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SUMMER SESSION, 1934

THE Department of History presents this News Letter to announce the Faculty, Courses, and Plans in History for the Summer Session of 1934.

The Thirty-fifth Summer Session of the University of Iowa opens for registration, Friday, June 8. The summer school is a firmly established and well integrated part of the academic system of the University. It stands high 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 five. One may elect to stay for either term or both. The first term opens for instruction on Monday, June 11, and closes Thursday, July 19; the second term begins Monday, July 23, and ends Thursday, August 23. 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 rise to the top.

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.

COURSES

European History

Modern European History Reappraised

GEORGE GORDON ANDREWS

Ph.D., 1921, Cornell University

Associate Professor of History

Referring to the present generation, F. S. Marvin writes: "such an outburst of mental energy, rewarded by such a harvest of truth, is without precedent in man's evolution. No single generation before ever learnt so much not only of the world around it but also of the doings of previous generations. For since 1870 we have been living in an age as much distinguished for historical research as for natural science." Thus a great mass of new material has been brought to light which changes and clarifies many of our views. This enlargement of knowledge makes possible a better understanding of the past and its offspring, the present.

In this course the attempt is made to show how modern historical research has affected our understanding of the general field of European history since 1500. Differing points of view and new interpretations are considered. Social and intellectual developments are emphasized, and especially the advance of science. For the more recent period, the growing influence of public opinion and propaganda is studied with some attention to both the beneficial and baneful possibilities involved. Readings include new and important studies on various phases of the subject.

History of Culture

CORNELIS WILLEM DE KIEWIET

Ph.D., 1927, University of London

Assistant Professor of History

Political history, it has been humorously said, describes what people do when they are not earning their living; economic history is the history of the six working days of the week. These distinctions, even if we agree to take them seriously, are clearly not enough. There is room for the study of what, for want of a better term, we may call Cultural History. Cultural history seeks to examine the phenomena that, for example, permit us to speak of Mediaeval Civilization, as distinct from Modern Civilization. Equally does it seek to determine what changes and innovations in thought and practice have caused the mediaeval period to change into the modern period. What do we mean when we say that the Middle Ages were essentially religious? Does it mean that therefore they were not rational? When we say that the attitude of the XVIth century to currency and credit revolutionized economic thought and practice, and paved the road that led both to Voltaire and Economic Imperialism, what do we really have in mind? What is meant by the Gothic Spirit, or Renaissance Humanism, or the Scientific Mind? Why did the Western Church have a great cultural history, whereas the Eastern Church suffered almost a thousand years of cultural stagnation? These are the questions of Cultural History.

England and the British Empire

Britain in the Age of the Stuarts, 1601-1689

HARRY GRANT PLUM

Ph.D., 1906, Columbia University

Professor of History

Great Britain has the reputation of being the nation, *par excellence*, opposed to revolution. Liberty and law are bred into the bone and sinew of the nation. However, this process of breeding has followed a long course of history in its making. The 17th century is peculiarly the one in which liberty and law, in conflict with authority, developed the process of evolution by which authority has been peacefully made to give way to the will of the nation.

The course on the Stuart Period is a study in the making of the limited monarchy in British history and of religious toleration in her ecclesiastical organization. It is the period when England expanded into Great Britain and when the foundations of her empire were laid. It furnishes interest to the student in almost every problem of human relationship.

Great Britain in the Twentieth Century

Professor H. G. PLUM

There is a peculiar interest to the American student in the history of recent Great Britain. Since 1900 and before the World War she had mapped out her social program, had gone far to settle the present day lines of development of her British Empire and taken rather definite steps toward the solution of the Irish problem.

In the world war she played a most conspicuous part both in military and monetary affairs and since the war she has courageously faced the reshaping of her economic life. Her history since the world war in politics, in economic affairs, in social experiments and in foreign relations should be especially helpful to the understanding of our own problems.

The British Empire-Commonwealth, 1870-1932

W. ROSS LIVINGSTON

Ph.D., 1927, University of Wisconsin

Assistant Professor of History

The British Commonwealth of Dominion nations is one of the outstanding political phenomena of the twentieth century. It "bears no real resemblance to any other organization which now exists or has ever yet been tried." Here is found today the greatest degree of constitutional freedom and the most successful experiment in international coöperation. "Free institutions are its life-blood. Free coöperation is its instrument. Peace, security and progress are among its objects." This course deals with the factors in this remarkable development; the rise of nationalism in Canada, in Australia, in New Zealand, and in South Africa during the second half of the 19th century; the problems and work of the several Imperial Conferences from 1887 to 1932; the Empire in the period of the World War and its constitutional transformation; the

Dominions at the Peace Conference and as members of the League of Nations; the establishment of the Irish Free State; the Washington Conference of 1922; and the relations between the Empire and the American Republic. The field is rich in opportunity for study and research and the University of Iowa Library is amply stocked with official government documentary sources from every part of the British world.

American History

The American Revolution and its Background

WINFRED TREXLER ROOT

Ph.D., 1908, University of Pennsylvania

Professor of History and Head of the Department of History

"The American Revolution was a world movement far more important than the Revolution of 1689 in England and only equaled as a factor in the world's progress by the French Revolution of 1789." Thus wrote C. M. Andrews, eminent historian of the colonial era of American history. The American Revolution is the dramatic climax of forces and issues long in the making. Before the passage of the Stamp Act England and the colonies were developing along divergent lines, political and social, and in the period after 1765 attempts were made to reconcile the two different types of development but without avail. It is the purpose of this course to study with care the powerful and irreconcilable forces which came into conflict, bringing finally the disruption of England's great empire in the West and the emergence of an independent republic.

The Establishment of American Nationality, 1783-1860

Assistant Professor W. ROSS LIVINGSTON

The emergence of the American nation from the wreckage of the British Empire during the closing years of the 18th century, and the development of that nation for a half century is one of the truly great historical experiences. Removed as it was from the toils and hatreds of an older Europe the new nation launched itself boldly upon a gigantic experiment in political democracy and an equally gigantic effort in conquering and settling an unmarked continent. This course surveys the triumphs and defeats associated with these undertakings from the close of the American Revolution in 1783 to the opening of the Civil War in 1860. The building of a constitutional order—an order of law and not of men; the emergence of federalism; the rise of political parties; the nature and meaning of a new diplomatic status of neutrality; the acquisition of vast new territories, Louisiana, Florida, Texas, California and Oregon; the swarming of new hordes of European emigrants; the use of steam, of railroads and the beginnings of a new industrial order; the rise of sectionalism and the crusade against the institution of slavery are all included in this survey. This is the period of the great American leadership. Washington, Jefferson, Hamilton, Clay, Jackson, Webster and Calhoun all ap-

pear on the stage of American politics and in this period much that is full of meaning today had its origin.

Recent History of the United States

HARRISON JOHN THORNTON

Ph.D., 1929, University of Chicago

Assistant Professor of History

The late Professor Channing once said in substance to his students: Gentlemen, modern history is the most gripping and fascinating of all the phases of mankind's long story. It is the phase that most closely affects our own lives. We are active participants in a part of the great drama, and the whole of it demands our intelligent interest. The far past is important, gentlemen, but the recent past and the present are most important of all.

There are doubtless many to disagree with Professor Channing that of all the periods modern history is the most fascinating, but probably none who will dissent from his claim that to us who live in present days it is the most important. Our study will embrace the events of the last two generations of American life, beginning with "Reconstruction" following the Civil War, and ending with the "New Deal" following the World War. And what a swirl of history lies between! The bitter struggle of the South to rise again and refashion its life. The industrial revolution in the North. The expansion of an agricultural empire in the West. The triumph of big business. The end of national isolation and the emergence of the United States onto a world stage, to be drawn into the maelstrom of the World War. The boom of the post war years and then, the great depression. The struggle for recovery and to achieve a "new deal". And all the while the flow of the social tide, from the "gay nineties" to the "flush twenties". The noble experiment and the crime wave. The immigrant tide. The religious scene. The intellectual and artistic striving. These things, and many more, form the substance of recent American history, and though an attempt to encompass them all would be futile, they should be in our thinking as we strive to see the general pattern, and to study closely some of its more compelling features.

Graduate Seminars

American Social History

Assistant Professor H. J. THORNTON

The student may find in the seminar one of his richest opportunities. Here his general knowledge is brought to a focus and given specific direction. He is encouraged to think, act, talk, write, and generally behave like a scholar. In this atmosphere he should experience a heightening of his scholarly ideals and a deepening of his academic and personal culture, and should achieve a larger mastery of the skills and methods of scholarship.

The social and intellectual history of the American people offers an alluring field for selective study. The aspects selected for this particular seminar will be determined by student abilities and needs. Apart from this

specialization, the general purpose will be to stimulate knowledge and understanding of the social and cultural aspects of American life.

The Principles and Problems of Research and Writing

Assistant Professor C. W. DE KIEWIET

Is the historian a kind of antiquarian detective, engaged in piecing together carefully and scrupulously documents and bits of documents, so that he may tell the incontrovertible truth about some more or less important historical problem? Or on the other hand, is the historian primarily a narrator whose chief duty is to interest his readers. This seminar will attempt to deal with these questions. It will examine the nature of historical facts, the conclusions of which such facts are susceptible, and the methods the historian can employ in dealing with facts and reaching conclusions. It will seek to show that there may be serious inadequacies in the older so called "scientific method" that let "the documents tell their own true story." It will try to discover whether historical effort cannot be raised from an arid preoccupation with facts and their verification to a higher and more fruitful plane.

INDIVIDUAL PLAN OF STUDY

The Department cannot offer formal courses designed to meet the special needs or choice of every serious student. There will always be students who desire or find it more profitable to work on special phases or periods of history not provided in the formal courses. It then becomes necessary to plan a program of study keyed to the particular needs of the individual. Indeed it is an essential part of our plan to stress the value of intellectual initiative and self-reliance on the part of the individual student and to foster intellectual intimacy between student and teacher.

The Special Readings in the field of American history under Professor Root and in European history under Professor Andrews are meant to give qualified students full opportunity to do independent study along special lines.

Each candidate for a higher degree is required to present a thesis as part of his program of study. For those prepared to work on a thesis, the members of the faculty of history are ready to give counsel and guidance.

Teaching the Social Studies

HOWARD RICHMOND ANDERSON
Ph.D., 1930, University of Iowa
Assistant Professor of History

In his book, *The Teaching of History in Junior and Senior High School*, Tryon makes the statement, "A history teacher's success is largely determined by what goes on from day to day in the recitation period." No longer is the daily recitation limited to a single stereotyped pro-

cedure. The new deal in recitation procedure is largely the result of two factors: 1) the increased emphasis on learning by doing, i.e., varied pupil activities, and 2) the growing demand for pupil preparation of work in the classroom, i.e., directed study. These modifications of routine put a premium on effective organization of materials for teaching purposes. Recognizing the fact that theory and application sometimes are incompatible, it is the plan this summer to allot one hour weekly to observation of social studies' demonstration teaching in the University High School.

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.

HISTORICAL CONFERENCES

On Wednesday afternoon at 4:10 during the entire Session a Conference on History gathers in Old Capitol. These Conferences have become a well established part of the summer's historical program. Here the devotees of history meet to hear informal talks on phases of history and the teaching of history; here is given an opportunity for discussion and exchange of opinion.

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The Department will be happy to correspond or confer about courses of study with those planning to return for further work and with those planning to come to the University for the first time: Address: W. T. Root, Room 205 L. A. Building, Iowa City, Iowa.