau's IBM counter-sorter, key punch, desk calculators, adding machine and storage cases for IBM cards. Other machinery will also be added in the new future.

Several project rooms are needed. Space will be needed partly to house students taking courses in research methods and engaged in performing research operations under supervision. Smaller areas can be used for experimental group studies, conducting interviews and other research purposes. Preferably the project rooms should be contiguous so that one-way mirrors can be let into a well of each of the smaller rooms, with observation possible from one of the other rooms.

It is important that all rooms in the research space be unusually well provided with electric outlets allowing great flexibility in the temporary or permanent location of equipment.

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<sup>61</sup> Public Relations, *Bulletin Board*, Boxes 8-9, RG 42-05-00, Archives and Special Collections, University of Nebraska-Lincoln Libraries.

This request resulted in a suite of rooms centered on Oldfather 732 (now a conference room) occupied by the Bureau secretary and other staff members. Many scores of UNL sociology students have fond memories of entering Room 732 and being greeted by the friendly smiles, encouragement, and helpful attitudes displayed by long-term female staffers like Irene Bettenhausen, Sharon Selvage, and the late Marilyn Hitz (Figure 8.2).

In 2006, co-incident with the Bureau's change in status to a University "cost recovery" unit, BOSR moved to more spacious accommodations in Benton Hall, its present home. Whereas faculty and graduate students (and a lesser number of undergraduates) had virtually daily casual interactions with BOSR staff on the seventh floor of Oldfather Hall, the frequency of such interactions is now substantially reduced.

At the same time, BOSR now boasts a state-of-the-art telephone interviewing facility and no faculty offices in Oldfather are used (as they were occasionally) in the evenings by BOSR interviewers, and the machines in the Department's computer lab are no longer commandeered for interviewing. Taken all together, BOSR now occupies 1675 square feet in Benton Hall.<sup>62</sup>

It bears emphasis that the computer hardware and software utilized by the Bureau have changed dramatically since 1964. Originally dependent on the University's mainframe computers via input from IBM punch cards and later through the Department's own hardwired terminal, the advent of personal desktop computers radically changed the Bureau's capabilities and relationship to computing. It has also been a constant challenge to keep up with rapid changes in computer technology and software improvements. The Bureau's former bank of Apple IIe computers (cf., Apple Computers, Inc. 1983; Phillips, Conklin, and Scellato 1984) are now collectible antiques. These changes have only accelerated with the refinement of portable laptop computers and increasingly ready access to sophisticated resources in the University's ever growing computer network via wi-fi and the world wide web. Suffice it to say, the history of the Bureau is intimately intertwined with the history of computing, and a few relevant milestones (along with other events) are noted in Appendix I.



Figure 8.2 — Marilyn Hitz

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<sup>62</sup> Amanda Richardson, personal communication.

## Budgets

The current BOSR operating budget is unavailable to this writer, but a picture of overall fiscal status can be drawn from the extant documentary record in annual reports (subject, of course, to inflation over the last fifty years, changes in accounting procedures, and the year-to-year vagaries of income from grants and contracts):

1967-1968	\$75,297 [“The entire budget is in the form of grants and contracts from outside agencies.”]
1969-1970	[ “. . . the Bureau’s budget increased by 22 percent.”]
1986-1987	\$58, 533 [total income “has increased over the last three years.” This figure does not include the BOSR secretary or release-time for the Co-Directors].
1995-1996	\$79,533 [total income]
2002-2003	\$703,918 [combined total income]
2003-2004	\$794,525 [combined total income]
2004-2005	\$111,748 [from grants and contracts] <u>69,985</u> [University support] \$181,733
2005-2006	\$113,790 [from grants and contracts] <u>74,410</u> [University support] \$188,200
2006-2007	\$560,466 [total income]
2007-2008	\$514,240 [total income]
2010-2011	\$605,858 [total income]

In sum, from early annual budgets of under \$100,000 the Bureau appears recently to have stabilized its yearly incomes in excess of \$500,000. Despite the early hope that NASIS would permanently resolve the income problem, BOSR today remains dependent to a large degree on variable income sources.

## Staffing Levels

Staffing levels provide yet another perspective from which to view changes in the Bureau. In 1967, the BOSR staff included the Director, two full-time employees and two part-time workers. In 2014, the BOSR staff includes the Director and the following seventeen full-time employees:

Amanda Richardson, Assistant Director	Tricia Jurgens, BRFSS Project Associate
Mindy Anderson-Knott, Director of Evaluation & Development	Joan Larson, Project Associate
Lindsey Witt-Swanson, Operations Manager	Keith McGuffey, Clerical Associate
Debra Predmore, Accounting Associate	Bernice Slagle, Research Interviewer
Richard Hull, Project Manager	Frank Rothell, BRFSS Supervisor
Julia Slagle, Project Manager	Delicia Solis, BRFSS Supervisor
Kimberly Meiergerd, SHARP Project Manager	Audrey Fisher, BRFSS Interviewer
Nicole Gohring, BRFSS Project Manager	Steven Walz, BRFSS Interviewer
	Nancy Cramer, BRFSS Interviewer

In addition, the Bureau currently employs 65 part-time workers. According to the Bureau's website, these unnamed "students and community members play important roles in keeping BOSR running smoothly as student workers, data entry staff, telephone interviewers and supervisors, transcriptionists, and data coders."

The staffing picture clearly demonstrates expansion and the acquisition of a skilled workforce. Together, the BOSR staff now offers a wide range of services, including: computer assisted telephone interviewing, personal interviewing, mail surveys, web-based surveys, transcription services, data entry services, focus group facilitation and training, evaluation services, data coding, technical report writing, grant accounting, and a variety of custom services.

## Administrative Structure

The administrative governance of the Bureau has undergone — and continues to experience — significant modifications during its fifty year history. The Bureau was founded within the Department of Sociology as a faculty-driven enterprise. It was operated by the sociology faculty for the sociology faculty. The Bureau's Governing Board comprised all members of the Department of Sociology above the rank of assistant professor. The Bureau's Executive Committee was also comprised wholly of sociology faculty members and was responsible to the Governing Board. In practice, the Directorship of NASIS and the Bureau became a democratically elected, joint position (Booth, White, Johnson and Lutze 1980). This administrative framework emphasized control and oversight by departmental faculty members.<sup>63</sup> Various documents emphasized the Bureau as an “integral” part of the Department.

With the shift in the Bureau's status to a “cost recovery” unit in 2006, changes in the Bureau's traditional operating framework began to appear. These changes are evidenced in the current By-Laws of the Department of Sociology,<sup>64</sup> to wit:

### VII. Bureau of Social [sic] Research

1. The Bureau of Social [sic] Research (BOSR) is the research laboratory for the Sociology Department in affiliation with the Statistics, Survey, and Psychometrics Core Facility. The Bureau maintains a survey research facility as well as other research equipment, facilities, and personnel to conduct social research.
2. The Director of the Bureau is a faculty member in the Sociology Department who is appointed by the Chair for a specific term. The directorship may be shared by more than one faculty member.
3. The BOSR has a Steering Committee comprised of the BOSR Director, the BOSR Associate Director, and sociology [sic] who volunteer to serve on the committee.

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<sup>63</sup> It is important that whereas research undertaken by the Bureau was “to be dictated by the scholarly interests of the full-time members of the Department,” this in no way proscribed undertaking projects “of value to various organizations and individuals in the University, in state and local government, and in the surrounding community generally.” The record shows that the Bureau, operating under the full control of the Department of Sociology, frequently and successfully serviced the research needs of many groups and persons outside the Department.

<sup>64</sup> Revised, April 2011.

The functions of the committee are:

- a. To assist the Bureau Director with issues related to Bureau policy;
- b. To provide advice with issues related to the Bureau, such as financing, organization, and changes in the scope of research normally performed by the Bureau;
- c. At the request of the Director, to assist in identifying resources and personnel to help the BOSR staff with projects and proposals.

4. The BOSR Director will establish and maintain a BOSR Advisory Board who will serve to provide advice on the mission and long-range planning of the Bureau. The members of the BOSR Advisory Board will be comprised of UNL faculty, UNL staff, and representative [sic] of external clients, who have experience with the services provided by the BOSR.

Noteworthy structural changes include: (1) the Bureau is now operated “in affiliation with the Statistics, Survey, and Psychometrics Core Facility,” a University organization external to the Department of Sociology,<sup>65</sup> (2) the Bureau Director is no longer selected by an Executive Committee responsible to the Governing Board comprised wholly of professorial faculty members in the Department of Sociology. Instead, the BOSR director is now appointed directly by the Chair of the Sociology Department, (3) the new Steering Committee is essentially the same as the former Governing Board, except that the Chair of the Department is no longer mandated to Chair the Committee and it may now include a member below the rank of Assistant Professor,<sup>66</sup> (4) dissolution of the former Executive Committee, and (5) provision for a BOSR Advisory Board lacking executive authority.<sup>67</sup>

In sum, the democratic, bottom-up framework of the original Bureau has morphed into a top-down administrative structure subject to influences external to the Department of Sociology. What this may mean, if anything, for the long term future of NASIS and the Bureau must, of course, unfold in its own due course.

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<sup>65</sup> SSP is, at this writing, directed by the current Chair of the Department of Sociology, but this favorable situation is vulnerable to long-term change beyond the control of the faculty members of the Department of Sociology per se.

<sup>66</sup> The Assistant Director of the Bureau, traditionally, does not hold a professorial rank.

<sup>67</sup> At this writing, no one has been named to the BOSR Advisory Board.

## **BOSR Directors' Biographies**

(Arranged in order of first appointment)

**HERMAN TURK**, the first director of the Bureau of Sociological Research was, from 1966 until his retirement in 1991, Professor of Sociology at the University of Southern California. Many high points in his career are detailed above, in Chapter 4. As noted, Turk earned the B.S. (1947) in electrical engineering at the University of Nebraska and, majoring in sociology, an M.A. (1952) at Columbia University and the Ph.D. (1959, with distinction) at American University. His stated research interests were: comparative community, formal organizations, small groups, and urban. His teaching interests included: theory, social organization, methodology, and social psychology. Turk taught for five years at Duke University and was then appointed Associate Professor of Sociology at Nebraska, a post he held from 1963 to 1966, and became the first Director of the Bureau of Sociological Research, from 1964 until his departure in 1966. He was an active member of the American Sociological Association (Section on Theoretical Sociology), Alpha Kappa Delta (Executive Council and National President), the American Association for Public Opinion Research, the International Sociological Association, the Pacific Sociological Association, the Midwest Sociological Society, and the Southern Sociological Society. During his career, he received many research grants and published numerous articles. He was the author of *Clinic Nursing: Explorations in Role Innovation* (with Thelma Ingles; Davis 1963); *Institutions and Social Exchange: The Sociologies of Talcott Parsons & George C. Homans* (with Richard L. Simpson; Bobbs-Merrill, 1971); *Interorganizational Activation in Urban Communities: Deductions from the Concept of System* (ASA Rose Monographs, 1973); and *Organizations in Modern Life* (Jossey-Bass, 1977).

**ALAN BOOTH**, the first full-time director of the Bureau of Sociological Research, is currently Distinguished Professor of Sociology, Human Development, and Demography at Pennsylvania State University. Born on February 9, 1935, in Dansville, New York, Booth received a B.A. in psychology from Antioch College in 1958, an M.A. in education and sociology from the University of California, Los Angeles in 1960, and a Ph.D. in sociology from the University of Nebraska-Lincoln in 1966. In subsequent years — according to Booth's biosketch on the Penn State University website — with the exception of “a two year appointment (1972-1974) as Senior Researcher at the Ministry of State for Urban Affairs in Ottawa, Canada, he held professorial appointments at the University of Nebraska-Lincoln [from 1966] until 1991.” During his time at Nebraska, Booth was elected Chair of the Sociology Department from 1977 to 1980. While at Nebraska, his teaching specialities included: family, biology and social behavior, and policy and program evaluation. In 1991, Booth moved to Pennsylvania State University where he was appointed



Professor of Sociology and Senior Scientist in the Population Research Institute. He made this move in concert with his no less accomplished wife, Susan Welch, who was named Dean of the College of Liberal Arts and Professor of Political Science, appointments she continues to hold.

Booth's professional service, again according to the Penn State website, includes editorship of the:

... *Journal of Marriage and the Family* from 1986 to 1991. He was president of the Midwest Sociological Society in 1990, chair of the American Sociological Association Family Section in 1991, chair of the National Council on Family Relations Research and Theory Section from 1996-1997, program chair for the National Council on Family national meeting in 2002, and recipient of the American Sociological Association Family Section Distinguished Career Award in 2002. He has served on the editorial boards of the *American Sociological Review*, *Social Forces*, *Journal of Marriage and the Family*, and the *Journal of Family Issues*. For more than 20 years he has been a volunteer for a wide range of human service organizations.

During his academic career, Booth is noted as the principal investigator of two major research projects. Specifically, according to the Penn State website:

The first, *Marital Instability Over the Life Course*, is a longitudinal study of more than 2,000 married persons and their offspring funded by the National Institute on Aging. Commencing in 1980, the focus of study has been on factors that influence and are influenced by divorce, changes in marital quality, and alterations in parent-child relations. In 2000 the last wave of the panel study was conducted and a new cross section of married people were interviewed so that changes in marriage over a two decade period could be studied.

The second, *Hormones, Family Relations, and Child Development*, is a longitudinal study of 400 families with children residing in central Pennsylvania. Funded by the W. T. Grant Foundation in 1996, the study is designed to examine the inter-relationships between hormones known to be related to behavior (e.g., testosterone, estradiol, and cortisol) and family processes.

Booth's research on crowding in Canadian cities resulted in *Urban Crowding and Its Consequences*, published by Holt Rinehart and Winston in 1976. In addition to editing nearly two dozen titles in a book series (published by Lawrence Erlbaum) stemming from the annual Pennsylvania State University National Symposium on Family Issues of which he is a co-organizer, Booth is the co-author of *Alone Together: How Marriage in America is Changing* (with Paul Amato, David Johnson, and Stacy Rogers; Harvard University Press, 2007), *Generation at Risk: Growing Up*

*in an Era of Family Upheaval* (with Paul Amato; Harvard University Press, 1997), and *Human Service Planning and Evaluation for Hard Times* (with Douglas Higgins; Charles Thomas, 1984).

**DAVID R. JOHNSON**, the longest serving BOSR Director, is currently Professor of Sociology and Demography, Professor of Human Development and Family Studies, and Academic Director, Programming and Statistics Core, Population Research Institute, at Pennsylvania State University. Johnson earned a B.A. in sociology at Kansas State College of Pittsburg (1966), an M.A. in sociology at Vanderbilt University (1969) and the Ph. D. in sociology at Vanderbilt (1972) where he wrote a dissertation on “School Impact on Educational Aspirations of U. S. Public High School Seniors: A Methodological and Causal Analysis,” under the supervision of Omer R. Galle. Following a brief appointment as a Research Associate in the George Peabody College for Teachers in Nashville, Tennessee, Johnson moved to the University of Nebraska as an Instructor in Sociology in 1971. He moved up the professorial ranks and was ultimately elected Chair of the Department from 1989 to 1992 — serving in between stints as Director and/or Co-Director of the Bureau of Sociological Research. In 2001, Johnson moved to Pennsylvania State University where he became the Founding Director of the Survey Research Center, a post he held until 2006. He then turned his skills to directing the Programming and Statistics Core in Penn State’s Population Research Institute. At Nebraska, his classroom teaching included courses in research methods and social statistics and in 1989 he received the University of Nebraska Distinguished Teaching Award. Honors have followed David at Penn State, including the 2002 Reuben Hill Award from the National Council on Family Relations for the best family journal article and a Distinction in the Social Sciences Award, presented by the Penn State University College of Liberal Arts, in 2010. Johnson is the recipient of numerous research grants and is an active member of the American Sociological Association and the National Council on Family Relations, among other organizations. The author of numerous articles and reports, he is also a co-author (with Paul Amato, Alan Booth, and Stacy Rogers) of *Alone Together: How Marriage in America is Changing* (Harvard University Press, 2007).

**HUGH P. WHITT**, is currently Professor Emeritus of Sociology in the University of Nebraska-Lincoln. Whitt earned the A.B. at Princeton University (1962), an M.A. (1966) and the Ph.D. (1968) at the University of North Carolina at Chapel Hill. His dissertation was titled: “The Lethal Aggression Rate and the Suicide-Murder Ratio: A Synthetic Theory of Suicide and Homicide.” He came to the University of Nebraska for two years as an Assistant Professor in 1967. He then taught at Fisk and Vanderbilt, returning permanently to Nebraska in 1970. Whitt received the Distinguished Teaching Award presented by the UNL College of Arts and Sciences (1990) and a Distinguished Book Award from the Mid-South Sociological Society (1995). He has received several research grants and has written numerous articles. Whitt’s specializations include the sociologies of religion, law (applied), mental

illness, violence, spatial econometrics, and regional sociology. His consultancies include: the Midwest Center for Transpersonal Education, the Prisoner Legal Service Project, the Nebraska Civil Liberties Union, the National Jury Project Midwest, the Lancaster County Office of the Public Defender, the law firm of Baird, Holm, McEachern, Pederson, Hamann & Strasheim and the Nebraska Legislative Research Division Task Force on Correctional Systems. He is the co-author (with Unnithan, N. Prabha, Lin Huff-Corzine, and Jay Corzine) of *The Currents of Lethal Violence: An Integrated Model of Suicide and Homicide* (State University of New York Press, 1994) and co-translator (with Victor W. Reinking) of *André-Michel Guerry's Essay on the Moral Statistics of France (1833): A Sociological Report to the French Royal Academy of Science* (Edwin Mellen Press, 2002). Hugh has published a growing list of imaginative Sherlock Holmes pastiches under the pseudonym "P. Whitney Hughes," including: *The Adventure of the Two Coptic Patriarchs* (2006), *The Adventure of the Victorian Vulcan* (2006), *Incident at Ak-Sar-Ben* (2011) and *The Wheat and the Chaff* (2011). Hugh Whitt retired in 2011 and currently lives in Omaha, Nebraska.

**LYNN K. WHITE**, the first woman to be a BOSR Director, is currently Professor Emeritus of Sociology in the University of Nebraska-Lincoln. Majoring in history, White first earned a B.A. (1967) and then, majoring in sociology, an M.A. (1970) and the Ph.D. (1975) at the University of Washington. She came to the University of Nebraska as an Assistant Professor of Sociology in 1974, the first woman so appointed since Hattie Plum Williams was hired in 1915. Rising through the professorial ranks, she was the elected Chair of the Sociology Department from 1986 to 1989. White's work was supported by grants from the Midwest Council on Aging, the Rural Development Act of 1974, the Social Security Administration, the National Institute on Aging, the Nebraska Humanities Council, and the National Institute for Child Health and Human Development. Lynn was an active member of the American Sociological Association, the Population Association of America, the National Council of Family Relations, and the Midwest Sociological Association. White Received the Distinguished Career Award from the ASA Family Section in 2005. White is the author of numerous articles and is co-author (with David Brinkerhoff and Agnes Riedmann) of *Sociology* (ITP, 1997) and (with David Brinkerhoff, Suzanne Ortega and Rose Weitz) of *Essentials of Sociology* (Cengage, 2011), both of which appeared in multiple editions. Lynn White retired in 2005 and currently resides in Port Orchard, Washington.

**HELEN A. MOORE**, is currently Professor of Sociology in the University of Nebraska-Lincoln. Majoring in sociology, Moore earned the B.S. (1974), M.A. (1976), and Ph.D. (1979) at the University of California, Riverside. Her areas of specialization include: sociology of education, stratification, and inequality: women, race and class. She served as the elected Chair of the UNL Department of Sociology from 1992 to 1997 and was Director of the UNL Women's Studies Program from 1982 to 1987. Moore is the recipient of several research grants and has published

numerous articles. She is the author of *Schooling Girls/Queuing Women: Multiple Standpoints and Ongoing Inequalities* (Paradigm Publishers, 2011) and *The Sociology of Women: The Intersection of Patriarchy, Capitalism and Colonization* (with Jane C. Ollenburger), second edition, published by Prentice-Hall in 1998. She is co-editor (with Beth Hartung, Jane Ollenburger, and Mary Jo Deegan) of *Feminist Ethics in Social Science Research* (Edwin Mellen Press, 1988). She edited the ASA journal, *Teaching Sociology*, from 1999 to 2004. Moore was elected President of the Midwest Sociological Society (2007-2008) and is the recipient of the Aaron Douglas Professorship (2009) and the UNL Faculty Senate Louise Pound/George Howard Distinguished Career Award (2013). Moore's local community service garnered the United Way Volunteer of the Year Certificate (1993), the Elizabeth Peters Award for Service from the Rape/Spouse Abuse Crisis Center (2003), the Family Violence Council Advocacy Award from the Lincoln Medical Education Foundation (2005), and the presidency of Voices of Hope (formerly the Rape/Abuse Crisis Center of Lincoln, Nebraska) from 2006 to 2008.

**D. WAYNE OSGOOD**, is currently Professor of Crime, Law, and Justice and Sociology at Pennsylvania State University. Majoring in psychology, he earned an A.B. (1971, cum laude) at the University of California, Los Angeles, an M.A. (1974) and the Ph.D. (1977) at the University of Colorado Boulder. Osgood was first a Research Associate in the Behavioral Research Institute at Boulder, Colorado, from 1976 to 1980, and was subsequently appointed to advanced research posts in the Institute for Social Research at the University of Michigan, Ann Arbor, from 1980 to 1986. After a year as Director of Follow-Up Research at Father Flanagan's Boys' Home in eastern Nebraska, Osgood came to the University of Nebraska-Lincoln as an Assistant Professor in Sociology in 1987. He was promoted to Associate Professor in 1990 and was named Gallup Research Professor in 1995. In 1996, he moved to Pennsylvania State University. His graduate teaching at Penn State includes courses in: crime and the life course; multilevel regression models; research methods in crime, law and justice; communities and crime; statistical models for non-experimental research; and introduction to graduate studies in crime, law, and justice. The recipient of many research grants and the author of numerous articles, he is also the lead editor (with E. Michael Foster, Constance Flanagan, and Gretchen R. Ruth) of *On Your Own Without a Net: The Transition to Adulthood for Vulnerable Populations* (University of Chicago Press, 2005) and the editor of *Motivation and Delinquency*, volume 44 in the highly-regarded Nebraska Symposium on Motivation series (University of Nebraska Press, 1997). He is the co-author (with Martin Gold) of *Personality and Peer Influence in Juvenile Corrections* (Greenwood Press, 1992) and (with William A. Scott and Christopher Peterson) of *Cognitive Structure: Theory and Measurement of Individual Differences* (V.H. Winston and Sons, 1979). He edited the journal, *Criminology*, from 2010 to 2014. Among many honors, Osgood received the Faculty Scholar Medal in the Social and Behavioral Sciences at Penn State University (2009), the Award for Distinction in the Social Sciences, presented by the College of the Liberal Arts at Penn State

University (2006) and, in 2005, he was made a Fellow in the American Society of Criminology.

**LAURA A. SANCHEZ**, is currently Associate Professor of Sociology at Bowling Green State University, a position to which she was appointed in 2001. Majoring in sociology, Sanchez earned a B.S (1986, with distinction), an M.S. (1988) and the Ph.D. (1992) at the University of Wisconsin, Madison, where she wrote a dissertation on “Gendered Work: The Division of Labor in the Home and Market.” From 2002 to 2006, she was Acting and then Assistant Director of the Center for Family and Demographic Research at Bowling Green. She was Assistant and then Associate Professor of Sociology at Tulane University from 1995 to 2001. And, from 1992 to 1995, she was an Assistant Professor of Sociology at the University of Nebraska-Lincoln. She is the recipient of several research grants and teaching awards and is the author of numerous articles. She is the faculty advisor to the Bowling Green equestrian team. Sanchez’ primary research addresses the gender division of labor. A major focus concerns housework, employment and leisure patterns. Another avenue of research explores the social and personal consequences of the proliferation of forms of unions, marriages, and intimate connections. She is currently embarking on new research on human-animal interactions — using feminist-based methodologies — to explore how families perceive animal companions as facilitators of resilience among adolescents. In sum, she is an interdisciplinary scholar who broadly self-defines as a feminist demographer, family sociologist, gender studies theorist, and methodologist. She has been Deputy Editor of the *Journal of Marriage and the Family* from 2001 to the present. An accomplished and experienced presenter, Laura gave the keynote address at Lynn White’s retirement party at the University of Nebraska-Lincoln in 2006.

**DAN R. HOYT**, is currently Associate Dean for Faculty in the College of Arts and Sciences at the University of Nebraska-Lincoln. Majoring in sociology, Hoyt earned the B.A. (1974), an M.S. (1976) and the Ph.D. (1980) at the University of Nebraska-Lincoln. Prior to returning to Nebraska, Hoyt was Assistant, Associate, and then full Professor of Sociology at Iowa State University of Science and Technology from 1980 to 2001. His research interests include: high risk adolescents, homeless youth, substance abuse, mental health, intervention and prevention, community-based participatory research, and research ethics. Hoyt was appointed Chair of the Sociology Department in 2005 and served in that capacity until 2012, when he was then elevated to the Associate Deanship he now holds. An accomplished administrator, Hoyt has also been the co-principal investigator for many significant grants and the principal investigator for several others. He is the author of numerous articles and is the co-author (with Les B. Whitbeck) of *No Where to Grow: Runaway and Homeless Adolescents and their Families* (Aldine de Gruyter, 1999).

**JULIA MCQUILLAN**, holds the rank of Professor of Sociology in the University of Nebraska-Lincoln and is currently Chair of the Department, a post to which she was

elected in 2012, as well as Director of Survey Research, Statistics and Psychometrics Core Facility. She joined the UNL Sociology faculty in 1998. McQuillan earned the B.A. (1989, summa cum laude) an M.A. (1991) and the Ph.D (1998) at the University of Connecticut. She was inducted into the Phi Beta Kappa Honors Society in 1998 and received the UNL Arts and Sciences College Award for Outstanding Teaching in 2003. Her teaching includes courses in: social problems, social psychology, sociology of health and health professions, introduction to research II, marriage and family, family diversity, and advanced statistics as well as seminars in family, gender, social psychology, multilevel modeling, and publishing. McQuillan is the recipient of several significant research grants and is the author of numerous articles, technical reports and book reviews. She is active in community affairs, including: the School Neighborhood Advisory Committee for Prescott Elementary School and the Community Learning Center; Healthy Kids 2010: Mayors Commission on Breastfeeding; and corporate fund-raising for Milkworks.

**PHILIP SCHWADEL**, is currently Vice-Chair of the Department of Sociology at the University of Nebraska-Lincoln. He is also Associate Professor of Sociology and Fellow in the Harris Center for Judaic Studies. He joined the UNL Sociology faculty in 2005. Schwadel earned a B.A. (1997, with honors) in Religious Studies at the University of Florida. Majoring in sociology, he received an M.A. (1999) and the Ph.D. (2003) at Pennsylvania State University. At Nebraska, Schwadel has taught courses in history of social theory, social problems, and sociology of religion, as well as introduction to sociology. Schwadel is active in the American Sociological Association, the Association for the Sociology of Religion, the Midwest Sociological Society, and the Society for the Scientific Study of Religion. He is the author of several articles.

**JOLENE D. SMYTH**, the current BOSR Director, is an Associate Professor in the Survey Research and Methodology Program and Associate Professor in the Department of Sociology at the University of Nebraska-Lincoln. She joined the UNL Sociology faculty in 2008. Her specializations include: gender, family, and survey methodology. Majoring in sociology and family studies, Smyth earned the B.A. (2001, cum laude) at the University of Northern Colorado, and, majoring in Sociology, earned an M.A. (2004) and the Ph.D. (2007) at Washington State University. Her dissertation on “Doing Gender When Home and Work are Blurred: Women, and Sex-Atypical Tasks in Family Farming” won the Sociology Outstanding Dissertation Award at Washington State University in 2006. In addition to numerous articles and reports, Smyth is a co-author (with Don Dillman and Lean Melani Christian) of *Internet, Mail and Mixed-Mode Surveys: The Tailored Design Method*, published by John Wiley & Sons in 2009.

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## Appendix I: Chronology of Selected Events

- 1963 – Alan Booth named as Coordinator and Research Associate in Adult Education Research in the UNL Extension Division. Alan B Knox is already the Head of Adult Education Research.
- 1964 – The College of Engineering and Architecture installs an IBM 1620 in 206 Nebraska Hall. The computer is operated on an open-shop basis and is used primarily for educational and research purposes. The College offers a gratis FORTRAN course for staff and students who want to use the new computer.
- 1964 – Richard Meile, who holds a joint appointment in Sociology, receives \$80,500 grant from NIMH for two-year study of social psychological factors in medical referrals (January).
- 1964 – The Bureau of Sociological Research (BOSR) is formally established. At this time, Sociology is housed in the Social Sciences Building (*now* the College of Business Administration).
- 1964 – Herman Turk is appointed first BOSR Director.
- 1965 – Nicholas Babchuk and Alan Bates obtain a grant of \$34,604 from the U.S. Public Health Service for Graduate Training in Sociology and Social Psychology
- 1965 – Alan Knox moves to Teachers College in Columbia University, leaving Alan Booth in charge of the Office of Adult Education Research. Curt Tausky leaves the Sociology department and David Willer is hired to replace him.
- 1966 – Nicholas Babchuk becomes Acting Chair of Sociology for the second Semester of the 1965-66 academic year while Alan Bates goes on leave.
- 1966 – Alan Booth completes his Ph.D. dissertation in Sociology based in part on data provided by Alan B. Knox collected under the auspices of Adult Education Research in the Extension Division.
- 1966 – Herman Turk moves to the University of Southern California.
- 1966 – Joseph Julian, Jack Siegman and Clyde Z. Nunn are made Assistant Professors in Sociology. Alan Booth is jointly appointed Assistant Professor in Sociology and Research Associate in Education.
- 1966 – Alan Booth is appointed as first full-time BOSR Director.
- 1966 – The University Computer Center in Nebraska Hall completes installation of an IBM Model 50.

- 1967 – Alan Booth’s appointment is amended to Assistant Professor of Sociology wholly within the Department of sociology. Richard Meile’s appointment becomes full-time in Sociology. David Willer resigns.
- 1967 – BOSR moves temporarily from the Social Sciences Building to Room 1204 Seaton Hall in Selleck Quadrangle, in September.
- 1968 – A state university system is created in which the Lincoln campus is formally merged with the Medical Center and the Municipal University of Omaha, albeit each with separate administrative officers.
- 1968 – The Department of Computer Science & Engineering is established.
- 1968 – SPSS Release 1.0: The software was released in its first version in 1968 as the Statistical Package for the Social Sciences (SPSS) and was designed by Norman H. Nie, Dale H. Bent, and C.H. Hull. Early versions of SPSS were designed for batch processing on mainframes. Data input was via punched IBM cards.
- 1968 – BOSR moves from Seaton Hall to quarters on the Seventh Floor of the newly constructed Oldfather Hall.
- 1969 – ASA publishes the first annual volume of *Sociological Methodology*.
- 1969 – Alvin J. Schmidt becomes the first Ph.D. student to directly acknowledge BOSR assistance in the completion of a doctoral dissertation in the Department of Sociology at the University of Nebraska.
- 1970 – McGraw-Hill publishes the first SPSS user’s manual.
- 1971 – *Journal of Mathematical Sociology* publishes its first issue.
- 1971 – The “floppy” disc is invented.
- 1972 – Full version of SAS software is released for mainframe computers.
- 1976 – Apple I & II desktop computers are introduced.
- 1977 – The first NASIS Report (written by Alan Booth) is issued.
- 1977 – Lynn K. White becomes the first woman appointed BOSR Director.
- 1978 – The American Statistical Association establishes a Section on Survey Research Methods.
- 1979 – WordStar software is released.
- 1980 – LISREL makes first appearances in published articles.

- 1980 – Dan R. Hoyt becomes the first Nebraska student to complete a sociology doctoral dissertation based on secondary analysis of NASIS data.
- 1980 – Booth, Johnson, White and Edwards begin data collection for a study on Female Labor Force Participation and Marital Instability (the first wave of the studies later known as Marital Instability Over the Life Course)
- 1981 – IBM PC Home Computer introduced.
- 1981 – MS-DOS Operating System introduced.
- 1982 – IBM introduces double-sided 320K floppy disk drives.
- 1985 – Microsoft Windows released.
- 1985 – Stata statistical analysis software released.
- 1986 – SPSS for PC released.
- 1990 – SPSS for MacIntosh released.
- 1992 – SPSS for MS Windows released.
- 1993 – Intel’s Pentium processor released.
- 1998 – Windows 98 Operating System released.
- 1998 – Stable version of R-Programing Language released for Windows and Mac.
- 1998 – Intel’s Pentium-II processor released.
- 2004 – BOSR joins with the Survey Research Center at Penn State to begin the National Survey of Fertility Barriers study.
- 2006 – BOSR moves from Oldfather Hall to Benton Hall.
- 2006 – BOSR becomes a “cost recovery” unit.
- 2008 – The Association of Academic Survey Research Organizations is formed and BOSR becomes a member.
- 2011 – Jolene Smyth is appointed Co-Director and becomes the current Director in the following year.
- 2011 – Amanda Richardson, who began working for BOSR in 2003, is promoted to Assistant Director of BOSR.
- 2014 – BOSR Celebrates its 50<sup>th</sup> Anniversary.



## **Appendix II: Deans of the College of Arts and Sciences 1964-2014<sup>68</sup>**

1952–1967 Walter Miltzer  
1967–1968 James Olson  
1968–1969 Peter McGrath  
1969–1970 Robert Hough  
1970–1975 Melvin George  
1971–1981 Max Larsen  
1981–1988 Gerry Meisels  
1988–1993 John Peters  
1993–1994 Stephen Hilliard (interim)  
1994–2000 Brian Foster  
2000–2001 Linda Pratt (interim)  
2001–2007 Richard Hoffmann  
2007–2013 David Manderscheid  
2013–2014 Steve Goddard (Interim)

## **Appendix III: Chairs of the Department of Sociology 1964-2014<sup>69</sup>**

1964–1969 Alan P. Bates<sup>70</sup>  
1969–1971 Nicholas Babchuk  
1971–1972 Alan P. Bates  
1972–1977 James C. Kimberley  
1977–1980 Alan Booth  
1980–1983 Jack Siegman  
1983–1986 Harry J. Crockett  
1986–1989 Lynn White  
1989–1992 David R. Johnson  
1992–1997 Helen A. Moore  
1997–2005 J. Allen Williams, Jr.  
2005–2012 Dan R. Hoyt  
2012–present Julia McQuillan

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<sup>68</sup> Source: Alecia Kimbrough, Assistant Dean for Business & Finance, College of Arts & Sciences, University of Nebraska-Lincoln. Interim Deans are not indicated prior to 1993.

<sup>69</sup> Source: Individual curriculum vitae.

<sup>70</sup> Bates was named Chair starting in 1956.

## Appendix IV: BOSR Directors 1964–2014 <sup>71</sup>

1964 – Herman Turk	1990 – D. Wayne Osgood
1965 – Herman Turk	1991 – D. Wayne Osgood
1966 – Herman Turk	1992 – D. Wayne Osgood
Alan Booth	1993 – D. Wayne Osgood
1967 – Alan Booth	1994 – David R. Johnson (Co-Director)
1968 – Alan Booth	Laura A. Sanchez (Co-Director)
1969 – Alan Booth	1995 – David R. Johnson (Co-Director)
1970 – Alan Booth	Laura A. Sanchez (Co-Director)
1971 – Alan Booth	David R. Johnson (Director)
David R. Johnson	1996 – David R. Johnson
1972 – David R. Johnson	1997 – David R. Johnson
1973 – David R. Johnson	1998 – David R. Johnson
1974 – David R. Johnson	1999 – David R. Johnson
Hugh P. Whitt (Co-Director)	2000 – David R. Johnson
1975 – Hugh P. Whitt	2001 – David R. Johnson
1976 – Hugh P. Whitt	Dan R. Hoyt
1977 – Hugh P. Whitt	2002 – Dan R. Hoyt
Lynn K. White	2003 – Dan R. Hoyt
1978 – Lynn K. White	2004 – Dan R. Hoyt
1979 – Lynn K. White	2005 – Dan R. Hoyt
1980 – Lynn K. White	Julia McQuillan (Co-Director)
1981 – Lynn K. White	2006 – Julia McQuillan
Helen A. Moore	2007 – Julia McQuillan
1982 – Helen A. Moore	Philip Schwadel (Interim Director, autumn term)
1983 – Helen A. Moore	2008 – Julia McQuillan
David R. Johnson	2009 – Julia McQuillan
1984 – David R. Johnson	2010 – Julia McQuillan
1985 – David R. Johnson (Co-Director)	2011 – Julia McQuillan
Alan Booth (Co-Director)	Julia McQuillan (Co-Director)
1986 – David R. Johnson (Co-Director)	Jolene D. Smyth (Co-Director)
Alan Booth (Co-Director)	2012 – Julia McQuillan (Co-Director)
1987 – David R. Johnson (Co-Director)	Jolene D. Smyth (Co-Director)
Alan Booth (Co-Director)	Jolene D. Smyth
1988 – David R. Johnson (Co-Director)	2013 – Jolene D. Smyth
Alan Booth (Co-Director)	2014 – Jolene D. Smyth
1989 – David R. Johnson (Co-Director)	
D. Wayne Osgood (Co-Director)	

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<sup>71</sup> The dates and designations in this list are best considered as close approximations. The list was compiled primarily from individual CVs wherein distinctions between calendar and academic years were typically not specified.

## About the Author

MICHAEL R. HILL is an author, sociologist, and geographer. He graduated from Omaha Benson High School in 1963, earned a B.A. at the University of Nebraska Omaha (UNO) in 1967 and an M.A. at the University of Nebraska-Lincoln (UNL) in 1969. Following four years in the U.S. Air Force, he completed two doctorates at UNL, in geography (1982) and sociology (1989). He was a BOSR employee in 1977. From 1993 to the present, he participates regularly in post graduate teaching workshops at the Art Institute of Chicago. His academic appointments include: Indiana University South Bend, University of Minnesota-Duluth, Iowa State University (Acting Assistant Dean for Research in the College of Design), UNL, UNO, and Albion College. He was Resident Guest Lecturer in the Institute of Social Psychology at the Louis Pasteur University in Strasbourg, France, during 1981 and served as Guest Professor in the Department of Sociology at the University of Notre Dame in 2004 and again as Visiting Scholar for 2011–2013.

Hill is the recipient of competitive grants from ASA, NSF/ASA, NEH, UMTA, NPS, HUD, and other agencies. He was elected Chair of the ASA Section on the History of Sociology (2001–2002).

He is the author, editor, or co-editor of numerous articles and several scholarly books, including: Harriet Martineau's *How To Observe Morals and Manners* and *An Independent Woman's Lake District Writings*; four volumes of works, including *Social Ethics: Sociology and the Future of Society*, by Charlotte Perkins Gilman (three co-edited with Mary Jo Deegan); *Archival Strategies and Techniques*; *Harriet Martineau: Theoretical and Methodological Perspectives* (with Susan Hoecker-Drysdale); *Women and Symbolic Interaction* (with Mary Jo Deegan); and *Walking, Crossing Streets and Choosing Pedestrian Routes*. His most recent book is *Cani & Società: Prospettive sociologiche anglo-americane 1865-1925* (co-edited with Mary Jo Deegan and published in Italian in 2014). He is the founding editor of *Sociological Origins* (a journal in the history of sociology, 1998 to present).

Hill's kudos include: the Distinguished Scholarly Career Award from the ASA Section on the History of Sociology (2003), two Distinguished Scholarly Book Awards from the ASA Section on the History of Sociology (2002 and 2005), the Harriet Martineau Sociological Society Award (2002), a tie for First Place in the Talcott Parsons National Graduate Student Theory Paper Competition sponsored by the Department of Sociology at Harvard University (1988), and full membership in Sigma Xi, The Scientific Research Society (1985).

Michael lives in St. Joseph, Michigan, with Mary Jo Deegan (his life-partner since 1981; she is now Professor Emerita of Sociology at UNL). Following a recent decade of teaching as a tutor in the UNL Department of Athletics, Hill is now a full-time writer/researcher in D&H Sociologists and an active docent in the Krasl Art Center of southwest Michigan.

