

CLIO AT COLLEGE PARK:  
The Teaching of History  
at  
The University of Maryland,  
1859-1968

by  
Martha Jackson Ross


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Name of Candidate: Martha Jackson Ross  
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Walter Rundell, Jr.  
Professor  
Department of History

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## ABSTRACT

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The evolution of the teaching of history at the University of Maryland reflects both the changing role of history as a course of study and the altered status of history as a scholarly discipline. After a succession of history teachers with degrees in English or political science, the first professor with a history Ph. D., Hayes Baker-Crothers, came to Maryland in 1925. Other trained historians followed, but growth was slow. In 1940, President H. C. Byrd hired Wesley M. Gewehr to head the History Department. In the wake of stresses of World War II, dissension between Byrd and Gewehr caused even more neglect than might otherwise have accrued to a "service" department. History appointments, salaries, and facilities all suffered from Byrd's hostility throughout his administration. Four years after Byrd resigned in 1954, Gewehr retired, leaving to his successor, Aubrey C. Land, the task of developing a true university department with the support of the new president, Wilson H. Elkins. With

worthwhile objectives but an abrasive manner, Land alienated a significant number of his senior faculty, especially those who had been close to Gewehr. Eventually, Land lost the confidence and support of the administration and withdrew as department head. An interim committee administered the department under the direction of Dean Charles Manning until a new chairman, David A. Shannon, was chosen in 1965. A recognized scholar, Shannon attracted a number of distinguished historians in a variety of scholarly fields before departing after three years. With a faculty of achievement and promise, the University of Maryland moved to capitalize on its advantageous location near the nation's capital to establish a History Department of the first rank.

## CHAPTER I

The evolution of the teaching of history at the University of Maryland, from its antecedent institution in 1859 to the worldwide multiversity of 1968, reflects not only the changing role of history as a course in the curriculum but also the altered status of history as a scholarly discipline. When the subject of history consisted of literary narratives of events in the distant past, it was taught as part of a gentleman's cultural background and preparation for responsible citizenship. The concept of the professionalization of the discipline, brought to this country by Herbert Baxter Adams and his graduate seminar at The Johns Hopkins University in 1876, required specialized preparation for scholarly speculation, research, and writing beyond the mere narration of events by historical writers and teachers and the assimilation of such information by students. For most of its first hundred years, the institution at College Park followed the former approach to the teaching of history, with little emphasis on or rewards for scholarly activity and with few graduate students.

The First Circular of the Maryland Agricultural Col-

lege (M. A. C.) set forth the purpose of the fledgling College Park school as aiming not merely at professional instruction in agriculture but at the student's total development "as a man, trained and fitted to the full extent of his capacity, for all the duties of a man and a citizen." Offering the student "the advantage of the most approved systems of moral and intellectual culture" along with physical training, the circular maintained that such a regimen promised "the best means of laying the foundation of future health and energy, in a well-developed, robust physical constitution." Combining practical training in agriculture and mechanical arts with scientific instruction, the curriculum proposed to combine "the well-informed mind, and the cunning right hand" in a student acquainted with manual labor, "dignified by its association with science."<sup>1</sup>

This first statement of purpose, emphasizing physical development and practical sciences, relegated to the second rank those subjects considered to be the liberal arts, and the original program implied rather than specified a study of the past. For moral and intellectual culture and instruction, those planning the course of study turned to "the system which has proved itself to the wise and learned of many generations." While recognizing the home and church as the sources of a student's religious training, the circular promised that "the moral character shall here be



guarded by vigilance and discipline from corrupting and immoral influences." Exercises in "mental culture" included "languages spoken and unspoken," mathematics, moral and intellectual philosophy, the physical sciences, the science of government, political economy, and political ethics. Doubtless reflecting the turmoil of the times, the founders promised to stress patriotism "above section and party."<sup>2</sup>

The four professors who presided over this curriculum included the college president, Benjamin Hallowell, who also served as professor of Mental and Moral Philosophy. "A teacher of reputation in the State and in the District of Columbia . . . [and] an able executive," Professor Hallowell served for almost two years, "refusing all compensation for his services."<sup>3</sup> Students earned degrees of Bachelor of Arts, Master of Arts, and Bachelor of Philosophy; the fee of \$250 covered an entire year's "Board, Tuition, Lodging, Washing, Fuel, and Lights." Terms extended from September to mid-March and from mid-March to July. The college required admission applications "at least two weeks before commencement day," presumably the beginning of the session.<sup>4</sup>

The Second Circular, appearing in 1860, listed Henry Onderdonk, A. M., as President and as "Professor of Mathematics Pure and Mixed." His faculty consisted of Montgomery Johns, A. M., M. D., teaching agriculture, chemistry, geology, and minerology; Battista Loring, L. L. D., professor of ancient and modern languages (Latin, Greek, French, German,

and Italian; Townsend Glover, entomologist of the United States and professor of natural history, botany, and pomology; and Nicholas B. Worthington, A. M., professor of moral and mental philosophy, English literature, and political economy. Worthington, like Glover, added his teaching responsibilities to a prior professional position, in Worthington's case the editorship of The American Farmer. With an interest in bringing scientific methods to Maryland agriculture and disseminating a modicum of culture among farmers' sons, Worthington joined Charles Benedict Calvert and other aristocratic Maryland planters as a charter member of the corporation of the college and served as first secretary to the Board of Trustees. He and his family played significant roles in the life of the college for a number of years, and a descendant served briefly in the History Department in the 1940's.<sup>5</sup>

The first specific course offerings appeared in the 1863 Circular, with four history courses listed in the college curriculum and two in that of the preparatory school. Second class preparatory students (juniors) studied the history of the United States and England, while first classmen (seniors) mastered the history of Greece and Rome. Freshmen and sophomore collegians studied "Universal History," with the history of philosophy and history of civilization offered in their two senior terms. Until 1871, juniors enjoyed a respite from the study of history. All history courses appeared as offer-

ings in the School of English, with also offered a freshman course in bookkeeping. Professor Worthington presided over this entire curriculum.<sup>6</sup>

The impact of the Civil War struck the little college in 1865 when suspected Confederate sympathies forced Onderdonk's resignation as its president. Professor Worthington reluctantly assumed the office in an acting capacity; college courses were abandoned, with first-year preparatory students studying history and geography of the United States. In September, even that effort failed, and the little school did not open for the fall term.<sup>7</sup>

Aided in its struggling rebirth after the Civil War by the Morrill Land-Grant Act of 1862 and by a tenuous relationship to the Maryland state system of public education established in 1865, M. A. C. turned in 1870 to the Reverend Samuel Register, D. D., to serve both as President and as "Professor of Moral Science and Evidences of Natural and Revealed Religion." Professor Worthington, as Professor of Mental Philosophy, English Language and Literature, continued to direct the School of English, which included all history offerings. The preparatory school added a course in the history of Maryland. Upon receiving a Bachelor of Arts degree, a graduate qualified for a Master of Arts degree by maintaining for an additional three years "the character of a student."<sup>8</sup>

In the small college community of the Reverend Register's day, faculty families also found roles to play. "The domestic economy of the College is presided over by the wife of the



President, and the linen department is in charge of Mrs. Professor Worthington. These ladies give close and constant attention to the interests committed to their care. Should a student become sick, he will find in the ladies of the institution the gentle and tender watch-care of nursing mothers or affectionate sisters." The roster of students receiving such ministrations included three Worthington sons, two juniors and one freshman.<sup>9</sup>

Worthington continued as professor of English Language and Literature during the presidency of Samuel Jones, a former Confederate major general. Worthington also served as principal of the Preparatory Department. The trustees inspired a reorganization of the institution, "so as to adapt the College more fully to the present wants and requirements of the State, and to conform more strictly to the requisitions of the law of Congress granting the land script, passed since the original organization of the institution." The new curriculum offered a four-year course in Arts, three years in Science. Students might pursue a single year's course at the discretion of the faculty. History courses continued as before in the School of English.<sup>10</sup>

The first history professor so designated joined the faculty in 1875, during the presidency of General Jones's successor, William H. Parker. J. D. Warfield, A. M., served as Professor of English Literature, Mental Science and History. A total of eight faculty members instructed eighty-one



students. History textbooks included "Freeman's General Sketch; Hume's England; Smith's Greece; Liddell's Rome; Guizot's European Civilization; Quakenbos' History of the United States."<sup>11</sup> Instruction of the times typically called for the teacher to learn, through "dull recitation," whether the students had mastered the assigned portion of the textbook, an arrangement judged superior to the European practice of sending students into libraries where they would be exposed to conflicting authorities and given excuses for "want of exactness in his answers."<sup>12</sup> Restricting assignments to textbooks also saved institutions the costly burden of providing an adequate library.

Despite President Parker's strenuous efforts to pay off the college's almost overwhelming debts and heroic faculty sacrifices "using every energy of mind and body to re-establish this College, and exhibiting great self-denial by serving for almost nominal salaries," Maryland farmers and farm publications attacked the college and its administration, charging that agriculture was not being taught and that the college served merely as a military school, preparing students for West Point and Annapolis. In a spirited defense, Parker maintained that agriculture schools languished when separated from other disciplines and argued for offering students an education of the widest possible scope. "If you give a boy a good English education, he has been working

in the right direction for a farmer, a mechanic, or a merchant."<sup>13</sup>

In addition to his own report to the trustees, Parker appended reports from his professors. Professor Warfield, commenting on the teaching of history, claimed to rely "upon the eye as the chief aid to memory," requiring "historical charts, genealogical lines, embracing every portion of historical reading, as the surest tabular reviews in the department of History." For teaching the laws and history of the United States, he used Story's Comments Upon the Constitution.<sup>14</sup>

The formal curricular offerings did not reflect fully the students interest in and knowledge of the past. Oratorical competitions and debates formed a significant part of the extracurricular activities of the day, and the Mercer Society played a vigorous role in the life of the students at College Park. In 1876, its twenty-four members discussed such questions as: "Was the execution of Major André justifiable? Is the policy of the Government toward the Indian the true policy? Do inventions improve the laboring classes? Would it be expedient for the United States to have a large standing army? Should a system of compulsory education be established?" At the Society's annual public celebration, students debated the perennial question, "Ought capital punishment, as a matter of right, be abolished?" The Society's library of 1,348 volumes exceeded the holdings of the college library;

four hundred of the Mercer books treated biographical and historical subjects and included the works of Bancroft, Macculey, Hume, Irving, and others. Both discussion topics and library holdings indicated an interest in history beyond work assigned in the classroom.<sup>15</sup>

By 1880, a full complement of history courses appeared in the Register. Freshmen studied the outlines of history and the history of England. Sophomores tackled the histories of Greece and Rome. Offerings for juniors included the history of European civilization as well as histories of the English language and literature; seniors studied the history of philosophy and political economy. Since admission requirements included the ability to pass "a good examination in reading, writing, arithmetic, grammar, geography, and history of the United States," students presumably had mastered American history before matriculating.<sup>16</sup>

The efforts of Parker's successor, Augustine J. Smith, to enhance the college's acceptability with its former constituency and overcome its financial difficulties included the elimination of almost all history courses from the curriculum. Of the ten faculty members and as many visiting lecturers listed in the 1885 Catalogue, none taught history. First-term preparatory students studied United States history; a single history course was required of collegians, in the sophomore year. Again, the Catalogue mentioned the li-



brary of the Mercer Literary Society as "being especially rich in history and biography." The combined holdings of the Mercer library and that of the college approached two thousand volumes.<sup>17</sup>

The Hatch Act of 1887 establishing agricultural experiment stations provided the funds which rescued M. A. C. from its financial plight when the College Park school won out over Johns Hopkins University as the site of Maryland's station. The college trustees invited Major Henry D. Alvord, the station's director, to assume the presidency of the college as well; with the same trustees and executive, the two institutions effectively merged, to the great financial advantage to the college. The curriculum suffered, however, from Alvord's limited academic vision. A noted dairyman with no college degree himself, Alvord turned the curriculum into one leading to a single degree, that of Bachelor of Science in Agriculture. Even engineering courses disappeared; history was included only to teach the future farmer "the duties and privileges of citizenship."<sup>18</sup>

With the administration of President Richard W. Silvester (1892-1913), M. A. C. moved still further in the direction of scientific and technical training, claiming to embrace "all the sciences akin to agriculture and all the arts related to mechanical training." The Catalogue listed other studies "necessary for a liberal education, for the develop-

ment of the intelligent citizen and the making of general culture." The college proposed to "give to young men anxious to prepare themselves for the active duties of life such training in the sciences or in the mechanical workshop as will enable them to take their places in the industrial world well prepared for the fierce competition of the day."<sup>19</sup>

Three history courses fulfilled that purpose. First-term freshmen studied English history; in their second and third terms, they explored ancient history. Seniors discussed current topics. Again, admission required an examination in United States history. Candidates for a Master of Arts degree submitted written applications one full year in advance and completed one or more theses on subjects assigned by the Professor of English and Civics and approved by him, by the President of the College, and by the Professor of Languages. Master's candidates also submitted to an examination in the works of a number of classical authors: Caesar, Nepos, Sallust, Virgil, Cicero, Ovid, Horace, Livy, Tacitus, Plautus, Terence, and Juvenal.<sup>20</sup>

In 1907, the Professor of English and Civics who taught these courses was F. B. Bomberger, who himself had just received a Master of Arts degree from M. A. C. Before receiving a Bachelor of Science degree from the same institution in 1894, Bomberger had served as president of the New Mercer Literary Society after its reorganization in 1892; by 1897, he was an assistant in chemistry. In addition to his

professorial responsibilities, Bomberger also served as college librarian. President Silvester acknowledged that the college library was still small but termed it "a most serviceable one, and is well and comfortably located in the second story of the new Gymnasium building."<sup>21</sup>

One yearbook preserved a personal sidelight of youthful high spirits in Bomberger's classroom. Describing the future United States Senator from Maryland, Millard E. Tydings, as being a notable orator as an undergraduate at M. A. C., the 1910 Reveille noted that "the class has the opportunity of sizing up his kinship to Demosthenes every time 'Bommy' is late." In any case, Bomberger's future lay not in the Department of English and Civics nor in the teaching of history but with the Extension Service, where he served as assistant director under Thomas B. Symons, Specialist in Rural Organization and Marketing, and eventually Chief, Maryland State Department of Markets.<sup>22</sup>

Silvester's orientation toward technical education and practical courses signaled the end of the textbook memorization and recitation method of teaching, but liberal arts courses almost disappeared from the curriculum. Two men taught all liberal arts courses, compared with an agriculture faculty of twelve and eight in engineering. Preparatory students and "sub-freshmen" studied the histories of the United States, England, and Maryland, but the only two his-



tory courses available to collegians were optional: an outline of general history as a freshman alternative to Latin, and an advanced course, "Selected Topics," available to juniors.<sup>23</sup>

The Thanksgiving Eve fire of 1912 which destroyed most of the college's facilities marked the end of the military regimen and proved to be a turning point in the eventual consolidation of the little agricultural school at College Park with the professional schools in Baltimore to form the University of Maryland. In the institution's rebuilding, directed first by Acting President Thomas Spence and then by President Harry J. Patterson, organizational changes brought the study of history for the first time out of the Department of English, with the establishment of the Department of Economics, Political Science, and History. Still manned by Bomberger alone, the department's course listings indicated the typically service nature of the history curriculum, "specially designed to prepare young men for the active duties of citizenship." Preparatory students and sub-freshmen still studied American, English, and general history, using Myers's Ancient History, Adams and Trent's History of the United States, and Andrews's Short History of England. Freshmen followed Robinson and Beard's The Development of Modern Europe for the period after the Treaty of Westphalia; the sophomore course in American history emphasized nineteenth-century politics and economics. Juniors could

still elect selected topics in advanced history, and Economics and Political Science 140 used Charles Beard's American Government and Politics to teach "civil government and the history and development of the Constitution of the United States."<sup>24</sup>

A curious and short-lived reorganization of the curriculum for the 1917-1918 academic year moved the history courses **into** the Division of Vocational Education. Other divisions of the college included those of Language and Literature, General Science, English, Animal Husbandry, Plant Industry, and Home Economics. All four-year courses led to a Bachelor of Science degree; the Master of Science or professional degrees in civil, mechanical, or electrical engineering marked **completion** of graduate studies. Bomberger no longer taught history but served as assistant director of the Extension Service.<sup>25</sup>

George J. Schulz, A. B., served as instructor in government and history, offering a novel selection of history courses: European Industrial History, "a study of the economic and social causes underlying the 'break up' of the Roman Empire and the succeeding industrial changes to 1776, stressing particularly the rise of England as an industrial nation;" Industrial and Economic History of the United States to 1861; Comparative Industrial and Economic History in the leading nations of the world from 1861; Studies in Modern and Contemporary History; and History of Agriculture.<sup>26</sup>



In 1917, Patterson was succeeded by Albert Fred Woods, M. A., D. Ag., the first president to have previous experience in the administration of an institution of higher learning; he came to Maryland after having served as dean and acting president of the University of Minnesota. The nine years of President Woods's administration saw many innovations at College Park in terms both of institutional structure and of curriculum, innovations that brought the little agricultural college closer to organizational and academic practices of other state universities of the time.<sup>27</sup>

Woods's reorganization established separate schools with their own deans, including for the first time a School of Liberal Arts, Thomas Spence, dean, and a Graduate School, pre-directed by Charles O. Appleman, plant physiologist. A prescribed course of undergraduate study with a limited choice of electives constituted a "major." Woods's administration also saw the graduation of the first coeds, the establishment of the first national fraternities and sororities, and appointment of H. C. "Curley" Byrd, popular football coach, as assistant to the president. Under Woods, the Baltimore and College Park schools were brought together as the University of Maryland in 1920.<sup>28</sup>

In the first year under the new system, Schulz offered an expanded curriculum of history and political science courses, adding ancient history, history of continental Europe, Maryland history, English social and industrial history, and

the history of Latin American republics. Categorized as required, general elective, and advanced elective, the courses sought "both to give a survey of European and American history and to lay the foundation for further study," while affording "an opportunity for the independent use of original material . . . allowing more scientific treatment and individual investigation." Classes consisted of "lectures and recitations," a transformation from the earlier practice relying solely on textbooks.<sup>29</sup>

The stated purpose of the School of Liberal Arts, organized in the same year, was to offer instruction in language, literature, and social science, "a stock upon which to graft technical and scientific education; to prepare the foundation for business, law, journalism, administration, philanthropic work, the more responsible civil service positions and higher teaching positions, and to afford the opportunity for general cultivation and refinement of the mind." Freshmen majoring in history and social science took nine hours each of history, mathematics, composition and rhetoric, and a language (French, German, or Spanish); three hours of reading and speaking and of educational guidance; one hour in library methods; and military drill. Morrill Hall housed the liberal arts school as well as the Department of Zoology.<sup>30</sup>

Although most programs of study required courses in English and public speaking, none of the science curricula required a single course in history. This omission did not

mean a complete lack of interest in the past, however; the School of Education offered a History of Modern Education, Home Economics a History of the Family, and Agriculture the History of Husbandry as Social Control. Schulz, assistant professor of history, offered a course in Methods of Teaching History and Social Sciences in Secondary Schools, in the School of Education.<sup>31</sup>

College admission requirements stipulated that candidates be at least sixteen years of age, bear a certificate from an accredited high school, able to pass an entrance examination or transfer from another college. Total enrollment reached 224.<sup>32</sup>

The Graduate School offered programs leading to Master of Science and Doctor of Philosophy in agriculture and natural sciences; Master of Arts in liberal arts, education, and home economics; and the Doctor of Philosophy in liberal arts. The master's degree required an approved course of study with one major and one closely related minor field, completed in one year of full-time study or, with approval, a longer period of part-time work. A thesis and examination completed the requirements. Three years of graduate study, with one year's residence, usually sufficed for the Ph. D., with intensive research culminating in "an important contribution." A thesis and examination completed these requirements. Candidates for advanced professional degrees in civil, electrical, or



mechanical engineering came only from the college.<sup>33</sup> With history courses being taught by someone without a graduate degree in history himself, the first graduate degree in history came some years later.

Upon the merger of the College Park institution with the Baltimore professional schools in 1920 to form the University of Maryland, President Woods set about the task of upgrading the programs of his institution to those of a true university. For principal assistance in this undertaking, he turned to Frederic E. Lee, Ph. D., professor of Sociology and Political Science and dean of the newly formed College of Arts and Sciences, successor to the School of Liberal Arts. A Yale graduate and onetime United States diplomatic representative in Peking, "Lee delighted in serving as Woods's hatchet man, ruthlessly sidetracking the professors he deemed unworthy and replacing them with brilliant new ones." The history faculty, still consisting solely of George J. Schulz, A. B., whose training and interest lay elsewhere anyway, could only be improved.<sup>34</sup>

The professionalization of the teaching of history at the University of Maryland began when Hayes Baker-Crothers joined the faculty in 1925. A native of Rock Island, Illinois, Professor Crothers received his bachelor's degree from Monmouth College in 1904, studied at Yale in 1913, and earned his Ph. D. in 1924 at the University of Wisconsin under Pro-

fessor Winfred T. Root. After six years as an instructor of history at Simmons College and five years directing freshman orientation at Dartmouth College, Crothers came to Maryland as the first history Ph. D. to teach there. Professional historical scholarship, introduced to America at The Johns Hopkins University in Baltimore fifty years before, had at last traveled the forty miles to College Park. Crothers taught courses in American colonial and recent American history; Spence, then Emeritis Dean of the College of Arts and Sciences, taught the history of Maryland; and Schulz continued instruction in all other history courses.<sup>35</sup>

Two years after Crothers's arrival at Maryland, the University awarded the first graduate degree in history when Edward Marion Barron received the M. A. in 1927. His sixty-five page thesis on "The Attitude of the People of Maryland during the French and Indian War" bore many citations to an unpublished manuscript written by his advisor, Professor Crothers, on "The Attitude of the People of Virginia during the French and Indian War."<sup>36</sup>

In 1926, Raymond A. Pearson, D. Ag., replaced Woods as university president. In the same year, Walter H. Jaeger, Ph. D., joined the faculty in History and Political Science, teaching world history since 1914, diplomatic history of Europe in the nineteenth and twentieth centuries, and political science courses dealing with international relations

and law. The department faculty roster included no instructors, assistants, or graduate assistance for History and Political Science, although the course listings named K. G. Stoner as a graduate assistant in history.<sup>37</sup>

Graduate seminars appeared among history courses for the first time in 1931, with Crothers directing a seminar in American history and Jaeger one in European history. In 1933, a Mr. Ashworth replaced Stoner as graduate assistant, and Crothers added a course in social and economic history. During these years, the History and Political Science Department had no representation on either the Faculty Senate, which was made up primarily of deans, or the Graduate School Council. Crothers served on one faculty committee, that of Catalogue, Registration, and Entrance, later simply Entrance. Although Schulz enjoyed honorary membership in the Poe Literary Society, no clubs, fraternities, or honorary societies recognized student interest in history.<sup>38</sup>

A crucial period of growth for the University of Maryland and the development of the History Department began in 1935 when H. C. Byrd succeeded Pearson as president. A graduate of M. A. C. in the Class of 1908, "Curley" Byrd enjoyed a vigorous career as a semi-professional athlete and sports reporter before returning to his alma mater as football coach, instructor in English, and later assistant to the president. With a strong sense of patriotism, a respect for the value



of money, an irrepressible energy and an irresistible charm-- whether for the ladies or the legislature, President Byrd set about making the University of Maryland into an institution of consequence.<sup>39</sup>

His regard for the institution, however, did not extend to its faculty. With a background in sports rather than in academics, he operated his university as a head coach runs his team; he made the plans and gave the orders, and he expected "his men" to fall into line without objection or complaint. Openly contemptuous of academicians, especially those in the humanities, he remarked that "Ph. D.s are a dime a dozen." Such an attitude held no possibility for a collegial relationship. Byrd led and expected others to follow, considering suggestions from deans, department heads, or faculty to be unseemly interference with his administrative responsibilities. He made all appointments, often without consultation with the departments involved, and arbitrarily dismissed malcontents, usually without explanation and sometimes without prior notice. Just as he gained maximum value for investment in campus buildings, so he insisted on maximum value from his staff, whom he expected to be on hand eight hours a day, five and a half days a week. Such an arrangement seemed oppressive to scholars nurtured in the scholarly atmosphere of other universities such as Wisconsin or Chicago. The relationship of Byrd to his faculty was a troubled one throughout his tenure and ultimately nowhere more so than with the Department of History.<sup>40</sup>

In 1935, Arthur Silver joined Crothers, Spence, and Jaeger on the history staff, with Rolf Lyman Allen as a fellow. Silver, completing his Ph. D. at Harvard, taught world history since 1914, nineteenth and twentieth century European diplomatic history, and the expansion of Europe. Although the graduate seminar in European history disappeared from the department's course offerings, Crothers continued his seminar in American history.<sup>41</sup>

Budgets for those years confirmed recollections of low salaries and Depression-era hardships in academic institutions. In 1934-1935, Crothers as professor and head of the department earned \$3,400 a year; Jaeger as assistant professor drew \$2,206 and Silver \$1,424. Allen earned \$400 as a fellow. The departmental budget allotted \$56 for "readers" and \$108 for supplies and expenses; the departmental appropriation totalled \$7,594. Salaries in the science departments were somewhat better; L. B. Broughton, professor and head of the Chemistry Department, earned \$4,250.<sup>42</sup>

Meager as those salaries appear today, the College of Arts and Sciences represented the largest expenditure of state money in the College Park budget. Of a total expenditure of \$793,688.21 for "Educational and Allied Departments" at College Park, Arts and Sciences accounted for \$148,001, compared with \$83,040 for Agriculture and \$40,958 for Engineering. The budget for the Experiment Station totalled



\$149,260, but it was supported by federal funds. Total expenditures in 1934-1935 for the entire university and the State Board of Agriculture came to \$2,479,451.75.<sup>43</sup>

In 1937, Levin B. Broughton succeeded to the position of Dean of the College of Arts and Sciences. Like Byrd a native of Maryland's Eastern Shore, Broughton graduated with Byrd from M. A. C. in 1908 and subsequently earned a Ph. D. from Ohio State University in 1926. For a number of years, Broughton had served as head of the Chemistry Department and also as State Chemist.<sup>44</sup>

Under Dean Broughton, the College of Arts and Sciences was organized into one lower division, giving the student a basic general education, and four upper divisions, offering specialized studies. The upper divisions included those of the Biological Sciences, Humanities, Physical Sciences, and Social Sciences. History, with economics, political science, psychology, and sociology, comprised the Division of Social Sciences.<sup>45</sup>

The history faculty expanded during this time to include Harold Thatcher, from the University of Chicago; Donald Dozer from Harvard; Leonid Strakhovsky, an aristocratic White Russian emigré teaching European history; and, as his assistant, Gordon W. Prange, recently awarded the Ph. D. at the University of Iowa. Professor Root, who had directed

Crothers's graduate work at Wisconsin, then headed the History Department at Iowa and, incidentally, was the father of Prange's young bride. Root learned of a vacancy at Maryland and recommended Prange to Crothers and President Byrd. Prange's collegiate athletic career especially appealed to Byrd and, although the modest starting salary of \$1,800 was less than Prange had been offered elsewhere, he accepted Byrd's offer. From Iowa friends, Prange heard that Byrd "was a go-getter, that he would develop Maryland, that Maryland wouldn't stand still but that it would grow."<sup>46</sup>

A small room in the newly built H. J. Patterson Hall housed the entire history faculty. An improvised partition separated a corner of the office for the department chairman's space, with barely room for his desk and chair. The rest of the staff fitted into the remaining space, "almost chucked in there like sardines in a tin can." Other university offices suffered equally modest accommodations; Shoemaker Hall housed all administrative offices on the first floor, the library on the second.<sup>47</sup>

At Commencement Exercises on June 5, 1937, Rolf Lyman Allen received the first Ph. D. in history from the University of Maryland. His dissertation, directed by Crothers, examined "The Legislation for the Confiscation of British and Loyalist Property during the Revolutionary War." In 284 pages, he reviewed the legal circumstances in each of the thirteen colonies, with an introductory chapter, his conclusions, and a bibliography.<sup>48</sup>

With the additional faculty, history course offerings multiplied; some twenty upper level courses appeared in the 1939-1940 Catalogue, representing all periods of American and European history as well as diplomatic, constitutional, and social and economic history. Dozer taught a course in the history of Maryland and two semesters on Latin America. Strakovsky, Prange, and Silver covered European history from ancient to modern times. According to the Catalogue, however, a number of listed courses were "not offered in 1939-1940." Graduate offerings consisted of seminars in American colonial history taught by Crothers, European history offered by Strakovsky, and American or European historical bibliography and criticism, taught by the staff.<sup>49</sup>

As the decade ended, the university with its dynamic but autocratic president looked back on the frustrations and deprivations of the Depression years and forward to the uncertain challenges of the war years. The History Department, staffed at last with professionally trained historians, faced unprecedented stress and change, but for the first time the structure existed that would permit the development of a true university department.



## FOOTNOTES

<sup>1</sup> First Circular of the Maryland Agricultural College  
(Baltimore: July, 1859).

<sup>2</sup> Ibid.

<sup>3</sup> Richard W. Silvester, "The Maryland Agricultural College," The Reveille, 1897, p. 11.

<sup>4</sup> First Circular.

<sup>5</sup> Second Circular of the Maryland Agricultural College  
(Baltimore: 1860); George H. Callcott, A History of the University of Maryland (Baltimore: Maryland Historical Society, 1966), pp. 136-138; Catalogue, 1940-1941, p. 324; interview with Gordon Prange, 2-14-78.

<sup>6</sup> Circular . . . , 1863.

<sup>7</sup> Circular . . . , 1865; Callcott, pp. 162-164.

<sup>8</sup> Callcott, pp. 168-169; Catalogue, 1870, p. 3.  
Catalogue, 1871-1872, pp. 3, 17, 23.

<sup>9</sup> Catalogue, 1871-1872, pp. 9, 6.

<sup>10</sup> Callcott, pp. 182-183; Catalogue, 1872-1873, pp. 3, 8, 9, 13.

<sup>11</sup> Callcott, p. 182; Register of the M. A. C., 1876-1877, pp. 5, 19.

<sup>12</sup> Frederick Rudolph, The American College and University: A History (New York: Alfred A. Knopf, 1962), pp. 118-121, 132.

<sup>13</sup> Register . . . , 1876-1877, pp. 38-39.

<sup>14</sup> Ibid., p. 56.

<sup>15</sup> Ibid.; Callcott, p. 150.

<sup>16</sup> Register . . . , 1880, pp. 12, 22.

<sup>17</sup> Callcott, pp. 187-188; Catalogue, 1885-1886, 4, 6, 20, 27-29.

<sup>18</sup> Callcott, pp. 189-191; Catalogue, 1891-1892, pp. 2, 9.

- <sup>19</sup>Catalogue, 1907-1908 p. 11.
- <sup>20</sup>Ibid., pp 47, 67, 90.
- <sup>21</sup>"The Mercer Literary Society," Reveille, 1897, pp. 66-68; Reveille, 1897, pp. 20, 70, 19.
- <sup>22</sup>Reveille, 1910, p. 35; Catalogue, 1918-1919 Catalogue, 1919-1920, n. p.; Catalogue, 1930-1931, p. 19.
- <sup>23</sup>Callcott, p. 247; Catalogue, 1912-1913, pp. 100-106.
- <sup>24</sup>Callcott, p. 245; Oral History Interview with Lee Pennington, Maryland Room, McKeldin Library; Catalogue, 1914-1915, pp. 40-42.
- <sup>25</sup>Catalogue, 1918-1919, pp. 122-123.
- <sup>26</sup>Ibid.
- <sup>27</sup>Callcott, pp. 250-252.
- <sup>28</sup>Catalogue, 1919-1920, pp. 157, 149; Callcott, pp. 248-249, 253-254.
- <sup>29</sup>Catalogue, 1919-1920, pp. 167-168.
- <sup>30</sup>Ibid., pp. 158-159.
- <sup>31</sup>Ibid., pp. 107, 111, 112, 113.
- <sup>32</sup>Ibid., pp. 27, 199.
- <sup>33</sup>Ibid., p. 149.
- <sup>34</sup>Callcott, p. 288; Catalogue, 1920-1921, p. 124.
- <sup>35</sup>Jaques Cattell, ed., Directory of American Scholars (Lancaster, Pennsylvania: The Science Press, 1942), p. 35; Catalogue, 1925-1926, p. 183.)
- <sup>36</sup>Edward M. Barron, "The Attitude of the People of Maryland during the French and Indian War" (M. A. thesis, University of Maryland, 1927).
- <sup>37</sup>Callcott, pp. 298-303; Catalogue, 1930-1931, pp. 199-200.
- <sup>38</sup>Catalogue, 1931-1932, p. 208; Catalogue, 1933-1934, pp. 211, 17; Reveille, 1930, pp. 227-232.
- <sup>39</sup>Callcott, pp. 314-323; Bob Considine, "Curley Byrd Catches the Worm," Saturday Evening Post, June 28, 1941, pp. 14-15, 44, 48, 53.

<sup>40</sup> Callcott, pp. 344-345; Prange interview; interview with Kenneth Stampf, 4-8-76; interview with Frank Freidel, 4-10-76; interview with David Sparks, 12-16-77.

<sup>41</sup> Catalogue, 1935-1936, pp. 235-236; Freidel interview.

<sup>42</sup> Budget, 1934-1935, pp. 43, 39.

<sup>43</sup> Ibid.

<sup>44</sup> Diamondback, 12-17-43.

<sup>45</sup> Catalogue, 1939-1940, p. 102.

<sup>46</sup> Catalogue, 1940-1941, pp. 324-327; Prange interview.

<sup>47</sup> Prange interview; Callcott, pp. 301, 329.

<sup>48</sup> Rolf Allen Lyman, "The Legislation for the Confiscation of British and Loyalist Property during the Revolutionary War" (Ph. D. dissertation, University of Maryland, 1937).

<sup>49</sup> Catalogue, 1939-1940, pp. 312-314.

## CHAPTER II

In 1940, President Byrd brought Wesley M. Gewehr to the University of Maryland as professor of history and department head. With all his degrees from the University of Chicago, Dr. Gewehr had taught at a number of midwestern colleges during his graduate school days and, following the completion of his studies, served as professor and chairman first at Denison University (1922-1929), then at American University in Washington, D.C. (1929-1940).<sup>1</sup> He had expanded his dissertation into a creditable treatment of The Great Awakening in Virginia, 1740-1790,<sup>2</sup> and followed it with a single other publication, The Rise of Nationalism in the Balkans, 1800-1930.<sup>3</sup> While at American University, Gewehr frequently addressed civic clubs and other public meetings on historical and patriotic topics, and these appearances may have brought him to Byrd's favorable attention.<sup>4</sup>

A gentleman of the deepest Christian commitment, Gewehr took great pride in his young faculty and students alike, taking them into his home and delighting in their accomplishments. Characterized as "the dearest and most saintly person" by admirers,<sup>5</sup> Gewehr inspired great personal admiration and loyalty from his staff but little respect for his dis-



organized and manipulable administration of the department.<sup>6</sup> More sophisticated colleagues elsewhere in the university regarded him as "the old fool who runs the department of history."<sup>7</sup> However he was viewed by fellow faculty members, he was destined to be caught between the young academics he would protect and the despotic president he must serve.

At the end of his second year as department head, Gewehr submitted the first of a series of narrative annual reports on developments in the Department of History. The organization of these reports and the topics discussed indicated his concerns, with some attention as well to the interests of the university administration. First he noted personnel changes. Harold Thatcher and Donald Dozer departed for government service, and Strakhovsky resigned. As replacements, he hired Bernard Holm, an ordained Lutheran minister and University of California Ph. D. in medieval history; Kenneth Stamp, fresh from a one-year teaching assignment at the University of Arkansas after earning his doctorate at Wisconsin; and Richard Hofstadter, who--typical of many Maryland appointees--was accepting his first professional position after completing graduate studies at Columbia.<sup>8</sup>

Under the heading "Teaching and Extension," Gewehr stressed that "the department places primary emphasis upon vigorous and stimulating teaching on the assumption that in this capacity we can best serve our student constituency."



General courses in American history and western civilization had been reorganized to emphasize "basic war-background materials." Enrollment increased, with 193 students in advanced courses including seven graduate students, 660 in lower level courses, for a total of 850, "a gratifying increase in a department whose work is elective." A paragraph on "Research and Publications" listed Prange, Thatcher, Holm, Crothers, Stamp, and Hofstadter as being involved, mentioning a number of book reviews as part of their endeavors.<sup>9</sup>

Separate headings for "Publicity" and "Committee Work" indicated the non-academic activities reported to the administration along with research, publication, and teaching. Gewehr served as president of the Middle States Association of History Teachers, an organization with 600 members, and was also chairman of "this important Committee on Religious Affairs and Social Service for the past two years."<sup>10</sup> Gewehr confided to his staff that he "took care of publicity" and "keeping the university before the public" to relieve them of these responsibilities,<sup>11</sup> and he noted in his report that he sacrificed his own research interests to these ends.

Gewehr's informal and amiable administration of the department softened the autocratic structure by which the university was governed. He held no department meetings; the very few promotions came from President Byrd himself in response to outside offers; and appointments resulted largely from informal inquiries among friends. Young faculty soon learned

to approach Gewehr as he prepared semester schedules, since he willingly arranged their classes to allow free time for research and writing, rather than requiring them to be on campus six days a week as the administration preferred.<sup>12</sup>

In the first years of World War II, the department was affected by departures into the military and government services and by some curricular changes. In 1943, however, two crucial events affected Gewehr's relationship with President Byrd and hence the place of the History Department in the university throughout the remainder of Byrd's administration as president. In May, 1943, President Byrd announced the expected arrival in June of between three and four hundred men in the Army Specialized Training Program (A. S. T. P.). To be housed in the men's dormitories and the Armory/Gymnasium, the men would study engineering primarily but would take a number of classes in the College of Arts and Sciences. To accommodate the added students, Byrd expected the faculty to teach a total of eighteen hours of classes a week and expand their teaching schedules from ten to twelve months a year, all without any adjustment in salary. Since this sudden arbitrary demand not only eliminated the possibility of any free time for research and writing but also effectively precluded teaching summer school and extension courses as well as accepting consulting assignments--all means by which they had customarily supplemented their extremely low pay, the faculty reacted

with fury.<sup>13</sup>

The Departments of History and Sociology, already regarded by the administration as "hotbeds of radicalism," took over the one mimeograph machine they shared and circulated a statement of objection among the faculty petitioning the president to convene a meeting to hear their protest. At the meeting, only a few found the courage to voice their opposition to Byrd; the most fervent of those was Bernard Holm, whose ministerial sense of justice was outraged and who, without Gewehr's prior knowledge or approval, voiced the common sentiment by mounting an eloquent personal attack on Byrd.<sup>14</sup> When the faculty resolution of protest was approved, the angry president "wrapped himself in the American flag," castigating the unpatriotic group for being unwilling to teach eighteen hours a week when "our boys are fighting twenty-four hours a day."<sup>15</sup>

Byrd blamed Gewehr for "inciting this insurrection." At worst, Holm spoke with Gewehr's approval, which branded Gewehr a traitor to Byrd's administration; at the very least, if Holm spoke on his own, Gewehr lacked competence in "keeping the lid on" and preventing one of his staff from committing a public embarrassment.<sup>16</sup> Byrd immediately demanded Holm's dismissal, and he left at the end of the winter term. The student newspaper marked his departure by reporting that "the popular history professor returned to the ministry in D. C. last week," taking the pulpit at St. Matthew's Lutheran



Church.<sup>17</sup> Gewehr's next annual report mentioned his departure "at a much higher compensation."<sup>18</sup>

The history staff understood that Byrd also attempted to fire Gewehr, but his faculty drafted and signed such a strong letter of unanimous support for him that Byrd backed off. As punishment, however, Byrd stripped Gewehr of the title of "Head," designating him simply as "Acting Head."<sup>18</sup> The 1945-1946 university budget reflected this demotion; the budget line for "Professor and Head" at \$6,000 was empty, and Gewehr's name and rank of "Professor" appeared below at a salary of \$4,320.<sup>19</sup> Gewehr would not regain his title as "Head" as long as Byrd remained president of the university, and the relationship of the History Department to the university administration remained under the cloud of Byrd's disaffection for a decade.

The arrival of not four hundred but over a thousand A. S. T. P. students threw the university into a wartime turmoil that taxed both faculty and facilities. The 1,097 soldiers almost doubled the university's enrollment to 2,822, of which almost one-third (787) were students in the College of Arts and Sciences. The influx of military students paralleled the departure of faculty taking on wartime assignments.<sup>20</sup> To replace Professor Prange, on leave with the Navy, Dean Broughton brought in a young scholar from Shurtleff College in Illinois, Frank Freidel; he came on the recommendation of his

graduate school colleague at Wisconsin, Stamp. Delighted at his "quantum leap" from a small religious college in the midwest to a large state university close to the nation's capital, Freidel knew nothing at all about the University of Maryland or its History Department other than "it was going to put the Library of Congress at my disposal." He was "overjoyed."<sup>21</sup>

What he found, like Prange and Stamp before him, was a small southern college "with a good bit of the agricultural flavor to it, under the domination of 'Curley' Byrd."<sup>22</sup> Prange had found academic standards lower than those of the Universities of Iowa or California;<sup>23</sup> Freidel rated the faculty somewhat lower than that of Wisconsin but "totally urbane" in comparison to his previous post, with "dazzling young people" such as Stamp and Hofstadter in history and C. Wright Mills in sociology, as well as capable older faculty such as A. W. Zucker, head of the Foreign Language and Literature Department.<sup>24</sup>

The preparation of students coming to Maryland varied. Many were naive and unsophisticated, willing to accept without question information presented in textbooks and in classroom lectures.<sup>25</sup> Many were poorly prepared for college work, especially A. S. T. P. students, some of whom "sat in the back and read comic books."<sup>26</sup> With little in the way of a graduate program and little financial support, Maryland attrac-

ted graduate students in history. Memorable among them was Walter Sanderlin, who as an undergraduate at American University had known Gewehr and accepted his invitation to come to Maryland. Because the war precluded European travel and study, Sanderlin turned to the papers of the Chesapeake and Ohio Canal Company in the National Archives, his dissertation eventually being published by The Johns Hopkins Press.<sup>27</sup> Like student assistants of the time, he did not in fact assist other professors but took complete responsibility for several sections of a basic course. Like regular faculty members, he also taught at night at the National University to supplement his income from Maryland.<sup>28</sup>

Another significant event in the relationship of the History Department to the university administration occurred on December 13, 1943, when the Dean of the College of Arts and Sciences, Levin B. Broughton, suddenly died. President Byrd characterized him as "simply irreplaceable. He gave his life to the University of Maryland."<sup>29</sup> Despite this testimonial, many felt that Byrd, a graduate of M. A. C. with Broughton and a lifelong friend, had serious disagreements with Broughton, possibly because of Broughton's defense of faculty members serving under him.<sup>30</sup> In any event, Broughton, knowledgeable and appreciative of the needs and concerns of scholars, was gone. Byrd replaced him in an acting capacity with J. Freeman Pyle, Dean of the College of Business and Public



Administration.<sup>31</sup>

An Indiana native, Pyle received all his degrees from the University of Chicago, where he also taught. He came to Maryland in September, 1942, after serving almost twenty years as Dean of Business Administration and head of the Economics Department at Marquette University. Shortly after his arrival in College Park, he changed the name of the college over which he presided from that of Commerce to that of Business and Public Administration.<sup>32</sup> Whatever his abilities in administering the relatively small business college, Pyle's impact on his humanities constituency was instantly and vehemently negative. In contrast to Broughton, Pyle was viewed by his new constituents as been small-minded and petty, a hard-core conservative whose mission was to "get the liberal arts people in line." Humanities scholars felt he regarded them as "hired hands . . . a rather unruly bunch of clerks in an insurance office," that he saw his responsibility as keeping them at their desks and seeing that they behaved.<sup>32</sup>

An informal but pervasive system of informants throughout the university carried news and gossip from classroom and campus to Byrd and members of his administration, and word reached Pyle that the history staff was not always in full attendance. Called in to account for these lapses in discipline, Gewehr explained the scholar's need to spend time at nearby research facilities for purposes of scholarship.

Pyle failed to understand; why did they not use the university library, which at the time numbered some 80,000 volumes? Ironically, Byrd on other occasions used the proximity of the Library of Congress as a reason for withholding funds for the expansion of the university library.<sup>33</sup>

Resistance to Pyle took a number of forms, especially among the younger faculty members, full of themselves and disdainful of authority they did not respect. A traditional economist of conservative stripe, Pyle edified those passing his bulletin board by posting quotations from Roger Babson, which drew snickers and sneers from such Beardian economic determinists as Freidel, Stamp, and Mills. Pyle maintained a formal politeness when meeting these upstarts in the hall, but they felt they "were in dangerous territory with him at several points."<sup>34</sup>

Freidel felt that one such point might have been his decision to serve as faculty sponsor to one of two Jewish sororities on campus. The refusal of the Interfraternity Council to admit Jewish fraternities and a movement in the Pan-Hellenic Council to reduce Jewish subordinate rank inspired a spirited exchange of letters, columns, and editorials in the campus newspaper in the spring of 1945.<sup>35</sup> One recent Jewish alumna reported her experiences with evidences of anti-semitism throughout her college career and recounted the reaction of a non-Jewish friend after a visit to the univer-

versity; he took away a lasting impression of bitter anti-semitism and thought graffiti on the men's room walls in the Administration Building "evidence of the filthiest, most depraved thinking I have ever encountered anywhere, including the New York subway." He recommended cleaning "not only the walls of the men's room but the hearts and minds of those who foster such hatred."<sup>36</sup> In an editorial reply, the newspaper acknowledged that anti-semitism existed and held that it would be impossible to "erase this or any other anti feeling," concluding that "everybody hates somebody."<sup>37</sup> Outraged at such evidences and reports, Freidel and his wife resisted warnings from friends of the danger of such an affiliation and accepted invitations to dinner with the Jewish soririty girls and served as chaperones for dances. Since there were no Jews on the faculty, Freidel wondered what the administration expected the Jewish organizations to do in terms of faculty sponsorship.<sup>38</sup>

Freidel also clashed with Pyle over the fate of one of Freidel's students, who failed her final examination after receiving word that her only brother had died in the Pacific. Moved with compassion, Freidel arranged a second examination, only to discover that Pyle had already ordered her dismissal. Upbraiding Freidel for his breach of proper procedure, Pyle fumed, "There are thousands of people dying every day. What difference should this make in the way a university if operated?"<sup>39</sup>



About this time, in the spring of 1945, Freidel was threatened by the draft and arranged for a commission in the Navy; because of complex admission provisions for the program he was entering, Freidel had to leave College Park two weeks before the end of the spring semester and spend a short time as a civilian employee with the Navy. Freidel got Gewehr's approval for Sanderlin to complete his teaching responsibilities and went to clear the arrangements with Pyle. To Freidel's surprise, Pyle told him, "You have no right to leave early and, if you do, you'll have to take the consequences." Considering Pyle's stand to be "just more of his nastiness," and secure in his standing with Gewehr, Freidel departed.<sup>40</sup>

Some months later, after the war had ended, Freidel received a letter from Pyle stating that, because he had abandoned his classes to become a civilian in the United States Navy and was not inducted into active service until some time later, he had forfeited the right to return to the University of Maryland and was consequently dismissed. The Servicemen's Readjustment Act of 1944, known as the G. I. Bill, required employers to take returning servicemen back into the jobs they left to enter the service. Pyle's citation of Freidel's brief civilian status relieved the university of this legal responsibility. Freidel never knew whether Pyle's reliance on this technicality covered other grie-

vances or whether this was indeed the single reason for his dismissal. In the meantime, Stampf had departed for Berkeley and Hofstadter for Columbia; the remaining history staff was depleted and demoralized.<sup>41</sup>

Gewehr, seriously out of favor with Byrd, escaped for a year's teaching abroad in 1945-1946 at Army-sponsored universities in Shrivenham, England, and Biarritz, France. In Gewehr's absence, Byrd hired Verne Chatelain, former chief historian with the National Park Service, and Fred Wellborn, a diplomatic historian. Rumors maintained that Byrd hired Chatelain to serve as head of both the History Department and Byrd's new program in American Civilization, but that appointment never materialized.<sup>42</sup>

The war's end found the department's teaching ranks depleted just at the time when enrollments ballooned with returning veterans taking advantage of provisions of the G. I. Bill and classes swelled with students required to take the survey course in American history as part of Byrd's innovative and ambitious program in American Civilization. Distressed at newspaper accounts of college students' ignorance of American history, Byrd sponsored the organization of an interdisciplinary program of studies in history, government, literature, and sociology and required every Maryland student to take eighteen hours of basic courses in these disciplines. With the 1946 enrollment of 9,792 almost doubling the previous year's 4,897, Gewehr scrambled for faculty to face the onslaught.<sup>43</sup>

Through "the Old Boy Network" and even teacher employment agencies, Gewehr located five experienced teachers with whom to begin rebuilding his shattered ranks. Horace S. Merrill came from Elmira College only after Gewehr raised his original offer to the rank of associate professor. Richard Bauer, Herbert Crosman, Donald Gordon, and Wilhelmina Jashemski came as assistant professors. By the following fall, Gewehr sought those still finishing dissertations, among them David Sparks, Irving Wyllie, E. James Ferguson, and J. Leonard Bates. For most young scholars joining the Maryland history faculty in the 1940's and 1950's, the appointment marked their first teaching assignments. They were eager, energetic, optimistic, and generally naive about academic structure and policies. Most of all, at Maryland they were hired to teach, and that is what they did.<sup>44</sup>

The teaching assignments they faced were formidable, in terms of numbers of classes, hours of work, and enrollments in individuals sections. The nine members of the history faculty in 1946 faced thirty-eight sections of the required American Civilization course, H 5 and 6.<sup>45</sup> Returning veterans constituted a mature, highly motivated group of students, serious about their studies. Teachers inexperienced at handling such large classes quickly made adjustments. One young instructor, initially transferring the Socratic method of his graduate assistant days to classes of ninety, found himself "having



an intimate discussion with four people, while ninety-three were falling asleep." He also soon abandoned his plans to give essay examinations to classes of that size.<sup>46</sup>

Salaries remained low throughout President Byrd's tenure; the few promotions and raises for the history staff came only in response to offers to go elsewhere.<sup>47</sup> At the end of the war, full professors earned around \$4,000 a year, with assistant professors drawing as little as \$2,400.<sup>48</sup> A bachelor earning his first salary might find this "all the money in the world,"<sup>49</sup> but a man struggling to support a wife and perhaps a child had to seek ways to augment his meager stipend. Teaching extension courses and summer school provided additional money; both took time that otherwise might have been devoted to research and writing, however, and unfinished dissertations dragged on for years beyond their anticipated completion.<sup>50</sup>

Suitable living arrangements also proved to be a problem for young faculty families. College Park and the surrounding communities offered little in the way of affordable accommodations, and young couples, sometimes with a child, found themselves sharing a room in someone else's house or space over a garage. The lack of privacy at home as well as in crowded offices on campus further stifled scholarly activities. Few owned private automobiles immediately after the war; most managed trips by public transportation locally and

downtown for shopping, entertainment, and research.<sup>51</sup>

Gewehr, ever understanding and considerate, cooperated in juggling class schedules for those who requested free time for scholarship. Some preferred a full day of teaching on alternate days; others met classes half of every day. One energetic scholar discovered that if he dismissed his noon class promptly and ran, he could catch the one o'clock street-car into Washington, with his wife joining him en route. By lunching on five-cent hamburgers on "Ptomaine Row" opposite the Library of Congress, they could begin an afternoon's work by two p.m. Few of his colleagues were able to make such felicitous but strenuous arrangements.<sup>52</sup>

The primary emphasis of the History Department remained on teaching, an orientation which attracted few graduate students during the 1940's. During that decade, thirty M. A. and four Ph. D. degrees were awarded in history.<sup>53</sup> Graduate students joined the overburdened faculty in teaching sections of the required courses on a half-time basis. Treated more like colleagues than students, they received casual advising, conferring on their own initiative with faculty members of their own choosing, sometimes with professors in other departments.<sup>54</sup>

Gewehr's report to Dean Pyle in 1948 indicated his awareness of the department's deficiencies in serving its few graduate students. Citing the slow increase in graduate

enrollments, he indicated the need for "a well-qualified, eminent professor" to direct and advise graduate students, perhaps to set up a thesis seminar. Doubtless recalling his own difficulties with the administration in allowing his staff time for scholarship, Gewehr pointed out that such a professor "would probably desire much time for his own special research and writing, for only a man with this interest and ability would be of sufficient reputation to be worth bringing to the University." Gewehr's request fell on deaf ears; after 1947, no one was hired above the rank of instructor as long as Byrd was president of the university.<sup>55</sup>

A development of happier consequence in 1948 was the organization of an honor society for history students which eventually affiliated with the national fraternity, Phi Alpha Theta. Advised and guided over the years by Professor Bauer, the society not only recognized accomplishment in historical scholarship in the classroom but also rewarded superior papers with prizes for their authors and brought nationally renowned historians to speak to chapter functions. The College Park chapter, through the interest of Bauer and involved students, encouraged the formation of similar groups in colleges and universities throughout the mid-Atlantic area and ultimately an annual regional meeting at which students presented papers for criticism and evaluation. Among presidents of Beta Omega Chapter who subsequently gained distinction in the historical



profession was Roland Stromberg, a Maryland Ph. D. and member of the faculty first as Maryland and later at the University of Wisconsin at Milwaukee.

In the academic year 1947-1948, the department met the "full impact of the sophomore history requirement in the American Civilization program," with 1800 students enrolled the first semester and 2,200 the second. History 5 and 6 were each offered both semesters and during the summer so that students could begin the sequence at any time. At the end of that year, department members teaching the survey courses indicated dissatisfaction with available texts, and Gewehr expressed the department's interest in preparing a book of sources and supplemental readings.<sup>56</sup>

That interest developed into a project to produce a one-volume textbook suitable for use in a one or two-semester survey course in American history, less factual and more analytical and interpretive in its emphasis, with references to supplementary readings. Thirteen members of the staff contributed thirty individual chapters, with Gewehr, Donald Gordon, David Sparks, and Roland Stromberg serving as editors as well as contributors. Two years of intensive work brought the project to completion. The potential market, not only in the enormous classes at College Park but also in the burgeoning overseas program, attracted a number of publishers; McGraw-Hill Book Company, Inc., eventually won the contract.<sup>57</sup>

Adoptions across the nation exceeded expectations, and the first edition was followed by a second in 1960. The resulting royalties were proportional to contributions; editors and those contributing more than one chapter received multiple shares. Given their abysmal economic situation and the financial success of other textbook authors such as John Hicks, the authors could hardly be faulted for regarding the undertaking as a possible income supplement. At the time, some department members thought that the energies applied to the textbook project might more profitably have been directed towards original scholarship and publication, which would have enhanced the reputations of both the individuals involved and the department as a whole. Others felt in retrospect that the project might have been more successful had the collaboration consisted of fewer authors chosen on some basis other than their being members of the same department. Nevertheless, the textbook enjoyed a success that surprised its sponsors, and those who worked hardest on the project forged links of personal friendship and esteem that would endure. <sup>58</sup>

The experiences and problems of one young instructor reflected a number of the stresses felt in the department during the late 1940's and early 1950's. Like almost all of those hired after 1946, Richard Lowitt arrived in College Park for his first professional teaching job without having completed his dissertation for his Columbia University Ph. D. Immediately confronted by huge lecture sections packed with returning veterans, the self-styled "brash New Yorker" found

himself, like fellow staff members, teaching twelve to fifteen hours a week, including Saturday mornings. Though unprepared for such a classroom situation by his previous limited experience, Lowitt quickly abandoned his penchant for class discussion. Few of the G. I. students wanted to take time for questions and answers, preferring instead to get through their studies as expeditiously as possible and get on with their war-interrupted lives. The bulge of ex-servicemen in the student population began to subside by 1950, with their places taken by the more traditional college student just out of high school. The somewhat diminished enrollments occasioned a parallel contraction in the job market for faculty throughout the nation.<sup>59</sup>

In May, 1952, Lowitt received a letter from Gewehr, informing him that the coming academic year would be his last at Maryland. Stunned by this unanticipated blow, Lowitt sought without success to discover the reason. The full story, buried in the consciousness of President Byrd, may never be known. According to surviving witnesses, word came from Byrd to Gewehr that spring to fire Lowitt immediately, with no reason specified. This order, not uncommon for the autocratic and imperious president, dismayed Gewehr and Leon Smith, now Dean of the College of Arts and Sciences. Both protested vehemently, insisting that at the very least Lowitt must be given a year's notice before dismissal. This was what occur-



red.<sup>60</sup>

The question remained why Byrd ordered Lowitt's dismissal. Reflection, deduction, and perhaps surmise by Lowitt and others produced a number of possible contributing causes; as in the case of the dismissal of Frank Freidel, any or all of them could have contributed, in the context of the times and of Byrd's attitudes and administration of the university. By one account, Byrd thought he recognized Lowitt one Saturday in Washington, moonlighting as a taxi driver. Byrd considered this beneath the dignity of one of his professors and ordered him fired. If this story were true, Byrd mistook someone else for Lowitt, who did not drive.<sup>61</sup>

Lowitt's colleagues commonly regarded anti-semitism on the part of university officials as a factor, although perhaps not the only one. Assembling Lowitt's credentials to send to Dean Pyle before Lowitt was hired, Gewehr conveniently forgot to include Lowitt's picture, with a comment on Pyle's well-known anti-semitism. Unsuspecting, Pyle approved the hiring of the first known Jewish professor in the Maryland History Department.<sup>62</sup>

During this period in Maryland, as elsewhere in the United States, many people exhibited an obsessive concern for the threat of communism to American government and institutions and reacted with patriotic fervor against those they considered to be dangerous radicals and subversives. During

the anti-communism crusade of Senator Joseph McCarthy, the two most prominent Americans accused of espionage, Alger Hiss and Owen Lattimore, both came from Maryland. In the spring of 1949, the Maryland Legislature enacted the Ober Law, outlawing subversive organizations and requiring public employees, including university professors, to sign a loyalty oath.<sup>63</sup>

President Byrd characteristically embraced the chauvinistic and anti-intellectual attitudes represented by this movement and proudly boasted that "the F. B. I. has found fewer un-American influences at Maryland" than at any other institution of higher learning.<sup>64</sup> Lowitt's reading list included Freedom Road, by Howard Fast, who had been summoned to appear before the House Unamerican Activities Committee. It would not have been uncommon at that time for someone to report Lowitt to the administration as "a dangerous radical" on the basis of this inclusion. Lowitt had also defended a student under investigation by the Civil Service Commission and wrote to President Byrd in that regard. In reply, Lowitt received a note: "If there's a job, apply for it."<sup>65</sup>

Lowitt's experience exemplified several of the problems of the university faculty during the last years of Byrd's tenure as president. His autocratic administration and his refusal to accept any counsel from deans or faculty in the formulation of academic policy constituted two of the five "critical areas" of concern to evaluators from the Middle States Association of Colleges and Secondary Schools, who in their damaging report of 1953 limited the university's

reaccreditation to two years.<sup>66</sup>

In addition to these difficulties, President Byrd's legendary influence with the state legislature began to wane. In March, 1952, legislators, weary and irate after a series of grueling sessions in which Byrd forced passage over Governor Theodore McKeldin's veto of a bill granting autonomy to the university, angrily expelled Byrd from the floor of the House of Delegates, where he had previously been accustomed to roam at will.<sup>67</sup>

Upon Byrd's resignation to run for governor of Maryland in January, 1954, the University Board of Regents turned first to Thomas B. Symons, retired Dean of Agriculture and Director of Extension, to serve as acting president, then chose as president Wilson Homer Elkins, a Texan, an athlete, and a Rhodes Scholar.<sup>68</sup> No part of the university community anticipated the new administration more eagerly than the History Department. Not only would it lose a longtime antagonist, but it also looked forward to an executive who had himself served on a history faculty before moving into academic administration. Those who had for so long suffered without either promotion of salary increases looked to the new president for relief.

The neglect, hostility, and abuse of Byrd's twenty-year reign could not all be redressed immediately, but the new president moved promptly to encourage the formation of a governing body for the university. When instituted in the fall of 1955, it consisted of three elements: 1) each college



faculty meeting once each semester; 2) the entire university faculty meeting once each semester; and 3) a faculty senate composed of twenty-seven ex-officio members from the administration and sixty-eight members elected from the faculty, one for each eleven professors, to meet twice each semester.<sup>69</sup>

Soon after President Elkins's arrival, History Department members successfully petitioned to have Professor Gewehr reinstated as department head, thus alleviating the equivocal and humiliating designation, "in charge." Department records began reflecting the more business-like procedures of the new administration; in place of his annual narrative reports, Gewehr prepared detailed budget proposals. Memoranda from newly appointed finance and budget officers indicated Elkins's prompt move to place the university's fiscal affairs on a more structured basis. An announcement of the appointment of a budget officer for the university indicated that an early administration concern would focus on "the probable needs of the institution to meet what has been described as the 'Impending Tidal Wave of Students,'" anticipating an enrollment of 7,000 fulltime undergraduates for 1955-1956. Elkins indicated that the university would not seek immediate relief of salary deficiencies with overall increases for all employees but rather would recommend increases solely based on merit, acknowledging that "there should be some plan whereby individuals who are doing a satisfactory job should be gradually

raised until they are ready for promotion to another rank." Governor McKeldin's budget policy recommended increases in the university budget totalling \$1,249,358, exclusive of capital improvements, "to correct certain major deficiencies" and to lead to "unqualified renewal of the University's accreditation." A new era had dawned at College Park.<sup>70</sup>

History Department salaries for 1955-1956 ranged from Gewehr's \$8,200 as "Professor and Head" to \$6,600 for full professors, \$5,600 for associate professors, around \$5,000 for assistant professors, and \$4,200 for instructors. The single graduate assistant, Millard LesCallette, earned \$1,350, and the single clerical employee, a senior stenographer, \$2,904. The department received \$500 for the year's operating expenses.<sup>71</sup>

Gewehr spent the summer of 1955 teaching at Brigham Young University in Utah, whence he sent handwritten instructions to the department secretary for preparing the 1956-1957 budget recommendations. Acknowledging the dubious legibility of his notes, he expressed the hope that she could decipher them; if not, he suggested she "just ask one of the men" to read it for her. He admonished her to "be sure to proof-read carefully so no words are left out and every sentence makes sense." Further, he reminded her not to allow anyone to see the budget or his recommendations. "Do it in the afternoon when nobody is around," he suggested.<sup>72</sup>

Gewehr's recommendations made eloquent pleas for promotion and modest salary adjustments. He cited several members as gifted teachers, faced with large enrollments. Several merited reward for publications or projected publications. One instructor, without promotion since 1947 despite publications and temporary assignments elsewhere at higher rank and salary, "should return to the campus without derogation in rank. Any other policy would be demoralizing and undeserved."<sup>73</sup>

In May, 1956, the University Senate voted to permit employment of graduate assistants, signaling approval of a move to expand graduate studies throughout the university and to provide financial assistance for them. This step meant eventual expansion of graduate faculties and replacement of multiple sections of basic courses with large lecture classes and small discussion/quiz sections directed by graduate assistants. Qualifications for membership in the graduate faculty required recognized scholarship and publication. Gewehr expressed misgivings at this innovation and requested additional instructorships instead to accommodate expanding registration. Questioning Maryland's ability to attract graduate assistants with other institutions offering up to three times the salary, he suggested that the university "make this transition to graduate teaching assistants, if such is the plan, only when we are on more certain ground," deeming it "a long chance at best and a risk which I do not believe we can assume without a transitional period."<sup>74</sup> Ironically, Gewehr shared this point of view with President Byrd,



who permitted graduate students in the sciences to supervise laboratory sessions but prohibited humanities graduate students from teaching undergraduates, preferring instead that they be taught by other institutions' graduate students--instructors without completed dissertations.<sup>75</sup>

Gewehr's reluctance to institute the new system reflected the opinions of some of his longtime associates in the History Department, who claimed that the introduction of large lecture sections would prevent the personal interaction between teacher and student that they had valued and enjoyed.<sup>76</sup> Gewehr continued to express his reservations the following year. "I assume that the University wants us to begin the transition to some instruction by Graduate Assistants. I am by no means certain that we can get qualified ones for teaching, but we must have the positions for qualified applicants in case we can get them. If we are successful, we can begin to make some adjustments."<sup>77</sup>

In Gewehr's last year as head before his mandatory retirement in 1958 at age seventy, almost all his budget requests were granted and salaries rose significantly. Gewehr earned \$10,800, full professors received up to \$9,350, associate professors made around \$7,000, and assistant professors more than \$5,000. Ten instructors drew almost \$5,000 each; one of the promotions Gewehr sought was granted, to assistant professor. It fell to Gewehr's successor to bring about

the shift to large lecture courses with graduate teaching assistants.<sup>78</sup>

In anticipation of his retirement, Gewehr's colleagues arranged a testimonial dinner in the spring of 1958. Expressions of admiration and appreciation came from near and far. A number of people remembered Gewehr's interest in and contributions to the university's overseas program, which grew out of the programs Gewehr had helped get under way in 1945. From Heidelberg, Brigadier General (ret.) Herman Buekema reported that the overseas "will keenly miss the strong interest you have always shown in our efforts to represent your office in promoting the study of history . . . even more so the un-failing support we have had from you."<sup>79</sup> Students from twenty years past responded. William C. Sullivan, of the Federal Bureau of Investigation, recalled, "never again did I meet a history professor your equal nor take a course as fascinating as your Frontier History . . . As an old student [at American University], a steadfast admirer, and a friend of long years standing, please accept my gratitude for enriching my college life with your teaching . . ."<sup>80</sup>

## FOOTNOTES

- <sup>1</sup> Wesley M. Gewehr Curriculum Vitae, File in the Office of the Chairman, History Department, University of Maryland; hereafter Chairman's File.
- <sup>2</sup> (Durham: Duke University Press, 1930).
- <sup>3</sup> (Hamden, Connecticut: Archon Books, 1967 [c 1931]), Berkshire Series in European History.
- <sup>4</sup> Interview with Walter Sanderlin, 11-15-77.
- <sup>5</sup> Letter, Roland Stromberg to author, 11-16-77; interview with Richard Bauer, 4-2-76.
- <sup>6</sup> Interviews with Stamp, Freidel.
- <sup>7</sup> Letter, C. Wright Mills to Hans Gerth, n.d. but c. December 1941, Box 4B391, C. Wright Mills Papers, University of Texas Archives, Austin.
- <sup>8</sup> "Report of Developments in the Department of History, 1941-1942," History File, University Archives, McKeldin Library; hereafter History File. This file had not yet been arranged at the time this research was done. Directory of American Scholars
- <sup>9</sup> "Report . . . , 1941-1942," History File.
- <sup>10</sup> "Report . . . 1943," History File.
- <sup>11</sup> Interview with Stamp.
- <sup>12</sup> Interview with E. James Ferguson, 4-9-76; interviews with Stamp, Freidel.
- <sup>13</sup> Diamondback, 5-21-43; interviews with Stamp, Freidel, Prange.
- <sup>14</sup> Interviews with Stamp, Freidel, Prange.
- <sup>15</sup> Interview with Stamp.
- <sup>16</sup> Ibid.
- <sup>17</sup> Diamondback, 3-10-44.
- <sup>18</sup> "Report . . . for the Calendar Year 1944," History File.



- 19 Budget, 1945-1946, p. 14.
- 20 Diamondback, 8-13-43, 11-5-43; "Report . . . 1943,"  
History File.
- 21 Interview with Freidel.
- 22 Ibid.
- 23 Interview with Prange.
- 24 Interviews with Stamp, Freidel, Prange.
- 25 Interview with Prange.
- 26 Interview with Stamp.
- 27 Walter Sanderlin, The Great National Project: A History of the Chesapeake and Ohio Canal (Baltimore: The Johns Hopkins Press, 1946).
- 28 Interview with Sanderlin.
- 29 Diamondback, 12-17-43.
- 30 Interviews with Stamp, Freidel.
- 31 Diamondback, 1-14-44.
- 32 Ibid.; interview with Horace S. Merrill, 5-6-76;  
interview with Freidel.
- 33 Interviews with Stamp, Freidel, Merrill.
- 34 Interview with Freidel.
- 35 Diamondback, 4-27-45, 5-11-45.
- 36 Letter from Adele Lyon, "Open Forum," Diamondback,  
6-15-45.
- 37 Editorial, "Anti-Semitism," Diamondback, 6-22-45.
- 38 Diamondback, 4-16-43; interview with Freidel.
- 39 Interview with Freidel.
- 40 Ibid.
- 41 Interviews with Stamp, Freidel.

42 Diamondback, 6-22-45; Gewehr Curriculum Vitae, Chairman's File; interviews with Stamp, Freidel, Prange, Merrill; interview with Donald Gordon, 5-12-76.

43 For a full treatment of the G. I. Bill, its impact on higher education and on postwar American society, see Keith W. Olson, The G. I. Bill, the Veterans, and the Colleges (Lexington: The University Press of Kentucky, 1974); Callcott, History, 349-350, 338-339.

44 Interview with David Sparks, 12-16-77; interviews with Merrill, Gordon, Ferguson.

45 Gewehr to Pyle, 6-4-48, History File.

46 Interview with Richard Lowitt, 4-9-76.

47 Interviews with Stamp, Prange, Sparks.

48 Budget, 1945-1946.

49 Interview with Lowitt.

50 Interviews with Sparks, Ferguson; Frank Freidel, "American Historians: A Bicentennial Appraisal," Journal of American History 63 (June, 1976) 7-9.

51 Interviews with Merrill, Gordon, Sparks, Ferguson.

52 Interviews with Stamp, Merrill.

53 Graduate School Report, 1968, p. 11, University Archives.

54 Letter, Stromberg to author, 11-5-77; interview with Sanderlin; letter, Stromberg to author, 11-14-77.

55 Gewehr to Pyle, 6-4-48.

56 Ibid.

57 Wesley M. Gewehr et al, eds., American Civilization: A History of the United States (New York: McGraw-Hill Book Company, Inc., 1957).

58 Interviews with Gordon, Sparks, Merrill, Lowitt; letter, Stromberg to author, 11-5-77.

59 Interview with Lowitt.

- 60 Interviews with Lowitt, Merrill, Freidel, Bauer.
- 61 Interview with Freidel.
- 62 Interview with Merrill.
- 63 George Callcott, "Communism and the Cold War in Maryland, 1944-1954," (unpublished paper, 1977) p. 1; Laws of Maryland, 1948, Ch. 86, quoted in Richard Walsh and William L. Fox, eds, Maryland: A History, 1632 to 1974 (Baltimore: Maryland Historical Society, 1974) p. 798.
- 64 Biennial Report of the University of Maryland, 1946-1948, p. 110, quoted in Callcott, History, p. 351.
- 65 Interview with Lowitt.
- 66 Callcott, History, pp. 361-362.
- 67 Ibid., pp. 343-344.
- 68 Ibid., p. 369.
- 69 Ibid., pp. 377-378.
- 70 Memorandum, C. L. Benton, Director, Division of Finance and Business, to Deans, Directors, and Heads of Other Administrative Departments, 6-1-55, "Budget 1955-1956," Chairman's File.
- 71 Budget, 1955-1956, p. 73.
- 72 Letter, Gewehr to "Josie" (Josefina de Sevilla), 6-23-55, "Budget 1956-1957," Chairman's File.
- 73 "Extension of Remarks on Budget Requests for 1956-1957," n.d., "Budget 1956-1957," Chairman's File.
- 74 Ibid.
- 75 Interview with Charles Manning, 5-10-78; interview with Sparks.
- 76 Interview with Bauer.
- 77 "Extension of Remarks . . . 1957-1958," n.d., Chairman's File.
- 78 "Supplemental Instructions, Asking or Legislative



Budget for 1957-1958," 6-25-56, "Budget 1956-1957," Chairman's File.

79 Letter, Herman Beukema, B/G USA Ret., to Gewehr, 4-10-58, Gewehr Testimonial File, Richard Bauer Personal File.

80 Letter, William C. Sullivan to Gewehr, 4-24-58, Gewehr Testimonial File, Richard Bauer Personal File.

### CHAPTER III

With the date approaching for Dr. Gewehr's seventieth birthday and mandatory retirement, he and his department began giving thought to a suitable replacement. Although some of the small group of European historians felt that the new chairman might represent their area of specialization, the larger group of Americanists favored filling Gewehr's chair with someone who could also take over his courses, specifically those in colonial and Maryland history. Without formal proceedings, "the Old Boy Network" went into action, with department members suggesting and discussing candidates in hallways and offices. Gordon Prange remembered his father-in-law's last Ph. D. candidate at the University of Iowa, Aubrey C. Land, whose well-received study of The Dulanys of Maryland had recently appeared.<sup>1</sup>

Land had once been offered a position at Maryland in the summer of 1946, while working on his dissertation at the Maryland Historical Society and the Hall of Records. His mentor at Iowa, Professor Root, called to tell him that Maryland needed someone in colonial history, that Root had already talked with President Byrd, and that Land should travel to College Park and talk with Byrd. Surprised at the possibility

of being hired by a university president, Land went to College Park for an interview with Byrd, who made "an incredible impression" on the young graduate student, treating him "like Arnold Toynbee" and giving him his undivided attention. In the course of the interview, Byrd abruptly turned to the telephone and called Dean Pyle, telling him that Land was "just what we're looking for." When Land reached Pyle's office, Pyle asked simply, "How much?" Except for a far more handsome offer from another institution, Land would have arrived at Maryland twelve years earlier than he did.<sup>2</sup>

In the fall of 1957, en route to London for a year at the London School of Economics, Land stopped by the Maryland campus to talk with Gewehr and Dean Smith about the position. Gewehr pointed out that, while the department had some good men and while President Elkins had taken steps to begin remedying the poor salary situation, the department still had "some real problems" and "needed leadership." After further correspondence while he was abroad, Land accepted appointment in March, 1958, and came to College Park as department head the following September. Handsome, courtly, and charming, Land initially received a warm welcome; he and his wife were introduced to the university community by their friends, the Pranges. Contrary to a commonly held notion, Land did not come to Maryland with a mandate from the administration to clean house and get rid of dead wood in the department.<sup>3</sup>



What he found in the History Department in terms of teaching loads, class size, and faculty publications did not fit his concept of what a university department should be.<sup>4</sup> In the fall of 1958, with a total undergraduate enrollment of 8,479 at the university, history enrollments on all levels stood at 2,719, with the overwhelming majority (1,779) in the required History of American Civilization, H 5 and 6. Western Civilization, H 41-42, accounted for 257 students; Humanities, H 51-52, for 47; and History of England and Great Britain, H 53-54, enrolled 32. All upper division students totalled 555, with graduate students numbering 53.<sup>5</sup>

When Land arrived, the faculty consisted of five full professors including the department head, five associate and five assistant professors, and nine instructors. A late budget revision requested six new places for graduate assistants for a total of seven, "to begin adjustment for transition to lecture-quiz system and also to strengthen the graduate program." A note pointed out that "if this request is not granted, we will need at least one Instructor [added] to take care of normal increase."<sup>6</sup>

Faculty members typically taught twelve hours a week; some continued to teach as well for University College. Evidences of scholarly research and writing lagged in terms of significant publications; those who published did so on their own initiative, not because the university had recognized or

rewarded publishing scholars. Indeed, some members had been promoted and granted tenure after publishing only articles and book reviews. Incomplete records of what graduate students the department served made it difficult to determine their progress, their status, their advisors, and sometimes even their whereabouts. Land set about to make what he considered to be necessary changes in all these areas.<sup>7</sup>

Land's plan would assign three courses to each professor: a large lecture course in one of the surveys, with discussion/quiz sections handled by teaching assistants; an upper level course in the area of his specialization; and a graduate seminar. He envisioned the surveys as basic courses in "the great, going civilizations of today and classical civilization:" American, western (encompassing European), Far Eastern, Islamic, and Latin American. Such a structure, he felt, would accomplish a number of his goals: faculty would be teaching in their areas of specialization and on three different levels; the surveys would attract students to related upper level courses; and introduction of teaching assistants would attract and support graduate students, who in turn would fill the seminars. In the process, faculty teaching loads would be trimmed to nine hours a week, allowing time for research and writing, which would lead to publication. He proposed to make the changes gradually, with the nine-hour teaching load in effect by 1961-1962 for all except those teaching extension courses.<sup>8</sup>

Although the changes would be gradual, Land faced the immediate problem of an imbalance in his faculty, in terms of their areas of specialization and the groups of courses he proposed eventually to offer. He also proposed replacing instructors with graduate assistants, as the 1956 University Senate action recommended. This shift, however, required the release of a number of instructors, some of whom had served at the university long enough to assume de facto tenure. While acknowledging the high level of teaching abilities among the staff, Land sought to determine who would go by scrutinizing publications records; indeed, he announced to the department faculty that "the two top ranks might be considered closed without it [publication.]"<sup>9</sup>

Praiseworthy as Land's goals were in seeking to rectify teaching loads, encourage professionalism in scholarship, and develop a viable graduate program, his methods of implementing those plans alienated and infuriated a good part of the senior staff. Especially threatened were those with few or no significant publications who had risen under Gewehr, with his emphasis on excellent teaching. Land often chose to deal with his staff in what his critics thought were insulting and acrimonious confrontations, telling one recently promoted member with no book to his credit, "You've just been promoted to associate professor; now I want you to earn that promotion." The man emerged livid with rage. Who did Land



think he was, commenting on a promotion that had been made by the department head, dean, university president, and Board of Regents?<sup>10</sup>

By early 1959, Land sought positions in other institutions for those he intended to release. Admitting that "technically, we can turn them out in the cold, but this would be the kind of horror [another institution] used to perpetrate on some," Land wrote to one prospective employer that casting them adrift "has already made me feel like Genghis Khan." He expected that "some members of the staff will soon be calling me by that name, or perhaps worse, Attila the Hun."<sup>11</sup> Such a prospect did not deter him. Indeed, to many of the staff he seemed to take a perverse delight in disparaging their abilities and depreciating their prospects as scholars.<sup>12</sup> On at least one occasion, Land telephoned an announcement "with malicious glee" that the staff member called would receive no salary increase in the next budget.<sup>13</sup> Even those who approved his plans for the department and supported his efforts to promote scholarship deplored Land's excesses in dealing with his faculty.<sup>14</sup>

At the same time, the department sought to analyze its long-range objectives and needs in a report to the university administration. Its fundamental objectives lay in assuring an outstanding job of teaching undergraduates, practically all of whom were required to take history; two-thirds of the

department's teaching effort involved lower level courses. A second objective aimed at giving undergraduate history majors "a balanced historical perspective" as well as an "appreciation of the place of history as a foundation for all other fields of knowledge." A third objective proposed to develop a graduate program "equal in quality to the training offered in the best of the land-grant institutions by increasing emphasis on research and writing which, after all, are the principal measuring sticks both of the caliber of the staff, and of the standing of the graduate department." A fourth objective would make the university "the major center of historical research and study in the State" by establishing an Institute of Maryland History in cooperation with the Maryland Room of the university library, the Maryland Historical Society, the Hall of Records, county and local historical societies, interested business firms, and private organizations and individuals. Producing a "first-class professional history" of the university completed the list of proposed goals.<sup>15</sup>

Projecting enrollment increases at 10% for the academic year 1959-1960, 76% by 1964-1965, and 113% by 1968-1969, the report recommended the employment of twenty-five full-time professors, with office and classroom space to accommodate them. At the time of the report, eighty-four history classes met in twenty-five rooms in ten different buildings all over the campus. Additional clerical help, storage room, equip-

ment, and supplies were requested. "The increase in the departmental allocation for library needs during the past years has been gratifying," but remained far below actual needs.<sup>16</sup>

The committee proposed establishing a University of Maryland Press, "to expand the service and advance the prestige of the University through the publication of monographs of the staff members of various departments, as well as those of scholars elsewhere." The department also proposed to take leadership in developing and conducting conferences and symposia for high school history teachers. The proposed Institute for Maryland History would establish "a program of systematic conservation, research, publication, and service with respect to the rich historical resources of the State of Maryland," offer graduate and undergraduate courses in Maryland history, and sponsor graduate research in the field. It would promote interest and research in business and social history while encouraging conservation of business and institutional records. Staffed by a director, five professionals, and one clerical worker, the institute would cooperate with other agencies and organizations in the state and serve as a focal point for historical activities in Maryland.<sup>17</sup>

In justifying his working budget for 1959-1960, Land admitted that his proposed changes, mostly salary increases, were "abnormally numerous" but hoped that they were not impossibly so. The cause was "not far to seek: it has been neces-



sary to bring order into some lax housekeeping." In asking for the approval and support of the dean, he declared himself "ready to defend" his requests at the dean's pleasure. Without approval, Land feared "we shall be plagued in the future with the same old problems."<sup>18</sup>

Land expressed concern over the failure to allow either additional graduate assistants or new staff to handle the huge enrollments in the required basic history courses, more than two thousand enrolled in lower division courses, representing one-quarter of the university's full-time undergraduate enrollment. Land understood, from his talks with Dean Smith, Associate Dean Charles Manning, and Vice President Lee Hornbake, that the department was "virtually committed to the program" of hiring graduate assistants.<sup>19</sup>

In this budget proposal, Land identified those he intended to discourage or dismiss. Five instructors received one-year terminal contracts, and one assistant professor received a salary cut of \$250, along with Land's opinion that he was a failure as a scholar and not worthy to stay at Maryland.<sup>20</sup> With the proposed staff cuts, the faculty reacted with shock to Land's announcement that he had hired, without consultation, two new members for the following year, Paul Conkin and Frank Otto Gatell. They especially questioned the selection of Conkin, who shared the same field, intellectual history, as the assistant professor being urged to leave Mary-

land. Since Land had known Conkin at Vanderbilt, they suspected favoritism might be involved. But the Maryland man had no publications to his credit and hence, according to Land's criteria, would not be able to conduct a graduate seminar, while Conkin's first book had recently won the Beveridge Prize.<sup>21</sup>

Land's failure to consult extended to outright rejection of his tenured faculty's recommendation in at least one early case; after a unanimous vote of the associate professors to retain one young instructor, Land announced, "Then it is agreed that we will dismiss him." On a subsequent occasion, Land chose to disregard the sentiment of the full professors in promoting one of two eligible assistant professors to the rank of associate professor. Such practices plunged the department into angry turmoil; hoping and expecting that a new department head would institute a collegial government for the department, they were bitterly disappointed by what they regarded as further tyranny. By the end of Land's first year at Maryland, some of his staff were sufficiently outraged that they approached Prange insisting that Land be removed, contending, "You brought him here--you get rid of him!" Prange, although sympathetic, recommended against hasty action and advised giving him another year.<sup>22</sup>

Land also deplored his staff's teaching for University College. Although he recognized their need for additional

income, he regarded extension teaching as "moonlighting," a distraction and diversion of time, effort, and attention from more scholarly pursuits. Land also had responsibility, as Gewehr had, for staffing University College history classes, tasks he found burdensome. Eventually he hired Donald Giffin to assist with these administrative tasks; in the meantime, he felt University College "got a free ride" at the expense of his department<sup>23</sup> and pronounced it "a cancer on the back of the university" which he would remove if the decision were his.<sup>24</sup>

The project to produce a history of the university got under way during Land's first year as department head. Elkins approached Land in the fall of 1958 to discuss the undertaking, a project "dear to his heart." After discussion within the department and with Dean Smith, Land proposed either hiring someone from outside with experience in university history or assigning the project to someone already on the staff. Of those at the university, Land suggested George Callcott, a young instructor who had come to Maryland upon completion of graduate studies at the University of North Carolina. Elkins chose Callcott rather than make a new appointment and directed Land to organize an advisory committee to oversee the work. Land selected Professors Chatelain, Stromberg, Sparks, and Conkin of the History Department and Owen Aldridge of the English Department to serve with Land in this capacity. Callcott



acknowledged their assistance when his book appeared.<sup>25</sup>

Land proposed funding the university history as part of the Institute for Maryland History, "which would then get under way with a specific program and a tangible project." Elkins approved funds for Callcott's support but suggested submitting a proposal for establishing the institute to the Committee on Programs, Curricula, and Courses of the Faculty Senate. Despite the interest of a number of individuals, including Morris L. Radoff of the Maryland Hall of Records, plans for such an institute were not approved.<sup>26</sup>

Under President Elkins, salaries not only increased steadily but salary scales were established for the various professorial ranks, with fixed increments for merit. For the 1960-1961 Budget, base pay for a full professor on a ten-month contract rose to \$9,500 with merit increments in five steps of \$600 each; associate professors drew \$7,500 with \$400 increments; assistant professors \$6,000 with \$250 added; and instructors \$5,000 with \$200.<sup>27</sup>

Land took advantage of the new salary recommendations to request increases for his entire faculty except for five instructors, four of whom he terminated. Although the administration did not approve the full amount of the increases, each member enjoyed a raise, some by more than ten percent. While Land tended to reward active publishers the most, several members with indifferent records of publication received

higher salaries; one was praised for "outstanding undergraduate teaching" and for being "indispensable on the graduate level." For another whose salary failed to reflect his disappointing "prowess in the classroom or in the chambers of research," Land promised that "future recommendations . . . will reflect his increase in merit." Land added seven new graduate teaching assistants, including two to replace Callcott in the classroom and two to assist him with research on the university history. The department fulltime staff would consist of six professors, four associate professors, seven assistant professors, and three instructors; fifteen graduate teaching assistants and two assisting Callcott completed the staff. The total departmental budget rose to \$196,799.<sup>28</sup>

Land kept meticulous records of all departmental expenditures on a form of his own design. Each entry carried a requisition number, name of the item, estimated cost, actual cost, and remaining balance of funds available. The first such expenditure entered, doubtless confirming College Park's reputation for unbearably warm summers, recorded the purchase on June 29, 1960, of "two each T-4 General Electric fans," for a total price of \$66.26. Requisition #54 evidently represented a bargain; Land estimated the cost of "Ferguson's book" at \$15 but actually paid only \$6.12 for it.<sup>29</sup>

At the end of the 1959-1960 academic year, Dean Smith reminded department heads of the University Senate's 1957 directive from its Appointment, Promotion and Tenure Committee regarding assistant professors. The directive required



heads to review one year before the end of each term of appointment "evidence for promotion, continuation at the same rank, or termination." The Appointment Agreement, or contract, also stipulated that fulltime assistant professors "completing six years at the University in that rank shall acquire permanent tenure." Dean Smith requested a list of assistant professors assuming tenure the following year; Land appended a handwritten note: "None."<sup>30</sup> Smith subsequently found requested increases to be formidable in the 1961-1962 Asking Budgets in the College of Arts and Sciences and expressed fear that they "may be a shock to the Administrative Budget Committee." He asked department heads to forward a list of priorities for their departments, in case he could not defend all increases.<sup>31</sup>

Land's priorities called for keeping professional salaries at or near his original request while reducing operating expenses and keeping graduate assistants at \$1,800 instead of raising their salaries to \$2,000, maintaining that they were attracted "by distinguished faculty, not by \$200." In the budget eventually approved, Land received almost \$14,000 in salary, full professors as much as \$11,900, associate professors up to \$9,100, and assistant professors as much as \$7,000. Instructors received \$5,600 and graduate assistants got their \$2,000. Salaries for assistant professors and instructors remained lower than those proposed in 1959 and approved in 1960, but faculty with higher rank reached or exceeded those levels. Departmental expenditures totalled \$216,248.<sup>32</sup>



By the spring of 1961, younger instructors in the sophomore required U. S. history survey course brought to Land's attention objections they and their students had to the department's textbook and a related collection of readings. At a meeting of faculty involved, Land asked for their opinions of the present text and for alternatives if they were dissatisfied. Some felt that abandoning the Gewehr text "would be a shock to Departmental morale" as well as damage the department's reputation in the profession; younger members who had not been involved in compiling the text favored a more factual two-volume work.<sup>33</sup> After a committee surveyed available alternatives, the group decided to let each teacher select his own text. University College classes also abandoned the Gewehr text, maintaining that overseas students had limited access to libraries in which to find the recommended supplementary readings. A proposed third edition of the text was abandoned. Some of those involved in the book's preparation felt that Land moved against it not because of any real objections to its quality but rather because of an animus towards them and regarded the proceeding as "a very odd and rather malignant procedure."<sup>34</sup>

Some long-time members of the department, accustomed to Gewehr's easy-going administration which they were able to influence, chafed under what they regarded as Land's autocratic and despotic regime. His insistence on scholarly pro-

duction, the threat of withheld salary increases, the hostility to University College teaching, the implied insult to the departmental text, the lack of consultation on appointments and dismissals, combined with what they regarded as Land's arrogant and abusive conduct drove those who felt themselves threatened to mount an attempt to unseat him. They began meeting to exchange information, gather evidence against Land, and plan a campaign that would achieve their goal without alienating the university administration. Some non-participants labeled them "The Cabal" and regarded them as remnants of Gewehr's favorites, frustrated at no longer wielding significant influence over department policy. The conspirators were led by Gordon Prange and included Professors Gordon, Sparks, Bauer, Jashemski, Stromberg, and Chatelain.<sup>35</sup>

The situation might have been resolved earlier and less painfully had the dean become involved sooner, perhaps calling for a faculty vote of confidence or no confidence in Land. Dean Smith however was in declining health and postponed intervention. Members of "The Cabal" approached President Elkins by delegating Prange as their spokesman; Elkins told Prange he hoped the difficulties might be resolved within the department but in no case should anyone go outside the university with a grievance, either to the American Association of University Professors or to the press. Prange gave his word and extracted such a promise from his colleagues.<sup>36</sup>

Elkins also stipulated that charges against Land be formalized in a written document and presented to Land; the complaintants complied with a voluminous "Bill of Particulars," with testimony from members of other university departments as well as present and former members of the History Department. President Elkins, Vice President R. Lee Hornbake, and Dean Smith's successor, Dean Manning, met separately with department members representing the various factions in the dispute. Meeting with the dissidents, members of the administration found the charges serious and asked whether, if an investigation should clear Land, they would want to remain at the university. Several replied in the negative. Other groups confirmed Land's excesses but found many charges in the opposition's complaint to be overdrawn and exaggerated. The university administration took no immediate action but continued to monitor the situation. 37

Throughout these protracted difficulties, Land continued to administer the department, making repeated efforts to build up his faculty. Despite vocal support for adding distinguished scholars, the administration failed to allot funds for hiring beyond the level of assistant professor. Some prospective appointees used Maryland offers to win promotions and raises at their own institutions, a common academic tactic; still others were rejected by senior members of the Maryland staff after visits to the campus. 38



By the fall of 1962, the university-wide requirement that all students take History 5 and 6 as part of the American Civilization program was called into question by a task force reviewing the university's programs and projecting future needs. Student critics contended that the basic survey course repeated material covered in high school and constituted "the greatest threat" to student morale. While the report recommended the retention of six required hours of history, it advised offering courses in specific areas, such as economic history and history of ideas, rather than the general survey. It suggested history offerings be revised with one group organized by time periods and another by topics; students would select three hours from the American history curriculum and three from non-American courses. A placement test for entering freshmen would indicate their need for an elementary survey course in American history.<sup>39</sup>

Shortly thereafter, Land announced the formation of a Committee on the Future of the Department. Professor Merrill served as chairman with Professors Conkin, Ferguson, Gordon and George Yaney as members. Within two months, the committee reported its recommendations. The department should give priority to adding three areas to its curriculum: Renaissance and reformation, 18th century Europe, and recent United States history. Once those areas were covered, the committee advised adding courses in European economic history and the

history of science, with perhaps special programs in the history of India, "Negroids in Africa," and Central Europe. Members also commented on the necessity of further recruiting in anticipation of an upsurge in enrollments.<sup>40</sup>

At an assembly of university faculty at the end of the spring 1963 semester, the Task Force report to the Senate Committee on Programs, Curricula and Courses cited the need for improvement in the American Civilization program. President Elkins also expressed concern for improving the library, pointing out that another period of accreditation by the Middle States Association approached, with self-evaluation due in 1964-1965 and outside evaluation in the fall of 1965. Although student grades declined despite better prepared freshmen being admitted and retained, Elkins felt the university was on the right course to achieve standing among the "upper five or ten percent of universities." Recognizing that "a great deal depends on the climate provided by the administration," he contended that initiative depended on departments and individual professors. "I have observed here for the past nine years that those who have worked hardest within their departments and shown initiative have been the ones who asked us for more and more and have even irritated us at times, but they are the ones who have received the most in the long run. . . . I want to assure you that my interest is in making this one of the greatest institutions of the

country. If that were not my purpose, I would not be here.

... I believe we can move forward together."<sup>41</sup>

The growing schism in the History Department was reflected in minutes of faculty meetings from 1962 onward. Objections to George Yaney's report proposing an Honors Program came from those disaffected with Land and his administration. Gordon objected to the selection of students in the sophomore year, largely by graduate assistants; Jashemski questioned the program's content.<sup>42</sup> Stromberg and Gordon

feared that an honors course would drain off top students, leaving only second-rate students in other sections; Gordon also objected to honors sections' being taught by less experienced, non-tenured faculty and to decisions on pre-honors courses and scholarships having been taken without consulting him.<sup>43</sup>

Land's opponents frequently championed colleagues for promotion on the basis of their qualities as teachers and service to students, while others referred to the prescribed criteria for promotion of the University Senate (teaching, research, service, and length of service) and insisted that candidates for promotion meet all criteria. Merrill felt he was alone in trying to apply professional standards; Prange, Gordon, "and others" objected with Sparks accusing Merrill of defining professional standards too narrowly. Wellborn averred that Maryland citizens valued good teaching more than



scholarship anyway.<sup>44</sup>

Staff divisions appeared when full and associate professors met to consider the appointment of Donald Giffin, whose duties would include responsibility for the department's relations with University College. Gordon, Bauer, and Jashemski had questions about his qualifications, and Bauer expressed a preference for more candidates from which to make a choice. Land hoped that Giffin might be able to develop a syllabus for University College history courses; Sparks countered that "competent teachers don't need a syllabus, and poor ones should not be supplied with a crutch." The majority held that in such an appointment Land should be able to appoint "his own man;" Land subsequently announced that Giffin had accepted appointment and would join the staff in the fall.<sup>46</sup>

Land's proposed budget for the following academic year, 1963-1964, requested merit increases for almost the entire faculty, with the majority being recognized for "teaching." Three deserved raises for research as well and Conkin for succeeding Land as chairman of the department's Graduate Committee. Land requested five new staff positions and authorization for ten new graduate assistants. He asked for a new associate professor in European history to assist with the graduate and honors programs, "which cannot continue without additional staff," and a new assistant professor in the

post World War II period who would also teach the proseminar, newly required of social studies majors in the College of Education. Two new part-time faculty would serve in connection with faculty development in the College of Education. Land also requested a new senior stenographer, noting the department's single clerical employee for "formidable clerical work."<sup>47</sup>

Land's self-styled "inflexibility" in matters of principle brought him into conflict with the administration over this budget. At a meeting with the Administrative Budget Committee at the end of the spring, 1963, semester, Albin O. Kuhn, Vice President for Finance, directed Land to cut \$1,000 from the History Department budget and specifically to take it from the salaries of assistant professors. Land agreed to remove the required amount but insisted on deciding for himself whence the cuts should come, arguing that assistant professors were "very mobile--if we cut them, they'll go elsewhere. Kuhn remained adamant; Land became furious, telling Kuhn, "The hell with you! You do your own butchery work! I've told you I'll get \$1,000 out of here, and I'm not going to let you tell me how I'm going to get it out!"<sup>48</sup>

Land had his way with the budget, but he had lost the confidence of his dean and the administration. On his frequent visits to Dean Manning's office, Land would often remark, "Maybe I should resign." At last, Manning responded, "Why don't you?"<sup>49</sup>

In the end, although Land himself was sacrificed, many of his original objectives for the department had been met, in terms of restructuring the curriculum, greatly expanding graduate work and support for graduate students, and focusing attention on the necessity for research, writing, and publication for members of a graduate history faculty. Although Land still functioned as department head and not as a chairman, he did institute departmental meetings, meetings with various groups of professors, and departmental committees to deal with specific tasks. He sought to regularize qualifications for promotions although this did not come about during his tenure. With the support of the administration, he saw significant improvement in faculty salaries, with the departmental budget almost doubling from \$172,569 in 1960-1961 to \$339,639 in 1963-1964.

Change and growth are often painful, and Land's manner did nothing to ease the department's traumatic transition from the teaching department of the 1940's and 1950's to the university department of the 1960's. Scars from the conflict persisted long after he had departed. But in those tumultuous years, he and his supporters laid a foundation of academic structure and scholarly expectation upon which a truly distinguished department could be built.



## FOOTNOTES

- 1 Interviews with Merrill, Prange, Sparks, Gordon, Bauer; Aubrey C. Land, The Dulanys of Maryland (Baltimore: Maryland Historical Society, 1955).
- 2 Interview with Aubrey C. Land, 5-15-76.
- 3 Ibid.
- 4 Ibid.
- 5 "Department of History Enrollments," Budget 1964-1965, Chairman's File.
- 6 "Asking Budget," 6-13-58, Chairman's File.
- 7 Interview with Land.
- 8 Faculty Minutes, 2-15-60, George H. Callcott Personal File; interview with Land.
- 9 Ibid.
- 10 Interviews with Land, Prange.
- 11 Letter, Land to James A. Kehl, Department of History, University of Pittsburgh, 2-27-59, History File; letter, Land to Cutler Andrews, Department of History, Chatham College, 2-27-59, History File.
- 12 Interviews with Bauer, Ferguson, Prange, Merrill, Gordon, Sparks.
- 13 Letter, Stromberg to author, 11-14-77.
- 14 Interview with Paul Conkin, 4-9-76; interview with Helen Rivlin, 12-15-77; interview with Merrill.
- 15 Land to Dr. Frank L. Bentz, Jr., Assistant, Office of the President, "Department of History Long-Range Facility Needs (10 Years)," prepared by Professors Verne Chatelain, David Sparks, Earl Beard, Jess Parmer, and Patrick White, 2-25-59, History File.
- 16 Ibid.

- 17 Ibid.
- 18 Land to Dean Leon Smith, 4-13-59, Budget 1959-1960, Chairman's File.
- 19 Ibid.; "Department of History Enrollments," Budget 1964-1965, Chairman's File; "Correlation of History Enrollments with Full-Time Undergraduate Enrollments," Budget 1966-1967, Chairman's File.
- 20 "Working Budget, 1959-1960," and "Extension of Budget Remarks," 4-13-59, Budget 1959-1960, Chairman's File; interview with Ferguson.
- 21 Letter, Stromberg to author, 11-14-77; interviews with Land, Sparks, Ferguson, Merrill.
- 22 Letter, Stromberg to author, 11-14-77; interviews with Prange, Sparks, Merrill.
- 23 Interview with Land.
- 24 Interview with Prange.
- 25 Interview with Land; Callcott, History, p. vi.
- 26 Land to Dean Smith, 6-3-59, History File; interview with Prange; letters, Land to Morris L. Radoff, Maryland Hall of Records, 2-10-59 and 2-27-59, History File.
- 27 "University of Maryland Salary Scale," 7-1-60, Budget 1961-1962, Chairman's File.
- 28 "Departmental Budget Requests," 7-9-59 and 4-4-60, Budget 1960-1961, Chairman's File; "Extension of Budget Remarks," n.d., Budget 1960-1961, Chairman's File.
- 29 "Operating Budget," Budget 1960-1961, Chairman's File.
- 30 Dean Smith to Department Heads, 5-2-60, Budget 1961-1962, Chairman's File.
- 31 Dean Smith to Department Heads, 6-20-60, Budget 1961-1962.
- 32 "Recommendations for Reducing the Gross Budget Requested," n.d. but filed 3-30-61, Budget 1961-1962, Chairman's File; "Revision of 1961-1962 Asking Budget," "Budget" computer printout, n.d., and "Working Budget 1961-1962," 6-6-61, Chairman's File.
- 33 Faculty Minutes, 5-22-61, Callcott Personal File.

34 Interviews with Gordon, Land, Merrill; letter, Stromberg to author, 11-14-77.

35 Interviews with Prange, Gordon, Merrill, Ferguson; letter, Stromberg to author, 11-5-77.

36 Letter, Stromberg to author, 11-5-77; interviews with Prange, Merrill.

37 Interviews with Prange, Merrill, Gordon, Conkin, Sparks, Ferguson, Manning; letter, Stromberg to author, 11-14-77.

38 Interviews with Land, Merrill; memoranda, Land to Professional Staff, 4-23-63, 4-29-63, 5-13-63, 5-22-63, History File.

39 "University-wide Requirement in History," 10-17-62, History File.

40 Committee on the Future of the Department to Land, 1-63, History File.

41 "Minutes of Faculty Assembly," 6-6-63, History File.

42 Faculty Minutes, 4-5-62, Callcott Personal File.

43 Faculty Minutes, 9-15-62, Callcott Personal File.

44 "Minutes, Special Meeting of Full and Associate Professors," 3-12-63, History File; "Minutes, Full Professors Meeting," 3-12-63, History File.

45 "Minutes, Full and Associate Professors Meeting to consider Giffin," 3-28-63, History File.

46 Land to Colleagues, 4-16-63, History File.

47 "Extension of Budget Remarks," n.d., Budget 1963-1964, Chairman's File.

48 Interview with Land.

49 Interviews with Land, Manning.



## CHAPTER IV

In November, 1963, President Elkins announced the appointment of an Interim Committee to plan for the coming academic year and make appointments for September, 1964, on behalf of the History Department. The committee, chosen to represent various factions in the dispute with Land, consisted of Professors Merrill, Gordon, and Conkin, with Acting Dean Manning as chairman. In addition, Manning appointed two ad hoc committees to fill faculty chairs: Gordon, Stromberg, and David Farquhar in the European field, and Merrill, Sparks, and J. Righton Robertson in American history. Donald Giffin served on both, as executive secretary to the Interim Committee and to the department. Relieved of administrative responsibilities, Land became a cooperative colleague and remained at Maryland as full professor until 1968, when he became research professor at the University of Georgia.<sup>1</sup>

The Interim Committee, informally known as the "Troika," found its principal concern to be recruiting for new staff. Merrill, serving on both the "Troika" and the ad hoc committee to recruit American historians, recommended that the administration appropriate enough money to bring in distinguished historians at a high rank to replace Professors Chatelain and Wellborn, who approached retirement. Although some mem-

bers continued to propose bringing in "bright young people" of uncertain promise, Merrill perceived that the administration favored departments with aggressive leadership, ready to move ahead, and that it would provide financial support for such progress. Of their initial appointments for the fall of 1964, however, only one, Paul Glad, carried a rank higher than that of assistant professor, and they filled out the year's staff with a number of lecturers who had not completed their dissertations.<sup>2</sup>

Department salaries continued to improve. The 1964-1965 Budget included a \$16,000 annual salary for the department head and up to \$14,000 for full professors. Associate professors earned as much as \$11,500 and assistant professors up to \$9,000. Sixty graduate assistants earned \$2,200 each. The department budget totalled \$418,958.<sup>3</sup> More than one-third of the university's 15,000 students was enrolled in history courses.<sup>4</sup>

History graduate enrollments increased significantly, numbering more than two hundred in 1964-1965, and the quality of their training attracted continuing attention in the department. Lax admission requirements allowed students of varying abilities and interests to enroll in graduate programs; able and ambitious candidates joined more casual applicants seeking professional advancement in teaching, library, or military careers, often on a part-time basis. First Land then

Conkin oversaw the graduate program.<sup>5</sup>

A 1964 departmental recommendation for a complete reorganization of graduate history offerings noted some of the problems with the program. While the "tremendous increase in graduate enrollment" resulted in six more courses, five had been dropped and four two-semester courses had been reduced to one semester. One new seminar and fourteen new graduate reading courses expanded the curriculum, but the numbers of students involved quickly filled the limited places in most research seminars, with registrations frequently being closed on the second day. This situation forced students to arrange directed readings with individual professors, under the guise of historical literature courses, which were about to be discontinued. Informal scheduling along with a variety of requirements and standards led to abuses. The report also called for "rationalized course numbers consistent with undergraduate courses," and descriptive course titles rather than elaborate course descriptions.<sup>6</sup>

About the same time, Giffin met with Vice President Hornbake regarding implementation of new General Education requirements for the university. According to Giffin, Hornbake suggested that new history requirements not go into effect until fall, 1965; he felt current offerings served students then enrolled, and the additional time would enable the department to develop a number of new courses, not necessarily



in the upper division but "taught on a more mature level" since students would be juniors and seniors.<sup>7</sup>

During this period, the department also instituted the honors program for undergraduates, consisting of pre-honors work in American or European history with successful students advancing into the honors program itself. George Yaney headed the Honors Committee in 1964-1965. Other departmental committee chairmen that year included Conkin for the Graduate Committee, Bauer for the Undergraduate, Helen Rivlin in charge of the Library Committee, and Gordon coordinating preparation of the Middle States report.<sup>8</sup>

Despite their responsibilities within the department, Professors Merrill and Callcott also contributed to the work of the Committee on the Future of the University. Callcott chaired a sub-committee charged with suggesting ways by which the University of Maryland might improve its standing as a research institution. Citing research as the most rapidly expanding function of university rank in terms of money spent, the sub-committee's report found Maryland in the top 25% of universities nationally but not in the top 20%; the report recommended the university devote to research not only a larger amount of money but also a greater proportion of its budget. The authors recognized the necessity of full public understanding and support, especially from the legislature, and called on the university administration to work to in-

crease such understanding. The Research Office should be strengthened and departments encouraged to formulate research policies. In the humanities, scholarly activities might be cooperative as well as individual and interdisciplinary studies sponsored. Finally, Callcott's group noted the need to encourage "constructive controversy," not merely to tolerate it, and suggested the Board of Regents must understand that "scholarship and intellectual controversy" are basic to university greatness and "must never be curtailed for fear of political controversy."<sup>9</sup>

Not all faculty concerns were on such a high level. One of the persistent problems addressed by the Committee on the Future of the Department involved student dishonesty. To discourage cheating, the committee suggested that the department maintain a file of examinations available to all students, not just fraternity and sorority members, that professors not repeat exam questions too often, that the administration of exams not be left to graduate assistants, that the faculty show less leniency to those who cheat while seeking more information on the "novel or ingenious methods of cheating" currently in vogue, and that the department raise "the level of appreciation of scholarly achievement" and thereby make cheating unattractive. The committee hoped that proposed higher admission standards and the possibility of establishing a Phi Beta Kappa chapter on campus might serve the same end.<sup>10</sup>

Professor Gordon's committee conducting the self-evaluation study in connection with the Middle States evaluation in

the mid-1960's found the department progressing in its efforts to develop from its earlier status as a service department, engaged primarily in teaching, into a comprehensive university department, encouraging its own faculty scholars and training its graduate students as productive scholars in their turn. The transformation was not yet complete, however. While the faculty came from distinguished universities, the report maintained that none had yet achieved a national reputation. The ability to hire more mature scholars at higher rank along with more generous university support for research could alter this situation, but both measures indicated the dependence of the present faculty on factors outside itself.<sup>11</sup>

The committee also found problems with the implementation of the plan to have senior faculty teaching basic courses with the help of graduate assistants. Enrollment increases expanded the number of basic sections beyond the numbers of senior faculty available to teach them, with the possibility that "the increasingly better trained and more sophisticated high school graduate will receive his first training in history in the University from the least trained of the Department's personnel." A similar situation obtained with History 199, the pro-seminar required of all history majors. Large enrollments in upper division classes, handled by faculty with grading help, threatened "further separation between



students and instructor" and also discouraged the assignment of traditional research papers.<sup>12</sup>

The long-time persistent inadequacies of the university library collections continued to hamper historical research, both graduate and undergraduate. Recent technological advances in publishing, such as reprints and microform publication, offered the potential for building these collections, but an estimate of the cost of fully funding the department's library needs approached \$515,000, an amount not likely to be appropriated.<sup>13</sup>

While many of the department's master's degree candidates attended classes part-time and even off campus through University College, those preparing for the Ph. D. followed a more "uniform and coherent" program of studies, requiring the mastery of four broad fields of history, two written examinations of twelve hours each, a language examination, and a final oral defense of the dissertation. The sequence of coursework and examinations was designed to eliminate less capable students at one or more of the "hurdles" along the way, assuring that only those completely qualified would gain the degree. In practice, however, the committee found that few mediocre students were completely eliminated by these procedures, while even excellent candidates prolonged their studies beyond reasonable expectation. The study recommended reducing the length or number of examinations, with higher expectations

for those given, and reducing the time permitted for pursuing the doctorate.<sup>14</sup>

Both the original report and a subsequent addendum called for "some kind of common room where graduate students and faculty can gather for discussion and informal exchange of views." The later recommendation mentioned not only the possibility of such a facility "creating a better atmosphere and relationship between faculty and students" but also the possibility that it would promote "perhaps a higher degree of discipline."<sup>15</sup>

Throughout their service, members of the "Troika" found themselves caught up in the consideration of administrative trivia that distracted them from their customary academic duties and completely precluded scholarly work. The agendas for their regular meetings with Dean Manning listed such items for discussion as the appointment of a map committee, selection of an editor for the departmental newsletter, and the assignment of faculty typewriters. The correspondence involving the last topic indicated the sensitivity of the issue. The department had eight typewriters available for use: one assigned to the second floor west wing, two to the second floor east wing with three others available there, one serving both first floor and basement, and one for the use of graduate assistants, "available through Mrs. White, Room 212 only." After the Interim Committee had approved

these arrangements "on an experimental basis," an announcement confirmed the assignments, with a final firm admonition against any individual proprietary claim: "NO TYPEWRITER IS ASSIGNED TO ANY ONE FACULTY MEMBER."<sup>16</sup>

Although some department members found the Interim Committee's administration so placidly effective that they suggested institutionalizing the arrangement instead of seeking a new chairman, "Troika" members themselves were eager to pass on their executive concerns and distractions and get back to their own work. When Dean Manning named a committee to recommend a new chairman, its composition looked familiar: Merrill, chairman, Conkin and Gordon were joined by Dudley Dillard, Economics Department chairman, with Manning serving ex-officio.<sup>17</sup>

With a good job to offer at a salary enhanced by Elkins's resolve to boost Maryland's standing among American universities, the committee assembled an impressive list of candidates. When Merrill canvassed his acquaintances for nominees, one reply surprised him; David Shannon, of the University of Wisconsin, asked, "How about considering me, Sam?" The committee added his name to the list of those to be interviewed at the convention of the American Historical Association in Washington during the Christmas holidays, 1964. After a series of interviews with various nominees, appraising references and tabulating responses to a form letter Merrill



had circulated, Manning on behalf of the university offered the chairmanship to Shannon and in due time Shannon accepted.<sup>18</sup>

Shannon, a native Indianan, earned master's and doctor's degrees from the University of Wisconsin, receiving the Ph. D. in 1951. He taught at Carnegie Institute of Technology about the same time as Land did (1948-1951), served as associate professor first at Columbia University Teachers College and then at his alma mater, where he attained the rank of professor in 1960. He enjoyed a national reputation as a scholar of the recent American past.<sup>19</sup>

The Maryland opportunity came at a propitious time for Shannon. Disillusioned with what he felt was a declining quality of graduate education at Wisconsin and embarrassed by what he considered lax hiring and promotion standards there, Shannon realized that his lifelong dream of returning to his alma mater was a somewhat romantic notion; after gaining his professorship, he realized that the Wisconsin History Department "didn't have a lock on wisdom or energy or magnanimity" and that Wisconsin professors were not "the only big kids in the world." In addition to his personal considerations, the move suited his family situation; his two children had just finished high school and junior high and would be entering new schools in the fall anyway, and his wife had never liked Madison.<sup>20</sup>

Like many professional historians, Shannon had known of the "big brouhaha" at Maryland under Land and approached with some apprehension what he expected to be "clearly one of the most divided, one of the most disharmonious departments that ever was." Upon his arrival, he chose to ignore past problems and was pleasantly surprised to discover that civility had returned, outwardly anyway, and almost no one referred to "the old animosities."<sup>21</sup>

Shannon turned his attention instead to what he regarded as the real problems of the department, the greatest of which was the lack of scholarly orientation among many of the staff. He chose to attack this situation by example rather than by exhortation: soon after his arrival, he announced to all that he would not be on campus at all on Wednesdays except in emergencies but would instead spend those days at the Library of Congress, pursuing his own scholarly inquiries. This practice served the purpose he intended, inspiring some members to get "back to writing," which pleased Shannon "more than anything."<sup>22</sup>

"Dead wood" among the tenured faculty remained a problem for Shannon as it had been for Gewehr and Land. Procedures for promotion to tenure remained inconsistent, with personal considerations often outweighing professional qualifications. With enrollments expanding rapidly and staffs multiplying, departments throughout the nation frequently

granted tenure with less than rigorous scrutiny, thinking that additional appointments later could smother mistakes. This proved to be a demoralizing practice, even dangerous, when enrollments dropped or when tenured incompetents overwhelmed more able associates to promote more of their kind.<sup>23</sup>

Maryland students--their numbers and their quality, graduate and undergraduate--constituted another area of concern. The university did not yet attract the "really ambitious, determined, professionally oriented student" preparing for a career as a historian; such a student aimed for admission at Wisconsin, Harvard, Yale, or Berkeley.<sup>24</sup> Shannon found, as had the self-evaluation report, that some graduate students stayed on for years; ironically, while the department encouraged them to "speed up and get cracking," it needed their labor as teaching assistants to handle the ever growing undergraduate enrollments. Furthermore, the beginnings of campus activism and the involvement of faculties and students alike in political and social issues of the day constituted an ever-present threat, although serious disturbances at College Park came after Shannon's departure.<sup>25</sup>

Shannon plunged into his new responsibilities with enthusiasm. "I am enjoying this job," he wrote one correspondent<sup>26</sup> and assured another that his primary goal was to build the department; "our main concern is quality."<sup>27</sup> History at Maryland was "already a department of merit, and we are assured



of support to improve it further." With thirty-four full-time faculty, seventy-four graduate assistants, and 175 graduate students, he felt it "not immodest to say that we are in a promising situation."<sup>28</sup> The department was equally pleased; one member wrote, "Needless to say, the new regime in our department is highly satisfactory."<sup>29</sup>

Shannon's voluminous correspondence during his years at Maryland reflected his stature in the historical profession. Publishers, editors, organizations, professors and students sought his advice. He advised a publisher to reject a manuscript that he found "as easy to lay down as a telephone directory,"<sup>30</sup> to a journal editor he returned two articles with his evaluations, the first "not very important," the second worthwhile but too narrow for the publication in its present form and with his suggestions for strengthening it.<sup>31</sup>

Shannon valued the contributions of "efficient, intelligent, sensitive, industrious editors" and claimed that whenever an editor worked hard on his own style, it was improved, especially when they "tighten and clarify." With young authors, editors should work to improve their style; with established authors, the editor should suggest changes "and if the eminent author insists on being a damn fool the editor should let him reveal himself." Shannon thought every editorial board should have "one rebellious wild man with

lots of ideas," and felt that most mediocrity came from authors, not editors.<sup>32</sup>

Students and recent graduates also received Shannon's counsel. To one of Merle Curti's graduate students at Wisconsin, Shannon wrote urging him to complete his dissertation before Curti's retirement, leaving until a later time the task of polishing it into a book. Shannon recalled the "newspaperman's adage" to "Get it right if you can, but get it done!"<sup>33</sup> A recent Maryland graduate seeking a change of employment should improve his curriculum vitae, according to Shannon, with specific suggestions for improvement, including "correct typos."<sup>34</sup>

Unquestionably, Shannon's chief concern and most time-consuming responsibility at College Park involved recruiting new faculty. Two distinguished faculty additions, Wayne Cole and Adrienne Koch, joined the department at the same time as Shannon, but the department had high level positions to fill both in American and European history as well as expanding its offerings in Latin American and East Asian studies and possibly establishing a new program in the history of science. Shannon wrote to a number of people throughout the country for suggestions and appraisals. Of one prospective appointee, he asked a friend, "What kind of stature do you think he will have in the profession in five years?"<sup>35</sup> To those he wished to attract to the Maryland staff he mentioned the su-

perb research facilities available to scholars in the Washington area, although he reported the time from the campus to the Folger Library variously as ten or twenty-five minutes.<sup>36</sup>

By early February, 1966, Shannon announced four appointments for the following fall, two to the rank of full professor. Francis Haber, a Johns Hopkins Ph. D. in European intellectual history, came from the University of Florida. Louis Harlan, also a Johns Hopkins graduate, accepted a full professorship in American history but preferred that the appointment be made as "visiting" and limited to one year, to enable him to work on his biography of Booker T. Washington in the Library of Congress.<sup>37</sup> Harlan also wanted to be certain "the troubles were over." Before Harlan actually arrived in College Park, the National Historical Publications Commission offered him the editorship of the Booker T. Washington Papers.<sup>38</sup> In May, Shannon reported to Harlan that Vice President Hornbake was enthusiastic about the university's cooperating in setting up this major editorial project. "Quite to my surprise," Shannon wrote, "Hornbake had some friends when he was in graduate school who were Tuskegee graduates, and has quite an interest personally in [B. T.] Washington."<sup>39</sup> Harlan eventually accepted a permanent appointment, and the History Department gained a significant new scholarly undertaking.



Two of Shannon's most protracted searches sought appointees in Latin American and Japanese history. He confided to a correspondent, "We're having our ups and downs in recruiting, too. Latin America and Japan are giving me fits."<sup>40</sup> The consensus of Shannon's advisors held that "demand has overtaken supply" among Latin American historians; "you are entering the market at a moment of intense competition for quality men."<sup>41</sup> In late spring, Shannon recommended the appointment of Winthrop Wright, after a favorable visit to the campus.<sup>42</sup>

Shannon's early inquiries for recommendations for historians of East Asia noted that Maryland had "an unusual collection of Japanese materials here, quite by accident, and we are eager to exploit them."<sup>43</sup> Inquiries went out; recommendations poured in. In April, Shannon recommended the appointment of Marlene Mayo, of Bucknell University, a student of Herschel Webb at Columbia University where she received the Ph. D.<sup>44</sup>

Attempts to establish a program in the history of science took even longer to realize. First on the list of new fields recommended by the Committee on the Future of the Department, the development of a program in the history of science and the appointment of someone to direct it drew Shannon's attention soon after his arrival, although his first appraisals of the possibilities in this regard were negative. To an

inquiry about the possibility of arranging a joint appointment in the history of the biological sciences and the history of medicine, he replied that "prospects for such an arrangement at this university seem very slim indeed."<sup>45</sup>

Two months later, making appointments to meet possible candidates for appointment in the field at the American Historical Association meeting in San Francisco, he wrote, "The whole question of history of science is in flux here"<sup>46</sup> and that "there is a move from the science departments . . . to go in for this field in a big way. Probably nothing will be firm by late this month. In fact, it may never be firm."<sup>47</sup> Early in the new year, Shannon met with William Coleman and Robert Kargon at Johns Hopkins University, who suggested he plan for two junior appointments rather than one senior, since all capable senior men were taken.<sup>48</sup>

In February, 1966, a faculty committee submitted a report proposing the establishment of a program in the history and philosophy of science. John T. Portz of the English Department served as chairman, with Raymond Doetsch of Microbiology, Howard Laster of Physics and Astronomy, Alan Pasch of Philosophy, and Shannon as members. Inasmuch as courses in the history of science had been offered in American universities since the 1930's, the committee found Maryland late in developing a program; moreover, no Washington-area university offered such a program. The attempt at

Maryland, which arose from a suggestion of the Undergraduate Honors Council, resulted in the formation of the committee to assess the possibilities, elicit information from experienced history of science people around the nation, and develop a proposal.<sup>49</sup>

The program would be established in the History Department with one appointment in the Philosophy Department. Two assistant professors would be appointed rather than one senior member, the appointments to be made for the fall of 1967. Finding the library holdings "inconsiderable," the proposal recommended additional funds allocated either to the History Department library budget or to McKeldin Library. The committee envisioned a "program with a future," not a stop-gap venture.<sup>50</sup>

The university administration reacted negatively. Vice President Hornbake cited inadequacies in the library and questioned whether the History Department had a position available for its appointment. He noted that the program failed to represent "some cultural areas and epochs" and feared the program would favor new personnel with a reduced teaching load, then reward them for publications, leading to "rather rough interpersonal relationships within the Department."<sup>51</sup> Some of the problems may have been bureaucratic, however. Dean Manning confided to Portz that Hornbake preferred such proposals to go through channels and this one should have



been presented jointly by the Honors Program and the Departments of History and Philosophy, with a covering letter from Manning.<sup>52</sup>

Another position not filled during Shannon's administration was the History Department's first endowed chair, the Priscilla Alden Burke Memorial Professorship in American History. During Land's first year as department head, Edmund S. Burke, president of Kelly-Springfield Tire and Rubber Company of Cumberland, Maryland, and one-time member of the university's Board of Regents, approached the university with a desire to honor his wife, then in poor health, with a gift to the university. A man of limited formal education but "cultivated and well-read," Burke envisioned a donation in the field of American history. Alvin E. Cormeny, Director of Endowment and Development, suggested Land visit Cumberland and talk with Burke about his proposal. During the course of several visits, it became apparent to Land that Burke wanted to endow a permanent staff position to be filled by a "recognized scholar in the field of American history," with a demonstrated "ability to recognize the lessons of history and relate them to current developments." He also wanted the occupant of the chair to teach some undergraduates each semester and not to hold an administrative position in the department or in the university. After Burke's death in 1966, the Board of Regents announced his bequest of

\$150,000 to finance the first endowed chair in American history; he also left \$100,000 to the university's scholarship trust fund. The Burke chair would be filled by a committee composed of the president of the university, head of the faculty, and head of the History Department.<sup>54</sup>

The first nominee declined the appointment, foreshadowing the problems the department would have over the next six years, despite the obvious advantages of salary, location, teaching load, and research possibilities. Holman Hamilton chose to remain at the University of Kentucky because of overriding retirement advantages.<sup>55</sup>

During Shannon's chairmanship, the long-awaited remodeling of the History Department offices in Francis Scott Key Hall finally took place. Describing the departmental accommodations when he arrived as "simply lousy, just the pits,"<sup>56</sup> Shannon advised the administration that the History Department was "excessively squeezed unless we get considerably more office space." Two full professors shared a single office and two sets of offices consisted of mere cubicles, lacking privacy and security from the mounting problem of theft.<sup>57</sup>

In the spring of 1967, Shannon announced the department's temporary move to Terrapin Hall, advising the staff to take all valuables home "during the period of disruption, which is likely to be chaotic."<sup>58</sup> Despite plans to be

back in the refurbished quarters by the beginning of the fall semester, only the large lecture hall was ready when classes resumed.<sup>59</sup> The department continued to improvise classroom and office space until mid-November, when work was finally completed.<sup>60</sup> Shannon's announcement of the impending return to the department's graduate assistants reflected his considerations for their concerns. He reported that the remodeled third floor contained no built-in desks as original plans specified, but the somewhat larger-than-expected cubicles would accommodate a regular desk and chair. With some of the spaces more desirable than others, Shannon left to the GAs themselves the assigning of cubicles, "inasmuch as you know your needs and your internal pecking order better than I." If they preferred a "laissez-faire" operation, "something like the Oklahoma land rush, that is your business."<sup>61</sup> In the remodeling, the department at last got its faculty-student lounge, eventually named in honor of Professor Bauer.

Department members and, indeed, members of the profession were shocked in early 1968 when Shannon decided to leave Maryland. A number of factors, none of them apparent to his staff, entered into his decision. One consideration was personal: Shannon and his family never felt part of a university community at the University of Maryland. Their first housing arrangements proved unsatisfactory, and they eventually found accommodations in a large apartment in Silver Spring, comfortable and adequate for their needs but physically removed from



the campus. More than that, however, Shannon found the university generally lacking in a sense of community, situated in a large urban area with most of its large student body and even many faculty members coming from some distance to the campus, "a place you go during the day." He sensed a similar lack within the department, its members living in scattered locations.

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The decisive factor lay in the nature of the position he moved into at Rutgers University, which elevated the history chairman at its New Brunswick campus into a position superior to chairmen at its other two campuses. The new appointment, termed a "super chief," would direct all graduate programs in history for the university. Moreover, Rutgers enjoyed a long tradition of excellence; at Maryland, despite the gains achieved by President Elkins, Shannon felt tradition represented something to be overcome.

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When Shannon left in 1968, the History Department of the University of Maryland approached the ranks of the most distinguished departments in the nation. The faculty boasted a number of notable scholars, several already with prize-winning publications and all still young enough to make further important contributions. It offered a comprehensive program of studies on all levels, graduate and undergraduate. Its graduate program had matured at last; in the ten years of Land's and Shannon's administrations, the department award-

ed 182 master's degrees and forty-two doctorates.<sup>64</sup>

Departmental offerings ranged from those in traditional areas of historical study to a number of courses in new fields of historical thought and inquiry. To the traditional pursuits of teaching, research, and writing, the department added the important new discipline of historical editing, thereby not only giving graduate students experience in this useful and rigorous process but also gaining recognition for the department and the university as the location of the program. Finally, the department at last achieved the administration's recognition of its need to reward excellence with commensurate compensation, for those the department would like to keep as well as those it would like to attract. The History Department of the University of Maryland stood at last on the threshold of excellence.

## FOOTNOTES

- 1 Memorandum, Manning to Faculty Members of the History Department, 11-18-63, History File; interviews with Land, Manning.
- 2 Interview with Merrill; memorandum, Merrill (chairman, Ad Hoc Committee) to Associate Professors, Full Professors, and Committee Members, n.d. but filed 1-64, History File.
- 3 Budget 1964-1965, p. 15.
- 4 "Correlation . . .," Budget 1967-1968, Chairman's File.
- 5 History Department Self-Evaluation Study for the Middle States Association of Colleges and Secondary Schools, May 1965, p. 25; interviews with Land, Conkin.
- 6 "Remarks," n.d., no author, filed 2-64, History File.
- 7 Memorandum, Giffin to Manning and Interim Committee, 5-20-64, History File.
- 8 Self-Evaluation, p. 11; Giffin to Professional Staff, 10-19-64, History File.
- 9 Callcott Sub-Committee, Committee on the Future of the University, "Ways for the University of Maryland to Attain Top Status as a Research Institution," 2-23-65, History File.
- 10 Merrill, chairman, Committee on the Future of the Department, to Land, "Recommendations Concerning Cheating," n.d., History File.
- 11 Self-Evaluation, p. 4.
- 12 Ibid, pp. 6-7.
- 13 Ibid., p. 13.
- 14 Ibid., pp. 29-30.
- 15 Ibid., p. 15, addendum.
- 16 Interviews with Merrill, Conkin; memoranda, Giffin



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- 17 Interviews with Conkin, Merrill.
- 18 Interview with Merrill; interview with David Shannon, 2-15-78.
- 19 Directory of American Scholars, 5th ed., Vol. 1, p. 464.
- 20 Interview with Shannon.
- 21 Ibid.
- 22 Ibid.
- 23 Manning to Professors and Associate Professors, History Department, 4-27-65, History File; interviews with Shannon, Merrill; conversation with Louis Harlan, 12-12-77.
- 24 Interview with Merrill.
- 25 Interview with Shannon.
- 26 Letter, Shannon to Bayrd Still, Department of History, New York University, 11-23-65, History File.
- 27 Letter, Shannon to Werner Gundersheimer, Modena, Italy, 11-24-65, History File.
- 28 Letter, Shannon to R. Burr Litchfield, Dartmouth College, 2-21-66, History File.
- 29 Letter, Merrill to Stanley Kutler, Department of History, University of Wisconsin, 11-17-65, History File.
- 30 Letter, Shannon to Prentice-Hall, 1-3-66, History File.
- 31 Letters, Shannon to Henry Winkler, editor, American Historical Review, 11-8-66 and 6-2-66, History File.
- 32 Letter, Shannon to Norman Pollock, Department of History, Wayne State University, 1-24-66, History File.
- 33 Letter, Shannon to Laurance Lerner, New York, N. Y., 7-29-66, History File.

- 34 Letter, Shannon to Walter Moeller, New York, N. Y., 1-6-66, History File.
- 35 Letter, Shannon to George Mosse, University of Wisconsin, 2-3-66, History File.
- 36 Letter, Shannon to Frank Haber, University of Florida, 12-13-65, History File.
- 37 Memorandum, Shannon to Faculty Members, 2-8-66, History File.
- 38 Conversation with Harlan, 12-12-77.
- 39 Letter, Shannon to Harlan, 5-9-66.
- 40 Letter, Shannon to Howard H. Quint, University of Massachusetts, 3-29-66, History File.
- 41 Murdo J. MacLeod, University of Pittsburgh, to Shannon, 3-15-66, History File.
- 42 Memorandum, Shannon to Full and Associate Professors, n. d. but filed 4-21-66, History File.
- 43 Letter, Shannon to Delmer Brown, University of California at Berkeley, 12-13-65, History File.
- 44 Memorandum, Shannon to Full and Associate Professors, 4-18-66, History File.
- 45 Letter, Shannon to Morris C. Leikind, Washington, D. C., 9-29-65, History File.
- 46 Letter, Shannon to Loyd S. Swenson, Jr., Department of History, University of Houston, 12-7-65, History File.
- 47 Letter, Shannon to Howard Miller, Department of History, University of Southern California, 12-7-65, History File.
- 48 Aide memoire, Shannon to File re History of Science, 1-27-66, History File.
- 49 Report, John T. Portz to Committee on History of Science Program, 2-10-66, History File.
- 50 Ibid.
- 51 Letter, Hornbake to Portz, 5-4-66, History File.
- 52 Memorandum, Manning to Portz, 5-6-66, History File.

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54 Washington Post, 3-29-66; University of Maryland Record 1:7, April 1966, History File.

55 Letters, Shannon to Holman Hamilton, 11-13-67; Hamilton to Shannon, 1-19-68, History File.

56 Interview with Shannon.

57 Letter, Shannon to Dr. Frank L. Bentz, Jr., 1-24-66, History File.

58 Memorandum, Shannon to Department, 4-3-67, History File.

59 Memorandum, Shannon to Department, 9-6-67, History File.

60 Memorandum, Shannon to Department, 11-7-67, History File.

61 Memorandum, Shannon to All GAS, 11-7-67, History File.

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