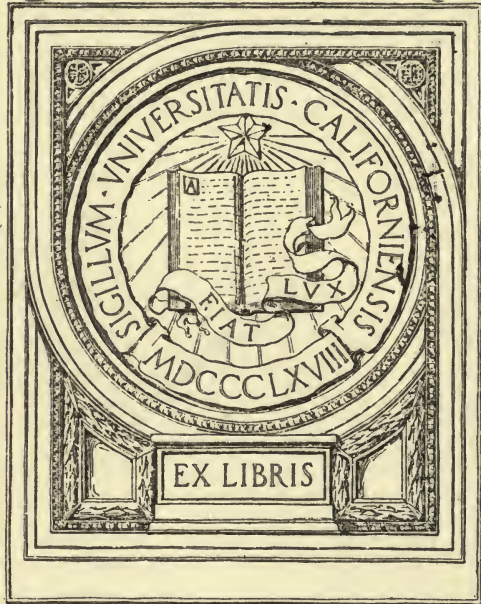
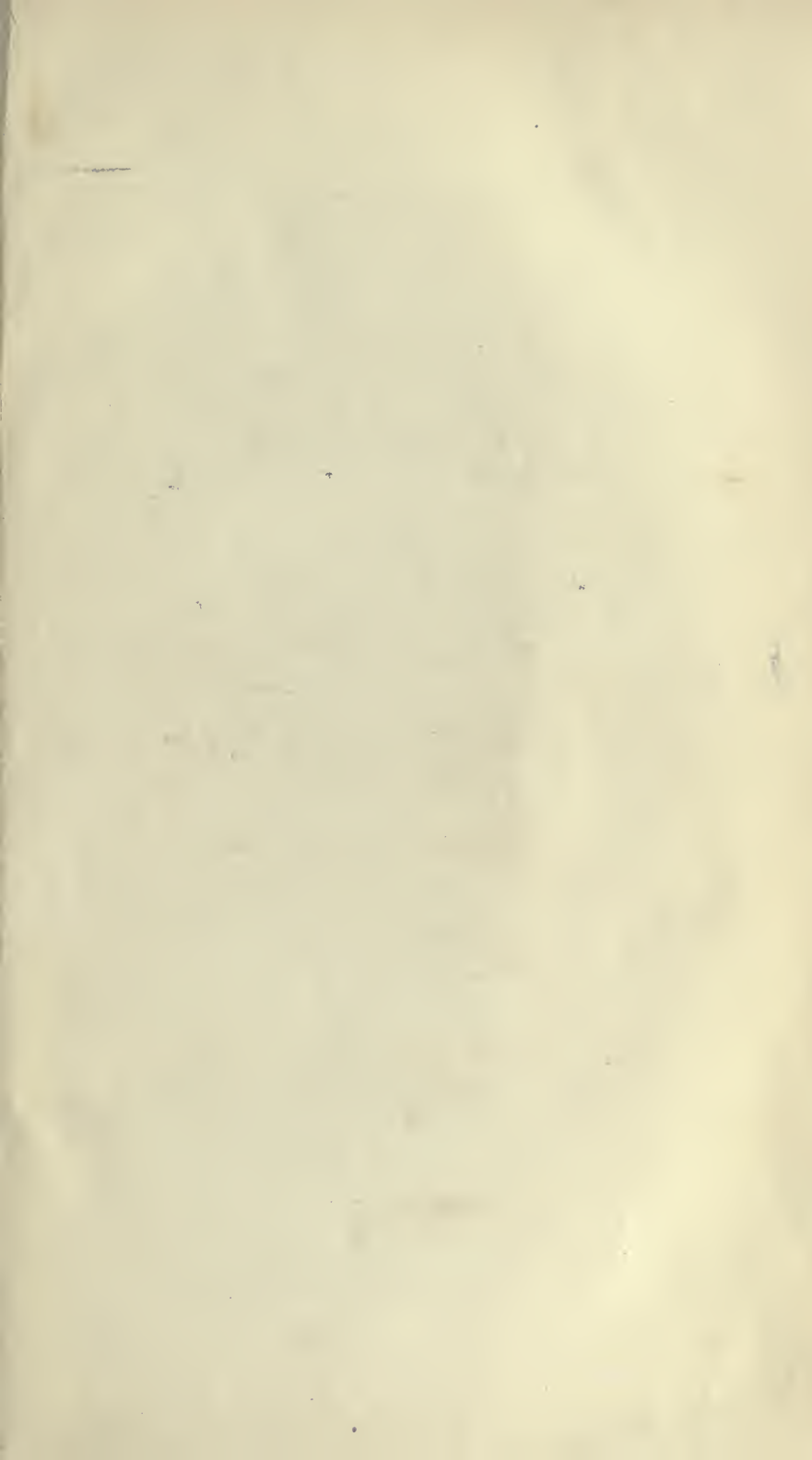




EXCHANGE



EX LIBRIS







Digitized by the Internet Archive  
in 2007 with funding from  
Microsoft Corporation



Vol. V, No. 3

EXCHANGE  
OCT 18 1920 APRIL, 1920

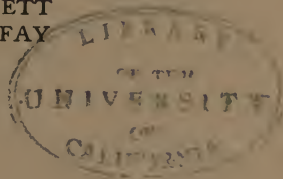
# Smith College Studies in History

---

JOHN SPENCER BASSETT  
SIDNEY BRADSHAW FAY

*Editors*

---



DEVELOPMENT OF HISTORY AND GOVERNMENT  
IN SMITH COLLEGE, 1875-1920, WITH A  
LIST OF PUBLICATIONS OF THE  
FACULTY AND ALUMNAE

By MARY BREESE FULLER  
ASSOCIATE PROFESSOR OF HISTORY

---

NORTHAMPTON, MASS.

Published Quarterly by the  
Department of History and Government of Smith College

Entered as second class matter December 14, 1915, at the postoffice at Northampton,  
Mass., under the act of August 24, 1912

---

---

# SMITH COLLEGE STUDIES IN HISTORY

JOHN SPENCER BASSETT  
SIDNEY BRADSHAW FAY

EDITORS

THE SMITH COLLEGE STUDIES IN HISTORY is published quarterly, in October, January, April and July, by the Department of History and Government of Smith College. The subscription price is seventy-five cents for single numbers, two dollars for the year. Subscriptions and requests for exchanges should be addressed to Professor SIDNEY B. FAY, Northampton, Mass.

THE SMITH COLLEGE STUDIES IN HISTORY aims primarily to afford a medium for the publication of studies in History and Government by investigators who have some relation to the College, either as faculty, alumnae, students or friends. It aims also to publish from time to time brief notes on the field of History and Government which may be of special interest to alumnae of Smith College and to others interested in the higher education of women. Contributions of studies or notes which promise to further either of these aims will be welcomed, and should be addressed to Professor JOHN S. BASSETT, Northampton, Mass.

---

---

## SMITH COLLEGE STUDIES IN HISTORY

### VOL. I

- No. 1. "AN INTRODUCTION TO THE HISTORY OF CONNECTICUT AS A  
MANUFACTURING STATE".....*Grace Pierpont Fuller*  
Nos. 2, 3. "THE OPERATION OF THE FREEDMEN'S BUREAU IN SOUTH  
CAROLINA" .....*Laura Josephine Webster*  
No. 4. "WOMEN'S SUFFRAGE IN NEW JERSEY, 1790-1807"....*E. R. Turner*  
"THE CHEROKEE NEGOTIATIONS OF 1822-1823"..*Annie Heloise Abel*

### VOL. II

- No. 1. "THE HOHENZOLLERN HOUSEHOLD AND ADMINISTRATION IN  
THE SIXTEENTH CENTURY".....*Sidney Bradshaw Fay*  
No. 2. "CORRESPONDENCE OF GEORGE BANCROFT AND JARED SPARKS,  
1823-1832" .....*Edited by John Spencer Bassett*  
No. 3. "THE DEVELOPMENT OF THE POWERS OF THE STATE EX-  
ECUTIVE IN NEW YORK" .....*Margaret C. Alexander*  
No. 4. "TRADE OF THE DELAWARE DISTRICT BEFORE THE REVO-  
LUTION".....*Mary Alice Hanna*

### VOL. III

- No. 1. "JOSEPH HAWLEY'S CRITICISM OF THE CONSTITUTION  
OF MASSACHUSETTS".....*Mary Catherine Clune*  
No. 2. "FINANCES OF EDWARD VI AND MARY"..*Frederick Charles Dietz*  
No. 3. "THE MINISTRY OF STEPHEN OF PERCHE DURING THE  
MINORITY OF WILLIAM II OF SICILY".....*John C. Hildt*  
No. 4. "NORTHERN OPINION OF APPROACHING SECESSION"....*L. T. Lowrey*

### VOL. IV

- No. 1. "THE PROBLEM OF ADMINISTRATIVE AREAS".....*Harold J. Laski*  
No. 2. "IN THE TIME OF SIR JOHN ELIOT".....*M. B. Fuller*  
No. 3. "A STUDY OF THE LIFE OF HADRIAN PRIOR TO HIS  
ACCESSION" .....*William Dodge Gray*  
No. 4. "THE HAYES-CONKLING CONTROVERSY, 1877-1879".*Venila L. Shores*

### VOL. V

- Nos. 1, 2. "PUBLIC OPINION IN PHILADELPHIA, 1789-1801"  
*Margaret Woodbury*



VOL. V, No. 3

APRIL, 1920

# Smith College Studies in History

---

JOHN SPENCER BASSETT  
SIDNEY BRADSHAW FAY

*Editors*

---

DEVELOPMENT OF HISTORY AND GOVERNMENT  
IN SMITH COLLEGE, 1875-1920, WITH A  
LIST OF PUBLICATIONS OF THE  
FACULTY AND ALUMNAE

By MARY BREESE FULLER  
ASSOCIATE PROFESSOR OF HISTORY

---

NORTHAMPTON, MASS.

Published Quarterly by the  
Department of History and Government of Smith College



## CONTENTS

---

	PAGE
I. A REVIEW OF THE DEVELOPMENT OF THE DEPARTMENT OF HISTORY AND GOVERNMENT, WITH A LIST OF THE PAST AND PRESENT MEMBERS OF THE FACULTY .....	143
II. THE PUBLICATIONS OF THE PAST AND PRESENT MEMBERS OF THE DEPARTMENT OF HISTORY AND GOVERNMENT .....	156
III. THE HIGHER DEGREES OBTAINED IN HISTORY AND THE PUBLICATIONS IN HISTORY AND GOVERNMENT OF THE ALUMNAE OF SMITH COLLEGE .....	171



# History and Government in Smith College

## I

### A REVIEW OF THE DEVELOPMENT OF THE DEPARTMENT OF HISTORY AND GOVERNMENT OF SMITH COLLEGE, WITH A LIST OF THE PAST AND PRESENT MEMBERS OF THE FACULTY

The study of the growth of any one of the principal departments of the College from its beginning in 1875 through the forty-five years of its development up to the present time is distinctly rewarding. Such a retrospect reveals not only what is to be expected in the multiplying of courses, of teachers and of students,—the most superficial kind of reckoning—but it brings surprising insight into character and ideals. It furnishes also, of course, a valuable survey of educational progress in the subject reviewed. An occasional reflection creeps in by the way whether growth has not at times involved backsliding as well as progress. Be that as we may think, here follow the main facts in the history of the Department of History and Government.

The first class to graduate from Smith College—that famous eleven—were taught history for two years by Miss Sarah Humphrey, a daughter of the former President of Amherst College. Miss Humphrey has under her name in the catalogue “History and Social Culture.” “Social Culture” means that she was head of the Dewey House as well as teacher of history. In the early years of the Department one hour of history was required through the first and second years and there was one elective for each of the junior and senior years. “Ante-classic” history edified the freshman. “Classic” and later “Oriental history” was taught to the sophomores, “Mediaeval” history to the juniors, and “Modern” to the seniors. “Modern” went no farther than the Renaissance and Reformation! It was not until 1882 that “Recent European history,” later, that is, than the

sixteenth century, appeared in the list of history courses. Present-day classicists, in reading over this course, have a right to sigh for the good old days.

Miss Humphrey taught by text-books. She left a warm memory with her students as a woman of culture and refinement and as a home-maker for the eleven, "mostly little country girls," as one of them says. But in her second year of teaching the working housekeeper who aided her in the Dewey House was found to have marked the napkins "Smith Colledge." After that incident Miss Humphrey thought it best that she should give up her teaching and concentrate on the social side of her work.

Consequently, in 1878, Associate Professor Herbert B. Adams, of Johns Hopkins University, was called to take charge of the history. At a commencement in Northampton President Gilman once began his address with this pleasant introduction: "I know not what unseen ties may bind Smith College and the Johns Hopkins University together, but I do know that they both have the same teacher of history, who, in his annual migrations from Northampton to Baltimore, brings us tidings of the beautiful, the true, and the good!"

The College was most fortunate to have a man who contributed as much to the study and teaching of history in the country at large as did Professor Adams to lay the real foundations of this particular department. He spent the spring term of each year at Northampton, while teaching the other terms at Johns Hopkins. The enthusiasm and inspiration which he brought to his work is reflected both in his own accounts of his experience and in the accounts of his students. His own account of the teaching of history at Smith as given in the circular of the Bureau of Education is worth repeating.

The study of history was pursued by four classes in regular gradation, somewhat after the college model. The first, corresponding to the "freshman" class, studied oriental or ante-classic history, embracing the Stone Age, Egypt, Palestine, Phoenicia, the empires of Mesopotamia and ancient India. This course was pursued in 1879 by dictations and extempore lectures on the part



of the teacher, and by independent reading on the part of the pupils. The first thing done by the teacher in the introduction to the history of any of the above-mentioned countries, was to explain the sources from which the history of that country was derived, and then to characterize briefly the principal literary works relating to it, not omitting historical novels, like Ebers' "Egyptian Princess," or "Uarda." Afterwards the salient features in Egyptian history, for example, were presented by the instructor, under distinct heads, such as geography, religion, art, literature, and chronology. Map-drawing by and before the class was insisted upon; and, in connection with the foregoing subjects, books or portions of books were recommended for private reading. For instance, on the "Geography of Egypt," fifty pages of Herodotus were assigned in Rawlinson's translation. This and other reading was done in the so-called "Reference Library," which was provided with all the books that were recommended. An oral account of such reading was sooner or later demanded from each pupil by the instructor, and fresh points of information were thus continually brought out. The amount of positive fact acquired by a class of seventy-five bright young women bringing together into one focus so many individual rays of knowledge, collected from the best authorities, is likely to burn to ashes the dry bones of any text-book and to keep the instructor at white heat.

As an illustration of the amount of reading done *in one term* of ten weeks by this class of beginners in history, the following fair specimen of the lists handed in at the end of the academic year in 1879 is appended. The reading was, of course, by topics:

#### EGYPT

- Unity of History (Freeman).
- Geography (Herodotus).
- Gods of Egypt (J. Freeman Clarke).
- Manners and Customs (Wilkinson).
- Upper Egypt (Klunzinger).
- Art of Egypt (Lübke).
- Hypatia (Kingsley).
- Egyptian Princess (Ebers).

#### PALESTINE

- Sinai and Palestine, 40 pages (Stanley).
- History of the Jews (extracts from Josephus).
- The Beginnings of Christianity, chap. vii (Fisher).
- Religion of the Hebrews (J. Freeman Clarke).

## PHOENICIA, ASSYRIA, ETC.

- Phoenicia, 50 pages (Kenrick).  
 Assyrian Discoveries (George Smith).  
 Chaldean Account of Genesis (George Smith).  
 Assyrian Architecture (Fergusson).  
 Art of Central Asia (Lübke).

In the second, or "sophomore" class, classic history was pursued by means of the History Primers of Greece and Rome, supplemented by lectures and dictations, as the time would allow. The junior class studied mediæval history in much the same way, by text-books (the Epoch Series) and by lectures. Both classes did excellent work of its kind, but it was not the best kind; for little or no stimulus was given to original research. And yet, perhaps, to an outsider, fond of old-fashioned methods of recitation, these classes would have appeared better than the first class. They did harder work, but it was less spontaneous and less scientific. The fault was a fault of method.

With the senior class the topical method was tried with marked success. With text-books on modern history as a guide for the whole class, the plan was followed out of assigning to individuals subjects with references for private reading and for an oral report of about fifteen minutes' length. The class took notes on these reports or informal student-lectures as faithfully as on the extended remarks and more formal lectures of the instructor. This system of making a class lecture to itself is, of course, very unequal in its immediate results, and sometimes unsatisfactory; but, as a system of individual training for advanced pupils, it is valuable as a means both of culture and of discipline. Contrast the good to the individual student of any amount of mere text-book memorizing or idle note-taking with the positive culture and wide acquaintance with books, derived *in ten weeks* from such a range of reading as is indicated in the following *bona fide* report by one member of the senior class (1879), who afterwards was a special student of history for two years in the "Annex" at Harvard College, and who in 1881 returned to Smith College for her degree of Ph. D. First are given the subjects assigned to this young woman for study, and then reading done by her in preparation for report to the class; and then is given the list of her general reading in connection with the class-work of the term. Other members of the class had other subjects and similar reports:



## I.—SUBJECTS FOR RESEARCH

1. Anselm and Roscellinus.  
Milman's Latin Christianity, Vol. IV, pp. 190-225.  
Ueberweg's History of Philosophy, Vol. I, pp. 271-385.
2. Platonic Academy at Florence.  
Roscoe's Life of Lorenzo de' Medici, Vol. I, p. 30, et seq.  
Burckhardt's Renaissance, Vol. I.  
Villari's Machiavelli, Vol. I, p. 205, et seq.
3. Colet.  
Seeböhm's Oxford Reformers.
4. Calvin.  
Fisher's History of the Reformation (Calvin).  
Spalding's History of the Reformation (Calvin).  
D'Aubigne's History of the Reformation, Vol. I, book 2, chap. 7.
5. Frederick the Great.  
Macaulay's Essay on Frederick the Great.  
Lowell's Essay on Frederick the Great.  
Ency. Brit. Article on Frederick the Great.  
Menzel's History of Germany (Frederick the Great).  
Carlyle's Frederick the Great (parts of Vols, I, II, III).
6. Results of the French Revolution.  
French Revolution (Epoch Series).

## II—GENERAL READING

- Roscoe's Life of Leo X (one-half of Vol. I).  
Mrs. Oliphant's Makers of Florence (on cathedral builders, Savonarola, a Private Citizen, Michel Angelo).  
Symond's Renaissance (Savonarola).  
Walter Pater's Renaissance (Leonardo da Vinci).  
Hallam's Middle Ages (on Italian Republics).  
Benvenuto Cellini's Autobiography (about one-half).  
Burckhardt's Renaissance (nearly all).  
Vasari's Lives of the Painters (da Vinci, Alberti).  
Lowell's Essay on Dante.  
Carlyle's Essay on Dante.  
Trench's Mediaeval Church History (Great Councils of the West, Huss and Bohemia, Eve of the Reformation).  
Fisher's History of the Reformation (Luther).  
White's Eighteen Christian Centuries (16th).  
Macaulay's Essay on Ranke's History of the Popes.  
Lecky's European Morals (last chapter).

Seeböhm's Era of the Protestant Revolution.

Froude's Short Studies on Great Subjects (studies on the times of Erasmus and Luther, the Dissolution of the Monasteries).

Spalding's History of the Reformation (chapter on Luther).

Carlyle's Essay on Luther and Knox.

Hosmer's German Literature (chapters on Luther, Thirty Years' War, Minnesingers and Mastersingers).

Gardiner's Thirty Years' War.

Morris' Age of Anne.

George Eliot's Romola (about one-half).

Hawthorne's Marble Faun (parts).

It is but fair to say in reference to this vast amount of reading that it represents the chief work done by the above-mentioned young lady during the summer term, for her class exercises were mainly lectures requiring little outside study . . .

Instead of buying text-books, the members of each class, with the money which text-books would have cost, formed a library fund, from which a book committee purchased such standard works (often with duplicate copies) as the lecturer recommended. The class libraries were kept in places generally accessible; for example, in the front halls of the "cottage" dormitories. Each class had its own system of rules for library administration. Books that were in greatest demand could be kept out only one or two days. The amount of reading by special topics accomplished in this way in a single term was really most remarkable. Note-books with abstracts of daily work were kept, and finally handed in as a part of the term's examination. Oral examinations upon reading, pursued in connection with the lectures, were maintained throughout the term, and, at the close, a written examination upon the lectures and other required topics, together with a certain range of optional subjects, fairly tested the results of this voluntary method of historical study. The amount of knowledge acquired in this way would as much surpass the substance of any system of lectures or any mere text-book acquisitions as a class library of standard historians surpasses an individual teacher or any historical manual."<sup>1</sup>

Though partially itinerant Professor Adams certainly made a lasting impression upon the students. One of them writes: "Professor Adams came to Smith College in the spring of '79 fresh

<sup>1</sup> Bureau of Education. Circular of Information. No. 2, 1887. The Studies of History in American Colleges and Universities, pp. 218-222.

from Germany and Johns Hopkins, which were names to conjure with forty years ago. He was young and enthusiastic, with a pleasant voice and an eager way, not very dignified but friendly. . . . He had a gift for teaching and making students work." This student writes also of Professor Adams' interest in local history and his stimulus to her own method of studying New England towns.

In the Johns Hopkins memorial of Professor Adams, two other students of his at Smith are quoted. One says: "Dr. Adams inspired great enthusiasm among the students there. Even I, who am not a devotee of Clio, look back on my course in Egyptian history as something uniquely pleasant and valuable. It was partly due to Dr. Adams' personality and largely due to the fact that his method was broader than any we had encountered in preparatory school. His lectures were the main thing, recitations counted for little, and he inspired us to do no end of reading outside. It all seemed very fascinating to us inexperienced freshmen and he had the 'light touch' even in dealing with massive and sombre themes. He not only understood how to make popular lectures but also how to communicate his enthusiasm to his classes, as you know. The advent of Dr. Adams at Smith College in spring was an event which deserved to rank with all the other charming accompaniments of that season in the Connecticut valley. His young colleagues at the Hopkins—doubtless envious of these spring flittings—rallied him annually on his devotion to his tailor at this juncture and accused him of assuming unduly gorgeous plumage for this migration to the town of blue theology and blue stockings.

"Dr. Adams was natural, easy, spontaneous, sparkling. His light touch redeemed the heaviest themes and he always remembered that we were young and—more important still—that he was young too. And this genius of youthfulness he carried in his heart to the end. With him intellectual alertness did not lead to intellectual aloofness; but great kindness and bonhomie shone steadily in his keen, quick eyes, of which the prevailing punctuation mark was an irrepressible, irresistible twinkle.



“With all his sturdiness, he had a delicate fancy and this combined with a rare intuitive insight into character almost feminine, contributed—with his boundless enthusiasm for work—to make him one of the successful teachers of our age.”

Another former pupil writes: “I do not remember a tedious hour in his class-room. There was a forcefulness about his live, enthusiastic way of putting things that makes me know my ancient and modern history, today, after twenty years, more thoroughly than I know most of the things learned at Smith. There was nothing petty in his way of teaching. To girls fresh from schools where memorization and detail had been a large part of the history lessons, it was like getting up on mountain tops to hear him say, ‘Take an approximate date, say 333 or 555 B. C., and fix a cluster of events around that’; or, ‘it is about as valuable to know just where to look a thing up as to try to remember the thing itself.’

“‘There were giants in those days’ in Smith College—Professor Adams, M. Stuart Phelps, Heloise Hersey, John B. Clark, and others, and it was due to them that the College struck a keynote of maturity and catholicity. We girls have become better citizens for having been taught by a man like Professor Adams rather than by a bookworm.”<sup>2</sup>

In the fall of 1881 John Bates Clark became Professor of History and Political Science at Smith and remained until 1892. “A scholar and a gentleman,” with much the same background as Professor Adams, Professor Clark brought forward the study of European history from the sixteenth to the nineteenth century with the course in recent European history already alluded to. In the spring of 1883 he introduced a course on the Political History of the United States. “Ante-classic” history retired, and “Classic” split into its component parts of Greek History taken in the first year and Roman History in the second year of college. Political Economy became a requirement for senior year.

---

<sup>2</sup>Herbert B. Adams. Tributes of friends with a bibliography of the department of History, Politics and Economics of the Johns Hopkins University, 1876-1901, Baltimore. The Johns Hopkins Press, 1902.

Professor Clark conducted his work mainly by lectures, with outside reading required from the students. One of his students tells of a remark made by her mother after visiting a history lecture: "You girls don't know what you miss by taking notes in such lectures!" The delicate flavor of the lecture's personality, lost temporarily in this scramble to get facts down on paper, was nevertheless caught by most of his students in the long run. Unforgettable phrases of insight and humor linked together different periods of history.

Economics and history were first connected in the minds of the students by Professor Clark's original thinking. A distinct asset for the College by understanding the larger relations of thought and life were the talks at vespers given by him whom his later classes delighted to call "St. John."

When Miss Eleanor Lord came as an assistant to Professor Clark, in 1890, English History appeared for the first time in the curriculum.

Professor Clark left Smith for Amherst in 1892 and for two years Professor Edwin A. Grosvenor, of Amherst College, lectured to the upper classes, bringing them especially a fresh knowledge of the Near East.

In the fall of 1894 a new regime began in the department with a resident head who gave his whole time to history—Charles Downer Hazen. Dr. Hazen renewed the Johns Hopkins tradition, adding to American academic work much European study and a rich general culture. He had an extraordinary ability both in teaching and in organizing, and to his upbuilding belongs largely the credit of the present department and the large numbers in its elective courses. During the twenty years of his headship the department grew from two instructors to eight, from one hundred students to eight hundred, from six courses, all elective, to fifteen courses, of which one was a requirement in history. The tasteful and dignified furnishing of the history seminar room in Seelye Hall is also due to the initiative of Dr. Hazen. He did much to supply the historical department of the library,

especially in works on European history of the nineteenth century.

Dr. Hazen aroused a deep and genuine interest in the study of history. One member of the first class to take all of his work, 1897, writes: "He certainly fired us with a burning historical zeal." Another says: "I do not know how much of his method was due to Johns Hopkins training but his vividness was all his own. His assigning of special topics and reports was especially inspired. He was not contented just to tell the girls facts, he wished them to think constructively and historically." From this first class of his more students have gone on to advanced work in history than from any other class in College. One student says: "He combined lectures and quizzing, and was a past master of both. His course in American history started with only two students, but the next year became a large elective. I believe his success in his own department did much to stimulate all other departments in the College."

Political Economy had branched into a separate department after Professor Clark left, but during Dr. Hazen's administration, in 1899, Mr. Dennis—another Hopkins man—began the course in civil government which has since expanded into a group of eight courses.

Dr. Hazen had carried both American and European history, but in 1906 American history took the whole time of a new professor, John Spencer Bassett, who became head of the department on the resignation of Dr. Hazen in 1914. To Professor Bassett's zeal for constructive historical work is due the beginning of the SMITH COLLEGE STUDIES IN HISTORY in 1915, a quarterly journal of historical research, aiming, as is said in the introduction to the Studies, "primarily to afford a medium for the publication of studies in History and Government by investigators who have some relation to the College, either as faculty, alumnae, students or friends. It aims also to publish, from time to time, brief notes on the field of History and Government which may be of special interest to alumnae of Smith College and to others interested in the higher education of women."



Professor Fay, who carries Dr. Hazen's courses in European history, is co-editor with Mr. Bassett, of the Studies. The following numbers of the Studies have already been published:

VOLUME I, 1915-'16

- No. 1. "An Introduction to the History of Connecticut as a Manufacturing State." Grace Pierpont Fuller.  
 Nos. 2, 3. "The Operation of the Freedmen's Bureau in South Carolina." Laura Josephine Webster.  
 No. 4. "Women's Suffrage in New Jersey, 1790-1807." E. R. Turner.  
 "The Cherokee Negotiations of 1822-1823. Annie Heloise Abel.

VOLUME II, 1916-'17

- No. 1. "The Hohenzollern Household and Administration in the Sixteenth Century." Sidney Bradshaw Fay.  
 No. 2. "Correspondence of George Bancroft and Jared Sparks, 1823-1832." Edited by John Spencer Bassett.  
 No. 3. "The Development of the Powers of the State Executive in New York." Margaret C. Alexander.  
 No. 4. "Trade of the Delaware District Before the Revolution." Mary Alice Hanna.

VOLUME III, 1917-'18

- No. 1. "Joseph Hawley's Criticism of the Constitution of Massachusetts." Mary Catherine Clune.  
 No. 2. "Finances of Edward VI and Mary." Frederick Charles Dietz.  
 No. 3. "The Ministry of Stephen of Perche During the Minority of William II of Sicily." John C. Hildt.  
 No. 4. "Northern Opinion of Approaching Secession." L. T. Lowrey.

VOLUME IV, 1918-'19

- No. 1. "The Problem of Administrative Areas." Harold J. Laski.  
 No. 2. "In the Time of Sir John Eliot." Mary B. Fuller.  
 No. 3. "A Study of the Life of Hadrian Prior to His Accession." William D. Gray.  
 No. 4. "The Hayes-Conkling Controversy, 1877-1879." Venila L. Shores.

## VOLUME V, 1919-'20

Nos. 1, 2. "Public Opinion in Philadelphia, 1789-1801." Margaret Woodbury.

Four of these publications are by alumnae, eight by members of the department, the remainder by interested friends of the College.

Coming to the present time, Professor Everett Kimball, who from 1915 devoted his whole time to courses in government, has so developed that side of the department that, in February, 1918, the trustees voted to change our name to the Department of History and Government. There are now two teachers giving their whole time to Government, Mr. Kimball and Mr. Woodhouse.

In accordance with the practice of several other departments voting to reorganize in 1918, the department now elects its own chairman for a term of three years. Professor Bassett was chosen the first chairman; at his resignation in January, 1919, he was succeeded by the present chairman, Professor Kimball.

During the war Professor Hildt served as captain of the General Staff of the United States Army for the year 1918-1919 in Baltimore and in Paris.

In the year 1919-1920 there are teaching on the staff of the department five full professors, two associate professors, two assistant professors, and three instructors. There are also two readers. Thirty different courses are offered. There are over one thousand students taking these courses. Since 1900 one course—either English history or ancient history—has been required, to be taken either in the freshman or sophomore year.

List of the Faculty in the Department of History and Government in Order of Appointment.

Sarah J. Humphrey, History and Social Culture, 1877-1878.

Herbert B. Adams, Ph. D., Professor, 1878-1881.

John B. Clark, Ph. D., Professor (History and Political Science), 1881-1892.

Eleanor L. Lord, Ph. D., Instructor, 1890-1894.

Edwin A. Grosvenor, M. A., Lecturer, 1892-1894.



- Charles D. Hazen, Ph. D., Professor, 1894-1914.  
Madeleine Wallin, Ph. M., Assistant, 1894-1896.  
Regina K. Crandall, Ph. D., Assistant, 1896-1899.  
St. George L. Sioussat, Ph. D., Instructor, 1899-1904.  
Alfred P. Dennis, Ph. D., Professor, 1898-1907.  
Mary Breese Fuller, M. A., Associate Professor, 1900-  
Helen B. Kuhn, M. A., Reader, 1900-1907.  
Caroline Mitchell (Bacon), M. A., Instructor, 1902-1904.  
Everett Kimball, Ph. D., Professor, 1904-  
Chalfant Robinson, Ph. D., Associate Professor, 1904-1906.  
John Spencer Bassett, Ph. D., Professor, 1906-  
Agnes Hunt, Ph. D., Associate Professor, 1906-1919.  
John C. Hildt, Ph. D., Professor, 1906-  
William D. Gray, Ph. D., Associate Professor, 1907-  
Louise Stetson-Fuller, M. A., Instructor, 1907-1919.  
Sidney B. Fay, Ph. D., Professor, 1914-  
Edith E. Ware, M. A., Instructor, 1914-1919.  
Annie Heloise Abel, Ph. D., Professor, 1915-  
Margaret C. Alexander, B. A., Reader, 1914-1916.  
Lawrence Tyndall Lowrey, M. A., Instructor, 1915-1918.  
Margaret Mensel, B. A., Reader, 1916-  
Charles Frederick Dietz, Ph. D., Assistant Professor, 1915-  
Margaret L. Bailey, Ph. D., Reader, 1918-1919.  
Elizabeth Frances Rogers, Ph. D., Instructor, 1919-  
Edward James Woodhouse, LL. B., Assistant Professor, 1919-  
Carl Fremont Brand, M. A., Instructor, 1919-  
Helen Bruce Story, M. A., Reader, 1919-

## II

### THE PUBLICATIONS OF THE PAST AND PRESENT MEMBERS OF THE DEPARTMENT OF HIS- TORY AND OF GOVERNMENT

The following list is as complete as it has been possible to make it. But it has been impossible to secure full information from some of the past members of the department; and in the case of others, such as Professor Adams and Professor Clark whose fame is national, or even international, no attempt at an exhaustive list is made. The complete bibliography of Professor Adams is to be found in the Johns Hopkins Memorial volume to him quoted above. The list of authors is arranged alphabetically, and the publications are in the order given by their writers.

ANNIE HELOISE ABEL, Ph. D., A. B., Univ. of Kansas, 1898. Manuscript Reader in English, 1899-1900; A. M., 1900. Graduate student in History and Political Science at Cornell University, 1900-'01; Bulkley Fellow in History at Yale University, 1903-'05; Ph. D., 1905; Instructor in History at Wells College, 1905-'06; Instructor in History at the Woman's College of Baltimore (now Goucher College), 1906-'08; Associate Professor of History, 1908-'14; Professor of History, and Head of the Department of American History, 1914-'15. Appointed Historian of the Indian Office, 1913; Associate Professor of History, Smith College, 1915; Professor of History, 1916.

The History of Events Resulting in Indian Consolidation West of the Mississippi (Justin Winsor Prize Essay, reprinted from the Report of the American Historical Association for 1906, vol. i, pp. 233-450).

Slaveholding Indians Series: Vol. I.—The American Indian as Slaveholder and Secessionist: an Omitted Chapter in the Diplomatic History of the Southern Confederacy. Cleveland, 1915. Vol. II.—The Indian as a Participant in the American Civil War. Cleveland, 1919. Vol. III.—Indian Territory Under Reconstruction. (In press.)

Indian Reservation in Kansas and the Extinguishment of Their Titles, in *Kansas Historical Society Collections*, vol. viii, pp. 72-109.

Proposals for an Indian State in the Union, 1778-1878, in *American Historical Association Report*, 1907, pp. 89-102.

The Indians in the Civil War, in *American Historical Review*, vol. xv, pp. 281-296.

A New Lewis and Clark Map, in *Geographical Review*, vol. i, no. 5, pp. 329-445.

The History of Phi Beta Kappa, in *Goucher College Kalends*, December, 1914.

A Brief Guide to Points of Historical Interest in Baltimore City (in collaboration with Dr. Eleanor L. Lord, Professor of History in Goucher College).

The Cherokee Negotiations of 1822-1823, in *Smith College Studies in History*, vol. i, no. 4, pp. 188-221.

The Journal of John Greiner, in *Old Santa Fé*, vol. iii, no. 2, pp. 189-243.

The Official Correspondence of James S. Calhoun, Washington, 1915.

HERBERT BAXTER ADAMS, Ph. D., Heidelberg, 1876; LL. D., Amherst; Fellow, Johns Hopkins University, 1876; Fellow, Associate Professor, Professor, Johns Hopkins University, 1876-1900; Professor, Smith College, 1878-1881; First Secretary American Historical Association; Died July 30, 1901.

Editor, *Johns Hopkins University Studies in Historical and Political Science*, 1882-1901.

Editor, Contributions to American Educational History, Bureau of Education, 1888-1901.

Life and Writings of Jared Sparks. 2 vols. Boston, 1893.

Christopher Columbus and His Discovery of America. *Johns Hopkins University Studies*, nos. 10 and 11, 1892.

Leopold von Ranke, *Proc. Am. Acad. of Arts and Sciences*, vol. xxii, pt. 2.

(For complete list of his writings see Herbert Adams Memorial, *Johns Hopkins University Studies*.)

MARGARET C. ALEXANDER, A. B., Smith, 1914; M. A., 1916; Reader, Smith College, Department of History, 1914-1916; Chief Clerk American Association for International Conciliation, 1917—



The Development of the Powers of the State Executive in New York. *Smith College Studies in History*, vol. ii, No. 3. April, 1917.

CAROLINE MITCHELL (Bacon), A. B., Smith, 1897; M. A., Columbia, 1899; Instructor in History, Smith College, 1902-1904.

A Trip Following the Chart of Columbus' First Voyage Through the Bahamas. New York, 1917.

MARGARET L. BAILEY, A. M., University of Illinois, 1910; Ph. D., 1912; Travelling Fellow, 1913; Instructor, Smith College, 1914-Milton and Jacob Boehme, New York, 1913.

Learned Societies and English Literary Scholarships in Great Britain and the United States, in *Magazine of English and Germanic Philology*, July, 1919.

JOHN SPENCER BASSETT, A. B., Trinity College, N. C., 1888; Ph. D., Johns Hopkins University, 1894; Professor of History, Trinity College, N. C., 1893-1906; Professor of History, Smith College, 1906-

Some Phases of Early Plantation Life in North Carolina, *Trinity Archive*, Dec., 1892.

A North Carolina Monastery (Benedictine), in *Magazine of American History*, Feb., 1893.

The Relation Between Rome and the Early Kentish Church, in *Today*, April, 1894.

The Naming of the Carolinas, in *Sewanee Review*, May, 1894.

The Constitutional Beginnings of North Carolina (1663-1729), in *Johns Hopkins University Studies*, 12th series, No. 3.

The Regulators of North Carolina (1765-1771), in *Annual Report of the American Historical Association for 1894*.

The Regulation and its Relation to the Revolution, in *Mid-Continent Magazine*, July, 1895.

Joseph Halstead Gillespie, in *Trinity Archive*, Oct., 1895.

Frederick W. Robertson, in *Methodist Review*, Nov.-Dec., 1895.

Suffrage in the State of North Carolina, in *Annual Report of the American Historical Assoc.*, 1895.

Slavery and Servitude in the Colony of North Carolina, in *Johns Hopkins University Studies*, 14th Series, Nos. 4-5.

Landholding in Colonial North Carolina, in *Law Quarterly Review*, April, 1895.

The Regulators of North Carolina, 1765-1771, in *Annual Report of the American Historical Association*, 1896.

Historic Hillsboro, in *Trinity Archive*, Dec., 1896.

Edward Graham Daves, in *Historical Papers*, Trinity College, N. C., 1897.

Anti-Slavery Leaders of North Carolina, in *Johns Hopkins University Studies*, 16th Series, No. 6.

History of Slavery in North Carolina, in *Ibid*, 17th Series, Nos. 7-8.

Landholding in Colonial North Carolina, in *Historical Papers*, Trinity College, N. C., Series II, 1898.

The Case of the State vs. Will, in *Ibid*, Series II, 1898.

The Congressional Career of Thomas L. Clingman, in *Ibid.*, IV, 1900.

Running the Blockade from Confederate Ports, *Ibid*.

North Carolina Methodism and Slavery, *Ibid*.

Historical Methods, in *Christian Educator*, March, 1898.

Gladstone and Bismarck, in *Methodist Review*, Nov.-Dec., 1898.

The American Revolution: An English View, in *Conservative Review*, July, 1899.

The Struggles of Sidney Lanier, in *Methodist Review*, Jan.-Feb., 1900.

North Carolina, in the *London Times's Supplement to the Encyclopaedia Britannica*, 1900.

North Carolina Records, in *Report of the Public Archives Commission of the American Historical Association*, 1900.

The Contribution of The Archive to History. A Bibliographical Study of Historical Articles, in *Trinity Archive*, Dec., 1900.

Notes and Biographical Sketch for New Edition of the Writings of Col. William Byrd. New York, 1901.

The Relation Between the Virginia Planter and the London Merchant, in *Report of American Historical Association*, 1901, vol. i, pp. 551-575.

Character of the Early Virginia Trade, in *South Atlantic Quarterly*, i, 73-81, January, 1902.

The Bottom of the Matter, in *Ibid.*, i, 99-106, April, 1902.

The Reign of Passion, in *Ibid.*, i, 301-309, October, 1902.

How a Young Man Built Up History in Mississippi, in *Ibid.*, i, 372-377, October, 1902.

Stirring Up the Fires of Race Antipathy, in *Ibid.*, ii, 397-305, October, 1903.

The Industrial Decay of the Southern Planter, in *Ibid.*, ii, 107-113, April, 1903.

Two Negro Leaders, in *Ibid.*, ii, 267-272, July, 1903.

The County of Clarendon, *North Carolina Booklet*, vol. ii, No. 9, [i.e. 10], Hamlet, N. C., 1903. p. 20.

The Negro's Inheritance from Africa, in *South Atlantic Quarterly*, iii, 99-108, January, 1904.

The Task of the Critic, in *Ibid.*, iii, 297-301, October, 1904.

The Federalist System. *The American Nation*, vol. xi. New York and London, 1906. xviii, p. 327.

New School of Historians, in *Putnam's Magazine*, ii, 250-255, May, 1907.

Influence of Coast Line and Rivers in North Carolina, in *Report of American Historical Association*, 1908, vol. i, pp. 58-61.

The Life of Andrew Jackson. New York, 1911. Two vols. Revised edition, 1916, one vol.

James Knox Polk, President, in *South Atlantic Quarterly*, x, 70-78, January, 1911.

Abraham Lincoln and Jefferson Davis, in *Smith College Monthly*, xvi, 341-353.

A Short History of the United States. New York, 1913. Pp. xv, 885.

Development of the Popular Churches of the Revolution, in *Proceedings of Massachusetts Historical Society*, February, 1915.

Development of Graduate Courses at Smith College, in *Smith Alumnae Quarterly*, July, 1915.

The Plain Story of American History. New York, 1916.

The Middle Group of American Historians. New York, 1917.

My Recollections of William Garrott Brown, in *South Atlantic Quarterly*, April, 1917.

Professor Gannoway, in *The Trinity College Alumni Register*, April, 1917.

Correspondence of George Bancroft and Jared Sparks, 1823-1832, in *Smith College Studies in History*, January, 1917.

The Lost Fruits of Waterloo: A Discussion of the Proposed League of Nations. New York, 1918. Revised edition, 1919.

The Historians, 1607-1783, in *Cambridge History of American Literature*, v. i, pp. 14-30.



The Significance of the Administration of Rutherford B. Hayes, in *The South Atlantic Quarterly*, July, 1918.

The Round Hill School, in *The American Antiquarian Society Proceedings*, xxvii, pp. 18-62, 1917.

Our War With Germany. New York, 1919.

The Great War; The Western Front; Naval Operations; the Peace Conference; and Events After the Armistice, in *The Encyclopaedia Americana*, Albany, 1920.

Editor, with Professor S. B. Fay, THE SMITH COLLEGE STUDIES IN HISTORY, vols. i-v, October, 1915.

JOHN BATES CLARK, A. B., Amherst, 1872, A. M., 1878; Ph. D., Heidelberg and Zurich, 1891; LL. D., Princeton, 1896; Amherst, 1897; University of Christiania, 1911; Professor, Carleton College, 1877-'81; Professor of History and Political Science, Smith College, 1882-'93; Professor of Political Economy, Amherst, 1892-'95; Professor of Political Economy, Columbia University, 1895; Lecturer on Political Economy, Johns Hopkins University, 1892-'95; Editor, *Political Science Quarterly*, 1895; Director, Division of Economics and History, Carnegie Endowment for International Peace, 1911.

The Philosophy of Wealth, 1885.

The Distribution of Wealth, 1899.

The Control of Trusts, 1901.

The Problem of Monopoly, 1904.

Essentials of Economic Theory, 1907.

The Modern Distributive Process (with F. H. Giddings).

The Control of Trusts (enlarged, with J. M. Clark).

Many magazine articles.

ALFRED PEARCE DENNIS, A. B., Princeton; Ph. D., Johns Hopkins University; Professor, Smith College, 1898-1907.

Lord Baltimore's Struggle With the Jesuits, 1634-1649, in *American Historical Association Report*, 1900. Vol. i, pp. 105-125.

Our Changing Constitution, in *Atlantic Monthly*, October, 1909.

FREDERICK C. DIETZ, A. B., University of Pennsylvania, 1909; A. M., Harvard University, 1912, Ph. D., 1916; Bayard Cutting Fellow, Harvard University, 1914-1916; Instructor and Assistant Professor of History, Smith College, 1916-

The Household of a Tudor Nobleman, in *American Historical Review*, xxiv, 291.

Industries in Pisa, Chiefly in the 13th and 14th Centuries, in *Quarterly Journal of Economics*, vol. xxviii.

The Finances of Edward VI and Mary, in *Smith College Studies in History*, iii, No. 2.

SIDNEY BRADSHAW FAY, A. B., Harvard University, 1896, Ph. D., 1900; University of Paris, 1899; University of Berlin, 1900; Teaching Fellow, Harvard University, 1900-'02; Professor of History, Dartmouth College, 1902-'14; Professor of European History, Smith College, 1914-; Lecturer on European History, Harvard University, 1917-'20; President, New England History Teachers' Association, 1914.

The Execution of the Duc D'Enghien, in *American Historical Review*, iii, 620-640; iv, 21-37 (July, Oct., 1898).

A History Syllabus for Schools. Boston, 1904. Pp. 375. (Edited in collaboration with a Committee of the New England History Teachers' Association.)

The Records of the Town of Hanover, New Hampshire, 1761-1818. Hanover, N. H., 1905. Pp. 336. Edited with H. D. Foster and G. M. Bridgman.)

The Roman Law and the German Peasant, in *American Historical Review*, xvi, 234-254 (Jan., 1911).

Materials for the Study of Germany in the Sixteenth and Seventeenth Centuries, in *Annual Report of the American Historical Association for 1911*, 79-87.

A Syllabus of European History, 378-1900 A. D., 4th Ed., Hanover, N. H., 1912. Pp. 110.

Pensions and Progress, in *Dartmouth Alumni Magazine*, iv, 247-249 (May, 1912).

The American Historical Association, in *The Nation*, xcvi, 30-31, (January 8, 1914); 107-108 (January 29, 1914); C, 56-57 (January 14, 1915); cii, 22-23 (January 6, 1916); cvi, 99 (January 24, 1918).

Jules Lemaitre, in *The Nation*, xcix, 184 (August 13, 1914).

The Protestant Reformation, in *New International Encyclopaedia*.

The Hohenzollern Household and Administration in the Sixteenth Century, in *Smith College Studies in History*, ii, 1-64 (October, 1916).



The Beginnings of the Standing Army in Prussia, in *American Historical Review*, xxii, 763-777 (July, 1917).

War Encyclopaedia. Washington, D. C., 1917. (Several articles on Germany.)

The Kaiser's Secret Negotiations with the Tsar, in *American Historical Review*, xxiv, 48-72 (October, 1918).

The Eastern Front in the World War, in *Encyclopaedia Americana*, Albany, 1920.

SMITH COLLEGE STUDIES IN HISTORY, vols. i-v, 1915-1920; editor (with J. S. Bassett), Northampton, Mass.

Numerous book reviews in *American Historical Review*, *American Economic Review*, *History Teachers' Magazine*, *The Nation*, *The Review* and the *Atlantic Monthly*.

MARY BREESE FULLER, A. B., Smith College, 1894, A. M., 1899; Oxford University, 1897-1898, 1902, 1910; Instructor in Drury College, 1894-'95; Assistant Instructor, and Associate Professor, Smith College, 1900-1919.

Willard McKistry, A Contemporary of Greely, *Buffalo Express*, January, 1895.

The Conversion of Our Saxon Ancestors, *Life and Light*, February, 1902.

William Wilberforce, Statesman and Philanthropist. March, 1903.

The Origin of Thanksgiving, *The Pilgrim Magazine*, November, 1903.

Outlines of English History, 54 B. C. to 1832 A. D. Northampton, 1904.

The Passion-Play at Vorder Thiersee and its History, *Congregationalist*, August 6, 1906.

Sir Thomas Moore and Thomas Mott Osborne, *The Survey*, October 15, 1915.

Is Sir Thomas Moore Utopian? *The Survey*, December 2, 1916.

In the time of Sir John Eliot: Three Studies in Seventeenth Century History, *Smith College Studies in History*, January, 1919.

WILLIAM DODGE GRAY, A. B., University of Arkansas, 1900; Ph. D., Cornell University, 1905; Instructor and Professor of History, Smith College, 1906-1920.

A Political Ideal of the Emperor Hadrian, in *Annual Report of the American Historical Association*, 1914, vol. i, pp. 113-124.

The Great War and Roman History, in *History Teachers' Magazine*, ix, pp. 138-139.

A Study of the Life of Hadrian Prior to His Accession, in *Smith College Studies in History*, vol. iv, No. 3, pp. 141-209.

Reviews of works on Ancient History and Archaeology in *Classical Philology*, *The Classical Journal*, and *The Classical Weekly*.

EDWIN AUGUSTUS GROSVENOR, A. B., Amherst College, 1867, A. M., 1871; LL. D.; Litt. D.; Professor of History, Robert College, Constantinople, 1873-1890; Professor of History, Smith College, 1892-'94; Professor of Modern Government and International Law, Amherst College, 1892.

Η Πολιορκία τῆς Πώλεως ὑπὸ τῶν Ἀράβων, Athens, 1884.

The Hippodrome of Constantinople. London, 1889.

Constantinople, 2 vols. London, 1895. Second edition, 1900.

Contemporary History. New York, 1899.

Reference History of the World, 132 pages, in Webster's New International Dictionary. Springfield, 1909.

The Races of Europe, in *National Geographic Magazine*, December, 1918.

History of Modern Times, a translation and revision from the French. New York, 1894.

Andronike, a translation and revision from the Modern Greek. Boston, 1897.

General History of the World, a translation and revision from the French. New York, 1898.

Over 300 articles in "The Universal Cyclopaedia," 1900, New York, and many articles in magazines and reviews.

CHARLES DOWNER HAZEN, A. B., Dartmouth College, 1889; Litt. D., 1914; Ph. D., Johns Hopkins University; Universities of Göttingen, Berlin, and Paris; L. H. D., Hobart College, 1911; Professor of History, Smith College, 1894-1914; Professor of History, Columbia University, 1916; Lecturer, Johns Hopkins University, 1915-'16.

Contemporary American Opinion of the French Revolution, Baltimore, 1897.

Old Northampton, 1904.

Europe since 1815. New York, 1910.

Modern European History. New York, 1917.

The French Revolution and Napoleon. New York, 1917.

Alsace-Lorraine under German Rule. New York, 1917.

The Government of Germany. Washington, 1917.

Fifty Years of Europe. New York, 1919.

Co-author, Historical Sources in Schools, 1902.

Co-author, Three Peace Congresses of the Nineteenth Century. Cambridge, 1917.

Translator, Adoption and Amendment of Constitutions (by Charles Borgeaud).

Many book reviews and articles in the *American Historical Review*, *The Nation*, and other magazines.

JOHN C. HILDT, A. B., Johns Hopkins University, 1903; Ph. D., 1906; Instructor, Smith College, 1906-1912; Associate Professor, 1912-1918; Professor, 1918; Lecturer, Mount Holyoke College, 1912-1914; Captain, General Staff U. S. A., 1918-1919; Major, Reserve Corps, 1919.

Diplomatic Relations of the United States with Russia, 1776-1817, 1817-1824, in *Johns Hopkins University Circular*, pp. 51-53, 76-80, May, 1905; May, 1906.

Volunteer Navies in International Law, in *Johns Hopkins University Circular*, pp. 51-54, May, 1906.

Early Diplomatic Negotiations of the United States with Russia, in *Johns Hopkins University Studies*, xxiv, Nos. 5-6.

Letters Relating to the Capture of Washington, in *South Atlantic Quarterly*, vi, 58-66, January, 1907.

John Randolph's Mission to Russia, in *South Atlantic Quarterly*, vii, 180-188, April, 1908.

Foulques de Neuilly, a Mediaeval Revivalist, in *South Atlantic Quarterly*, xi, 136-142, April, 1912.

The New Method of Admission, in *The Journal of the National Education Association*, i, No. 6, 527-529, January, 1917.

The Ministry of Stephen of Perche during the Minority of William II of Sicily, in *Smith College Studies in History*, iii, No. 3, April, 1918.

AGNES HUNT, A. B., Smith College, 1897; Ph. D., Yale University, 1900; Instructor, Wells College; Western Reserve University; Associate Professor, Smith College, 1906-1919.

The Provincial Committee of the Safety of the American Revolution; Western Reserve University, 1894.

The War and the Secondary Education of Girls in France, in *History Teachers' Magazine*, March, 1918, vol. ix, No. 3, pp. 131-134.



EVERETT KIMBALL, A. B., Amherst, 1896; A. M., 1889; A. M., Harvard University, 1902; Ph. D., 1904; Assistant in History, Harvard University, 1902-'03; Instructor in History, Wellesley College, 1903-'04; Instructor in History, Smith College, 1904-'05; Associate Professor, 1906-'14; Professor, 1914; Professor of History and Government, 1918; Lecturer in History, Mt. Holyoke College, 1906-'09.

A History Syllabus for Secondary Schools. Boston, 1904. (Edited in collaboration with a committee of the New England History Teachers' Association.)

Bury's Students' History of Greece. New York, 1907. (Editor.)

The Public Life of Joseph Dudley. Cambridge, 1911.

The Government of England, in *The Historical Outlook*, vol. x, No. 2, 1919.

The Monroe Doctrine and the League of Nations, in *The League of Nations, the Principle and the Practice*. Boston, 1919.

The National Government of the United States. Boston, 1920.

A Reference History of the World, joint editor, in *Webster's Dictionary*. Springfield, 1920.

Reviews and articles in the *American Historical Review* and the *Cyclopaedia of American Government*, 1914.

ELEANOR L. LORD, A. M., 1890; Ph. D., 1898, Bryn Mawr; Instructor, Smith College, 1890-1894; Professor and Dean, Goucher College, 1894.

Industrial Experiment in the British Colonies of North America. Johns Hopkins Press, 1898.

International Arbitration, in *Annals of the American Academy of Political and Social Science*, January, 1891.

International Arbitration, in *Bliss' Encyclopaedia of Social Reform*.

War from the Standpoint of Eugenics, in *Proceedings of Third American Peace Congress*. Baltimore, 1911.

LAWRENCE TYNDALE LOWREY, A. B., Mississippi College, 1909; Ph. D., Columbia University, 1918. Instructor, Smith College, 1916-1918; Assistant Professor, University of Southern California, 1918.

Northern Opinion of Approaching Secession, in *Smith College Studies in History*, July, 1918, vol. iii, No. 4.

CHALFANT ROBINSON, A. B., University of Cincinnati, 1893; Berlin and Freiburg, 1900-1901; Ph. D., Yale University, 1902; Lecturer on History, Yale University, 1902-'03; Mt. Holyoke College, 1903-'04; Instructor and Associate Professor of History, Smith College, 1904-'06; Assistant Professor, Yale University, 1910-'14; Princeton University, 1915.

A History of Two Reciprocity Treaties: The Treaty with Canada in 1854; The Treaty with the Hawaiian Islands in 1876. New Haven, 1904. Pp. 220.

Continental Europe 1270 to 1598. New York, 1916. Pp. 460.

The Treaty-making Power of the House of Representatives, in *Yale Review*, August, 1903.

Was King Edward the Second a Degenerate? A Consideration of his Reign from that Point of View, in *American Journal of Insanity*, vol. lxvi, No. 3, January, 1910.

The Material Equipment of the University of Cincinnati in its Relation to the Community, in *University of Cincinnati Record*, vol. viii, No. 6.

Royal Purveyance in 14th Century England in the Light of Simon Islip's *Speculum Regis*, in *Annual Report of the American Historical Association*, 1910.

Some Economic Results of the Protestant Reformation Doctrines, in *Princeton Theological Review*, October, 1917.

Historical Pathology; The Case of King Louis XI of France, in *American Journal of Insanity*, vol. lxxv, No. 1, July, 1918., and in *Report of the American Historical Association*, 1916, vol. i.

The Reciprocity Treaty with Canada in 1854, in *Senate Documents* 17, 62d Cong., 1st Session, vol. 27.

ELIZABETH FRANCIS ROGERS, A. B., Goucher College; Ph. D., Columbia University; Instructor, Smith College, 1919.

Peter Lombard and the Sacramental System. New York, 1917.

ST. GEORGE LEAKIN SIOUSSAT, A. B., Johns Hopkins University, 1896; Ph. D., 1899; Assistant, Smith College, 1899-1901; Instructor, 1901-1904; Professor of History and Economics, University of the South, 1904-1911, and Dean of the College, 1909-1911; Professor of History, Vanderbilt University,

1911-1917; George L. Littlefield Professor of American History, Brown University, 1917.

Statistics on State Aid to Higher Education, in *State Aid to Higher Education*. *Johns Hopkins University Studies*, Extra volume xviii.

Baltimore, the Monumental City, in *Historic Towns of the Southern States*, edited by L. P. Powell. New York, 1900.

Highway Legislation in Maryland and its Influence on the Economic Development of the State, in *Maryland Geological Reports*, vol. iii, part 3. Reprinted Baltimore, 1899.

Economics and Politics in Maryland, 1720-1750, and the Public Services of Daniel Dulany the Elder, in *Johns Hopkins University Studies*, Series xxi, Nos. 6-7.

The English Statutes in Maryland, in *Johns Hopkins University Studies*, Series xxi, Nos. 11-12; Reprinted in part in *Select Essays in Anglo-American Legal History*. Boston, 1907.

Virginia and the English Commercial System, 1730-1733, in *Annual Report of the American History Association*, 1905.

Social Life in College: Its Needs, Dangers, and Regulations, in *Proceedings of the Colleges and Preparatory Schools of the Southern States, Eleventh Annual Meeting*, Nashville, 1905.

Should Idealism Perish in the Industrial South? in *Sewanee Review*, xlii, 401-408, October, 1905.

A Preliminary Report upon the Archives of Tennessee, in *Annual Report of the American Historical Association*, 1906, pp. 197-238.

The North Carolina Cession of 1784 in its Federal Aspects, in *Proceedings of the Mississippi Valley Historical Association*, 1908-1909, pp. 35-62.

Report of the Fifth Annual Conference on the Problems of State and Local Historical Societies, in *Annual Report of the American Historical Association*, 1908, vol. i, pp. 145-167.

Tennessee and the Removal of the Cherokees, in *Sewanee Review*, xvi, pp. 337-344, July, 1908.

Some Phases of Tennessee Politics in the Jackson Period, in *American Historical Review*, xiv, 51-69, October, 1908.

Co-operation for the Development of the Material Welfare of the South, in "The South in the Building of the Nation," iv, 159-94, Richmond, Va., 1909. (*The Southern Historical Publication Society*.)

The Public Land Systems of the State and Federal Governments in the South, *Ibid.*, v, 67-73.



The State Finances of Tennessee, *Ibid.*, v, 543-546, vi, 512-514.

State and Federal Lands and Laws in the South, *Ibid.*, vi, 28-39.

The Work of the Association of Colleges and Preparatory Schools of the Southern States, in *Taylor-Trotwood Magazine*, August, 1910. In expanded form, *Vanderbilt University Quarterly*, January-March, 1915.

Making History Interesting, in *Dial*, xlix, 324, November 1, 1910.

The Need of the Library for Best Results in Teaching History Comparable to the Need of the Laboratory in Teaching the Sciences Courses, in *Journal of Proceedings and Addresses of the Twenty-Third Annual Meeting of the Southern Educational Association*, pp. 400-408. Louisville, 1912.

Notes of Colonel W. G. Moore, Private Secretary to President Johnson, 1866-1868, in *American Historical Review*, xix, 98-132. October, 1913.

Tennessee, in *Cyclopaedia of American Government*. New York, 1914.

History in the High School Curriculum, in *History Teachers' Magazine*, v, 87-91, March, 1914.

Historical Activities in the Old Southwest, in *Mississippi Valley Historical Review*, i, 400-417, December, 1914.

The Journal of General Daniel Smith, one of the Commissioners to Extend the Boundary Line between the Commonwealths of Virginia and North Carolina, August, 1779, to July, 1780 (Documents), in *Tennessee Historical Magazine*, March, 1915, 41-66.

Mexican War Letters of Col. William Bowen Campbell of Tennessee, written to Governor David Campbell of Virginia, 1846-1847 (Documents), in *Tennessee Historical Magazine*, June, 1915, 129-167.

Letters of James K. Polk to Cave Johnson, 1833-1848 (Documents), in *Tennessee Historical Magazine*, September, 1915, 209-256.

Municipal Affairs in Nashville, 1915, in *National Municipal Review*, iv, 646-651, October, 1915.

Tennessee, the Compromise of 1850, and the Nashville Convention, in *Mississippi Valley Historical Review*, ii, 313-347, December, 1915; reprinted in *Tennessee Historical Magazine*, December, 1918, i, 215-147.

Tennessee and National Political Parties, 1850-1860, in *Annual Report of the American Historical Association*, 1914, i, 243-258.

Diaries of S. H. Laughlin of Tennessee, 1840, 1843 (Document), in *Tennessee Historical Magazine*, March, 1916, 43-85.

Papers of Major John P. Heiss of Nashville (Document), in *Ibid.*, June, 1916, 137-147; September, 1916, 208-230.

Walker-Heiss Papers, II (Document), *Ibid.*, June, 1916, 147-149.

Memphis as a Gateway to the West: A Study in the Beginnings of Railway Transportation in the Old Southwest, *Ibid.*, March, 1917, 1-27; June, 1917, 77-114.

Letters of James K. Polk to Andrew J. Donelson, 1843-1848 (Document) *Ibid.*, March, 1917, 51-73.

Selected Letters, 1844-1845, from the Donelson Papers (Document), *Ibid.*, September, 1917, 196-200.

Correspondence of John Bell and Willie Mangum, 1835 (Document), *Ibid.*, September, 1917, 196-200.

Letters of John Bell to William B. Campbell, 1839-1857 (Document), *Ibid.*, September, 1917, 201-227.

Teaching the History of the New South, in *History Teachers' Magazine*, vii, 270-276, September, October, 1916.

English Foundations of American Institutional Life, in *History Teachers' Magazine*, viii, 260-261, October, 1917.

Selected Letters, 1846-1856, from the Donelson Papers (Document), in *Tennessee Historical Magazine*, December, 1917, 257-291.

Contributions to War Cyclopaedia. Washington, 1918.

Some Suggestions as to the Equipment Needed in the Teaching of History, in *Tennessee Historical Magazine*, June, 1918, 95-105.

Andrew Johnson and the Early Phases of the Homestead Bill, in *Mississippi Valley Historical Review*, v, 253-287, December, 1918.

EDITH E. WARE, A. B., 1905, Goucher College; Ph D., 1916, Columbia University; Instructor, Smith College, 1916; Bryn Mawr College, 1918.

Political Opinion in Massachusetts During Civil War and Reconstruction, in *Columbia Studies in History, Economics and Public Law*, lxxiv, No. 2, pp. 219, New York, 1916.

Committees of Public Information, 1863-1866, in *The Historical Outlook*, February, 1919, pp. 65-67.



### III

## LIST OF HIGHER DEGREES OBTAINED IN HISTORY AND OF PUBLICATIONS IN HISTORY AND GOVERNMENT BY ALUMNAE OF SMITH COLLEGE

(This list is only approximately complete.)

- 1879 (Mrs.) Kate Morris Cone, Ph. D., 1882.
- 1879 Julia H. Gulliver, Ph. D., 1882; LL. D., 1910.  
Studies in Democracy. New York, 1917.
- 1880 Mary P. Locke, A. M., Radcliffe, 1892.  
Indian Missions in Massachusetts, in *Dedham Historical Register*, 1892.  
Anti-Slavery in America from the Introduction of African Slaves to the Prohibition of the Slave Trade, in *Radcliffe College Monographs*, No. 11. Boston.
- 1883 (Mrs.) Elizabeth Lawrence Clarke.  
History of English Cabinet Government. Privately printed, 1889.
- 1884 Vida Dutton Scudder, A. M., in Lit., 1888.  
Letters of St. Catherine of Siena. Boston, 1905.  
The Disciple of a Saint (Historical Novel). Boston, 1907.  
The Morte D'Arthur of Sir Thomas Malory and its Sources. New York, 1917.  
Introduction to Bede's Ecclesiastical History. New York, 1916.
- 1885 Ruth B. Franklin, A. M., Cornell, 1886.  
Key Book No. VIII (in series arranged by Miss Lucy Freeman), Ancient History.  
Key Book, No. IX, Modern History.
- 1886 (Mrs.) Annie Russell Marble, A. M., 1895.  
Thoreau: His Home, Friends, and Books. New York, 1902.  
Memorials of a Gifted Woman: Louise Chandler Moulton, in *Dial*, September 10, 1916.
- 1887 Eleanor L. Lord, A. M., 1890; Ph. D., Bryn Mawr, 1898.  
See Faculty List above.

- 1889 Lucy E. Allen.  
West Newton Half a Century Ago. Newton.
- 1890 Regina K. Crandall, Ph. D., Chicago, 1902.
- 1892 (Mrs.) Harriet Boyd Hawes, A. M., 1901; L. H. D., 1910.  
Gournia, Vasiliki, and Other Prehistoric Sites on the  
Isthmus of Hierapetra, Crete. 1908.  
Crete, the Forerunner of Greece. New York, 1909.
- 1892 Laura H. Wild, B. D., Hartford Theological Seminary,  
1896.  
The Evolution of the Hebrew People and their Influ-  
ence on Civilization. New York, 1917.
- 1893 Caroline Brown Bourland, Ph. D., Bryn Mawr, 1902.  
Boccaccio and the Decameron in Castilian and Catalan  
Literature. New York, 1905.
- 1894 Mary Breese Fuller, A. M., 1899.  
See Faculty List above.
- 1895 Jane C. Crowell.  
The Walloons and our Debt to Them, in *Christian In-  
telligencer*, September 3, October 4, 1916.
- 1897 Grace A. Matthews.  
The History of the Lyceum Movement in Brookline,  
in *Brookline Historical Publication Society*, Number 9.
- 1897 (Mrs.) Carolina L. Mitchell Bacon, M. A., Columbia,  
1899.  
See Faculty List above.
- 1897 Helen Belden Kuhn, A. M., 1906.
- 1897 Agnes Hunt, Ph. D., Yale, 1900.  
See Faculty List above.
- 1898 Grace E. Blanchard, A. M., 1909.
- 1899 Miriam F. Choate, A. M., Columbia, 1902.
- 1899 (Mrs.) Edith Hall Dohan, Ph. D., Bryn Mawr, 1908.  
Excavations in Eastern Crete, in *Univ. of Pennsylvania  
Museum Publication*, 1914.
- 1899 Ruth S. Phelps.  
Marino and Dante, in *Modern Language Notes*, Jan-  
uary, 1919.
- 1900 Otelia Cromwell, A. M., 1911.

- 1901 Charlotte B. DeForest, A. M., 1907.  
The Evolution of a Missionary: John DeForest.  
Kobe College and its Work, 1875-1912, Woman's Board  
of Missions, Chicago, 1912.
- 1901 Julia P. Mitchell, A. M., 1904; Ph. D., 1911, Columbia.  
Jean Pierre l'Etard, in *Columbia University Quarterly*,  
June, 1910.  
St. Jean de Crevecoeur, in *Columbia University Studies*,  
1915.
- 1902 Eunice Wead.  
Horace Walpole and the Strawberry Hill Press, in  
*Printing Art*, September, 1918.
- 1903 (Mrs.) Jessie Ames Marshall.  
Editor of the Private and Official Correspondence of  
General Benjamin F. Butler. Privately printed. 5 vols.
- 1903 Grace Pierpont Fuller, A. M.  
An Introduction to the History of Connecticut as a  
Manufacturing State, in *Smith College Studies in His-  
tory*, vol. i, No. 1, October, 1915.
- 1903 (Mrs.) Maude Dutton Lynch.  
Little Stories of France. New York.  
Little Stories of England. New York.  
Little Stories of Germany. New York.
- 1903 Helen McAfee, A. M., 1914.  
Pepys on the Restoration State. New Haven, 1916.
- 1904 Louise Stetson-Fuller, A. M., Columbia, 1905.
- 1909 Elizabeth P. Brush, A. M., University of Illinois, 1912.
- 1911 Winifred Notman, A. M., Columbia, 1911.
- 1911 Laura Josephine Webster, A. M., 1911.  
The Operation of the Freedmen's Bureau in South Car-  
olina, in *Smith College Studies in History*, vol. i, Nos.  
2-3, January-April, 1916.
- 1914 Margaret C. Alexander, A. M., 1916.  
See Faculty list above.
- 1915 Hyla S. Watters.  
The Old Time Negro Melodies, in *Atlantic University  
Bulletin*, January, 1917; and in *South Western Chris-  
tian Advocate*, December, 1916.











RETURN TO the circulation desk of any  
University of California Library

or to the

NORTHERN REGIONAL LIBRARY FACILITY  
Bldg. 400, Richmond Field Station  
University of California  
Richmond, CA 94804-4698

RETI  
TO  
LOA  
HO

4

ALL BOOKS MAY BE RECALLED AFTER 7 DAYS

- 2-month loans may be renewed by calling (510)642-6753
- 1-year loans may be recharged by bringing books to NRLF
- Renewals and recharges may be made 4 days prior to due date

A  
1-  
1-  
R

REC

JU

DUE AS STAMPED BELOW

MAY 0 4 2004

CIRCU  
NO

MA

AUT

AU

DD20 15M 4-02

UNIVERSITY OF CALIFORNIA, BERKELEY  
FORM NO. DD6, 60m, 1/83 BERKELEY, CA 94720

LD21A-60m-3,'70  
(N5382s10)476-A-82

General Library  
University of California  
Berkeley

REC'D  
LD 21A-40m-4,'63  
(D6471s10)476B

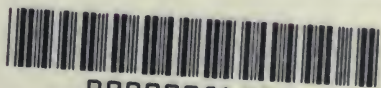
General Library  
University of California  
Berkeley



575250

UNIVERSITY OF CALIFORNIA LIBRARY

GENERAL LIBRARY - U.C. BERKELEY



8000908683

