Austin Southwick Edwards (1885-1976)

Roger K. Thomas
The University of Georgia

This biographical essay is adapted slightly from an invited/submitted/accepted chapter for a proposed book about some of the past presidents of the Southern Society for Philosophy and Psychology, hence, that emphasis in the present manuscript. As there is some uncertainty regarding the publication of the book, the pre-publication manuscript is provided here for those who are interested in Austin Southwick Edwards

Birth and Death Dates and Places and Family History

Austin Southwick Edwards was born on March 2, 1885, in Oswego, NY. He died on March 2, 1976, in Athens, GA. There is evidence that his maternal ancestry included Lawrence

Southwick, a glass manufacturer, who first arrived in America in 1627. Southwick returned to England to bring his wife and two children back to America in 1630. They returned on the Mayflower with William Bradford. Subsequently, Lawrence Southwick and his family were treated harshly and were banished from Salem for being Quakers; their treatment including whipping, imprisonment, and having two children sold into slavery. The Southwick lineage led to Edwards' mother, Hannah Maria Southwick (1857-1954). Edwards' father, Thomas Henry Edwards, was born in 1856 and died in 1909. All information in this section is from Edwards, Jr. (1988); there was no mention of A. S. Edwards having had any siblings.

After the death of his father, Edwards' mother lived with him and moved to Athens, GA, when he joined the faculty of the University of Georgia in 1916. In Athens, Edwards met Miriam Pope, whom he married in 1918. Miriam Pope was the daughter of John Edwin Pope and Mattie Wylie Pope of Washington, GA. Austin and Miriam Edwards had one son, Austin S. Edwards, Jr., and two grandsons, Kenneth A. Edwards and Robert F. Edwards.

Educational History

Edwards attended public schools in Oswega, NY, where he was graduated from high school in 1902. In 1905, he attended summer school for six weeks at New York University. He then attended the Oswega Normal School where he earned a diploma (1906) in the "Classical Course of Instruction" (Edwards, Jr., 1988, p. 4). In 1908, he earned the B.S. degree in Education from the Teachers College, Columbia University, where he was elected president of his college graduating class. He also received a diploma in manual training for secondary schools. From 1908 to 1910, he taught mechanical drawing and shop work in public schools in Minneapolis, MN, while earning the M.A. degree in psychology and education at the University of Minnesota. His M.A. thesis entitled, *The Measurement of Suggestibility in School Children*,

was done under the supervision of J. B. Miner; Miner would be the president of the Southern Society for Philosophy and Psychology in 1926 (Southern Society for Philosophy and Psychology, 1983).

Edwards and Titchener

Subsequently, Edwards earned the Ph.D. degree (1912) in experimental psychology at Cornell University, where he minored in histology and educational psychology (Edwards, Jr., 1988). His Ph.D. dissertation, entitled *An Experimental Study of Sensory Suggestion*, was supervised by Edward B. Titchener. Titchener had earned his Ph.D. degree at the University of Leipzig under the supervision of Wilhelm Wundt, who is widely considered to have been the founder of experimental psychology.

Edwards' dissertation research, which was published in the *American Journal of Psychology* (Edwards, 1915), seems contrary to the general description of research from Titchener's laboratory, where highly trained observers were supposed to avoid stimulus errors and, presumably, not be vulnerable to the influences of suggestion. Thus, it may be worth considering two brief quotations from Edwards (1915), one from the statement of the problem and one from the conclusions.

[Statement of the problem] Can verbal suggestion do the work of the adequate sensory stimulus? What percentage of judgments can be inverted, when supraliminal charges of sensory stimuli are used? (Edwards, 1915, p. 101)

[Conclusions] We do not hesitate to draw the conclusion that, in certain departments of sense, verbal suggestion may arouse conscious processes which are phenomenologically identical with those ordinarily aroused by an adequate stimulus or change of stimulus The departments are those of sight, smell, taste, and temperature. (pp. 128-129)

Edwards also wrote that hearing and touch could probably be added to the list but that the evidence was incomplete or inconclusive.

Based on his father's comments and correspondence, Edwards, Jr. (1988) reported that Edwards' most memorable and respected mentors were Edward L. Thorndike (Teachers College, Columbia University) and Titchener at Cornell. Both Thorndike and Titchener were preeminent among early psychologists in America. Thorndike was well known for pioneering studies in animal learning and learning theory and for his contributions to the development of educational psychology. Titchener was the founder of the school of structuralism, in which one sought to study the elements and compounds that constitute the structures of consciousness. He also supervised 58 Ph.D. students (Watson & Evans, 1991), including 19 women (Viney & King, 2003) many of whom, like Edwards, followed Titchener's plan and became heads of psychology departments, so they might help establish psychology as an experimental science (Viney & King, 2003).

On the occasion of Titchener's 25th year at Cornell, Edwards contributed a chapter to a volume in Titchener's honor ("Notes and News," 1917b). Titchener's remarks on that commemorative occasion included the announcement that ". . . he had declined acceptance of the chair of psychology recently tendered to him by Harvard University" (p. 264).

Quoted below are the first and last paragraphs of a typewritten, signed letter from Titchener (1920) to Edwards on the occasion of the publication of Edwards' (1920) book. These paragraphs fit the general impression of Titchener that many people seem to have (e.g., Hilgard, 1987, pp. 75-76; Viney & King, 2003, pp. 227-228). A lengthy middle paragraph in which Titchener extolled the value of being able to read Latin and Greek has been omitted here.

> Many thanks for your book and papers! You are to be congratulated, in these days of scarcity, on getting the book published. I have skimmed it through, and it seems to be consistently and thoroughly done. I wish only that you youngsters would pay more regard to style; but there seems to be something about education that is fatal to the very idea of style. You however are in the thick of the fight, and must do the best you can! I hope that the book will be successful.

Employment History after Earning the Doctoral Degree

Minnesota, Georgia, and the U. S. Army

Immediately after earning his Ph.D. degree, Edwards served as an instructor in psychology at the University of Minnesota from 1912 to 1916 (Edwards, Jr., 1988). In 1916, he accepted an appointment as an associate professor of psychology at the University of Georgia ("Notes and News," 1916). During the years 1917-1919, he served with the U.S. Army, first as a civilian ("Notes and News," 1917a), then, as a lieutenant, and, finally, as a captain (Edwards, Jr., 1988), with the group headed by Robert M. Yerkes that developed the intelligence testing program for the Army. A National Academy of Sciences volume (Yerkes, 1921), includes a photograph opposite page 32 that shows the officers in the Army's intelligence testing program. Edwards is third from the right on the front row. Among other well known psychologists in that photograph are: (a) Robert M. Yerkes, who is best known for his research in animal psychology, especially the great apes, and for establishing the laboratory that continues today as the Yerkes Regional Primate Research Center, (b) Edwin G. Boring, another of Titchener's students, who became psychology's most eminent historian, and (c) Karl Dallenbach, a former president of the American Psychological Association who also served as SSPP's president in 1954 ("Southern

Society for Philosophy and Psychology," 1983).

Edwards served initially at Camp Lee, Virginia, and later as Chief Psychological Examiner at Camp Jackson, South Carolina. He also served at Fort Bayard, New Mexico where he was Chief of Educational Service and Morale Officer (Edwards, Jr., 1988). Edwards' (1917-1919) papers pertaining to the research to develop, implement, and evaluate the Army Alpha (intelligence tests for literates) and Army Beta (intelligence tests for illiterates and foreigners) tests include raw data, handwritten notes, typewritten notes, limited distribution memoranda from Yerkes, and the marked "confidential," *Examiner's Manual,* "No. 318" issued to "Capt. A. S. Edwards."

The Psychology Department at the University of Georgia

Edwards returned to the University of Georgia in 1919. He was promoted to professor and made head of the Psychology Department. At that time the department was part of the College of Education and was, as Edwards (1962a) expressed it, ". . . but a handmaid of Education" (p. 12). Edwards' (1962a) wryly amusing history of the department included an account of the "mutiny" that led to psychology's gaining independence from the College of Education in 1921. Having failed to convince the dean of education to allow him to develop psychology as a science, Edwards went over the dean's head and took his case to the chancellor. The mutiny was successful and psychology was reassigned administratively to the Franklin College of Arts and Sciences and removed physically from Peabody Hall, which housed the College of Education, to the Academic Building (Edwards, 1962a). When the Franklin College reorganized, in 1933-35, Edwards argued successfully that psychology should be placed in the Division of Biological Sciences (Peacock, 1985) where it remains in 2006 (Psychology also is affiliated today with the Division of Social Sciences).

After his retirement as professor and department head in 1951, Edwards was appointed professor emeritus, and he continued to be active in the department for most of his remaining years (Peacock, 1985). (Additionally, the present author, first as a student and later as a faculty member at the University of Georgia, was present during most of Edwards' retirement years.) For many years after his retirement, Edwards participated in Psi Chi ceremonies (Psi Chi is the national honor society for psychology). For example, Edwards both inducted the present writer into Psi Chi and later bestowed upon him the 13th annual "A. S. Edwards Award." Begun in 1952, the A. S. Edwards Award is still given annually to the "most accomplished and promising graduate student." Edwards maintained the department's library and established within it a small museum of historical research apparatuses, tests, and other items. The museum survives today, mostly as he constructed it. Edwards also gave occasional talks attended by faculty and students, often about the history of the department but sometimes on other topics of interest to him (Peacock, 1985).

Professional Contributions

Teaching and Related Activities

Instrumental in Edwards' success in having psychology included among the sciences and, later, among the biological sciences at the University of Georgia was the curriculum that he developed with such heavy emphasis on laboratory study. He reported on the curriculum at the 1928 meeting of the Southern Society for Philosophy and Psychology (SSPP) as well as in an article (Edwards, 1928a). He described the laboratory work expected of students in psychology. Over the course of a year, each student was required to perform a minimum of 30 experiments and write each one up together with appropriate graphs and statistical information as though it were to be submitted for publication. He included a list of 58 projects from which the students

might choose. He described the first 38 as regular experiments and the remainder as originals. Most of these might be better described as demonstrational projects such as determining two-point thresholds, but Edwards also made provisions for students to do one long experiment.

A similar SSPP presentation in 1930 resulted in an article (Edwards, 1932), in which he described 40 experiments that might be done as part of student learning. In the article, he mentioned that in his SSPP presentation 98 suggested experiments had been listed. He also wrote locally printed laboratory manuals (Edwards, 1928b , 1940).

Space will not permit consideration of all Edwards' contributions to teaching, so this section will end, with the citation of a few more examples. One example was Edwards' successful effort to have the University of Georgia included among those colleges and universities with charter chapters of Psi Chi. Edwards (1920) published another textbook, which was reprinted in a Chinese edition (Edwards, Jr. 1988, p. 9). He also wrote an introductory textbook (1946a), in which he defined "Psychology . . . [as] a study of the activities of both individuals and groups" (p. vi). He noted further, "More and more effort has been made to build psychology not only as a science but as an experimental science" (p. vi).

Edwards as a Clinical Psychologist

Although he strongly advocated experimental psychology, Edwards' advice and services were often sought in conjunction with clinically-related and other practical matters of interest to the general community. As department head, he recognized the need to provide clinically-related education and services in the department. Edwards (1962b) provided an account of the development of clinical education and the Psychology Clinic at the University of Georgia. According to Edwards (1962b), "as well as I can remember," he began taking students to the Milledgeville State Hospital in 1920 (then, the only state mental institution in Georgia) for two

days of clinical demonstrations, lectures, and discussions with the professional staff. In 1930, the Psychology Clinic was recognized officially by the chancellor of the University of Georgia. Services were provided by psychology staff, the college physician, psychologists in the College of Education, and the Superintendent of Athens city schools. Psychiatrists from Atlanta, Augusta, and Milledgeville also participated. In addition to being department head, Edwards served as director of the Psychology Clinic until 1950. Florene M. Young, who had become a member of the University of Georgia's Department of Psychology in 1933, served as assistant director of the Clinic from 1936 until 1950 when she succeeded Edwards as director. Young served as Clinic director until her retirement in 1969 (Thomas, 2001). Ancillary to his teaching clinical psychology Edwards also wrote an abnormal psychology textbook (1937).

Edwards believed that psychologists who provided client services should have appropriate qualifications and meet appropriate standards to be licensed to practice in Georgia. Having been a charter member of the Georgia Psychological Association (GPA), he served on GPA's Legislative Committee, which helped draft a licensing law (Edwards, Jr., 1988). The law was enacted by the Georgia Legislature on February 21, 1951, and was signed into law by the governor on March 27, 1951. Edwards served on the first State Board of Examiners (Edwards, Jr., 1988) and had the honor of receiving the first license to be issued to a psychologist in the state of Georgia (Fortson & Clifton, 1967). Other achievements by Edwards in clinical psychology included being elected a Fellow in the Division of Clinical Psychology; he also was a Fellow of the Division of Experimental Psychology of the American Psychological Association (1939). He was also a Diplomate (American Board of Examiners in Professional Psychology; Edwards, Jr., 1988; Young, 1985).

Research

General research interests. As discussed previously, Edwards was a member of the group of military psychologists who developed intelligence tests for the U. S. Army, specifically, the Army Alpha (for literate examinees) and Army Beta (for illiterate and foreign examinees who had limited knowledge of English) intelligence tests. These are regarded generally to be the first of such tests to be developed for use with large groups. Also, as previously indicated, Edwards advocated strongly for experimental and clinical psychology as well as for various aspects of educational pedagogy. Thus, his scholarly publications and presentations reflect all these interests and more (Edwards list of publications is in Edwards, Jr., 1988, pp. 36-43). In addition to his experimental research, one finds publications about topics in clinical psychology (e.g., Edwards, 1934; Edwards & Langley, 1936), educational psychology (e.g., Edwards, 1936), and social psychology (e.g., Edwards, 1932) including an experimental and field study of north Georgia mountaineers (Edwards & Jones, 1938). He also published on such topics as a universal ethic and teaching moral character (Edwards, 1949a), the death sentence and psychological examinations (Edwards, 1931), the effects of 100 hours of sleep loss (Edwards, (1941a), and the myth of chronological age (Edwards, 1950). He even investigated the effects of equilibrium and a dog's tail (Edwards & Cannon, 1952).

Research on involuntary movements. Despite Edwards' wide-ranging research interests, there was one prevailing line of research, namely, the study of involuntary movements. His first publication of many on this subject appeared in Edwards (1939), and it was the subject of his last laboratory-research-based publication (Edwards, 1957). Involuntary movements of the whole body (e.g., body steadiness or sway; Edwards, 1943, 1946b, 1947) or of various parts of the body, such as head and hips (Edwards, 1941b, 1942a), hand (Edwards, 1942b), and finger

tremors (e.g., Edwards, 1946c) were measured as dependent variables. These were related to manipulations of emotional (Edwards, 1949b) or attentional (Edwards, 1949c) states or to variables such as smoking (Edwards, 1948a), listening to battle sounds (Edwards, 1948b), or hypnosis (Edwards, 1951).

Initially, his publications regarding involuntary movements involved the development of apparatuses to measure them. His experience and skill in woodworking (see educational and employment history above) were valuable, and most of his apparatuses were constructed primarily of wooden parts. A diagram of one such apparatus is in Edwards (1939), and a photograph of another is in Edwards (1941). Some of his apparatuses are in the historical apparatus museum in the Department of Psychology at the University of Georgia. He often referred to these apparatuses as ataxiameters, and it will shed light on his general program of research to show how he used the term ataxia. Edwards (1943) wrote:

When the lack of steadiness and motor control is symptomatic of a disease or disorder, the terms commonly used are "ataxia"' or "ataxic," terms which are now sometimes extended to cover also a usual or "normal" unsteadiness and its increase or decrease under a wide variety of non-pathological conditions. (p. 599)

In his last publication on involuntary movements, Edwards (1957) reported measurements of finger tremors, as he had done for many years, "finger tremor waves" (instrumental adaptations) and brain waves using an electroencephalograph (EEG). Among other results, Edwards found that whereas brain waves did not significantly differentiate between normal subjects and subjects diagnosed as manic-depressive or schizophrenic, finger tremor measurements and finger tremor waves did. He suggested that such finger tremor measures ". . . might well be added to all EEG examinations" (p. 232).

Edwards and the Southern Society for Philosophy and Psychology

At the 1917 SSPP meeting, Edwards was elected to the Society's membership. There is no indication in the proceedings (Geissler, 1917) that Edwards attended the meeting, and he may have been serving with the U. S. Army. However, those present were treated to ". . . an automobile ride through the city and its beautiful surroundings provided graciously by the Lynchburg Chamber of Commerce" (Geissler, 1917, p. 145). The 1917 meeting was so successful (Geissler, 1917) that it marked the beginning of the tradition and, eventually, SSPP policy to hold its meetings the two or three days before Easter (Harris & Alluisi, 1964, p. 670; Pate, 1993, p. 8; see also, the account of the 1925 meeting below). Among the resolutions adopted unanimously by the members in 1917 was one to ". . . assure the President of the United States of their loyal support in the present national emergency." (p. 146; this referred to the United States' impending entry as a combatant in World War I). On a lighter note, Geissler reported that the Society ". . . showed a balance on hand, April 13, 1917, of $93.69" (p. 147).

The 1918 meeting of the SSPP was cancelled, and the proceedings of the 1919 to1922 meetings were not published (Harris & Alluisi, 1964). At the eighteenth annual meeting of SSPP (Hughes, 1923), Edwards' presentation, "Analyses of Study," was one of 15 papers presented, including H. C. Sanborn's presidential address.

Edwards' SSPP paper considered how students study various materials such as historic and scientific prose, poetry, objects (unexplained), mathematics, and foreign languages. Owing to the brevity of the abstract, methods are unclear, but apparently 260 examples of how students study were obtained by 26 advanced students in Edwards' undergraduate laboratory class. Some findings were that there seemed to be some "system" (e.g., reading and re-reading, selecting main points and trying to understand and memorize) in studying historic and scientific prose but

no apparent system in studying poetry and objects. “Otherwise procedure is haphazard and seems to depend upon chance. . . .” (Hughes, 1923, p. 422), a finding that does not appear to have changed much in the succeeding 80+ years!

Hughes (1924) reported on the nineteenth annual meeting of the SSPP. Edwards, already a member of the Council, was nominated and elected vice president. As G. Stanley Hall had recently been elected President Psychological Association (APA for the second time, the SSPP Council recommended “that a message of good wishes be sent by the Society to G. Stanley Hall.” (p. 553). Hall had been APA’s first president in 1892 (Hilgard, 1987).

Edwards’ presentation at the 1924 SSPP meeting was “A comparison of two methods of learning Gregg shorthand.” The two methods were the “graded lessons in the manual” and “advanced material found in Gregg Speed Studies” (Hughes, 1924, p. 554). Examinations included both reading and writing shorthand at various intervals of study. Owing to the small number of subjects who completed the requisite 49 hours of study, results were only suggestive, but seemed to favor learning by the graded lessons, although the advanced material subjects were said to have performed better in writing shorthand.

In 1925, Edwards served on the Council, presumably as vice president, and he was nominated again to become a member of Council. Josiah Morse was nominated to become vice president, and a motion was made to abolish the office of vice president; this seeming contradiction may be explained by the fact that the motion to abolish the vice presidency, if approved by the membership in 1925, would require a change in the SSPP’s Constitution which could not be implemented until approved again during the Business Meeting in 1926. Edwards was elected to serve on the Council, and the motion to abolish the office of the vice presidency was passed. Also at the 1925 meeting the Council proposed and the membership approved the

motion that the date for the annual meeting be set for ". . . the Friday and Saturday before Easter. . . subject to action by the Council." (Highsmith, 1925, p. 649) Another Council proposal in 1925 likely suggested by Edwards was that SSPP meet in Athens in 1927, which was approved.

Edwards' presentation at the 1925 meeting was entitled "Intelligence Tests and Scholastic Ratings." (Highsmith, 1925) By scholastic ratings, apparently, Edwards meant academic course grades using the A-F scale. Presumably, Edwards compared the grades to the results of Army Alpha test, as he referred to collecting these data on ". . . his return from the army in 1919. . . ." The tests were administered to ". . . all University of Georgia students [n = 432] who reported for the examination. . . ." (Highsmith, 1925, p. 656). The mean Alpha was 123.3 (corresponding to IQ?) and the mean scholastic grade was 76.9. The correlation between Alpha scores and grades while statistically reliable, for all University students was only 0.352, but it was higher (0.456) when applied to freshmen only. Edwards seemed to be disappointed with the results but noted, perhaps sarcastically, that one could predict that a student with an A or B Alpha examination might earn grades from A to F, but that a student with a C+ or C Alpha rating ". . . cannot expect to get a scholastic rating of A. . . ." (Highsmith, 1925, p. 656). Using tests other than the Alpha, Edwards' study also included test results and teachers' judgments for grades 3 to 7 and for high school students. With these data, he concluded that the test results together with teachers' judgments could give ". . . information of very high administrative value" (Edwards quoted in Highsmith, 1925, p. 656).

At the 1926 SSPP meeting, Edwards served as a member of the Council (Highsmith, 1926). The Council nominated Edwards to serve as president in 1926-1927, and he was elected in the Business Meeting on the following day. The Council also proposed a highly significant resolution regarding the quality of teaching in psychology. A specific proposal in the resolution

was that teachers of first year psychology or educational psychology courses must have a masters degree with a major in psychology and that those who teach advanced courses beyond the first year have a doctor's degree in psychology or its equivalent. It was further proposed that heads of departments in which psychology was taught be asked not to accept transfer credits in psychology for courses that had not been taught by appropriately qualified persons. The resolution provided for ". . . a special committee with power to carry out these resolutions . . . " [and that] ". . . the Society authorize the Council to appropriate such sums as are necessary to carry out the intention of the above resolutions" (Highsmith, 1926, p. 619). The resolution was adopted unanimously by the members in the Business Meeting. There is some evidence that Edwards may have used subsequent actions by SSPP resulting from these resolutions to oppose the teaching of questionable courses and the use of unqualified teachers of psychology at the University of Georgia (see Edwards, 1962a), and one might wonder whether Edwards was instrumental in having put these resolutions before the SSPP.

The title of Edwards' presentation at the 1926 meeting was "Comments on the Concept of Intelligence" (Highsmith, 1926, p. 611). Edwards began by questioning those who think primarily in terms of using intelligence measures to predict success, noting that ". . . intelligence may correlate with either success or failure" (Edwards quoted in Highsmith, 1926, p. 611). He also noted ". . . we must not forget the numbers of wrong theories, hypotheses, etc., that are worked out by men of the highest intelligence." (Highsmith, 1926, p. 611) He listed several factors to be considered when the concept of intelligence is considered, and he concluded that intelligence is ". . . best considered as a practical concept concerned with achievement in terms of certain tests and thus considered in terms of what it does" (Highsmith, 1926, p. 611). Edwards' comments resembled some better known ones by his fellow graduate student under

Titchener and co-worker in the Army intelligence testing program, Edwin G. Boring(1923/1963).

Edwards was president when SSPP met in Athens, Georgia, in 1927. (Highsmith, 1927) Council recommendations that year (all approved by the members in the Business Meeting the following day) included that Edwards serve on Council the following year. It is unclear from the proceedings whether Council recommended it, but during the Business Meeting, it was moved and adopted that annual membership dues be increased ". . . from one dollar to one and a half dollars." (Highsmith, 1927, p. 509) Similarly, another motion from the floor that was approved was to continue the committee to study the status and teaching of Psychology, and this was following by a parallel motion, also approved, to have a committee study the status and teaching of philosophy (Highsmith, 1927, p. 510).

Harris and Alluisi (1964, p. 671) discussed the lapse that occurred from 1924 –to 1929, when the published proceedings did not include the titles of the presidential addresses. This lapse included Edwards' presidential address. Harris and Alluisi (1964) also discussed how the missing titles were found, including Edwards', which was "Intelligence as the Capacity for Variability or Versatility of Response," but they did not note that Edwards' address was published in *Psychological Review* (Edwards, 1928c).

Edwards' (1928c) presidential address expanded the theme of his presentation at the 1926 meeting (see above) in which he had focused on the practical aspects and uses of the concept of intelligence by raising the question ". . . whether intelligence can be used in a systematic psychology in a scientific sense" (Edwards, 1928c, p. 198). After extensive discussion of several issues that were considered largely from an evolutionary viewpoint, Edwards argued that variability or versatility of responding is fundamental to the concept of intelligence. He acknowledged that consideration of variability and versatility had not been overlooked by others

who had discussed the concept of intelligence but that their fundamental importance may have been less than generally recognized. Although he seemed to be optimistic that a scientifically acceptable concept of intelligence might be developed, he also wrote, "Whether. . . intelligence shall find a rightful place in systematic psychology is not perhaps to be answered at this time." (Edwards, 1928c, p. 210)

Although it was not mentioned in the 1928 proceedings of the SSPP (Highsmith, 1928), presumably Edwards served on Council as the 1927 published proceedings indicated that he would. Council and membership activities continued in the area of assessing teaching in psychology, and a new committee was created to examine how the first course in psychology was being taught. Edwards' presentation at the 1928 meeting was entitled "A New Type of Laboratory Manual," and an article obviously related to this presentation but entitled "The Georgia Experiment" was also published in 1928 (Edwards, 1928a). This article was summarized above in the "Teaching and Related Activities" section.

In 1930, Edwards' SSPP presentation suggested topics that students might investigate in courses in experimental social psychology (Boynton, 1931; Peterson, 1930); this presentation was subsequently published (Edwards, 1932). At the 1931 meeting, Edwards spoke on "The concept of normality" (Lanier, 1932) which also resulted in a publication (Edwards, 1934). Edwards' name does not appear in the published proceedings of the SSPP for the years 1933-1942 (Geldard, 1937, 1938; Heinlein, 1939; Lanier, 1933, 1934, 1935, 1936; Munn, 1940, 1941, 1942), and the published proceedings were not examined for Edwards' name after 1942. In the printed program for the 1973 annual meeting Edwards' name first appeared as a Life Member together with 10 additional Life Members, and he was so-listed thereafter in the annual programs until 1976, the year of his death. Pate (1993, p. 14) discussed the requirements for "Life

Member," namely, that it is awarded by the members to retired members with extensive service to SSPP based upon unanimous recommendation of the Council, but he did not specify when that category of membership began. The first list of Life Members in the annual programs that are in the author's possession (1967-2005) occurred in 1972, when four Life Members were listed.

Closing Remarks: A Few Personal Glimpses of A. S. Edwards

According to Edwards, Jr. (1988, pp. 9-10), "During the 1930s, he [Edwards, Sr.] taught classes for black students, at their own schools, off the campus, which apparently aroused the ire of some people. The governor of Georgia, Eugene Talmadge, attempted to have him removed from the University as a foreigner.[1]

Edwards, Jr. (1988) reported a list of hobbies and interests that Edwards compiled in his 85th year (1971). The extensive list included activities such as woodworking, leather work, and pitching horseshoes, as well as learning Koine Greek so that he might do his own translations of ancient biblical texts; Koine was the language used in writing the original Greek language New Testament and some early Greek translations of the Old Testament. Regarding religion, Edwards' expressed great appreciation for the secular nature of Cornell, and he had a keen interest in comparative religion (Lelon J. Peacock, August 20, 2005, electronic mail).

Among Edwards' personal collection of books, pamphlets, and papers (in the *A. S. Edwards Papers* at the Hargrett Library[2]) were several 19th century pamphlets on mesmerism, undoubtedly related to his interest in suggestibility as seen in the titles of his masters thesis and dissertation (see above). He also had an extensive collection of materials on extrasensory perception (presumably, he was skeptical), and he had books and other publications reflecting his strong interest in the relation between science and religion (see also Edwards Jr., 1988, pp. 21-23). Considering his accomplishments and wide array of practical and intellectual interests,

clearly, Austin S, Edwards was a most fascinating man, a highly accomplished psychologist, and a worthy former president of the Southern Society for Philosophy and Psychology.

Footnotes

1. Talmadge went after other such "furriners" (as he expressed it). In a trumped up meeting of the University System's Board of Regents, Talmadge arranged to have the dean of the College of Education at the University of Georgia, W. D. Cocking, fired for expressing views sympathetic to the plight of Negroes in Georgia's system of higher education. The "Cocking affair" led to the University loss of accreditation and, in turn, to Talmadge's defeat in the next election. Subsequently, the Board of Regents was reconstituted and empowered to be relatively protected from political interference, and accreditation was restored (Dyer, 1985).

2. The Hargrett Rare Book and Manuscript Library division of the University of Georgia Libraries has all the unpublished materials cited here in conjunction with Edwards and The University of Georgia's Department of Psychology as well as most, if not all, of Edwards' publications. Summaries of the holdings may be seen on the internet under the listing for "Psychology" at: http://www.libs.uga.edu/hargrett/archives/catalog.html

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