

**MEMORIAL RESOLUTION  
THOMAS ANDREW BAILEY  
(1902-1983)**

Thomas Andrew Bailey was born December 14, 1902 at his parents' home in a prune orchard near San Jose, California. He died July 26, 1983 at the University Branch Convalescent Home in Menlo Park, California, following several months of failing health. So many of us are accustomed to think of Professor Bailey and Stanford University as one and the same. He spent virtually all of his life in and around the Quad. After graduating from Santa Clara High School, he matriculated at Stanford in the fall of 1920, graduated with great distinction in 1924, received an A.M. degree in 1925, and earned a Ph.D. degree in 1927. Except for a year at Berkeley, three years at the University of Hawaii, and visiting appointments at Washington, George Washington, Harvard, and Cornell universities, as well as a year as a Rockefeller Foundation International Relations Fellow at the Institute for Advanced Study in Princeton, Bailey made his full academic career at Stanford. He joined the History Department as an assistant professor in 1930, achieved associate professor rank in 1935, and professor status in 1940. He delivered the Albert Shaw lectures at Johns Hopkins University in 1941 (published in 1942 by the Johns Hopkins University Press as *THE POLICY OF THE UNITED STATES TOWARD THE NEUTRALS, 1917-1918*). Following World War II, as a member of the civilian faculty of the National War College, he traveled in Europe as an observer and taught at the Washington, D.C. institution. In 1952 the University bestowed upon him the Margaret Byrne Professorship in American History. He became emeritus in 1968.

Bailey was happiest when sitting at his History Department desk, tapping the keys of his trusty typewriter. A score of books and thirty articles resulted from his tireless efforts. He gained genuine pleasure from working with words and phrases and enjoyed putting them together in novel and arresting ways whether he was preparing a lecture, a book, or an article. A definition of an intellectual is one for whom manipulating ideas and play are indistinguishable; Tom by this definition was an intellectual. A colleague recalls that at first acquaintance with Tom, he asked him, after the close of a summer session (when they were ten weeks long!) what he was going to do for a holiday. Bailey replied with no hesitation that he planned to resume his writing as soon as the caller left his office. "For some time," the colleague observed, "I thought Bailey was a compulsive writer. I soon learned that I was in error, for he found in writing some of the greatest satisfactions in life."

As an undergraduate at Stanford, Tom delighted in the repartee of debating. Perhaps it was this experience that led him to take extra pains in preparing his lectures. Never one to approach a class in Tristram Shandy fashion, he labored meticulously over his materials for presentation so that he could commence talking as the echo of the opening bell drifted down the hall and could end his lecture with the punch line one second before the closing bell rang out. Moreover, he thought instruction between the bells should be well-ordered and cast in language to attract and hold attention; alliteration, anecdotes, clichés, colorful phrases, plays on words, all found a legitimate use in his classroom. Not only was each lecture carefully crafted, the course as a whole had structure and unity. Never did a student enroll in a class in American

Diplomatic History and come to the end of the quarter with Professor Bailey still struggling with the origins of the Mexican-American War!

In all of his writing, but particularly in his textbooks, Bailey wrote as appealingly as he lectured. Some of his fellow historians raised eyebrows at his colorful prose, thinking that he overstepped the bounds of decorum. But Tom thought his books deserved to be read rather than used as decorators' props to line library shelves. He considered his textbooks as extensions of his classroom; he could affect an enormous audience if people read what he wrote. He believed in history and wished others to share his enthusiasms, discoveries, and judgments. Moreover, thinking that current generations could learn from past mistakes he sought to expose the myths and correct the misconceptions that had accumulated over the years to cloud the public's perception and thinking about history.

Although Bailey demonstrated his competence in the field of American diplomatic history in his *THEODORE ROOSEVELT AND THE JAPANESE-AMERICAN CRISES* (Stanford University Press, 1934) and in *THE POLICY OF THE UNITED STATES TOWARD THE NEUTRALS, 1917-1918*, it was in his *A DIPLOMATIC HISTORY OF THE AMERICAN PEOPLE* (Crofts, 1940; 10th ed., 1980) that he broke with the traditional schools that emphasized diplomatic exchanges between governments carried on by chancelleries and foreign offices and stressed the role of public opinion in the formation and implementation of foreign policy. Designed as a college textbook, *A DIPLOMATIC HISTORY* was innovative, and in several respects was his most important scholarly work. It was natural that an historian who found public opinion to be a prime mover in a nation's foreign policy would attempt to influence that public. Bailey set out to do just that in *WOODROW WILSON AND THE LOST PEACE* (Macmillan, 1944) and *WOODROW WILSON AND THE GREAT BETRAYAL* (Macmillan, 1945--Macmillan found it necessary, because of the popular reception of these books, to bring out in 1947 a new edition in a single volume titled *WILSON AND THE PEACEMAKERS*). Reviewers from within the historical profession dealt harshly with the Wilson volumes. But Bailey had not written for them; he hoped to shape the views of the public and through it the policy-makers who faced the complex issues of peacemaking after World War II. Three years later he published *THE MAN IN THE STREET* (Macmillan, 1948) in further elaboration of his conviction concerning the overriding significance of public opinion in the formation of foreign policy and the need to provide voters the information required for the intelligent control of that policy. Apart from these books, most of Bailey's publications were either textbooks or popular works on important themes and aspects of American history. *THE AMERICAN PAGEANT* (Heath, 1956), a survey of American history, proved to be one of the most popular textbooks in the field; it is widely used in high schools and colleges, is in its sixth edition, and has sold well over a million copies. Professor Bailey's "apologia pro vita sua", *THE AMERICAN PAGEANT REVISITED: RECOLLECTIONS OF A STANFORD HISTORIAN* (Hoover Institution Press, 1982), is a fitting last book that will be cherished by those who knew him, for in it he explained the principles by which he lived, taught, and wrote.

Professor Bailey set high standards of excellence for himself, his students, and for the Department of History. On two occasions the University asked him to head the Department--in 1952-55 and 1957-59. This was a chore for which he had no liking, preferring to spend his time at his desk rather than in committees and in the front office. Yet, he labored to bring outstanding historians to Stanford with the same energy and devotion he expended in his teaching and writing, thus participating in the remarkable strengthening of the History Department--and

Stanford--made possible by the able leadership of President J. E. Wallace Sterling, himself one of Bailey's former History Department colleagues.

Bailey, outwardly at least, was not a sentimental man, nevertheless, he had deep affection for Stanford and its History Department. His loyalty and devotion, however, were not given blindly nor without reservation; he never surrendered his freedom to exercise and voice his judgments of people and policies. But he gave generously and without fanfare of his talents and substance. In 1959 he endowed the Thomas A. Bailey Book Fund at Stanford for the purchase of books in memory of his mother, Annie Nelson Bailey, to which he added considerable sums of money as royalties from his textbooks mounted. In establishing the fund, he stipulated that first preference be given to purchases in the field of United States history, broadly conceived; then, if funds were available, acquisitions should be made in other fields of history taught by the department. From time to time he made other gifts to the University to be used by the Department of History for a variety of purposes.

The historical profession honored Bailey in a number of ways, principally by electing him president of the Pacific Coast Branch of the American Historical Association, the Organization of American Historians, and the Society for Historians of American Foreign Relations. Bailey did not found a school of historians bearing the stamp of his character. Many of his doctoral students, however, have achieved distinction in teaching and research. It would be difficult accurately to gauge his impact upon the thousands of other students who came under his tuition at Stanford and at institutions elsewhere who read his textbooks; but to many of those thousands, History at Stanford was synonymous with Thomas A. Bailey. He has left an enduring mark on his department and the University.

George H. Knoles, Chair  
Wayne S. Vucinich  
Gordon Wright