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The Growth of Historical Study in  
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by  
Vernon B. Richardson

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THE GROWTH OF HISTORICAL STUDY IN  
AMERICAN INSTITUTIONS WITH SPECIAL  
REFERENCE TO RICHMOND COLLEGE

BY Vernon B. Richardson

## PREFACE

In this paper, an attempt is made to give a view of the general advances in historical study in American educational institutions during the last century. Particular attention is given to the growth of history in <sup>the</sup> Richmond College curriculum for two reasons. First, the author has a natural interest in that institution and secondly, because the progress made there in the last three decades is typical of the advances in like institutions.

The author was considerably handicapped by the absence of Dr. S. C. Mitchell, who was in Europe while material for this work was being collected. Dr. Mitchell having been the first Professor of History at Richmond College, is, of course, exceptionally well qualified to give excellent information on the historical trend there. However, the author did arrange one valuable interview with the professor before the latter's departure.

In all cases except where someone else had access to information which was closed to the writer, primary sources have been consulted. In either case, however, credit has been duly given in the footnotes and bibliography.

V.B.R.

June 6, 1935  
University of Richmond, Virginia

History does not lend itself to any exact definition. In its broadest sense, "history is everything that ever happened. It is the past itself, whatever that may be."<sup>1</sup> The Greek word historie means an "inquiry designed to elicit truth"<sup>2</sup> Both of these interpretations are inadequate, however, in the sense in which history is considered here. One of the finest and most comprehensive appraisals of history this writer has ever seen is given in the Richmond College Catalogue of 1897-98.

"History is taught with the desire of presenting an insight into the past so that the mind may be disciplined for the judgment of the present. History is regarded as one stream, with Rome as the great reservoir into which the best of Rome and the Orient was emptied and from which, by many outlets, Europe has been supplied. Facts are studied to discover principles and to explain social phenomena and the method of instruction is from cause to effect. History is viewed more especially from the standpoint of politics and economics, for history is properly the account of the evolution of social organization.

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1 Johnson, Henry, Teaching of History in Elementary and Secondary Schools, p. 1. Hereafter cited as Johnson.  
2 Ibid., p. 19.

"Literature is the record of man's thought, while history is the story of his thought applied and the results produced by its application; therefore the study of history and literature go hand in hand. Frequently some literary monument, Beowulf, for instance, constitutes the only reliable source from which we can judge of races in their early stages of development. Literature, therefore, will be emphasized as a necessary adjunct to history and as a medium for interpreting the best in life, because it shows man's thoughts and feelings."<sup>3</sup>

History in some form has probably been a part of instruction since the earliest dawning of historical consciousness. There were peoples even in remote antiquity to whom the handing down of traditions from the old to the young appealed as a national duty. One of the earliest actual instances of the preservation of records for the purpose of teaching history is given in the fourth chapter of Joshua in the Bible.

"And Joshua said unto them, Pass over before the ark of the Lord your God into the midst of Jordan and take up every man of you a stone upon his shoulder, according unto the number of the tribes of the children of Israel: That this may be a sign among you, that when

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<sup>3</sup> Richmond College Catalogue, 1897-98, p. 41. Hereafter cited as R. C. Cat.

your children ask their fathers in time to come, saying, what mean you by these stones? Then ye shall answer them, that the waters of Jordan were cut off before the ark of the Covenant of the Lord.....and these stones shall be for a memorial unto the children of Israel forever."<sup>4</sup>

With the emergence of history as a distinct branch of learning, the step to more formal instruction in history might, therefore, have seemed natural and simple. But history early assumed a form that seemed to limit its utility.<sup>5</sup> "It became a professional subject."<sup>6</sup> It was studied as a preparation for nearly every endeavor in which the "selected few" engaged, but the ordinary people were denied the opportunity. In fact the study of history was for a long while discouraged or even forbidden by many rulers because it bred "discontent and disrespect for established authority."<sup>7</sup>

Suffice it to say here, however, that the importance of the study of history was eventually realized and by the nineteenth century instruction in the subject

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4 The Holy Bible, King James Version, Joshua IV, 6-8. (sic)

5 Johnson, p. 84.

6 Ibid.

7 Ibid., p. 85.

was advocated by practically all important writers on education in Europe.<sup>8</sup>

In the United States the earliest recognition of history as an independent branch of school instruction may be dated about 1815.<sup>9</sup> Even the federal government with its very limited resources had by then published some original historical material in an "amount distinctly creditable to a young republic."<sup>10</sup> Interest in history was ever increasing and more than a score of state historical societies came into existence before 1850 and made valuable contributions to the cause by means of various publications.

By 1870 history appears to have won fairly general acceptance as one of the essential school studies for elementary and secondary schools. The colleges, however, were much slower in including history among their curricula. Richmond College, along with most of its contemporaries, had taught history since the founding of the college in 1832, as a part of its language courses.<sup>11</sup> Recitations in the grammar and translations of Greek, Latin, and French were emphasized while the histories of the countries, were studied in one recitation each week.<sup>12</sup> Of course, no

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8 Ibid., p. 95.

9 Ibid., p. 128.

10 Historical Scholarship in America, a report by the Committee of the American Historical Association on the Planning of Research, p. 4. Hereafter cited as Hist.Sch.

11 R.C.Cat., 1866-7, p. 14.

12 Ibid.



special teacher was designated for this task, the language professor being considered quite capable of knowing all the history necessary.

It was nearly two centuries after the founding of Harvard before the study of history had any creditable standing there.<sup>13</sup> As far as could be learned the history taught there around 1825 consisted of one hour of recitation in ancient and modern history each Saturday.<sup>14</sup>

It was 1839 before the study of history in any American college had received the encouragement of a special chair.<sup>15</sup> To that chair, the McLean professorship of Ancient and Modern history at Harvard, Jared Sparks was called.<sup>16</sup> He was known already as a successful writer and teacher of history. Mr. Spark's work at Harvard, though not epoch making or even very progressive in its character, was an improvement on what had been done before. In 1840 he published his edition of Smith's Lecture and in the following year introduced the Constitutional history of England. Though in that year history and history science were offered as elective studies; yet when Sparks became president of the

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13 Annual Report of the American Historical Association for the year 1889. "Recent Historical Work in the Colleges and Universities of Europe and America", by Charles Kendall Adams, LL.D., p. 20.

14 Ibid.

15 Ibid., p. 21.

16 Ibid.

College, in 1849, he attacked the elective system so vigorously that no further advances could be made.<sup>17</sup>

By 1889 the Historical Staff at Harvard consisted of seven professors and teachers, and a total of eighteen courses were offered.<sup>18</sup>

Yale was considerably behind its ancient rival Harvard and it was not until 1868 that a professor was engaged to devote his full time to history teaching.<sup>19</sup> Professor A. M. Wheeler held the first history chair at Yale.<sup>20</sup>

The beginnings of historical study at the University of Michigan was under the enthusiastic leadership of Professor Andrew D. White in 1857.<sup>21</sup> The most praiseworthy service of Dr. White during his five (5) years at Michigan was the fact that at that early day, years before a similar impulse had been felt anywhere else in this country, the study of history was lifted to the very summit of prominence and influence among the studies in that college course.<sup>22</sup>

At Columbia not much was done until the advent of Professor Francis Lieber in 1857 as professor of history and political science.<sup>23</sup> Dr. Charles K. Adams, president of the American Historical Society in 1889 gave a very vivid account,

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17 Ibid.  
 18 Ibid., p. 21.  
 19 Ibid., p. 22.  
 20 Ibid.  
 21 Ibid.  
 22 Ibid.  
 23 Ibid., p. 23.

in his inaugural address to the Association, of the many duties expected of a history professor.<sup>24</sup> "By special vote of the Board, the following Subjects were assigned to the newly elected professor (Lieber): Modern history, political science, international law, civil law, and common law.

"It ought not, perhaps, be regarded as very singular that after Dr. Lieber had staggered under this load from 1857 to 1865, President Barnard should report to the trustees as he did when he said, 'It is quite doubtful whether modern history, in the proper sense of the word, ought to occupy any considerable space in the teaching of our colleges. The subject is so vast and practically so exhaustless, that the little which can be taught in the few hours of the class instruction amounts to but a small removal from absolute ignorance.' As a result of this suggestion a Committee was appointed to consider the propriety of abolishing the professorship of history, and in accordance with their report, the duties of <sup>the professorship</sup> the professor of philosophy and English literature. Professor Lieber was transferred to the School of Law. It was not until after ten (10) years that this singularly unhappy policy was abandoned. But

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24 Ibid.

in 1876 the call of Professor John W. Burgess from Amherst College was to open a new era."<sup>25</sup>

In 1881 Cornell installed the first professorship of American history, with Professor Moses Coit Tyler as teacher.<sup>26</sup>

In spite of the fact that J. Franklin Jameson, one of the most eminent of modern historians, says that by 1880 the colleges had begun to believe that their students should receive real instruction in history, there were only eleven (11) professors of history in the United States at that time.<sup>27</sup> Contrary to the rather abused habit of today of most professors believing that it is their solemn duty to write a history of something, the professors of the late eighties devoted their entire time to actual teaching.<sup>28</sup> Of the eleven professors aforementioned in 1880 there were only four who had ever written and published any historical work.<sup>29</sup>

Most of the leaders in American education in that period just after the war were German trained as the United States had little to offer in the way of graduate study.<sup>30</sup> Yale University conferred the first Ph.D. degree in America in 1861; ten years later a graduate school was

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25 Ibid., p. 24.

26 Ibid., p. 25.

27 Hist.Sch., p. 4.

28 Ibid.

29 Ibid.

30 Morison, S.E. and Commager, H.S. The Growth of the American Republic, p. 770

organized there, and Harvard followed in 1872.<sup>31</sup> The greatest impetus to graduate study however was given by Johns Hopkins University.<sup>32</sup> "Here under the inspiring leadership of Daniel Coit Gilman, the future leaders of American thought were receiving advanced training in history, philosophy, economics, and the sciences."<sup>33</sup> The Hopkins, dedicated primarily to research, which was an entirely novel idea, began instruction in history in 1876.<sup>34</sup>

The University of Michigan and Harvard had contributed a great gift to the promotion of interest in history by introducing ~~history~~ <sup>that subject</sup> as an entrance requirement as early as 1847.<sup>35</sup> This was a very courageous move on the part of those two great institutions for few secondary schools at that time were requiring history for graduation. In 1870 Michigan stood alone in adding to the list of entrance requirements American history.<sup>36</sup>

Richmond College was far behind its day in making history an entrance requirement. Prior to the 1906-7 session only English, Mathematics and Latin were required but in that school year history was listed among six other subjects other than Mathametics and English from

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31 Ibid.

32 Ibid.

33 Ibid.

34 Hist.Sch., p. 5.

35 Johnson, p. 130.

36 Ibid.

which one course was necessary for matriculation.<sup>37</sup> If history were the course chosen the student only had to have completed one year of either the history of the United States, the history of England or the history of Greece and Rome. Hence it is seen that even sixty (60) years after the first American University had made history a definite prerequisite for entrance, Richmond College had not specifically said that a new student had to have history credits before his matriculation.

Richmond was not so far behind the leaders in laying emphasis upon history in its own curriculum, however. In 1868-9 English history was taught incidental to the study of English literature. As already stated Greek and Roman history had been included in the language courses but little stress was laid upon that side of the course. However, the Catalogue of 1868-9 made much of this course in English which was taught by the famous Dr. J. L. M. Curry.<sup>38</sup> "While seeking to teach a general outline of History the special object is to secure an acquaintance with English and American History with reference to the progress of Society and the development of political ideas and constitutional law." <sup>39</sup>

In 1872-73 weekly lectures were delivered on the constitution of the United States, the British Constitution and American History in the school of English, of which Dr.

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37 Rich. Cat., 1904-5, p. 67. (italics mine).

38 Ibid., 1868-9, p. 17.

39 Ibid.

Curry was still the teacher.<sup>40</sup> The texts for the Intermediate class in English, as listed in 1873-4, included Freeman's Outlines of History, and the Constitution of the United States.<sup>41</sup>

It can, therefore, be seen that Richmond College was not altogether unmindful of the importance of history prior to the decade of the eighties. ~~It~~ The year 1884, however, really marked a new era in the development which history has undergone in the United States.<sup>42</sup> There are mainly two reasons for accepting this date as a "new day" for history. First, volume one (1) of Justin Winsor's Narrative and Critical History of America appeared in that year.<sup>43</sup> Readers of the present day have no conception of the hardships and unprecedented research connected with the writing of that remarkable history. Justin Winsor amassed so complete an exposition of the history up to that date that his works are still referred to as the best derived source for the period covered.

Still more epoch-making than the work of Justin Winsor, however, was the foundation in that same eventful year 1884, of the American Historical Association.<sup>44</sup> It brought into mutual acquaintance a group of men who, though occupied

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40 Ibid., 1872-3, p. 19.

41 Ibid., 1873-4, p. 21.

42 Hist.Sch., p. 6.

43 Winsor, Justin, Narrative and Critical History of America.

44 Report of American Historical Association for year 1895, p. vii.

with the same field of study seldom had personal knowledge of each other.<sup>45</sup> The subsequent incorporation of the Society by Act of Congress and its affiliation to the Smithsonian Institution gave it a governmental status which helped it s work immeasurably.<sup>46</sup> The custom of the Association of holding its annual meeting in various cities, over a wide geographical range, has brought to historical students in different regions the point of view of those who are studying the history of Europe or the larger aspects of the history of the United States. This interfusion of ideas did much to emancipate historians from becoming provincial in their outlook due to concentration on one particular phase of history. As the membership in this organization has increased, from the original forty-one (41) to the present membership of four thousand (4000), and resources have increased with them, the existence of the Association has made possible a multitude of good works for the advancement of "American history and history in America".<sup>46</sup> In 1895, by creating its first standing committee, the Historical Manuscripts Commission the association began a long series of volumes of original material previously unpublished.<sup>47</sup> Its Public

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45 Hist. Sch., p. 6.

46 Annual Report of the American Historical Association for the year 1889, p. iv, Act of Incorporation.

47 Ibid., Report, 1895, p. 10.



Archives Commission has published inventories of the archives of nearly all the states, and has exerted a strong influence toward the preservation of historical records. The Association has, of course, influenced the teaching of history and conducted large investigations into methods employed in the United States and other countries. The organization has, furthermore, sustained the "American Historical Review" and taken a great part in the work of the International Committee of the Historical Sciences.<sup>48</sup>

The tangible accomplishments of the American Historical Association which are far too many to enumerate here, are no greater, however, than its intangible achievements. By the formation of the Society in 1884 there was created in the United States an historical profession, which now (1935) is a body quite conscious of corporate unity power and responsibilities. Of the dozen or so history professors teaching in the United States in 1884 it is perhaps safe to say that there were hardly two who knew more than one or two of the others. The academic cloisters had so surrounded most of the professors as well as the students that the college professor of history was mindful only of his loyalty to his college. The Association has made the college historian loyal to his profession as well.

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48 Hist.Sch., p. 6.

Too much emphasis cannot be placed on the influence of the American Historical Association upon the teaching of history in the United States.

In 1892 the National Education Association feeling that colleges throughout the United States should set up practically uniform entrance requirements created the Committee of Ten with instructions to organize conferences for the discussion of the various subjects and make such recommendations as might seem appropriate.<sup>49</sup> The Conference on History, Civil Government, and Political Economy met at Madison in December, 1892, and its report placed before the general educational public for the first time in America a history program approaching in completeness programs for more than fifty (50) years familiar in Europe.<sup>50</sup> The Conference asked for eight consecutive years of history, four in the elementary school, and four in the high school.<sup>51</sup>

The problem raised, however, viz. which courses were to be taught as minimum and which as electives, was left for several years to the initiative of individual schools for solution.<sup>52</sup> The Conference succeeded in creating interest, nevertheless, in a movement for uniform college entrance requirements. By 1895, out of a total of four

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49 Johnson, p. 134.

50 Ibid.

51 Ibid.

52 Ibid., p. 137.

hundred and seventy five (475) Universities and Colleges investigated by the United States Bureau of Education, three hundred and six (306) required American history; one hundred twenty seven (127), general history; one hundred sixteen (116), Roman history; and one (1), French and German history.<sup>53</sup>

In 1895 the question was again considered by a Committee of the New England Association of Colleges and Preparatory Schools, and in 1896 by a Conference, representing six leading eastern universities, held at Columbia.<sup>54</sup>

The New England Committee suggested seven topics, any two of which, on the assumption that each had been pursued three periods a week for a year, were to constitute a subject for entrance<sup>55</sup>. The colleges were further earnestly requested to accept any additional topic or topics from the list as additional preparation for entrance or for advanced standing.<sup>56</sup> The topics were, briefly; The History of Greece; of Rome; of Germany; of France; of England; of the United States; and a detailed study of a limited period pursued in an intensive manner.<sup>57</sup>

The New England Association of Colleges and Preparatory Schools accepted these recommendations with some minor modifications.<sup>58</sup> Within a year Cornell, the University of

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53 Ibid., p. 138, quoting Report, Commissioner of Education, 1896-97, p. 468.

54 Johnson, p. 138.

55 Ibid.

65 Ibid., p. 139

57 Ibid., quoting Publication No. 5, N.E.Hist. Teachers Asso.

58 Johnson, p. 139.

Pennsylvania, and Tufts College accepted the recommendations of the Columbia Conference.<sup>59</sup> Dartmouth and Mount Holyoke soon followed, and Harvard also accepted them provisionally.<sup>60</sup> By 1900 a number of other colleges and universities had them under consideration.<sup>61</sup>

In 1896 the American Historical Association appointed a Committee of Seven to deal with the question of college entrance requirements.<sup>62</sup> The Committee after long and careful consideration of programs and conditions in the United States and Europe, recommended a four years' course in history as follows: First year, Ancient History to 800 A.D., or ~~X~~814 or ~~X~~843; second year, Mediaeval and modern European history; third year, English history; fourth year, American history and civil government.<sup>63</sup> In the main these recommendations were accepted.<sup>64</sup>

The report of the Committee of Seven devoted much discussion to the value of historical study.<sup>65</sup> The chief advance over earlier ideas was in the emphasis placed upon history as an aid "in developing what is sometimes called the Scientific habit of mind and thought," and upon "the training which pupils receive in the handling of books".<sup>66</sup>

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59 Ibid.

60 Ibid., p. 141.

61 Ibid.

62 Ibid., p. 142.

63 Annual Report American Historical Association for year 1897, p. 9.

64 Ibid.

65 Ibid.

66 Johnson, quoting Report, Committee of Seven, 23,25.

While these advances were being made by several educational organizations, Richmond College was making a great step forward by giving history an increasingly important place in the curriculum. In 1889-90 notice was given through its catalogue of the James Thomas Jr. endowment which has made it possible since that date for thousands of Richmond students to have the wonderful opportunities of hearing world-famous authorities on history as well as Science and Art. The announcement stated, "A donation of \$10,000, made by the widow and children of the late James Thomas Jr. and known as the 'Thomas Museum Lecture Endowment' is used to secure annually at the College, and open to the public, a course of from three (3) to five (5) lectures by some eminent man of our own or another country on subjects either of Science of of Philosophy or of Art. During the past session the lectures were delivered by Dr. William T. Harris, United States Commission of Education on Art."<sup>67</sup>

In 1891 the Geographical and Historical Society was organized in Richmond College for the purpose of "cultivating more accurate acquaintance with the past and present land we live in, and particularly for developing the habit of investigation from original sources. Papers of great interest and value have been produced and published

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67 R.C.Cat., 1889-90, p. 14.

by active members of the Society, and a number of distinguished gentlemen have accepted honorary membership and have favored the Society with addresses....Trustees, professors and students are equally entitled to membership and all three classes are well represented. Meetings occur twice a month. The College has granted a day in the spring to be known as Historical Day."<sup>68</sup>

In 1890, a young liberal educator, F. W. Boatwright, had become head of the school of modern languages and in 1892 the Catalogue carried this notice, "Increasing attention is paid to French and German Literature and History."<sup>69</sup>

The year 1895 is really the beginning of a new era in the study of history in Richmond College. In that year Samuel Chiles Mitchell M.A., who had been teaching in the School of Language was transferred to the newly created School of History. The Catalogue for that year stated, "This is a required course, with daily recitations in General History embracing the leading tendencies in Ancient, Mediaeval and Modern times, the Oriental Countries are dwelt upon only so far as they have influenced European Civilization.....It is also emphasized that History is the orderly unfolding of the life of man--industrially,

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68 Ibid., 1893-94, p. 22

69 Ibid., 1892-93, p. 20 (italics mine)

politically, and spiritually. In it there are no breaks. Hence the causes and vital connections of the main movements in each period are pointed out, and the attempt is made to trace the currents of civilization which has issued in modern conditions, rather than to treat spectacular persons or events."<sup>70</sup>

The text books used were Sheldon's General History; Myer's History of Greece; Allen or Mommsen's History of Rome; Emerton's Introduction to the Study of the Middle Ages; Myer's Mediaeval and Modern History; Seebohm's Era of the Protestant Revolution; Morris' French Revolution and First Empire; and Laberton's Atlas.<sup>70</sup>

History was not installed into Richmond's curriculum without some opposition, however. Several members of the Board of Trustees objected to "so much time being wasted on a subject which can be got from mere reading in one's own home."<sup>71</sup> But led by liberal Dr. Pilcher of Petersburg, history won out and became a separate course in the College.

Evidently more discussion ensued as to the advisableness of continuing the study for in 1896-97, history was changed to an optional course rather than a required one

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<sup>70</sup> Ibid., 1895-96, p. 20.

<sup>71</sup> Statement of Dr. S. C. Mitchell to author in December 1934. Also see Minutes of the Board of Trustees, 1894-95.

as originally announced.<sup>72</sup> All the courses were given, however, and no change was made in the textbooks.<sup>73</sup>

In 1897-98, J. A. C. Chandler, M.A., Ph.D., later the distinguished President of the College of William and Mary, was made "acting professor of History and Literature, while Mr. Mitchell, was on leave of absence."<sup>74</sup>

The reason for the combining of the two schools of History and Literature is given in an eloquent passage printed in the Catalogue for that year. That passage was quoted by the author at the outset of this paper.<sup>75</sup>

The courses in History and Literature were divided as follows:

- I. General History....."the beginnings of civilization and the origin of civil society."
- II. English and American History....."Growth of English Constitution from the Magna Carta to the Reform Bill of this century. The close connection between English and American institutions will be emphasized. Courses in American History deal with growth of our Constitution and Analysis of our Government."
- III. Literature....."Devoted to English and American Literature and the history of Literature."<sup>76</sup>

Interest was not only growing in history but government was also coming in for its share of attention. The Thomas Lectures in 1897-98 were given by a Princeton Professor who later became an immortal Statesman, Woodrow

72 R.C.Cat., 1896-97, p. 37.

73 Ibid.

74 Ibid., 1897-98, List of faculty in Introduction.

75 Cf. p. 1.

76 R.C.Cat., 1897-98, p. 42.



Wilson, Ph.D., LL.D.<sup>77</sup> Dr. Wilson's topics were:

1. What is Constitutional Government?
2. Political Liberty; its Nature and Exercise.
3. Written Constitutions
4. Theory and Practice in Organization
5. The Organization and Powers of Congress.<sup>78</sup>

These lectures and subsequent national events evidently had a profound influence on the administration for in 1900-01, there was a general revision in the social science courses. History was taken from the School of Literature and History and a new department was set up, viz., The School of History and Political Science.<sup>79</sup> Samuel Chiles Mitchell, who had returned from the University of Chicago with a Ph.D. degree in history and political science was put at the head of this new department in Richmond College.<sup>80</sup>

The object of this set up "is to enable the student to appreciate the results of political development, especially in regards to the growth and structure of the states which have been influential in advancing European Civilization. A comparative study of the constitutions of France, Germany, Switzerland, Great Britain and the United States will be made. American politics will receive a very complete treatment. This course will be

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77 Ibid., p. 47

78 Ibid.

79 Ibid., 1900-01, p. 53

80 Ibid.

helpful to those who intend to study law."<sup>81</sup>

The textbooks used were: Wilson's The State; Montague's Constitutional History of England; Bryce's American Commonwealth.<sup>82</sup>

History and ~~g~~overnment ~~were~~ evidently a great concern of the Administration that year for in addition to installing a new department for the study of those subjects, John Fiske LL.D. was invited to make the Thomas Lectures on "Early Virginia History".<sup>83</sup>

Under the remarkable leadership of Dr. Mitchell the history and political science courses were constantly being increased but no other teacher was engaged to relieve the great burden on the able shoulders of that scholarly historian. In 1908-09 he was granted another leave of absence.<sup>84</sup> Again Dr. J.A.C. Chandler was called in as acting Professor of History.<sup>85</sup> The interpretation of the study of history was becoming more and more inclusive and growing attention was paid to the standpoint of politics and economics and the evolution of the social organization.<sup>86</sup> In this year history was given for the first time as an entrance requirement.<sup>87</sup>

81 Ibid.

82 Ibid.

83 Ibid.

84 Ibid., 1907-08, Faculty list.

85 Ibid., 1908-09, Faculty list.

86 Ibid., p. 50

87. Ibid.

In 1909 with the departure of Dr. Chandler, Mr. Dice R. Anderson M.A. was engaged as "Professor of History and Political Science."<sup>88</sup> He had formerly been an instructor in those subjects at the University of Chicago.<sup>89</sup> At this time besides several courses in ancient and modern history, including Virginia history, the department included National, State, and Local American Government; another course which concentrated on special topics such as party organization, etc.; also the Theory of Political Science and finally, a course in Comparative Government was offered.<sup>90</sup>

In 1910-11, Dr. William E. Dodd of the University of Chicago was engaged to deliver one of the Thomas Lectures.<sup>91</sup> Dr. Dodd is and was then, one of the leading history scholars in the United States and has since distinguished himself as President of the American Historical Association and Ambassador to Germany.<sup>92</sup>

Lieutenant-Governor J. Taylor Ellyson of Virginia also contributed to the promotion of historical study in Richmond College when in 1912 he created the Ellyson Prize for the best piece of original student research in Virginia or Southern history.<sup>93</sup> Much interest has been taken in competing for that

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88 Ibid., 1909-10, Faculty list.

89 Ibid.

90 Ibid., p. 52

91 Ibid., 1910-11, Introduction

92 Dr. Dodd served as President of the A.H.A. in 1933-34, and was appointed Ambassador to Germany by Pres. Franklin D. Roosevelt in 1932.

93 R.C.Cat., 1911-12, p. 54.

prize and it has very definitely spurred many an ambitious student to better work in historical scholarship.

As interest in history in high school and colleges increased, ~~notably~~ <sup>NATURALLY</sup> there was a growing demand for well qualified teachers. Realizing this need Richmond College, in 1912, arranged special history courses to be taught on Saturdays for the benefit of school teachers in the city and nearby vicinity.<sup>94</sup> The service that this rendered the city and state cannot be estimated.

In 1914-15, Hamilton James Eckenrode, A.B., Ph.D., now official historian for Virginia, was called to Richmond College to teach economics and assist in the teaching of history which had long since become more than a one-man job.<sup>95</sup> Dr. Eckenrode was at that time archivist of the Virginia State Library.<sup>96</sup>

The Political Science curriculum had by then expanded to include Municipal and Rural Government; the American City, Commission and City Manager plans, town, village, etc.<sup>97</sup>

Two years later as Dr. Eckenrode was forced to leave because of the pressure of his other duties,

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94 Ibid., 1912-13, p. 55.

95 Ibid., 1914-15, Faculty list.

96 Ibid.

97 Ibid., p. 44.

Clarence D. Johns, M.A., was called to serve as Associate Professor of History and David W. Davidson, B.A., was obtained to teach both "History and Economics."<sup>98</sup> The department was then being adequately administered with the help of these two men and the able Dr. Anderson. However in 1919 the latter resigned his position to become President of Randolph-Macon Woman's College.<sup>99</sup> His vacancy was filled by James C. Randall, A.M., Ph.D., who was called as Professor of History that same year, and he remained until Dr. Mitchell's return to the College.<sup>100</sup>

From 1920 to 1925, Dr. Mitchell was again charged with the duties of being the sole professor in the history department although he was assisted at various times by Dr. Susan Lough of Westhampton College. During that time only three (3) hours of history was required out of the total sixty-three (63) necessary for the Bachelor of Arts degree.<sup>102</sup>

In 1926 the History and Political Science department was considerably strengthened by the coming of Ralph C. McDanel, B.A., M.A., as professor.<sup>103</sup> Mr. McDanel was a graduate of Richmond College but had continued his education

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98 Ibid., 1916-17, p. 49.

99 Ibid., 1919-20, Faculty List.

100. Ibid.

101 Ibid., 1920-21, p. 50.

102 Ibid.

103 Ibid., 1925-26, Faculty List.

at Columbia and Johns Hopkins where he did particularly outstanding work in the field of American history.

Since 1926 Richmond College has been exceedingly fortunate in having so distinguished and erudite a professor as Dr. Samuel Chiles Mitchell, and his younger but equally able colleague, Dr. R. C. McDanel, in charge of the now truly prominent department of History and Political Science. These two men have brought to their work a broadness of outlook, a far sighted vision and an exhilarating freshness that has been responsible for the enviable reputation which their department now enjoys.

Dr. McDanel has done particularly outstanding work in advocating higher standards for history major students. At present a special seminar in research in American history is required of all Seniors majoring in the department of History and Political Science. This course which meets once each week, is designed primarily to give the student instruction in correct methods and procedure of historical investigation. In the last semester the student is required to write an essay in original research. The course also lays stress on historical bibliography, emphasis which is much needed by the average Senior. The student also gains through this seminar an appreciation for historical accuracy and details as well as an understanding of correct presentation of material.

The growth of historical study in Richmond College as in other conservative institutions, has been quiet and calm but steady and progressive.

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