IN MEMORIAM

ARTHUR HENRY MOEHLMAN

Arthur Henry Moehlman, Professor Emeritus, died in Austin on February 8, 1978. Dr. Moehlman came to the University in 1954, taught successively in the departments of Cultural Foundations of Education and Educational Administration, and directed the Center for the History of Education. His primary contributions were in the fields of educational history, comparative education, and educational philosophy. He retired in 1977.

Professor Moehlman was born in Rochester, New York, on February 19, 1907, the son of church historian Conrad Henry Moehlman and Bertha Young Moehlman. He received his B.A. from the University of Rochester in 1928, his M.A. from the University of Michigan in 1930, and his Ph.D. also from the University of Michigan in 1932. The subject of his doctoral dissertation was frontier settlement in the United States and Canada. In 1933 Dr. Moehlman married Marguerite Richebourg, and the Moehlmans had four children: Michael, Stephen, Patricia, and Jacqueline.

The academic career of Dr. Moehlman began with an instructorship at the University of Michigan. In 1932 he accepted an assistant professorship at Ohio State University. Four years later came promotion to associate professor. After military service, he assumed, in 1946, a professorship in education at the University of Iowa. In 1954 he joined the faculty at the University of Texas as professor of the history and philosophy of education.
Dr. Moehlman's intellectual interests were broad and international in orientation. Never content with small ideas and parochial inquiry, Dr. Moehlman operated from an expansive framework which placed education in a broad cultural context. To him, the process of teaching and learning, and its correlative activities, could only be understood as an aspect of culture. Efforts to analyze them in isolation, though useful for certain purposes, must necessarily fail, he believed, to reveal their full meaning and significance. In his writings, teaching, and public speaking, he urged his audiences to expand their views and to probe the many and complex relations connecting society and education in a worldwide perspective. In *Comparative Education* (1952) and *Comparative Educational Systems* (1963), the matrix concept of the "morphology of culture" was developed. Areas of influence and knowledge bearing on educational phenomena were plotted and were intended to give direction to the systematic, interdisciplinary study of education.

The founding in 1966 of the Center for the History of Education was a landmark in Dr. Moehlman's career. His aim was to establish on the campus of the University of Texas at Austin a truly interdisciplinary center which would gather interested scholars and students for the pursuit of historical studies in the field of education. With the advice and assistance of leading faculty members and administrators, plus the encouragement of such nationally influential educators as James Bryant Conant, who participated in the organizational deliberations, the Center was officially recognized as a university agency in 1967.

Aware of the potential value of computer technology to the work of historians, Dr. Moehlman, Director of the Center, and his advisory board created a
morphology of categories for the computer coding and storage of educational data. Thanks to computer experts like Dr. Alfred Dale, a system for the retrieval of desired information was devised, and a pilot project dealing with educational legislation in the State of Texas between 1917 and 1967 was undertaken to prove the new system and to demonstrate the utility of the computer for the historian.

By 1969 progress was sufficient to permit the publication of *A Guide to Computer-Assisted Historical Research in American Education* by Dr. Moehlman, David Van Tassel, William H. Goetzmann, and Gerald D. Everett. The widely circulated *Guide* gave a full account of the computer project and, in the opinion of Dr. Conant, was sure to be "a pioneer work of enormous significance for the next generation of historians."

With the completion of this first phase, Dr. Moehlman and his associates turned their attention to technological improvements, the creation of new databases, and the development of a comprehensive bibliographic guide to the cultural history of American education. Dr. Moehlman was actively engaged along these lines for the next several years and even after his retirement.

Honorable recognition of his work was accorded to Dr. Moehlman throughout his career. He was a member of Phi Beta Kappa, received the Ellison Prize in History and the Kreyer Prize in German at the University of Rochester, and was a Townsend Fellow in History at the University of Michigan. He was also the recipient of distinguished international fellowships. In 1928-29 he was an International Fellow at the University of Basel, in 1951-52 he was Fulbright Research Professor in Comparative Studies and International Education at the Sorbonne, and in 1961-62 he was Fulbright Professor of American Studies at
Göttingen. Dr. Moehlman's contributions led to visiting professorships in American and foreign universities, participation in national and international conferences, and citations in many directories including the Directory of American Scholars, Contemporary Authors, Who's Who in the South and Southwest, Who's Who in America, and Who's Who in the World. Over the years his name figured on the membership lists of numerous learned societies, a few of which being the Royal Geographical Society, the International Academy of Arts and Letters, the American Historical Association, the American Geographical Society, the American Educational Research Association, the American Studies Association, the Philosophy of Education Society, and the Comparative and International Education Society.

Outside the normal course of his responsibilities as teacher and scholar, Dr. Moehlman was involved in other noteworthy activities which attest to the catholicity of his interests and skills. For a time in the 1930s he edited Our Times, an interdisciplinary magazine in the social sciences; he served on the Ohio State Planning Board and represented that organization at an international planning conference in London in 1936; he consulted with the Federal Communications Commission in the 1950s on the uses of television in higher education, and under a grant from the Ford Foundation he worked with the Texas Education Agency in the preparation and delivery of college courses taught through the medium of television; and he was a frequent participant in field surveys of education sponsored by professional and international organizations.

No account of Arthur Moehlman would be complete without mention of him as soldier and diplomat. The services he rendered in these areas testify further to his stature. As a U.S. Army General Staff officer during World War II, Dr. Moehlman was engaged in writing strategic intelligence estimates, and before his
discharge in 1946, at the rank of colonel, he had served on missions to North Africa, the Middle East, and the China-India-Burma theater and had been a member of the U.S. Group Control Council in Germany. The capstone of his public service, however, came in 1962 when he was appointed U.S. Cultural Attaché in the Federal Republic of Germany. In the two years he held this post, Dr. Moehlman sought to enhance American-German cultural relations and, drawing on his scholarly background and interests, was in a position to comment informatively on the development of German schools and universities. This first-hand experience in cultural diplomacy confirmed his expertise and gave him a unique vantage point from which to view and appreciate historical and contemporary trends. That his last work, Theorien des demokratischen Bildung und Erziehung, was published posthumously in Germany bears witness to the abiding recognition of Dr. Moehlman's singular perspective.

In a sense the many pursuits of Arthur Moehlman were complementary. Whether as student, teacher, scholar, soldier, diplomat, or traveler, he was always intrigued by the varieties of cultural experience and attempted to grasp their patterns. This effort was a reminder of the interconnectedness of knowledge and of the necessity for broad erudition and mature judgment in the work of scholarship.
Lorene L. Rogers, President
The University of Texas at Austin

Bill Francis
Bill D. Francis, Secretary
The General Faculty

This Memorial Resolution was prepared by a Special Committee consisting of J. Stephen Hazlett (chairman), Laurence D. Haskew, and John A. Laska.