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Department of History, News Letter, No. 11 Summer Session, 1932

THE Department of History presents this News Letter to announce the Faculty, the Courses, and the Plans in History for the Summer Session of 1932.

The Thirty-third Summer Session of the State University of Iowa opens for registration, Friday, June 10. The summer school is a well established and an integral part of the academic system of the University. The summer of 1931 saw a total enrollment of over forty-nine hundred, surpassing 1930 by nearly four hundred.

The session is a unit of eleven weeks, a period sufficient in length for steady, continuous study; for that reason a large and growing number of students stay the full period. For the sake of convenience the session is divided into a first term of six weeks and a second of five. One may elect to stay for either term or both. The first term opens for instruction Monday, June 13 and closes Thursday, July 21; the second term begins Monday, July 25 and ends Thursday, August 25. Fees for the Summer Session in the College of Liberal Arts and the Graduate College are \$36 for the first term, \$30 for the second term.

RESIDENCE AND CREDIT

Credit for work in summer is given in the same ratio as in the regular academic year. A five hour course normally carries two credits in the first term, a little less the second; and three such courses are considered a full schedule. Attendance upon four terms of six weeks each, or three full sessions, is counted the equivalent of a year's residence requirement. Time and credits are, of course, not the only requirements for a degree; scholarship is quite another thing. High quality of work is more to be desired than the counting of terms and credits.

GRADUATE STUDY

It is significant that over forty-five percent of the summer students enroll in the Graduate College; 1931 showing an increase of about two hundred graduate students over 1930. It is evident that graduate study holds a great and growing place in the summer. The reasons for that are clear. The graduate students come chiefly from the great body of teachers, high school and college. They have a pride in their profession; they feel the responsibility of refreshing themselves in their subjects and of keeping abreast with new knowledge. For this purpose a portion of the teacher's time must be set aside and devoted to independent study. But it so happens that most teachers find little leisure for study amidst the exacting duties of teaching; few can afford a leave of absence for study in the regular academic year; and in most cases the local library facilities, essential to independent study, are not available or else are inadequate. The summer school at the University therefore comes to the teachers as a golden opportunity. And the eagerness of teachers to grasp the advantage of summer study offered by the University bears witness to a deep interest in their profession.

THE COURSES

For the past few years the Department of History has put into practice two principles in the offering of courses, the principles of continuity and change. A cycle of courses is presented through several consecutive summers with the purpose of avoiding the duplication of courses in the chief fields of history from one summer to another. Again, fractional courses

given for one short term are avoided by offering courses running through one entire session. Under this plan the student will find that the courses of one summer dovetail into those of the preceding or following summer; and he will enjoy the advantage of pursuing a course more fully through the entire session. Equally important is the continuity of the teaching staff from one summer to another, from one term to another in the same summer. The results have been gratifying. More students are attending consecutive summer sessions, more are remaining through the entire session.

Ten of the fourteen courses offered this summer continue through both terms, and six of the faculty of eight will teach both terms. Among the continuous courses are American Colonial History, Professor Root; American History 1783-1860, Professor Livingston; American History since 1865, Professor Thornton; History of Europe since 1870, Professor Andrews; British Empire since 1870, Professor Livingston; History of Education, Professor Ensign; Teaching of History, Dr. Anderson.

In the first term Professor Plum offers courses in two important fields, Tudor and Stuart England, Eastern Europe in Modern Times; and in the second term Professor Van der Zee interprets the History of International Relations since 1815.

INDIVIDUAL STUDY

It is realized that the Department cannot offer formal courses designed to meet the special needs or choice of every serious student. There will always be students who will desire or find it more profitable to work on special phases or periods of history. It is necessary then to plan a program keyed to the needs of the individual. The Special Readings in American history under Professor Root and in European history under Professor Andrews are planned to give qualified students the opportunity to do independent study along special lines. It is part of our plan to emphasize the value of individual initiative and responsibility on the part of the student and to foster intellectual intimacy between the student and the faculty member who can help him in his work.

And for those who desire or need training in the methods of historical research, one may join the seminar under Professor Thornton. For those students prepared to begin work on a thesis required for a higher degree, the faculty stand prepared to give counsel and guidance.

THE LIBRARY

A library is as essential to the student in the Humanities as a laboratory to the student in the Sciences. An adequate stock of historical materials is indispensable for the study of the past. In this re-

spect the University is well equipped; it is filled with materials of all sorts, especially in sources of great variety, state papers, correspondence, pamphlets, memoirs. Its shelves hold thousands of volumes of the official records of the United States, France, Germany, Great Britain, and the British Dominions. The past few years have seen large and significant additions to the source material, especially in the field of seventeenth and eighteenth century Europe, the legislative records of the Dominions of the British Empire, and the social and economic history of the United States. The Law Library, one of the best in the Middle West, is rich in legal material dealing with many countries. The Library of the State Historical Society holds a wealth of material on western history.

Every effort is made to facilitate the work of the serious student. Graduate students are entitled to cards giving them the privilege of direct access to the stacks. And further, graduate students are provided with individual desks in the library where they may work next to the shelves holding historical material.

HISTORICAL CONFERENCES

On Wednesday afternoons at 4:10 during the entire Session a Conference on History gathers in the Senate Chamber of the beautiful Old Capitol. Here gather the devotees of history to hear informal talks on problems of history and history teaching. Here an opportunity is given for discussion and exchange of opinion. These Conferences have become a well established part of the summer's work in history.

THE HISTORY FACULTY

The history staff for the summer numbers eight, all members of the regular University faculty. They are teachers of ripe experience, scholars interested in creative work and each one has devoted special study to the field of his courses.

WINFRED TREXLER ROOT, Ph.D., University of Pennsylvania, 1908. Head of the Department of History. Author: *Relations of Pennsylvania with British Government; Syllabus of American Colonial History*; articles and reviews on colonial history. Member of executive council American Historical Association (1928-1931) and of Mississippi Valley Historical Association.

HARRY GRANT PLUM, Ph.D., Columbia University, 1906. Professor of History. Author: *The Teutonic Order*; articles on "The Monroe Doctrine and the War"; "Economic Interpretation of the Protestant Revolution"; "English History in American High School."

JACOB VAN DER ZEE, M.A., Oxford, England, 1913; J.D., University of Iowa, 1924. Professor of Political Science. Specialist in the history of world politics; contributor to *Iowa Journal of History and Politics*.

FOREST CHESTER ENSIGN, Ph.D., Columbia University, 1921. Professor of Education and History. Exchange professor, University of Bristol, England, 1926-27. Writer on educational subjects.

GEORGE GORDON ANDREWS, Ph.D., Cornell University, 1921. Associate Professor of History. Contributor to series, *Landmarks in History*, author of articles, "Early Revolutionary Newspapers"; "Making of the Revolutionary Calendar"; "Constructive Influence of the French Revolution."

WALTER ROSS LIVINGSTON, Ph.D., University of Wisconsin, 1927. Assistant Professor of History. Au-

thor: *Responsible Government in Nova Scotia; Responsible Government in Prince Edward Island*; contributor to *Canadian Historical Review*. Carnegie Research Fellow to Australia, 1930-31.

HARRISON JOHN THORNTON, Ph.D., University of Chicago, 1929. Assistant Professor of History. Author: *History of Quaker Oats Company* (in press); contributor to *Journal of American History*, reviews and pamphlets.

HOWARD RICHMOND ANDERSON, Ph.D., University of Iowa, 1930. Associate in History. Co.Author of the following: "Objective Testing in World History"; "Iowa State Course of Study in World"; "Achievement Tests in World History"; "The Improvement of Objective Testing in History."

THE SCHEDULE

First Term

167S	American Colonial Era, XVII Century	(2 cr.)	Daily	10	Root
163S	Establishment of American Nationality, 1783-1815	(2 cr.)	Daily	9	Livingston
181S	American History since 1865	(2 cr.)	Daily	10	Thornton
127S	Tudor and Stuart England	(2 cr.)	Daily	9	Plum
137S	Eastern Europe in Modern Times	(2 cr.)	Daily	8	Plum
123S	Europe 1870-1914	(2 cr.)	Daily	8	Andrews
159S	British Empire 1870-1900	(2 cr.)	Daily	11	Livingston
169S	Readings in American History	(Ar.)	Tu.	4	Root
220S	Readings in European History	(Ar.)	Fri.	4	Andrews
283S	Seminar on New South	(2 cr.)	Th.	4	Thornton
197S	Teaching of History	(2 cr.)	Daily	11	Anderson
101S	History of Education	(2 cr.)	Daily	8	Ensign
103S	History of Education in U. S.	(2 cr.)	Daily	10	Ensign
	Historical Conference		Wed.	4:10	Staff

Second Term

168S	American Colonial Era, XVIII Century	(1.7 cr.)	Daily	10	Root
164S	Middle Period Amer. Hist, 1815-1860	(1.7 cr.)	Daily	9	Livingston
182S	American History since 1865	(1.7 cr.)	Daily	10	Thornton
122S	International Problems since 1815	(1.7 cr.)	Daily	9	Van der Zee
124S	Europe since 1814	(1.7 cr.)	Daily	8	Andrews
160S	British Empire since 1900	(1.7 cr.)	Daily	11	Livingston
169S	Readings in American History	(Ar.)	Tu.	4	Root
220S	Readings in European History	(Ar.)	Fri.	4	Andrews
284S	Seminar on New South	(1.7 cr.)	Th.	4	Thornton
198S	Problems of History Teaching	(1.7 cr.)	Daily	11	Anderson
102S	History of Education	(1.7 cr.)	Daily	8	Ensign
	Historical Conferences		Wed.	4:10	Staff

The Department will be glad to correspond or confer about courses of study with those who plan to return or with those who plan to come up for the first time.