To Department Heads, Chairmen, and Directors:

At the meeting of department heads, chairmen and directors held on Wednesday, July 6, it was stated that a letter would be sent requesting the name of the person who would serve as the adviser to majors in each department. It was agreed that in large departments it might be necessary to designate two or more persons to perform the advisory function. This letter will constitute the written request that the names of these advisers be furnished at an early date in order that our planning for the fall registration may be expedited.

A request was also made at this meeting that each department furnish this office with a brief statement of its program, activities and needs. Specifically, this statement should list the major areas of emphasis in each department, names of major staff members representing each area and their teaching and research specialities, strengths and weaknesses as they appear to exist in the department at the present time, special accomplishments in teaching or research, staff and physical equipment needs and any other facts which would help to provide an adequate picture of the department's activities. It is likely that a somewhat similar statement has already been prepared; if so, it need only be brought up to date and forwarded. It should be emphasized, however, that this statement should be prepared not primarily for budget purposes but for the information and guidance of this office; consequently a critical analysis of the department's program, needs and areas of future development should be stressed. Following receipt of these reports there will be personal conferences with each of you and visits to each department will be arranged. There is no deadline for the preparation of these statements but it is hoped that as many as possible will be completed this summer.

Since some department heads and chairmen could not be present at the July 6 meeting, a copy of the agenda for that meeting is enclosed.

Sincerely yours,

Dewey B. Stuit

Dewey B. Stuit
July 11, 1949

Dean Dewey B. Stuit
College of Liberal Arts
107 Schaeffer Hall
Iowa City, Iowa

Dear Dean Stuit:

In reply to your letter of July 8 requesting the name of the person who will advise majors in the History Department, I wish to reply that I shall be doing this work myself, at least next year.

I hope to hand over the job soon to some other member of the department. But in our present understaffed situation, it appears that I will have to continue this work myself, at least for the first semester of next year.

Yours sincerely,

W. O. Aydelotte
September 28, 1949

Dean Dewey B. Stuit
College of Liberal Arts
108 Schaeffer Hall
Iowa City, Iowa

Dear Dean Stuit:

I welcome with great pleasure your inquiry about the needs and problems of the History Department. It is not easy to sum all of these up in a single letter, but perhaps I can supply the groundwork on which we can base a subsequent discussion.

We have conceived our most important problem during the last two years to be one of personnel. There were five vacancies in the History Department when Dr. Root died in December 1947, he by his death creating the fifth one. We have filled four of these vacancies. The fifth and most important, in American history, is still empty, and to fill it is our principal problem for the coming year. We have tried twice in the last year and a half to get someone for this job, by making offers first to Merrill Jensen of the University of Wisconsin, and then to Oscar Handlin of Harvard University. In each case, the other university bid against us to a point where we could not compete and we lost our man.

In the appointments already made we have tried to build up basic courses, both elementary and advanced, in the major fields of history. Thus we have established, and have in operation this fall, one-year survey courses in the four following fields: Ancient History; Medieval History; Early Modern European History (1500-1815); and Modern European History (1815 to the present). We hope to establish the fifth and last survey course, in American History, next year when we get our new man. These survey courses are advanced enough so that they can be taken by graduate students for credit, but are also designed for the under-graduate in his last two years. Using the survey courses as a basis, we have built up a series of advanced courses and seminars which is partially described in the current Schedule of Courses.

Our new appointments have been carefully selected to fill the most important needs on the European and Latin American sides of the department, and I think our offerings in these fields are now both attractive and well-balanced.
In United States History, however, the picture is very different. I am informed that we have a smaller teaching staff and fewer course offerings in American History than is the case in any other institution of the Big Ten. We badly need more help here, both on the elementary and advanced levels. We want another man to give the survey course in American History and also to give an advanced course and a seminar to help relieve the heavy pressure of our graduate students, of whom we had 110 at the last count, during the summer session.

You will observe by a comparison of our new budget with our old one that the History Department has just had taken away from it two full professorships totaling $12,000. It is my hope that a part of this money can be restored to give us a new man in American History for the academic year 1950-1951.

I would be delighted to discuss this general situation with you further at your convenience.

Yours sincerely,

W. O. Aydelotte
October 12, 1949

Dean Dewey B. Stuit
College of Liberal Arts
108 Schaeffer Hall
Iowa City, Iowa

Dear Dean Stuit:

I am delighted to comply with your request for further information about the History Department, and I want to take this opportunity to say how much I appreciate your interest and your concern to make yourself acquainted with the details of our work.

The History Department stands in a pivotal position in the curriculum of the Liberal Arts College in that it is intimately related to and intellectually a part of both the social sciences and the humanities, and supplies basic material and background for the work of the various departments in both these areas. Because of its special character and position, the contribution that the History Department makes to the general program of the College and the University is difficult to summarize. I have confined myself in the following paragraphs to a few bald and objective statements. For a more extended discussion of the function and services of history in a college curriculum, I refer you to my article, "History in a Liberal Education" with which I believe you are already familiar.

Aims, Objectives and Services of the History Department and the Program by Which they are Implemented.

I. Contribution to Core Course Program. The Department's contribution to the program of general studies is the core course in Western Civilization, 11:31 and 11:32. The course is under the direction of Associate Professor George F. Mosse who is assisted by three full-time and fourteen half-time instructors. The course is designed both to afford a background for those who wish to study history further, and also to serve as a general education course for those who want to fulfill the requirement in the fourth core area. Western Civilization is not required for straight history majors, although most of them take it. The course covers the History of Western Europe and America from 1500 to the present. It is a very large course, and I think, the largest core course in the College unless the three literature core courses are counted as a single unit. This fall there are 830 students enrolled in Western Civilization. Both halves of the course
are given each semester, and the first and second halves of the course are
given alternately in the summers.

II. The General Undergraduate Major in History. This is
for students who want a regular liberal arts education with a history major.
Such students take 21 hours of history properly distributed among several
divisions, and 18 hours outside the Department in related areas.

III. Undergraduate Teaching Major in History. This pro-
gram is designed to meet the needs of those undergraduates who seek a teach-
ing position in the social sciences with an emphasis on history. Such stu-
dents take Western Civilization or its equivalent, at least 18 hours in his-
tory, and at least 18 hours of basic work in the other social sciences, in
addition to the required courses in teaching methods and practice teaching.

IV. M.A. in History with Thesis. This is designed for
students who wish a high level of graduate training in history and who may
.go on to the doctorate.

V. M.A. in History without Thesis. This is intended par-
ticularly for students who are going into secondary school teaching, or who
have been in secondary school teaching for some time and wish to improve
their qualifications. It is of course a terminal degree, and students who
take it may not proceed to the doctorate.

VI. The Ph.D. in History. This program is designed to
prepare students to teach on the college level, to give them an extensive
background in a number of historical fields, and to give them a solid train-
ing in research. Without going into the details of our Ph.D. requirements,
I might say that the Department conceives this degree not only as a special-
ized professional training in research methods, but also as a broad and
humanistic education in a number of different areas of study. Besides the
regular work for the Ph.D., we try to give training in college teaching to
a substantial number of our best doctoral candidates by using them as in-
structors in the course in Western Civilization.

VII. Teacher Training Program. The Department has taken
an active role in the training of teachers for secondary schools in history
and the social studies. Our undergraduate teaching major is designed ex-
pressly to meet this need, and the plan for the M.A. without thesis also
plays a large part in the teacher-training program. In addition, the Depart-
ment makes a substantial contribution to the training of social studies
majors for both the B.A. and M.A. degrees. The Department has worked very
closely with Associate Professor Haefner for several years on the details
of these various programs, and further collaboration and extension of this
work is being planned for the future.
VIII. Co-operation with the European Literature and Thought Program. Several members of the Department took a part in drawing up the plans for this program, and this year we are co-operating to the extent of lending two members of our staff to take part in the courses in European Literature and Thought. Assistant Professor Charles Gibson is taking part in the ELT program in the first semester, and Assistant Professor Ralph W. Greenlaw will lend his services to another ELT course in the second semester.

IX. Services to other Departments in the Liberal Arts College. The History Department, because of its unique relationship to both the humanities and the social sciences, plays a large role in providing background courses for students in the different departments in both these general areas. Many of these departments require their students to take certain amounts of history. In a number of cases, the History Department has set up courses which specifically meet needs of other departments. Quite a few illustrations of this could be given, but it will suffice to mention here by way of example our courses in Cultural History (in Medieval Europe, Early Modern Europe, and Modern Europe), which serve the needs of the various departments in the humanities, and our course in the Economic History of Europe which Miss Thrupp is giving this year, and which is oriented more towards the social sciences.

Staff.

For convenience in stating the requirements, courses in the History Department are grouped under four general divisions:

I. Ancient and Medieval History;
II. Early Modern European History, 1500-1815;
III. Modern European History, 1815 to the present;
IV. American History.

Our present personnel assets and needs will be most clearly apparent if the staff is listed according to these divisions. In the four replacements we made last year, we took particular pains to secure breadth and balance, and we now have basic survey courses set up in every division except American history.

Division I. Ancient and Medieval History.

Assistant Professor James P. Gilliam teaches the survey course in Ancient History, and advanced courses in that field. We have only half of his time, as he is a joint appointment with the Classics Department. Dr. Gilliam took his Ph.D. from Yale under Rostovtzeff; and has taught at Yale, at Princeton, and at Wells College. His field of research is the history of the Roman army, and he has already published three substantial articles on this subject in the Transactions of the American Philological Association. He has been put in charge of editing the Latin military papyri discovered by the Yale University excavation at Dura, and has prepared two monographic studies on this material which will appear in the near future.
Associate Professor Robert S. Hoyt teaches the Medieval Survey course and advanced courses and a seminar in Medieval History. Dr. Hoyt was trained at Harvard under Professor Mollmann. His field of research is English Constitutional History, particularly the medieval monarchy and the origins of the modern national state. He has published several articles in Speculum on this subject and has written a book for which he is now trying to arrange publication. Dr. Hoyt is at present in England on a Guggenheim Fellowship and a Fulbright grant doing research for his second book.

Dr. Hoyt's place in the Department is being taken this year by Visiting Professor Sylvia L. Thrupp, who is an associate professor at the University of Chicago. Miss Thrupp is the author of two books on Medieval Economic History, and was the holder of a Guggenheim Fellowship several years ago. She obtained her Ph.D. at the University of London.

Division II. Early Modern European History, 1500-1815.

Associate Professor George L. Mosse teaches courses in Tudor and Stuart England, English Constitutional History, and European Cultural History in this period. Besides that, he gives a large amount of his time to lecturing in and directing the Western Civilization course. Dr. Mosse took his Ph.D. at Harvard under Mollmann, and has already published a large number of articles dealing with the history of political thought in England in the sixteenth and seventeenth centuries. His book, The Struggle for Sovereignty in England from the Reign of Queen Elizabeth to the Petition of Right, is being published by the Michigan State College Press at Lansing, and will appear during the coming year.

Assistant Professor Ralph W. Greenlaw, Jr. teaches the survey course in Early Modern Europe, and courses dealing with the French Revolution and the Enlightenment. He worked for his Ph.D. at Princeton under Professor Robert F. Palmer, and was an instructor in the Princeton history department for several years. He is also teaching in the European Literature and Thought program.

Division III. Modern European History, 1815 to the present.

Assistant Professor Nicholas V. Riasanovsky teaches the first half of the modern European survey course covering the years 1815-1870, and also courses in Russian and German History. Dr. Riasanovsky took his Bachelor's degree at the University of Oregon, his M.A. at Harvard, and his Ph.D. at Oxford under the direction of Professor D. L. Sumner, the Warden of All Souls College. Dr. Riasanovsky has collaborated with his father, V. A. Riasanovsky, on A Historical Survey of Russian Culture, published in New York in 1918, and has also published an article in The Russian Review. His book, Russia and the West in the Teaching of the Slavophiles: A Study of a Romantic Ideology, is at present being considered for publication.
Associate Professor W. O. Aydelotte teaches the second half of the survey course, covering the years 1870 to the present, and also courses in Modern English history, European Diplomatic history, and European Cultural history. He is the author of a book, Bismarck and British Colonial Policy, published in 1937, and has written a number of articles in the fields of European diplomacy and British social and intellectual history. Dr. Aydelotte received his B.A. from Harvard University and his Ph.D. from the University of Cambridge, England, under Professor Harold Temperley. He is an associate editor of the Journal of Modern History.

Division IV. American History.

Professor George E. Mowry gives courses and seminars in the two fields Recent American history and history of the American West. He is the author of a book, Theodore Roosevelt and the Progressive Movement, and also of a number of articles. He has just completed another book on the progressive movement in California, which will appear during the coming year. Dr. Mowry received his Ph.D. from the University of Wisconsin under the direction of Professor John Hicks. He is a member of the editorial board of the Mississippi Valley Historical Review.

Professor H. J. Thornton teaches courses in four fields: the Middle Period of American history, the history of the South, Intellectual history, and Economic history. He is the author of A History of the Quaker Gato Company, and has for the past several years been working on a history of the Chautauqua. Professor Thornton took his Ph.D. at the University of Chicago.

Associate Professor William J. Petersen devotes only one-fourth of his time to the Department, and teaches the History of Iowa, a course which the University is required to offer. He is the author of a book on steamboating on the upper Mississippi. Dr. Petersen received his Ph.D. from the State University of Iowa, and is the superintendent of the State Historical Society.

Staff who Teach in More Than One Division.

Professor W. Ross Livingston teaches courses in the British Empire, American Foreign Relations, and American Constitutional history. He received his Ph.D. at Wisconsin, and is the author of two monographs on the development of responsible government in British possessions and dominions.

Assistant Professor Charles Gibson teaches the history of Latin America and American Colonial history. He is also teaching in the European Literature and Thought program. Dr. Gibson worked for his Ph.D. at Yale under Professors Howard Cline and George Kubler. He is the author of an article on the Aztec Monarchy and a book, The Inca Concept of Sovereignty and the Spanish Administration in Peru, published in 1945. He has another book in press entitled The Tovar Calendar, which he wrote in collaboration with George Kubler.
Problems and Needs.

The strength and weaknesses of the Department can be summarized very simply. We are at present well-staffed in European history with a group of extremely able young men, the great majority of whom have already shown marked ability as teachers and also given substantial indication that they will become productive scholars. Our offerings in European History are carefully balanced and, I think, attractive. They have had an excellent enrollment this fall.

The great weakness in the Department is obviously in United States history. As I have already informed you, we have a smaller teaching staff and fewer course offerings in this field than any other university in the Big Ten. Our offerings even compare unfavorably with what they were in the 1930's before the war. We badly need the further assistance of another man who could give the survey course and also an advanced course and a seminar. The most immediate and urgent problem of the Department at present is unquestionably the addition of another American historian. The Department has not yet made a replacement for Professor Root, and we need someone who can carry on the work that Dr. Root took of the burden of work.

Probably the next need of the Department in order of importance is help in the field of economic history. Our present course in European Economic History offered by Miss Thrupp, has been welcomed with enthusiasm by the Economics and other social science departments. Unfortunately, it will not be possible to continue this course next year when Miss Thrupp has gone back to Chicago. It would be very helpful, both to us and to the other social science departments, if we could give more adequate coverage, on a permanent basis, to both European and American economic history.

Apart from these two points, I do not believe the Department has pressing or urgent needs at this moment. We are well pleased with our new appointments, and feel that the general situation is developing favorably. I am happy to report that, with the exception of our great problem in American history, the Department is at present in a prosperous condition.

Yours sincerely,

W. O. Aydelotte
October 14, 1949

Professor William O. Aydelotte
Department of History
Schaeffer Hall

Dear Professor Aydelotte:

Thank you for your very complete letter of October 12, describing the aims and objectives of the history department, the fields of interest of the members of the staff, and an analysis of the needs of the department. This statement will be very helpful to me both for information and in making plans for the future.

There is one question which we may want to discuss at some future time. This question pertains to the area or areas which the department will want to stress, both now and in the future. I am wondering, for example, whether any one department can expect to be outstanding in four areas. Would it be better to select one or two and then make an effort to put the major resources available to us in those areas? I should be glad to have you think about this. We will discuss the question at a future time.

Sincerely yours,

Dewey B. Stuit