

HISTORY AT IOWA: THE FIRST CENTURY  
1855-1948

STOW PERSONS

Foreword

In 1992, at the request of Professor Berman, then the director of graduate studies, I spoke to beginning graduate students about the history of the department. I relied chiefly on a hasty survey of the university catalogs and on my own recollections of events since 1950 when I had joined the department. My remarks were written up under the title "Notes on the History of the History Department" and a few copies were distributed. In the following year I was asked to repeat the performance for which I did some further research, discovering that I had seriously misrepresented the contribution of Arthur Schlesinger, Sr., to shaping the character of the department. I prepared a lengthier account called "Revised Notes," a few copies of which were also distributed to colleagues.

This third version represents further research and is absolutely the final effort to describe the early years of the department. The coming of the Aydelotte regime in 1948 seems an appropriate point at which to break off the narrative. If interest and stamina hold there will follow an account of more recent years.

Amos Dean, the University of Iowa's first president (1855-1858), was also her first historian. The massive seven-volume History of Civilization on which he labored for thirty years between 1833 and 1863 certainly established him at the very outset as our most comprehensive and ambitious historian. A native of rural Vermont and essentially self-taught, his 18th century models introduced him to history on the grand scale. Robertson's physiographic determinism persuaded him that civilization can flourish only in the temperate zones, a finding that conveniently persuaded him to ignore Asian societies where frigid or tropical climates were presumed to inhibit the operation of civilizing influences. Beginning with the ancient societies of Egypt and the Near East, Dean traced the rise of civilization through Greece and Rome to the modern nations of Western Europe. Each society passed through the organic cycle of birth, maturity, and <sup>e</sup>decay; and each contributed essential features to modern civilization. His principal theme, and the ultimate measure of the progress of civilization, was the process of individualization. In primitive times the individual had been bound tightly in a web of closely related social institutions. Progress consisted in the gradual loosening of these bonds so that the theory and <sup>c</sup>practi~~x~~ce of freedom could finally emerge.

Because the university was organized before there were students to be taught beyond the preparatory and normal departments there was no demand for Amos Dean's history course as described in the first catalog. He had been professor of medical jurisprudence at the Albany, New York, medical school and was currently teaching in the Albany law school when appointed president and professor of history at Iowa, in 1855. He came to Iowa City during three summers to appoint a faculty and organize a curriculum and then resign.

Given Dean's views on the teaching of history it was unfortunate that no students were privileged to benefit from his instruction. He complained of the current narrow emphasis on war and politics. Too little attention was being paid to the forces that lie at the foundations of human progress, namely, the moral and intellectual influences that shape behavior. Attention should be focused on industrial development, religious beliefs, law and jurisprudence, manners and customs, philosophy and art. The study of history would thus be brought within the empire of cause and effect and become a true social science.

Lecturing was to be Dean's preferred method of instruction. Apart from the fact that no suitable texts were available the virtue of the lecture was that it enabled a learned teacher to keep up with the latest scholarship, to adapt the presentation to the needs of the student, and by bringing a living mind into direct contact with students' minds awaken their mental powers and focus their intellectual ambitions. It would be pleasant to think that the influence of this unusual man remained a continuing inspiration for subsequent generations of Iowa historians and students, but so far as can be determined his historical work was completely forgotten.

Following Dean's departure the teaching of history fell on lean times. Although the annual catalogs continued to mention ancient and modern history courses, usually in the junior year, no instructor was named, and it seems probable that no work was actually offered until 1869, when Theodore S. Parvin, the professor of natural history, was designated professor of history as well. The study of history was nowhere a major component of the 19th century collegiate curriculum. It was a common practice throughout the country to combine history instruction with work in such diverse fields as classical and modern languages, political science, economics, or natural history. In addition of natural history, Parvin taught ancient and modern history, ancient geography,

the history of modern civilization, the science of government, and constitutional law. He was an active historical scholar of the antiquarian variety writing about topics with which he had been personally involved, such as the climate of Muscatine, the Iowa pioneer settlers, and the Masonic movement in Iowa. In the early years, intensive political activity engulfed everything that went on in the university, and in 1870 Parvin was dismissed and his department of history and political economy was abolished.

History instruction during the 1870s was an orphan overseen principally by the classics faculty. After a year of instruction by Gilbert Pinkham, an instructor in English literature, history courses were offered by Leonard F. Parker, an instructor in Greek. At least a shadow of Dean's influence survived in the catalog references to "the life of nations and the race," and to the "development of the opinions, the customs, and the institutions of modern times." The dominance of the classics is evident in the fact that the "classical" course of 1885-86, one of three options available to undergraduates, required two terms of Greek, three of Latin, three of modern foreign languages, two of mathematics, and but one each of history, English literature, and mental science. Parker undertook to "enlarge" the work in history, offering one term of ancient history in the sophomore year, one term of medieval and modern history and one term of American history in the junior year, and an elective course in English constitutional history in the senior year. For more than half a century to come these were to remain the fields on which the Iowa history program was to concentrate.

Leonard Parker was also the first historian of the university. The history of Higher Education in Iowa that he wrote for the Federal Office of Education, 1893, contained a lengthy chapter on the early history of the university. Much of what is now known about that period rests on Parker's research and personal knowledge of events.

Prior to the 1890s, the university's struggle to define itself had been dominated by the classics. Governor Grimes's call for a polytechnical university to train engineers and agronomists had been ignored by the regents who preferred traditional models. When students read Caesar, Thucydides, and Tacitus they certainly learned some history, but in a philosophical rather than a critical mode. The subordinate status of history was not peculiar to the University of Iowa. It was reported that as of 1885 there were only about twenty full-time professors of history in American colleges and universities, and about thirty graduate students. The introduction of the departmental pattern of organization with its assurance of autonomy for each department came in simultaneously with the growth of graduate programs for the professional training of graduate students. It would be difficult to overestimate the importance of these developments. Departmentalism introduced the modern competition between independent disciplines for money and students; professionalism shaped the pattern of research and teaching, as the following account should show.

The first professionally trained historian at Iowa was William R. Perkins, who succeeded Leonard Parker in 1887. A graduate of Western Reserve, Perkins had studied at Bonn and Berlin and had taught briefly at Cornell before coming to Iowa. Historical study now assumed a more prominent place in the curriculum. Greek and Roman history occupied two terms in the sophomore year, while English history was allocated three terms in the junior year. The latter was declared to be "of highest importance to a correct understanding of American history," which was offered in three terms for seniors. In the spirit of the new professionalism Perkins announced that research was to be one of the aims of historical study, and he organized a research seminary which over the next few years produced some twenty student research papers in English and American history. It was no longer

enough for students to learn what research scholars had to say about the past; they should themselves be introduced to the process by which history is understood and written.

Perkins turned to local topics for his own research. With the collaboration of senior student Barthinius Wick he wrote a monograph on the History of the Amana Society, and followed this with a History of the Trappist Abbey of New Melleray, Dubuque County, Iowa. These were the first in a projected monograph series to be published by the department. Perkins's work stands in stark contrast to that of Amos Dean in exemplifying the new professional historiography. His topics were local, not to say minuscule. He carefully examined all of the available source documents, interviewing and winning the confidence of community leaders who shared with him their knowledge and records. Amana and New Melleray were religious communities, and Perkins carefully traced their respective roots in German protestant pietism and medieval French monasticism. He understood and respected their primary religious concerns, and did not allow himself to be diverted by their communitarian social organizations, although these were briefly described. He also understood and cultivated the proper blend of sympathy with scientific objectivity. The scientific ideal of the new professionalism abandoned the search for the general laws of human progress which had fascinated Amos Dean and contented itself with a more modest dedication to laboratory-like precision of statement and objectivity.

Perkins died in 1895 and was succeeded by William Craig Wilcox who had taken an MA at Rochester and had taught briefly at Chicago before coming to Iowa. He was not a scholar, and was eventually drawn into administration, becoming dean of the Liberal Arts College while continuing as head of the history department. The history curriculum had slowly grown to the point where additional staff was necessary, and a second historian, Harry Grant Plum, was appointed in 1895.

Plum was to enjoy the longest tenure of any Iowa historian, not retiring until 1940 and continuing on thereafter for several years on a part-time basis. "Enjoy" may not be the right word, for he chronically complained of overwork and underpay. The university had no provision for the support of retirees who were continued on a part-time basis as long as they were able to teach. A native of Iowa City, Plum took the BA and MA degrees from the university and a PhD from Columbia in 1906. Over the years he taught a tremendous variety of courses, ranging from the history of Greece and Rome, the Far East, Russia, and the Hebrew people to Standard courses in continental European and English history -- practically everything except American history, which was left to Wilcox. He gradually came to focus on English history, and in spite of his teaching burdens was able to do some research and publication. His principal work, a monograph on Restoration Puritanism: A Study of the Growth of English Liberty, published in 1943 and reissued in 1972, is still being consulted. His doctoral dissertation written under James Harvey Robinson's supervision, The Teutonic Order and Its Secularization: A Study in the Protestant Revolt, was published by the University of Iowa in its Social Science Series. A festschrift, Studies in British History Presented to Harry Grant Plum, edited by his colleague Cornelis deKiewiet, contained essays by eight of his students, among them Chester Kirby of Brown, Ralph Turner of Yale, Gordon Prange of Maryland, and George Cuttino of Emory.

Culturally as well as geographically Iowa is a border state, poised between North and South. Successively a part of Spanish and French empires, and included in Louisiana, Missouri, Michigan, and Wisconsin Territories before achieving its own territorial status, Iowa recruited its population from both northern and southern sources. Leonard Parker reported that it had been settlers from New England who had pushed through the legislation establishing the State Univ-

ersity and who were able to install its traditional classical curriculum. But they did not control the legislature nor command the support necessary to raise the institution out of the doldrums in which it languished for decades. Its intellectual orientation remained uncertain until the administration of George MacLean (1899-1911), who introduced the modern institutional structure of departments, schools, and colleges, and who roundly declared that the University of Michigan was "the mother of us all." MacLean had taught at Minnesota and had studied at Leipzig where he had become familiar with the modern European university in its golden years. His vision of the university as a group of graduate and professional schools resembled Clark and Hopkins more than Michigan, and his notion that the undergraduate college would wither away was, of course, an idle dream. Nevertheless, it was MacLean who introduced here the idea of the university as an institution for advanced learning and research, and who oriented it intellectually (as well as Athletically) to the north and east rather than to the south and west.

The historians did not respond immediately or enthusiastically to the new challenge. Plum's heavy teaching load effectively prevented him from finding much time for research, while Wilcox apparently had no interest in scholarship. The research emphasis introduced by Perkins survived formally in the seminaries Wilcox continued to offer, but the catalog description of these courses, now restricted to graduate students, does not suggest a central emphasis on research. Nevertheless, in the long run, as the growth of the university made possible a larger history faculty, new members were recruited from the universities to the north and east.

Although graduate work had been nominally available from the beginning, it consisted of taking more courses in a wider range of subjects. The modern conception of concentrated work culminating in research theses and dissertations came in at Iowa with the creation of the Graduate College in 1900,

when graduate degree requirements became essentially what they still are today. The first Iowa PhD in history was conferred in 1909 on Louis Pelzer, who joined the department in that year and continued to teach until his death in 1946. The career of Pelzer set a high standard for succeeding generations of graduate students to emulate. His doctoral dissertation on the early Iowa politician Augustus C. Dodge was published in the State Historical Society's biographical series, as was a follow-up biography of Dodge's father, the soldier Henry Dodge. Pelzer's major work was The Cattlemen's Frontier, published in 1936 and reissued in 1969. Pelzer was closely identified with the Mississippi Valley Historical Association (now OAH), reading a paper at its first meeting in 1908 and subsequently serving as president and editor of its Review. The popularity of regional historical studies for graduate students is attested to by the fact that Pelzer supervised twenty-two doctoral dissertations, seven of which were published in full and five in part. He also found the time to direct the writing of seventy-nine master's theses. Among the more notable of his graduate students were E. Douglas Branch and Marcus Lee Hansen.

The year 1909 was also notable for the appointment of the first women to the department. Anna Klingenhagen was appointed Dean of Women and assistant professor of history. A graduate of Wellesley with a master's degree from Chicago, she taught courses in European history. She was primarily interested in administration, and resigned in 1918 to pursue an administrative career. Also appointed in 1909 was Clara M. Daley, a U. of I. graduate (BA 1907) who had been teaching in local high schools. The fact that Wilcox would appoint someone without any graduate training or research interest is sufficient indication of his failure to appreciate the direction in which the university was moving. Daley continued to teach a variety of courses until her retirement in 1949. Generations of undergraduates recorded their gratitude and

affection for her lively style and genuine interest in their welfare. Among them was Virgil Hancher, for whom she exemplified the presumed gulf between teaching and research, which troubled him.

The next woman to join the department proved to be a very different kind of appointment. Bessie Louise Pierce, also an Iowa graduate (BA 1910, PhD 1923) was appointed instructor in history and education in 1916. Walter Jessup, who became president in the same year, believed strongly in the necessary collaboration between the liberal arts and the College of Education in the preparation of teachers, and he encouraged strong joint appointments. In addition to teaching a course in the department on the teaching of history Pierce taught an impressive sequence of courses in history in the newly opened University High School. The seventh-grade course on "The European Setting of United States History" was designed to show how the United States was an outgrowth of European history, indicating the origins of its major institutions and ideals. This approach, so offensive to a later generation minimizing as it did the presence of Americans of native and African origins, was taken for granted by Americans of Pierce's generation. An eighth-grade course on the social and economic history of the United States reserved political history for a later grade. The course was organized on a topical or problem format. It took up colonialism, labor, transportation, westward expansion, industrialism, slavery, agriculture, and foreign relations. An impressive bibliography of reference works provided the students with information in depth. The ninth-grade course on "Problems of Citizenship" was what in many schools would be called civics.

Pierce's senior high school courses continued the problems approach, their ultimate aim<sup>n</sup> being to develop "historical mindedness." The tenth-grade course was a survey of ancient and European civilizations down to the industrial revolution. Material on social and intellectual currents reflected the

latest innovations in history teaching at Columbia and Yale. The eleventh-grade course on United States history again emphasized at a more mature level "how it can be said that the history of America is inseparable from that of Europe." The course showed how the struggle for North America resulted in the victory of the Anglo-Americans and the establishment of their distinctive political and social institutions. In the culminating twelfth-grade course history became social studies. Whatever she may have said about historical-mindedness Pierce held a presentist view of history as distinct from the otherness of the past. One looked to the past for the common elements or sources linking it to the present. The study of the United States as a relatively recent outgrowth of Europe readily lent itself to the presentist approach, and to a culminating examination of its social institutions. The twelfth-graders studied the problems of racial and ethnic minorities, women, children, charities, health and sanitation, rural and urban problems, production and consumption, crime, conservation, and the peace movement. Each of these courses was accompanied by an extensive bibliography of reference works designed to cultivate the habit of consulting the best available sources of information. Altogether it was an impressive sequence of courses which could not have failed to enrich the student's understanding of the American past.

Something needs to be said here about the State Historical Society, although its relationship to the history department has been much more tenuous than it might have been. It was founded in 1857 by the legislature which appropriated \$250 and decreed that it should function "in connection with and under the auspices of the State University." Originally housed briefly in a room in Old Capitol, it then found space in town until 1901, when it moved to the third floor southeast wing of Schaeffer hall. Despite meager support it had

managed to launch the Annals of Iowa (1863), and the Iowa Historical REcord (1885), the latter becoming the Iowa Journal of History and Politics (1903-1961). Save for Parvin's brief editorship of the Annals the historians were not involved with the Society, which has been described in its early years as a quiet retreat for gentlemen with antiquarian interests.

The Society was aroused from its antiquarian slumbers by the arrival of Benjamin F. Shambaugh, a native Iowan with bachelors and masters degrees from the university and a PhD from the Wharton School, who became professor of political science in 1896. As much historian as political scientist, Shambaugh published a number of studies in early Iowa history and offered an introductory political science course which was essentially historical in character. This course evolved into the famous "campus course," officially "Approaches in Liberal and Cultural Education," in which Shambaugh surveyed human experience from earliest times. He threw himself into the work of the Society and rapidly transformed it into an active sponsor of research. While the history department under Wilcox marked time the Society under Shambaugh's direction as Superintendent employed a number of graduate students in history and political science (Pelzer among them) who produced historical and biographical studies published by the Society. Membership grew from 60 in 1903 to 1405 in 1926. Shambaugh was also an active promoter of the Mississippi Valley Historical Association which was initially an organization of regional historical societies.

The agricultural depression of the mid-1920s, which broadened into the Great Depression of the 1930s, had a devastating impact on the Society as well as on the university and the State as a whole. The years between 1925 and 1940, when Shambaugh died, have been called by Alan Schroder "the starving time." Following Shambaugh's death the Society fell into the hands of William J. Petersen, who had been a

research associate. Petersen's dissertation on "Steamboating on the Upper Mississippi," (1930) written under Pelzer's direction, inaugurated a lifetime of promotional activity by "Steamboat Bill." Holding a part-time appointment in the department, he taught a course in Iowa history until his retirement in 1969. The inevitable retrenchment of the Society's publication program occasioned by the depression was reinforced by Petersen's own proclivities. The Iowa Journal of History was abandoned, and monograph publications were greatly curtailed. Publicizing Iowa history as distinguished from studying it became the chief activity of the Society. The later years of Petersen's tenure were largely devoted to raising money for the Society's own quarters, the Centennial Building, which was opened in 1960.

In the meanwhile, the history department itself had undergone a major transformation. President Jessup was determined to strengthen the faculty, and thanks to increased funding following World War I was able to make several strong appointments, among them Arthur Schlesinger, Sr., who came from Ohio State in 1919 to head the department. Schlesinger introduced several of the policies and practices which have characterized the modern era, chief among them being the determination to build up the department on a solid foundation of capable junior scholars. He enriched the American history curriculum by offering new courses in social and cultural history.

In 1922, Schlesinger published New Viewpoints in American History, a pioneer work which applied the insights of the "New History" to American history. He dated the movement from the end of the 19th century, with the professionalization of the social sciences and their impact on conventional conceptions of history as past politics. Out of this work was to emerge the fields of American economic, social, and intellectual history. In a sense it represented a reincarnation of Amos Dean. American history was now seen as a

foreshortened "recapitulation" of European history, although Schlesinger did not use that term. The idea reappears in Bessie Pierce's high school courses of those same years. Schlesinger's chapter on immigration ~~on immigration~~ reinforced the conception of America as the child of Europe, there being no mention of the forced migration of Africans or of more recent Asian or New World immigration. His chapter on the role of women in American history was an early call to augurate scholarly work in that field.

When he came to Iowa in 1919 Schlesinger found a departmental faculty consisting of Professors Plum and Gilbert G. Benjamin, Associate Professor Pelzer, Assistant Professor Daley, and Instructors John C. Parish, Bessie Pierce, and Donald L. McMurry. Benjamin was a Yale PhD who had taught at CCNY and Pittsburgh before coming to Iowa in 1915. He introduced courses in European cultural history and was in charge of the courses in historiography and the "conference seminar" on current professional topics which all graduate students and faculty were expected to attend. He was apparently a difficult personality who quarreled with his colleagues about course content, and resigned in 1928 to move on to the University of Southern California. Additional instructors were needed to teach sections of the rapidly growing survey courses in European and American history. Among them were Walther I. Brandt and Raymond J. Sontag, who joined the department in 1921. In the following year, John H. Wourinen was appointed, and in the year after that, Bruce Mahan and Ralph Turner.

One of Schlesinger's important innovations was the creation of an annual conference of Iowa history teachers. School as well as college teachers were invited, and the programs always included speakers and topics of interest to high school teachers. The conferences were highly successful. For example, the seventh conference, Feb. 4-5, 1927, attracted nearly 250 registrants who heard papers by Andrew C. McLaugh-

lin of the University of Chicago, Guy Stanton Ford and A.C. Krey of Minnesota, Clyde Hart, the Iowa sociologist, and Ernest Horn of the College of Education. One object of the conferences was to establish bonds between the department and the Iowa colleges where Schlesinger hoped to find appointments for graduate students. These efforts resulted in a number of appointments. Chellis Evanson went to Luther, Francis Moats to Simpson, E.M. Eriksson to Coe, Richard Drost to Central, and Raymond Welty to Morningside, the first of a series of placements which lasted into the Root administration.

The dedication to the science and art of teaching which characterized the university in the early years of this century was a congenial one to Schlesinger. At Ohio State he had edited the Ohio History Teachers Journal, and he encouraged his Iowa colleagues to contribute to the series of Aids for History Teachers inaugurated in 1922. Bessie Pierce wrote "The Socialized REcitation in History," and "Textbooks in United States History;" Pelzer and Daley collaborated on "The Correlation of History and Geography;" Brandt wrote "The High School Library;" and Plum wrote "The Correlation of English and American History in the American History Course."

Another project designed to solidify the department was the establishment of the annual departmental Newsletter. By 1922, history boasted the second largest graduate department in the university, with sixty-nine students, thirty-two of them in residence. The Newsletter was intended to act as a bond between the department and its former students, recording faculty activities and publications, appointments and resignations, news of former students, their publications, and personal items of interest.

The prosperous post-War years quickly gave way to the depression, and Jessup's dreams of a quantum leap into the front rank of American universities vanished. Schlesinger left for Harvard in 1925, and his carefully chosen junior faculty also soon departed. When he published his autobio-

graphy many years later he recalled with understandable satisfaction that the wisdom of his appointments was confirmed by the subsequent careers of his appointees. Raymond Sontag had departed for Princeton and ultimately to Berkeley. Ralph Turner had ended up at Yale. John Wourinen (whose unusual name had led Schlesinger to inquire whether he spoke with too thick an accent) went to Columbia; Walther Brandt to CCNY and NYU. Bessie Pierce went to the University of Chicago. Fred Shannon, whose doctoral dissertation on the organization of the Union army written under Schlesinger's supervision won the Pulitzer Prize, went to Illinois. There were other departures that Schlesinger apparently forgot. John C. Parish moved to UCLA; R. H. Harvey, an instructor in 1923-24, also went to UCLA; Ruhl Bartlett went to Tufts; Donald McMurry went to Lafayette; and John W. Hoffman went to the University of Chicago.

Ralph Edmund Turner deserves special comment. A native of Anthon, a village in western Iowa, Turner received his BA from the university in 1916 and MA in 1917. He was instructor in the department, 1923-25, before moving on to the University of Pittsburgh. (Thanks to former President Bowman Iowa once had close connections to Pittsburgh.) During World War II Turner worked for the War and State Departments and eventually held a professorship at Yale. During his Iowa years he wrote America in Civilization (1925), a work which drew together several of the intellectual currents circulating through the department. The purpose of the book was to place the meaning of American history and society in a context shaped by all of the resources of the natural and social sciences. It was a full-blown expression of the New History, showing the apparent influence of Shambaugh and Schlesinger. Turner sensed clearly the impending struggle between the forces of progressive social reform and collective or mass behavior. It was appropriate that he should have moved on to Columbia, the cradle of the New History, for the PhD.

His major work, a two-volume study of The Great Cultural Traditions: The Foundations of Civilization (1941), returned to the grand historical themes in the spirit of Amos Dean. Turner held that human culture was the product of social conditions, and that the work of the creative elites reflected these conditions, thus rooting intellectual history in social history.

Although Schlesinger's policies and scholarly expectations for the department survived his departure, the tangible evidences of improvement, save for the steady flow of capable graduate students, were meager. The same faculty members of professorial rank remained after his departure as had been present when he arrived. Since neither Plum nor Benjamin was felt to be suitable for the headship an outsider was sought. Following the creation of departments within Liberal Arts in 1900 the office of head of department grew in importance with the growth of departments. Appointed by the dean and serving indefinitely at his pleasure the head enjoyed a substantial measure of authority to mold his department. Schlesinger had turned this authority to good account, but his successor was to demonstrate the weaknesses inherent in a position in which the incumbent was answerable only to a sometimes indifferant administration.

Winfred T. Root was a colonial American historian trained at Princeton and Pennsylvania (PhD 1908), who had been at Wisconsin since 1908 before coming to Iowa in 1925. He had published a monograph on The Relations of Pennsylvania with the British Government in 1912, but was to do no further scholarly work. He remained head of department for twenty-two years until his death in 1947, the longest tenure of any history department executive officer. While allowance has to be made for the devastating impact of the depression on the university, Root has to bear a large part of the responsibility for the deterioration of the department during his tenure. He brought from Wisconsin the scholarly ideals that

prevailed there, and he made a number of able appointments, but his management practices alienated his colleagues and led to several resignations. The graduate program was restricted to work in medieval and modern Europe, England the British Empire, and American history. There was no comparable concentration or plan for undergraduates; "exotic" courses in the Near and Far East, and the history of the Hebrews were abandoned, but other exotics such as the history of the crusades might appear and disappear with the shifting interests of the faculty.

During Root's long tenure a number of faculty appointments were made, many of whom did not remain at Iowa, usually for reasons of dissatisfaction. George Gordon Andrews, a Cornell PhD (1921), who joined the department as associate professor in 1927, and who published studies in modern British and French history, assembled a valuable collection of French revolutionary documents for the library. He died in 1938. Cornelis deKiewiet, a Dutch native with a PhD from the University of London, joined the department in 1929, in the same year publishing his British Colonial Policy and the South African Republics. Ross Livingston came from Wisconsin as an instructor in 1928. His dissertation on Responsible Government in Nova Scotia was published in the Iowa Historical Series in 1930, and a companion volume on Responsible Government in Prince Edward Island in the following year. In the remainder of his long career at Iowa he did no further scholarly work. Harrison John Thornton joined the department in 1929. His Chicago doctoral dissertation of that year, History of the Quaker Oats Company, was published by the University of Chicago Press in 1933. In anticipation of the university's centennial in 1947 Thornton was appointed university historian. He edited two volumes of Centennial Memoirs and began work on a history of the university, but produced nothing beyond some manuscript on the early years. For some years he worked on a history of the Chautauqua movement, but again nothing was published.

As the depression clamped down on the university no new appointments save for occasional visitors and instructors were made for a decade. Chester W. Clark joined the department in 1938 as associate professor in European diplomatic history. His Harvard dissertation on Franz Joseph and Bismark had been previously published. He resigned in 1946 for "undisclosed" reasons, apparently because Root's recommendation of promotion was rejected. Goldwin Smith (PhD Cornell), and George Cuttino (DPhil Oxford) were appointed as instructors in 1939, and both were to be promoted to assistant professorships. Smith was a specialist in English constitutional history, while Cuttino was the department's first medieval specialist. George Mosse came as an instructor in English history in 1944. Stuart Hoyt (Harvard PhD 1948) replaced Cuttino in 1947. George Mowry, a historian of American progressivism, was appointed to a full professorship also in 1947. William O. Aydelotte (DPhil Cambridge 1934) joined the department in 1947 as assistant professor of English and European diplomatic history.

Root continued Schlesinger's practice of holding regular meetings of the department faculty. Initially these were monthly luncheon meetings at which matters were discussed but rarely resolved by formal actions, which were left to Root's discretion. The principal issues discussed were graduate student programs and teaching assignments. After 1939 it was agreed to meet only as necessary. There were no formal procedures for the evaluation of prospective appointees or graduate students. Root took control of the appointment process, and occasionally his colleagues complained that they were not consulted. Following the death of Andrews there was discussion of his replacement. Plum observed that French history was not important enough to justify replacement, and Root appeared to agree. No action was taken, and French history was not offered again for a decade. It is not difficult to understand why morale should have

plummeted. It would always be difficult for the department to keep able people under the best of circumstances, as the experience of the Schlesinger staff had shown, but when nothing was being done to cultivate rational policies and practices it was inevitable that people should leave. In rapid succession deKiewiet, Troyer anderson, Goldwin Smith and Cuttino resigned. Concerned about the low morale and loss of capable faculty Dean Earl McGrath in February 1946 ordered Root to summon the department to review its programs and decide what faculty appointments should be made. If such a meeting was held no record of it has been found.

In spite of these problems there continued to be a flow of capable graduate students. Some indeed were adversely affected and departed, but others who completed their work and went on to active scholarly careers recorded their obligations to the department and their affection for former teachers. The annual issues of the Newsletter regularly reported their scholarly publications and professional activities. Among them were Leonidas Dodson (PhD 1927) who was to teach at Princeton and Pennsylvania. Elmer Ellis (PhD 1930) went to the University of Missouri where he eventually became president. Boyd Shafer (PhD 1932) after teaching at Stout Institute and the University of Arkansas became Executive Secretary of the AHA and editor of AHR, wrote a number of studies<sup>of</sup> nationalism, and became one of the organizers of the International<sup>A</sup> Congress of Historical Sciences. Gordon Prange (PhD 1937) went to Maryland, and after War service in the Pacific wrote the popular books on the Japanese in the war.

Professor Root died suddenly on December 9, 1947, and three days later the revolution occurred. The department faculty with Thornton, the senior member, presiding, voted unanimously to adopt a rotating chairmanship with limited term of office. The chairman's actions were to be governed by the expressed will of a majority of his colleagues assembled in regular meetings at which full minutes were to

be kept. Thornton subsequently protested these actions to no avail. They were altogether unprecedented in the history of the university. For the first time, a department asserted the right to self-government, and although the choice of a chairman and the actions of the departmental faculty remained subject to the approval of the dean, a new force, the collective will of a faculty group, was now introduced into the administrative equation. It speaks well for the wisdom of the administration, notably Dean McGrath, that it accepted this encroachment on its authority.

It should be noted that the departmental revolution was carried out by newcomers. Owing to the resignations, several as yet unreplaced, the department in December 1947 was reduced to six members of professorial ranks. Thornton and Livingston, the senior members, were thrust aside, and the initiative was seized by Professor Mowry, and Assistant Professors Mosse, Hoyt, and Aydelotte. Mosse had been in the department for three years, but the other three for only three months! Aydelotte was elected interim chairman and confronted the formidable task of rebuilding the department.