FLEMING ALLEN CLAY PERRIN
MEMORIAL

Fleming Allen Clay Perrin was born April 29, 1884, in La Harpe, Illinois, and died December 1, 1944, in Austin, Texas. He was the son of William Perrin and Mary Todd Perrin. He attended the La Harpe High School from 1900 to 1903 and Gittings Seminary in La Harpe during 1905-06. During the year 1906-07 he was enrolled at the University of Illinois. The next year, he entered the University of Chicago and continued his undergraduate work until 1910, when he received the Ph.B. degree. Immediately following his graduation he began graduate work in the same university and received the Ph.D. degree in 1914 with a major in Psychology. He was a Fellow in Psychology from 1911 to 1913 and became a member of Sigma Xi in 1911. His graduate work was principally in Physiology, Neurology, and Psychology. In Neurology his training was sufficiently advanced so that at one time he did research work in this field. His thesis for the advanced degree was entitled "An Introspective and Experimental Study of the Human Learning Process in the Maze." This study was published in The Psychological Review Monograph Supplements, XVI, No. 70.

Dr. Perrin attended the University of Chicago during the time that James R. Angell and Harvey A. Carr dominated the thought of this institution in Psychology. Thus his first contact with psychology was from the functional and behavioristic standpoints and although he later studied many other viewpoints in detail, without doubt, functionalism always influenced his thinking in Psychology.

Dr. Perrin became a member of the American Psychological Association soon after he received his graduate degree and during the period of 1917-1930 he read ten papers before this organization. He was a Fellow of the American Association for the Advancement of Science and at different times read papers before Section I of this society. He served on several committees of the American Psychological Association.

His teaching experience began in the University of Chicago during the year 1912 but before the end of the year he went to the University of Pittsburgh as an Instructor in Psychology. In 1914 he became Assistant Professor. In 1917 he came to the University of Texas as Adjunct Professor of Psychology. In 1924 he was promoted to Associate Professor and in 1925 he became Professor of Psychology. At the time Professor Perrin came to Texas, Psychology and Philosophy were in the same department. In 1927 the two subjects were separated. At this time, Dr. Perrin was the only member of the budget council in the Department of Psychology. He continued in this capacity for a period of seven years. His colleagues speak highly of the democratic way in which the affairs of the department were conducted during this interim. He sought counsel and advice from every member of the department.

In 1926 Professor Perrin and Professor D. B. Klein published a textbook entitled Psychology: Its Methods and Principles. This text was revised in 1932 by Dr. Perrin, and thereafter it appeared under his name. In 1939 Professor Perrin started a manuscript for a text to be called Social Psychology: The Study of Human Nature. This book was still in preparation at the time of his death.

Much of Professor Perrin's period of service at the University of Texas was during the time that graduate work was making rapid growth; thus, one of his important duties became the supervision of theses, some of which were for the Ph.D. degree. In all this work he gave careful and detailed advice to students.

Dr. Perrin and his students did some of the early testing in the College of Arts and Sciences in the University of Texas. They devised a Freshmen Psychological examination and did much work in standardizing it. The test was used for a number of years.

In the summer of 1937 he traveled in France, England, Germany, and other countries of Europe. At this time the International Congress of Psychologists was meeting in Paris. Professor Perrin attended several sessions of the Congress.

One of the outstanding things about Dr. Perrin, as remarked by his close friends, is that he was always a psychologist. His conversations and discussions were phrased in psychological terms and his lasting interests in life were essentially psychological in nature.

Many of his students speak highly of him as a lecturer and as a teacher. In his undergraduate courses he was especially anxious that

his students see their own behavior and their own experiences as material for psychological study. This view of undergraduate work lead him to draw illustrations for his daily work from campus life and to carry on his lectures when possible with relatively few abstract and technical terms. Undergraduates responded to his teaching by large enrollments in his courses and by rating his work as satisfying.

To his advanced students he was at his best in his interpretations of points of view of leading thinkers in the different fields of Psychology. In these discussions he was thoroughly objective and comprehensive. He could present both sides of a question in a way which often left his students wondering which side of the problem their professor preferred.

The impact of his courses was not always direct and systematic. His strong belief in the individuality of his students made him reluctant to attempt indoctrination. The ideas and principles of his courses often came in indirect and subtle ways. Sometimes students complained of his methods but these same students were often the first to realize that at a later time while writing a term theme or when interpreting their own research, their thoughts reverted to a course previously taken with Professor Perrin.

Such are a few of the memories retained by those who followed Dr. Perrin in discussions which seemingly were sometimes ephemeral but in which the student later found much of permanent value.

He is survived by his wife, Ruth Longino Perrin, a brother, George G. Perrin, and two sisters, Miss Flora Perrin and Mrs. E. G. Braymen.

PUBLICATIONS

1916. With Miriam C. Gould. "A Comparison of the Factors Involved in the Maze Learning of Human Adults and Children." Journal of Experimental Psychology I, 122-154.

1918. "Review of Literature of Learning." Psychological Bulletin, XV, 346-356.

1919. "The Learning Curves of the Analogies and the Mere Reading Tests." Psychological Review, XXVI, 24-62.

1921. "Conscious Analysis versus Habit Hierarchies in the Learning Process." Journal of Comparative Psychology I, 287-308.

1921. "An Experimental Study of Motorbility." Journal of Experimental Psychology IV, 24-56.

1921. "Physical Attractiveness and Repulsiveness." Journal of Experimental Psychology IV, 203-217.

1922. "Conscious Analysis, Introspection and Behaviorism." Psychological Review XXIX, 325-328.

1923. "The Psychology of Motivation." Psychological Review XXX, 176-191.

1924. With Helen Joy Reed, Gertrude M. Butler, Bonnie K. Dysart, and Sarah E. Bridgers. "The Freshmen Psychological Examination at the University of Texas." University of Texas Bulletin No. 2445.

1925. With Sarah E. Marsh. "An Experimental Study of the Rating Scale Technique." Journal of Abnormal and Social Psychology XIX, 383-399.

Special Committee on Fleming Allen Clay
Perrin Memorial Resolutions

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