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SUMMER SESSION, 1933

THE Department of History presents this News Letter to announce the Faculty, Courses, and Plans in History for the Summer Session of 1933.

The Thirty-fourth Summer Session of the University of Iowa opens for registration, Friday, June 9. The summer school is a firmly established and well integrated part of the academic system of the University. It stands seventh among the summer sessions of the country in the number of students enrolled.

The Session is a unit of eleven weeks, providing a period of sufficient duration for steady and effective study. For those unable to stay through the entire Session, the work is conveniently divided into two terms, one of six weeks, the other of five. One may elect to stay for either term or both. The first term opens for instruction on Monday, June 12 and closes Thursday, July 20; the second term begins Monday, July 24 and ends Thursday, August 24. Fees for the Summer Session are \$36 for the first term, \$30 for the second term.

RESIDENCE AND CREDIT

Credit for study in summer is given in the same ratio as in the regular academic year. A course meeting five times a week normally carries two credits in the first term, a little less in the second. Three such courses are considered a maximum schedule. Attendance upon four summer terms of six weeks each, or three full Summer Sessions, is reckoned the equivalent of a year's residence requirement. Of course time and credits are not the only basis of the requirements for a degree. Scholarship is essential. Quality of work is more to be desired than the measure of terms and units of work.

GRADUATE STUDY

Graduate study holds a significant place in the summer. It is noteworthy that nearly fifty per cent of the total enrollment is in the Graduate College. The reasons for the large and growing place of graduate study are plain. The graduate students come chiefly from the great professional body of teachers in both high school and college. They come not only from Iowa, but from many states. Teachers have a

commendable pride in their profession. They feel the responsibility of refreshing themselves in their particular fields, of keeping pace with the new knowledge contributed and the best methods of presenting their material. All this is essential to the most effective teaching. And be it said that in these days of keen competition in all professions, those best equipped and alert to professional ideals, by such tokens rise to the top.

It is true that for most teachers it is extremely difficult to find time for independent study. The day's teaching is an exacting labor, leaving slight leisure and energy for devotion to advanced study. Local library facilities, so necessary to intensive study, are in many cases either lacking or totally inadequate. Few teachers are able to secure leave of absence for study in the regular academic year; few can afford the expense of a year's study. Such are the reasons which make the Summer Session a great and golden opportunity for those teachers eager to forge ahead in their profession. The willingness of teachers to avail themselves of the advantages offered by the University Summer Session amply attests their deep and abiding professional interest.

THE PLAN OF STUDY

It is well to point out the two principles upon which the Department of History shapes its practice in its offering of courses. A cycle of staple courses is presented through several consecutive summers; the purpose is to avoid the duplication of courses from summer to summer and to provide a reasonable sequence of study. Then again, short fractional courses given for one term only are avoided by giving courses running through the entire session, thus providing for more intensive study of a few fields instead of scattering one's energy over many courses. It should be said, however, that the courses are so arranged that they may be taken conveniently for either term. Equally important is the continuity of the teaching

staff through the whole session. Under this plan students find it a satisfaction to pursue a course through both terms under one instructor. The results have been gratifying. An increasing number of students attend consecutive summer sessions and more remain through the entire session.

THE LIBRARY

The library is the laboratory of the student in the humanities. An adequate supply of historical materials is eminently necessary for a study of the past. In this respect the University is very well equipped. The shelves are filled with materials of all sorts and descriptions, not only of the writings of historians, but especially in historical sources of wide variety, state papers, correspondence, pamphlets, diaries, memoirs. There are thousands of volumes of the official records of the United States, Germany, France, Great Britain, and the British Dominions. The last few years have seen large and significant additions to our source material. In the field of the French Revolution and the Napoleonic Era and in the records of the Dominions of the British Empire, the collections of the University rank among the best in the country. Most of the great fields of history are provided with a good stock of both secondary and source material. The Law Library is rich in the legal material of many countries and the library of the State Historical Society of Iowa holds a wealth of sources on the western history of the United States.

Every effort is made to facilitate the work of the 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 close to the shelves lined with the materials of history.

FACTORS AND PROBLEMS IN AMERICAN HISTORY

PROFESSOR W. T. ROOT

"What is History?" and the profound question is answered by Professor Cheyney in a wise and mellow essay. It is a question every teacher of history should seriously ponder. It is the purpose of this course to discuss some of the problems which go to the very heart of history, to gather some understanding of what history is, what its purposes and values are as a civilizing agency, what is truth in history, and kindred problems of essential importance. Not with teaching technique, nor primarily with the facts of history, is the course concerned. It is the purpose to bring American history to the bar of ideas, to bring it to the touchstone of philosophical consideration. Various essential factors and forces in the unfolding of American civilization will be taken up, the place and part of racial strains, westward expansion and frontier influence, sectionalism and federalism, political ideas and principles, social and cultural factors, relations with the

outside world. These and other distinctive questions lay within the purview of the course. Woven into the discussion will be an estimate of the historians of America, and an explanation of old points of view and of new angles of vision.

Dr. Root, Ph.D., Pennsylvania, 1908, is professor of history and head of the Department.

AMERICAN FOREIGN RELATIONS THE BRITISH EMPIRE, 1763-1870

PROFESSOR W. ROSS LIVINGSTON

"Thirdly, looking over the field of history there seems to be a law of interdependence—interdependence of individuals, of classes, of tribes, of nations." so wrote Professor Cheyney in his distinctive essay on "Law in History." Nations are interdependent; and no more so than now. Scientific discovery and invention have annihilated time and space and as a result the world has virtually shrunk to a fraction of its former size. Little can happen anywhere that has not its reflex action everywhere. The war debts, the vast loans made privately abroad, the World Court, the League of Nations, the problems of disarmament and world peace, and countless other matters of pith and moment, which draw the corners of the globe together, have focused attention as never before upon the foreign affairs and foreign policy of the United States. The course on *American Foreign Relations* will inquire into the historical development of our relations with the external world from the emergence of the nation in 1776 to the present.

The course on the *British Empire* will follow the line of constitutional development from the time when the old Empire was shattered by the American Revolution through the years when a New Empire gradually came into existence. The course will treat of the evolution and definition of unique political institutions and principles during the critical era of the American Revolution and the founding of the American republic; it will deal with the creation of democratic self-government in the Canadian provinces in the first half of the nineteenth century; it will cover the origins of constitutional government in Australia, New Zealand, and South Africa; and it will explain the growth of Dominion nationalism as the foundation upon which rests the British Commonwealth of Nations at the present.

Dr. Livingston, M.A., Missouri, 1920; Ph.D., Wisconsin, 1927, has devoted himself especially to a study of the history of the English speaking world. He has exploited the archives in Canada and has travelled widely as a Carnegie Research Fellow in Australasia. He is the author of *Responsible Government in Nova Scotia*, and *Responsible Government in Prince Edward Island*, and has contributed to the *Canadian Historical Review* and the *Pacific Historical Review*.

ECONOMIC HISTORY OF EUROPE SINCE 1492

PROFESSOR C. W. DE KIEWIET

The last of the fifteenth century saw the crumbling of the old mediaeval economic system and the building of a new economic order. There came the expansion of commerce, the rise of the mercantile order, the spread of new ideas and principles in response to the needs of a new society, the extension of the trade and power of Europe overseas. In time came the growth of the industrial order, the factory system, the machine age, bringing with them the attendant questions of politics and society. No one will question the economic factor as one of the decisive forces in the making of modern European history. This course will give breadth and understanding to the play of economic forces in the process of unfolding the past to which the present is heir.

Dr. de Kiewiet, Ph.D., London, 1927, received his training in Europe and has travelled widely on the continent. He has just finished a period of nearly a year's research work abroad. He is the author of *South Africa and the British Empire*, and has contributed chapters to the *Cambridge History of the British Empire*.

EUROPEAN ABSOLUTISM 1598-1763

PROFESSOR H. R. ANDERSON

Did Louis XIV ever say "I am the State"? It is very doubtful. But there can be no doubt that he acted in accordance with the epigram attributed to him. He came to be considered the personification of Divine Right Absolutism, which was so eloquently espoused by his celebrated bishop, Bossuet. Under Louis XIV, France became the envy and the model of all the European sovereigns. Great and small alike aped French policy and manners in so far as their power and resources would permit. But the foundations of the "Sun King's" brilliant reign were laid by Henry IV, Richelieu, Mazarin, and the great mercantilist Colbert. It is the aim of this course to trace the growth of Absolutism in Europe, to study it at the zenith of its splendor, and to discover and analyze the factors responsible for its decline. French absolutism was the prelude to Revolution.

Dr. Anderson, M.A., Chicago, 1928, Ph.D., Iowa, 1930, is assistant professor of history and has a special interest in this era of European history. He is the author of *The International Status of Belgium 1813-1839*, University of Iowa Studies, 1932.

HISTORY OF INTERNATIONAL PROBLEMS SINCE 1815

PROFESSOR JACOB VAN DER ZEE

Since the Congress of Vienna in 1815 nationalism and internationalism have developed side by side. In spite of the increasing differentiation of national groups, mankind's fundamental unity has during the

past hundred years received more extensive recognition. The nations of the world have been drawn more and more closely together into a network of inter-relationship. In the first part of one century there emerged the Concert of Powers and in the first part of the next century came the League of Nations. The nations have been intimately bound together by a web of treaties and continuous diplomatic intercourse. Through these channels national and international problems have been brought together for integration and adjustment.

This course has for its purpose a description and explanation of the common problems which have forced themselves upon the international world for solution. There will be studied such momentous problems as nationalism, imperialism, militarism, and international political organization.

Dr. Van der Zee, M.A., Oxford (England), 1913, J.D., Iowa, 1924, is professor of political science and has studied intensively in the field of world politics.

TEACHING THE SOCIAL STUDIES

PROFESSOR H. R. ANDERSON

The teaching of history is an art not easy to master. An effective teacher of the past of mankind must know thoroughly the fields of history he teaches. He must know also why he teaches the subject. He must know how to present the material. All these are essential parts of proficient teaching.

Teaching the Social Studies is designed primarily for those who have had little or no teaching experience. It will deal with the fundamental question of the purposes and values in teaching the social studies. And in this respect there is a great need of clear and straight thought. The course will cover other important problems, such as the selection and proper use of textbooks and reference material, the technique of recitation, the construction of drill and test materials, and student activities.

Problems in the Teaching of History is a graduate course planned primarily for experienced teachers and for principals and superintendents interested in supervision in this field. The chief purpose is to define the place and part of the social studies in the realm of education and to offer an opportunity for curriculum construction in the social branches. Such problems are today much in the foreground, engaging the serious attention of educators everywhere. For several years they have been subject to intensive study by a National Commission on the Social Studies composed of men standing high as historians, economists, political scientists, sociologists, geographers, and school men.

Among the subjects to be covered may be listed, the purpose in teaching the social studies, the social studies program in junior and senior high school, the merits and demerits of unified social study materials, the