

**IN MEMORIAM**  
**(JOHN) CARSON MCGUIRE**  
**(1910-1969)**

Carson McGuire was one of the most outstandingly effective and widely loved teachers any of us have ever known. He brought to the students, as to his research, an encyclopedic mind and a talent for lucid, searchingly detailed organization in which he had few peers. Perhaps the quality that counted most was his deep, warm interest in his students as individual human beings.

These qualities became apparent early in his professional life. Born at Salmon Arm, British Columbia, Canada, on August 12, 1910, he attended high school in his hometown, in 1926. The next year he entered the University of British Columbia, transferring the following year to the Provincial Normal School in Vancouver, B.C. From 1928 to 1929 he taught school, becoming principal of Quesnel School from 1929 to 1934. Meanwhile, he attended summer sessions and in 1937 returned to full time study at the University of British Columbia where he completed the B.A. in May, 1939, with First Class Honors in Psychology and Human Biology.

During these years at the university he was elected president of the student body. At the same time, he seized the opportunity which arose with an appointment to a student committee to develop a long-term policy for obtaining a substantial public support for the university and to inaugurate negotiations with the government in matters concerning the general welfare of the University and student body. He prepared a study of the academic timetables and curricular arrangements which led to substantial revision of courses and of university finances. Following this he prepared a survey of building needs for the coming decade, including a study of growth in registration and potential income. This was followed by a "ten year plan" which suggested how money for the additional buildings could be obtained. His most successful work started with a plan for financing a new Brock Memorial Union Building. To quote the yearbook of his university, "His idea of the \$25,000 grant from the Board of Governors, to be paid at \$2,500 a year for ten

years, was not received optimistically by the Brock Memorial Committee, or The Board of Governors or The Provincial Government. Yet the scheme was passed at various council and committee meetings, apparently almost in spite of the respective members, and lo! the Brock Memorial Building is financed."

From 1939 to 1942 he served as visiting professor during the summer at the University of British Columbia, while acting as superintendent of an experimental "chilliwack project." This was an experiment in consolidating and administering public schools according to a new, centralized organization. The success of this project, under his direction, contributed to the reduction of some 700 school districts in British Columbia to one-tenth that number. From 1942 to 1945 he served as an officer in the RCAF with duties in personnel selection, training and air cadet programs.

In 1944 he won an appointment as University Fellow at the University of Chicago. The following year he joined the faculty as instructor and research associate. He taught graduate courses, undertook administrative committee duties for the Committee on Human Development and participated in the "Prairie City" studies of adolescent development with R. J. Havighurst. During this time he also participated with W. L. Warner, W. E. Henry, B. B. Gardner, and R. F. Peck in some of the original, pioneer work on methods for assessing executive personality and behavior. Carson came to the University of Texas in 1949 as associate professor in the Department of Educational Psychology. Within a year or two he was nominated as consultant to the Human Resources Research Center, Lackland A.F.B., USAF, to the Cancer Patient Behavior Research, M. D. Anderson Hospital for Cancer Research; and the Hogg Foundation for Mental Health. He also began his long years of service as a member of numerous university committees. In 1951 he joined the University Committee on Medical Psychology. The following year he was a member of the University Committee on Socialization; he became a consultant for inservice education to the Bureau of Field Services and Extension Teaching; and he became a lecturer in the Department of Neurology and Psychiatry at the Galveston branch of The University of Texas Medical School.

He was brought to the university to plan and teach a program of interdisciplinary courses in

the behavioral sciences, modeled after the Committee on Human Development at Chicago. He launched such a program so effectively and aroused such great student demand at both the undergraduate and graduate levels that within a few years it became necessary to recruit additional faculty to help carry the rapidly growing student load. Although the courses were officially placed within a single department, Educational Psychology, Carson successfully sought close communication and collaborative work with colleagues in many departments of the university. He brought together in his teaching the disciplines of developmental and social psychology, cultural anthropology, human physiology and human genetics. His effectiveness in integrating ideas and facts from these several disciplines was, itself, a strong argument for training scholars to be interdisciplinary in their knowledge and skills, as individuals, not just specialists in one field or another who could communicate and collaborate only weakly when brought together intermittently on interdisciplinary teams.

He was appointed professor of educational psychology in 1952. In 1954 he established the Laboratory of Human Behavior with support from the Hogg Foundation for Mental Health. This same year, he became a naturalized citizen of the United States. During this period he served as consultant to the Human Resources Research Office, Department of the Army; project director, Schools and Mental Health, Joint Commission on Mental Illness and Health; member of the University Council on Teacher Education, 1956 to 1960; member, President's Committee on Social Science Research, 1954 to 1957; and member, University Research Council, 1957 to 1959.

On the basis of the research he began with Hogg Foundation support, he secured a large grant from the U.S. Office of Education for the Human Talent Project which he conducted from 1957 to 1962. Simultaneously, a good deal of his planning and teaching energies were dedicated to the Mental Health in Teacher Education Project, sponsored by the National Institute of Mental Health, growing out of the experimental education program which he had begun in collaboration with R. F. Peck.

In 1962 he became Director for Research of the College of Education and the following

year was named Coordinator of Research Development for the College of Education, a capacity in which he served until 1969.

In 1962 and 1963 he served on a national committee of educators which presented Congress with the need to establish long-term, programmatic research in education. He was asked to organize the hearings before the U.S. Senate and did so with great success. As a direct outgrowth of these efforts, the National Program of Educational Laboratories and Research and Development Centers came into being. He was centrally instrumental in helping to found the Research and Development Center for Teacher Education for which federal funds were granted to the university beginning in 1965, as one of nine such national centers.

During these years he wrote and published extensively. As his bibliography attests, he coauthored three books, wrote many chapters in yearbooks and scholarly collections and published a steady stream of articles in scholarly journals. He was in wide demand as a speaker, presenting 19 invited papers at national meetings of professional organizations, and many more at regional and state meetings.

Above all, though, Carson would probably want to be remembered primarily as a teacher. During his service at the University of Chicago he supervised 17 master's degrees and seven Ph.D. dissertations, while serving on 13 other graduate committees. While at the University of Texas he personally supervised (and in his case this meant hundreds of hours of work with each student) 43 Ph.D. dissertations. A list of these dissertations is available upon request from the Office of the General Faculty.

The topics indicated in the list of dissertations is perhaps the most concise yet impressive testimonial to the breadth of his knowledge and interests.

In his community life, as well, he combined a deep sense of social responsibility with a love of music in the arts. He served as president of the Texas Psychological Association, as president of the Austin Community Guidance Center, as a member of the Board of Directors of the Austin-Travis County Heart Association. He was also a member of the Board of Directors of the

Austin Symphony Society. He developed one of the largest private collections of stereo tapes in the community, ranging from baroque to modern music and reflecting his catholic enjoyment of many varieties of the arts.

His vigorous, hardy involvement in all aspects of life continued unabated during his last seven years despite the vicissitudes of a partially disabling stroke. It was never easy for Carson to admit incapacity to perform and in the end he largely resolved the limitations which were forced upon him by forging ahead in his accustomed style.

He was always greatly sustained by the companionship and deeply understanding support of his wife, Dr. Alice Brooks McGuire, who is a professor of library science at the university. In, addition to his wife, he is survived by his daughter Katherine, his grandson, Brett Markle and two brothers.

Robert F. Peck, Chairman  
Alton C. Murphy  
William G. Wolfe

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