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NEHA News

The Newsletter of the New England Historical Association

April 1, 1978

Vol. IV, No. 2

MEETING DATES

April 29, 1978--University of Massachusetts, Amherst.

If you are not a member of the association you will not receive formal notification of this meeting unless you write the Secretary, Professor John Voll, History Department, University of New Hampshire, Durham, New Hampshire 03824.

October 14, 1978--University of Lowell, Lowell, Massachusetts

PROGRAM FOR THE SPRING MEETING

THE HISTORIAN AND PUBLIC SERVICE
NEW ENGLAND HISTORY

Morning Sessions:

- I. Ideal: Training the Public Historian.
 - 1. Problems of Designing a Program in Public History.
John R. Crowl, Coordinator for the Public History Program, Department of History & Political Science R. P. I.
 - 2. Public History Education from the Inside: Experiences of an Intern in the Graduate Program in Public Historical Studies of the University of California at Santa Barbara.
Bruce Craig, National Park Service, Boston.

Chairman and Commentator: Arthur M. Johnson, University of Maine, Orono, Director, The Project on Balanced Growth for Maine.

II. Critical Moments in New England History: A Strategy for Teaching and Research

- 1. The Fall River Tragedy: The Lizzie Borden Murders.
Patricia Tracy
- 2. New England Transplanted: The Beecher-Tilton Adultery Scandal
Altina Waller, University of Massachusetts, Amherst.

Co-Chairmen and Commentators:
Paul Boyer, Stephen Nissenbaum,
University of Massachusetts,
Amherst.

Luncheon Address:

The Historical Profession in America: Problems and Prospects.

Arnita Jones, National Coordinating Committee for the Promotion of History.

Afternoon Sessions:

- III. Reality: Application of Historical Skills to Maine's Problems Through the Project on Balanced Growth.
 - 1. Public Service and the Historian: An Entrepreneurial View.
Arthur M. Johnson, University of Maine, Orono, Director, The Project on Balanced Growth for Maine.

2. Public Service in the Professional Preparation of the Historian

Robert J. Mitchell, University of Maine, Orono

Chairman and Commentator: G. Wesley Johnson, University of California, Santa Barbara

IV. New England and the New Social History: Gender and Generation

1. Fathers and Sons in Antebellum, Boston

Jane H. Pease, William H. Pease, University of Maine, Orono

2. Italian Mothers and American Daughters in Rhode Island, 1900-1930: Changes in Work and Family Roles

Judith Smith, University of Rhode Island

Chairman and Commentator: John Faragher, University of Hartford

ANNOUNCEMENTS

The Dublin Seminar for New England Folklife and the Association for Gravestone Studies will present a seminar on Puritan Gravestone Art at Dublin, New Hampshire, June 24-25, 1978. For further information contact Peter Benes, Dublin School, Dublin NH 03444.

The 1978 New England Renaissance Conference will be held on October 27-28 at Mount Holyoke College. For further information contact John Lemly, Coordinator, 1978 Renaissance Conference, English Department, Mount Holyoke College, South Hadley, MA 01075.

The outcome of the series of conferences sponsored by the Harvard-Danforth Center for Teaching and Learning during the 1976-1977 academic year is a booklet, Experiments in History Teaching. Copies of the booklet can be obtained by sending \$3.50 for each copy desired to Experiments in History Teaching, Robinson Hall, Harvard University, Cambridge, MA 02138. Checks should be made payable to "Experiments in History Teaching."

The Wing Revision Project in Sterling Library at Yale is preparing the second and third volumes of Donald Wing's Short-Title Catalogue of Books...1641-1700. Hundreds of new entries and new locations will be added based on the holdings of England and American libraries. Most of the material in volume two has reached second galley and publication is expected in 1978. A list of number changes which occurred in the first volume of the revision edition will be included in the second volume. Because new information can be absorbed until the last moment, scholars and librarians are invited to submit corrections or additions to entries in Wing. The Wing Project will be glad to inform scholars of known locations for specific books. Correspondence may be addressed to Timothy Crist, Associate Editor, Wing STC Revision, Yale University Library, 1603A Yale Station, New Haven, CT 06520.

NEHA News is the newsletter of the New England Historical Association. It appears twice a year, in April and September. The deadline for the April issue is January 1; the deadline for the September issue is June 1. Contributions and suggestions are welcome and should be sent to Robert J. Imholt, Editor, NEHA News, Albertus Magnus College, 700 Prospect Street, New Haven, CT 06511.

SESSION SUMMARY: HISTORICAL VIEWS OF THE ROMAN REPUBLIC FALL, 1977

This session was comprised of the following three papers and a concluding commentary by myself: "Republican Rome in the Eyes of Polybius and the Post-Hellenic Greeks," by Mr. Ronald Lettieri of the University of New Hampshire; "Republican Rome in the Eyes of Shakespeare and the Elizabethans," by Prof. John R. Kayser of the University of New Hampshire; and "Republican Rome in the Eyes of Modern Scholars," by Prof. Eugene Davis of Trinity College, Hartford.

Mr. Lettieri stressed two major points: first, the Polybius' political thought serves as the lynchpin between classical and modern political philosophy; second, that Polybius' analysis of the Roman Republic at its height is still too dependent on classical political assumptions.

For Polybius, history provided the soundest education for anyone engaged in politics. The realm of the philosopher is the imaginary. That of politics is the real and, therefore, can be adequately studied only in relation to the history of real states. Abstract politics created by philosophers are worthless because they are divorced from nature, which is subject to the vicissitudes of Tyche, Fortune. By studying regimes that have actually existed in nature, the historian best comprehends politics, for history alone takes into account the role of Tyche.

Polybius, however, could not break away completely from his own intellectual environment and become a truly modern political thinker. He allowed his account of "historical reality" to be governed by too many classical political assumptions, such as the theory of revolutionary cycles and the belief that all politics are subject to a natural cycle of birth, growth, acme, and decline. He was, therefore, ahistorical in prophesying the inevitable decline of the Roman Republic. His overall conception of politics was still closely akin to those of Plato and Aristotle. Therefore, it is ultimately self-contradictory. It remained for Machiavelli to see the value of the new element in Polybius' thought and establish truly modern political philosophy.

Professor Kayser analyzed Shakespeare's view of Republican Rome as presented in Coriolanus and Julius Caesar. The view in both plays is premised upon the Platonic tripartite division of the soul into the erotic, courageous, and rational elements, which have their analogues in the division of the state into the common people, the guardians, and the philosopher rulers.

In Coriolanus, the plebs, naturally, are the commoners, the erotic, appetitive element concerned only with the needs of the body. Coriolanus and his fellow senators are the courageous, spirited element, concerned with honor in service to Rome. A rational element corresponding to the philosopher rulers is lacking, however. The only thing that holds the state together is the historical circumstance of constant warfare with external enemies, which makes the two elements of the state mutually interdependent.

In Julius Caesar, Caesar has eliminated Rome's foreign enemies, who were essential for keeping the tension between the classes in balance. Also, there has been an erosion of the internal conditions necessary for the Republic. The cohesion of the senatorial class has been rent by civil war, and the tribunes of

the plebs fear an alliance between Caesar and the commoners, which would undermine the precarious balance of the old mixture. Finally, the erotic element is unleashed by Antony, who does forge a new alliance with the plebs after Caesar's assassination. In the sequel to Julius Caesar, Antony and Cleopatra, eros rules unchecked and the Republic is no more.

The fatal lack of a rational element to preserve the state is pointed up in Julius Caesar by the conspirators, especially Brutus. Although Brutus is considered to be a wise Stoic, his actions reveal him to be neither a good Stoic nor a wise man. Shakespeare uses Brutus as both the mirror and embodiment of Republican Rome in order to warn future political founders of the grave human and political perils that will result if they unthinkingly select Rome as the model of the best regime.

Professor Davis pointed out that from the Renaissance through the Enlightenment, the Roman Republic was primarily an intellectual playground for political theorists. In the nineteenth century, however, it is with Barthold Niebuhr's research on the Roman Republic that history as an independent discipline and that the concept of a scientific approach to the "Social Sciences" began. He dismissed Romulus and Remus to the realm of legend and set out to untangle the historical from the legendary and to reconstruct a picture of early Republican society and institutions.

Under his influence, source critics during the rest of the nineteenth century challenged almost everything in ancient authors about the early Republic, unless it could be corroborated from an outside, non-literary source. At the same time, however, others were busy collecting new, non-literary evidence in the form of coins, inscriptions, pottery, and other archaeological material. By the end of the century thousands of pieces of new evidence had rescued some of the literary evidence jettisoned by over-zealous source critics and permitted the creation of a much more soundly based picture of Roman history. To that end, the greatest credit must go to Theodor Mommsen, whose works are still essential for any study of Roman Republican history and institutions.

Twentieth century scholars have concentrated not so much on describing the formal structure of the government as on examining how control was actually exercised in day to day operations. Matthias Gelzer pointed out how a small group of great families dominated the state at any one time. Later scholars, like H. H. Scullard, Lily Ross Taylor, Ernst Badian, and Emilio Grabba have elaborated his theme, especially in dealing with the fall of the Republic. Mommsen's view of the fall was colored by the situation during the unification of Germany. Caesar was his hero, boldly facing the future and breaking the shackles of an outworn tradition. Today, most historians agree that the Republic died a victim of its own success. The institutions which worked so well for a small city-state could not be stretched beyond a certain point and still retain vitality.

The personality of Caesar still fascinates, however, as in Sir Ronald Syme's The Roman Revolution (1939), the most influential modern study of the transition from Republic to Empire. In opposing Caesar, the conservative, oligarchic nobles are the "black hats," against modernization, reform, and the wave of the future; in opposing his successor, Augustus, they are the "white hats," resisting the imposition of a false-smiling tyranny. For Professor Davis, Augustus was a

precocious genius: "When we compare Caesar with Augustus, we must remember to compare their monuments. It is the pyramid of Cestius against the pyramid of Khufu."

My comments on each paper were reserved until the end, so that I could pick up some of the various ideas and fill in gaps to tie the session together in keeping with the theme.

Mr. Lettieri rightly pointed out the importance of Polybius as a political thinker. Moreover, the strictures leveled against Polybius' depiction of Rome are very important. Despite his seminal emphasis on historical reality, Polybius' analysis is basically an artificial, ahistorical one drastically removed from the dynamic forces of events and human actions, which often render theoretical views of a political system meaningless. Historically, it is obvious that Polybius' conception of the Republican constitution at its height as being an equally balanced mixture of the three good constitutional types, monarchy, aristocracy, and democracy, that checked the destructive vices inherent in each, is totally erroneous. At the time with which Polybius was concerned, Rome was already dominated by a tightly knit oligarchy of noble patrician and plebeian families in the Senate.

As many others before him, Mr. Lettieri has overlooked one thing, however. Polybius himself clearly thought that Rome was over the hill and on the downward slope. He was writing during the troubled times after the Third Punic War and located the best and perfected form of the Roman constitution in the past, at the time of the Second Punic War (6.11). His prophecy of Rome's inevitable fall is not so ahistorical as it might seem. While he is using abstract Classical categories, his prophecy is based on the observation of events in his own day.

Because of the prevalent Greek view that the state is the individual writ large, many shared Polybius' view that it is vice that destroys constitutions. It frequently appears in post-Hellenic Greek writers who deal with the Roman Republic. Writing under Augustus, Dionysius of Halicarnassus shared the standard views on vice and the need to keep it in check, while he borrowed whole cloth Polybius' analysis of Rome's balanced, mixed constitution as an explanation of how the early Republic had held vice in check and risen to greatness. For Plutarch, the Romans of the late Republic had allowed the vices of ambition and greed to gain the upper hand, obscure their reason, and blind them to the need for virtuous self-control. Cassius Dio, a Greek writing under the Severi, following Polybius' prophecy, saw the Republican constitution as being ultimately unable to control the evil side of human nature and found it responsible for the chaos and disorder of the Civil Wars. For him, it was easier to find a virtuous monarch like Augustus, than the number of virtuous men necessary under a republican constitution.

The only significant post-Hellenic Greek who does not follow the standard moralistic interpretation of the Republic's collapse is Appian of Alexandria (ca. 95 - ca. 164 AD). In Book One of his Civil Wars, he analyzed the underlying social and economic causes of unrest and instability of the late Republic. The unrest created by severe social and economic change undermined respect for law, and without respect for law political life degenerated into factional chaos and the Republic collapsed. Appian, therefore, does not rely on abstract constitutional analysis and theory of human nature to explain the fall of the Republic, but grounds his explanation in the actual living, breathing historical changes that produced strains with which the Republic could not cope.

Obviously, in light of Professor Kayser's perceptive Platonic analysis, Polybius' theory of the mixed constitution did not influence Shakespeare. Outside of the close circle of Florentine humanists, Polybius' work could not have been widely read until much of it was first published by Casaubon in 1609. Moreover, though Shakespeare's contemporary, Francis Bacon, had read some Machiavelli, the Discourses, where Machiavelli expounds Polybius' constitutional theory, did not come into vogue in England until after a translation was published in 1636. That work shows its main influence under the Commonwealth, where Harrington's Oceana of 1656 best represents the tradition of Polybius and Machiavelli.

Shakespeare's criticism of the Stoic Brutus in Julius Caesar may well reflect an interest in the Stoic view of Republican history by some contemporary Elizabethans. Marlowe published a translation of the first book of Lucan's Pharsalia by 1593, and Lucan, a Stoic, presented the Civil War that destroyed the Republic as a battle between Stoicism and tyranny. Ben Jonson, on the other hand, in his Catiline, seems to have shared the lesson that Shakespeare drew from the Republic.

The Elizabethans and their immediate successors were, however, more interested in the Empire because they were not so concerned with the problems of republics as they were with perfecting kings. Hence, the Platonic model of the happy state ruled by reason in the person of a wise monarch was congenial. From the Empire they provided object lessons of what happens to willful tyrants who do not rationally exercise virtue but allow unreasoning passion to lead them into vice. Jonson's Sejanus provided such a lesson, which was picked up twenty years later by Philip Massinger in his play The Roman Actor.

Modern historians of the Roman Republic have, as can be seen from Professor Davis' deft sketch of modern scholarship, rejected the artificial, static Classical categories and models that inform the views of Polybius, the majority of his Greek successors, and even Shakespeare and his fellows. Modern scholars are not guiltless of creating their own artificial models, however. Professor Davis rightly stressed the importance of Gelzer in the school of prosopographers, who like Scullard, have sought to identify the family groupings and factions that really ran Polybius' Republic, but a libation should also be made to the shade of Friedrich Muenzer, the late-nineteenth- and early-twentieth-century scholar who in hundreds of biographical articles in the Real-Encyclopadie der classischen Altertumswissenschaft and his Romische Adelsfamilien did so much of the basic research. Unfortunately, later scholars sometimes adopted his ideas and methodology too rigidly and uncritically. The newest generation of scholars is now shearing away the excesses while further clarifying how the nobility controlled the Republic.

Also, now with all the insights gained from social history, economics, and other social sciences, we are beginning to understand the forces (briefly outlined by Appian) which caused massive changes that upset the traditional political game at Rome and produced such aberrations as Pompey and Caesar, who could not be contained within a republican framework and necessitated the creation of a new framework by that shrewdest of political practitioners, Augustus.

Allen M. Ward
University of Connecticut, Storrs

SESSION SUMMARY: THE POLITICS OF RIOT FALL, 1977

Until the last generation popular violence was not generally taken seriously by historians until and unless it impinged on the great march of Events. We knew, of course, of those individual uprisings which were themselves events or which were an essential part of Events: the great uprisings of peasants, and ciompi, and Luddites, and the revolutions of the eighteenth and nineteenth century. But on the whole endemic rioting was dismissed in general histories as another manifestation of the brutality of pre-industrial society, along with gin, flogging, cock-fighting and bull-baiting. Perhaps riots were a release from the misery and monotony of the poor--a chance for excitement or plunder. Or else they were spasmodic reactions to hardships or to the weakness of the forces of order.

It was against these traditional views of riot that historians reacted when they began to point out the method in the apparent madness of the crowd. Applying sociological and anthropological techniques, Marxists like Hobsbawm and Rude began to analyze riot as a rough form of "collective bargaining." The "faces in the crowds" and their objectives became intelligible when they were looked at in their own terms. Edward Thompson even argued that the "moral economy" of English food rioters of the eighteenth century carried on much older traditions of market regulation at a time when paternalism was yielding place to the market ideology of political economy. Charles Tilly has gone even further, arguing that riots reflected changing lines of force in the political conflict bound up with the growth of modern states and competition for power within them. More recently, the symbolic, expressive dimension of riots has been emphasized by the likes of Davis, Riddy, and Brewer. In short, we now see riots as a key means of reading the culture and political attitudes of the otherwise inarticulate common people.

But there is always the danger that the attempt to discover form and intelligibility in collective violence will overshoot the mark, that as one critic complains, "Professor Rude's crowds are altogether too respectable." If the pioneers of crowd historical sociology established the subject as one worthy of investigation, we are now ready to recapture an even richer and more complex understanding of the politics of crowd violence, and to put some of the warts back on the faces of the crowd. And that is what these two papers attempt to do.

Wilfred Bisson argued, in a paper on "The Ideology of Conflict in Jacksonian Boston," that in the early 1830's in the United States, rioting became a form of repetitive, patterned behavior which corresponded to the current folk wisdom about the nature of American society. That folk wisdom, and the social analysis contained therein, changed, during the decade preceding the great upsurge in rioting in 1834, from a social view which saw society as essentially accommodating and harmonious to one in which struggle was seen as the most important dynamic of the social process and society was seen as an arena of group conflict.

In the Boston area, the new social hostility was reflected in the literature of the New England Association of Farmers, Mechanics and Other Workingmen, which was the local manifestation of the Workingmen's movement. Much of the Association's leadership consisted of former Congregational clergymen who moved to a radical political and social position as a result of the Unitarian-Congregationalist quarrel. That struggle, in which the Unitarians supplanted the orthodox Congregationalists as the spokesmen for the local elite, drove a group of the orthodox clergy into social and political opposition.

The Workingmen's message of social hostility started with a picture of a happy, heroic America at about the time of the Revolution which had been, since then subverted by lawyers, politicians, priests, aristocrats and other parasitic monsters who were grinding down the poor. In the Workingmen's rhetoric, aristocrats, banks and corporations were linked with the Catholic Church as threats to American liberties.

By the summer of 1834, the new social analysis had pervaded most social groups and riot as a form of social behavior was legitimated. The result was a series of major riots: the Ursuline Convent riot in 1834, the anti-abolitionist riot in 1835, and others in the following years.

Paul Lucas' paper, "Mob Rules: A Critique of Certain Recent Studies of the Crowd," dealt with three topics. First, he caricatured the main outlines of crowd behavior established by Rude and Thompson, and he implied that they have conjured up a many-headed Hero, bearer of popular Destiny in the emergence from the Dark Ages of pre-industrial conflict. In the second section, he argued that the Marxists' time horizons are too short and too simple, that 18th century riot was a mild form of popular uprising compared with the urban revolts and peasant jacquerie of the late Middle Ages and the revolutions after 1789. He explained that popular weakness by finding that the common people were de-corporated, that is, they had lost the corporate frameworks of manor and city, within which it was possible for them to wield (local) political power. They had not yet built the trade unions and parties that would enable them to fight in the new world of individualism and interest. Finally, he found riots to be a survival of popular concepts of folkish sovereignty into an age of state sovereignty. When the new states accepted the conflicts between interest groups of individuals, and when the combatants learned to play by the new rules, conflict became organized into frameworks of industrial and political conflict by unions and parties.

Although time did not permit much discussion of these three papers, I would offer the following reflections: First, while some of Lucas' criticisms of Rude and Thompson are well taken, it is important to recognize the more primitive views of crowd behavior they were reacting against. Second, I agree that the social relations between rioters and between rioters and authorities are crucial determinants of collective action. I am not so certain that 18th century riots are a low point in the story. Rather, what we need to do is to look more carefully at the local factors which shaped the political bargaining between rioters, authorities, and targets. Further, work at this local level will be necessary before national generalizations will be possible. At the other end of the schema trade unions were by no means accepted as early as Lucas' argument implies. And trade unions enrolled only a very small part of the work force in Britain and America before the First World War. Partly for these reasons, riots continued to be a central form of industrial conflict, while the social and demographic effects of industrialization continued to stir other, particularly ethnic, antagonisms and riots.

As for Wilfred Bisson's paper, the question is how new was the social hostility and its ideology which he finds in the 1830's. Dirk Hoerder believes that community had already broken down and that social stratification and strife had arrived in Boston at the time of the Revolution, two generations before Bisson's period. Perhaps we ought to be wary of positing some pre-existing base of communal harmony to contrast with the arena of sharp conflict our research actually reveals in a later time.

SESSION SUMMARY: IDEOLOGY AND PRACTICE OF TWENTIETH-CENTURY COMMUNISM FALL, 1977

Professor Anne P. Young of the University of Maine, Portland-Gorham dealt with "Lenin and the French Revolution as Myth and Model." While recognizing the importance of Marxist and Russian populist elements in Lenin's world-view, the paper stressed Lenin's acquaintance with the history of the French Revolution and his references to it during his political career. One of the major uses that it served in Lenin's writings was to justify Soviet use of terror by analogy with the self-defense of the bourgeois-democratic French antecedent. With respect to the French revolution as model, Professor Young called attention to Lenin's interest in the analogy between the Bolsheviks and the Jacobins, himself and Robespierre. She also found analogies between the Russian experience and the French concerning revolutionary tactics, the raising of a new revolutionary army, and even the shift to Thermidor, which Lenin himself once compared explicitly to the New Economic Policy.

Because his paper on "The French Communist Model of Socialism for a Post-Industrial Society: Foundations in Marxist Economic Analysis" was fairly long and technical, Professor William J. Davidshofer of the University of Maine, Presque Isle, distributed copies of it to those attending the session and provided an ad lib discussion of its background. Among other remarks on "Eurocommunism" in France, he noted that the Common Program of the French Socialists and Communists grew out of a long negotiation, in which the Communists finally accepted the principle that they would quit office if voted out. He expressed some mistrust of the Communists' sincerity in this, but at the same time considered that the economic theory leading to a "developed socialist economy" in France was a serious matter with them. This perspective, Professor Davidshofer believes, is itself a challenge to the Soviets in that it foresees French socialism quickly moving beyond the achievements of the Soviet Union in economic and social terms, while maintaining a pluralistic political order.

In his comments Robert McNeal of the University of Massachusetts at Amherst noted that while Professor Young maintained that the image of the French Revolution seems to have been very much alive among Russian radicals over a century after the event, the implication of Professor Davidshofer's paper was that the influence of the Russian Revolution was waning among French Communists only sixty years after its day.

Robert McNeal
University of Massachusetts, Amherst

SESSION SUMMARY: THE CHALLENGE AND VALUE OF TEACHING COMPARATIVE HISTORY FALL, 1977

Professor Craig Dietrich, of the University of Maine, Portland-Gorham, reading the paper entitled "A Course in Comparative History: Teaching the Russian, Chinese, and Cuban Revolutions" prepared by him and his colleagues Parker Albee and Alfred Padula, reported on the experiences of his group in organizing and teaching a course on comparative revolutions which employed the Russian, Chinese, and Cuban examples as the data base. Emphasizing the necessity for careful organization of the syllabus to reconcile what could otherwise be competing objectives, Dietrich

described the sequence of presentations in the team-taught course which meets for 2-1/2 hours once a week: introductory and orientation meetings were succeeded by individual treatments of each revolution, followed by topically-oriented weekly sessions focused on the long- and short-term background of the revolutions, the process of the gravitation of power to and consolidation of authority by radicals, and the role of individuals and ideologies in revolution. No textbooks for this course that are more than partly satisfactory have been found, and had to be supplemented by xeroxed handouts and occasional narrative lectures. In setting up the course, models for the comparison of revolutions in the works of Lyford Edwards and Crane Brinton were unsatisfactory, while Hagopian's The Phenomenon of Revolution proved more useful but still problematical in some respects. Various difficulties of dealing comparatively with the phenomenon of revolution were pointed out--e.g., the relatively rapid overthrow of "old regimes" (Russia) vs. the decades-long process of doing so in China and Cuba. Some benefits of the comparative approach for students were suggested: promoting sophistication in their use of concepts, forcing them to confront the mixture of general patterns of human behavior with unique ones, and, finally, in emphasizing the relevance of history through encouraging them to apply things learned from one situation to others.

Professor William Brayfield of the University of Hartford in his paper "A Curriculum of Comparative History: Topics in Traditional and Modern History" undertook to describe an entire curriculum in comparative history as it has been elaborated and taught at his institution for the last eight years. Developed as a departmental answer to the question "What study of history would best serve an undergraduate at this point in the second half of the twentieth century?" this curriculum adopted the "complex process of increasingly rapid gross cultural change" over the entire world in the last two and a half centuries or so as the conceptual framework within which the various individual courses in comparative history would be worked up. This process can roughly be labelled "modernization," though without connotations of "progress," "Europocentrism," convergence theories, or indeed any correspondence to any small number of modernizing models. The comparative curriculum is divided into four large fields of study, with several individual course offerings in each: 1) traditional civilization; 2) the transition to modernity in the Western world; 3) the modernization of the world; and 4) the nature of historical knowledge (including not only courses in American, European, and East Asian historical thought, but one of the comparative approach to history as such). Brayfield pointed out the risks of superficiality, ideological and methodological narrowness, and criticism of both students and colleagues attendant to the development and execution of this curriculum--all of which proved real in some degree--but concluded that he and many of his colleagues believe that this approach has provided history students with an interesting and valuable perspective.

In the short commentary and discussion which followed the papers, Professor John Gagliardo of Boston University questioned the definition of "true revolutions" as employed in the first paper, and expressed reservations about the utility of preclusive concepts or models for the comparative approach to history. Questions from the audience were largely directed to Professor Brayfield, and showed some concern for the place of "traditional" history courses within an exclusively comparative curriculum.

John G. Gagliardo
Boston University

A PROPOSAL FOR PSYCHOLOGICALLY-ORIENTED HISTORY COURSES: A REVIEW ARTICLE

In the search for ways to attract more students to European history electives, one promising approach is to offer courses oriented toward the interests of non-majors. Besides teaching the history of other fields and offering courses on current-interest topics, another possibility is to change the orientation of some of the traditional courses. The usual emphases may be attractive to history majors, but they may also be what repels the many students who "hate history." There are a number of other perfectly legitimate possibilities which could be used to broaden the appeal of a discipline which, at least in theory, is concerned with the totality of the human experience.

As the study of man's mind and behavior, psychology is one of the fields that naturally lends itself to attention from the "mother of the social sciences." We organize courses to emphasize the political, social, or economic aspects of history, so why not the psychological aspects as well? Psychology is a very popular major; psychologically-oriented history courses could be very popular electives.

Courses in psycho-history, an interdisciplinary, psychoanalytic approach to the past, have already proven to be popular. But its methodology and validity are subjects of controversy, and its teaching requires a background not possessed by most historians. In contrast, more traditional courses emphasizing the psychological aspects of history can easily be taught by any creative instructor interested in human behavior and the workings of the human mind.

The major problem in organizing such courses is to find books suitable for adoption as supplementary reading material. Most of the studies that obviously emphasize the psychological aspects of history are the products of psycho-historians and are best left to the specialists in that field. Similarly, virtually all of the obvious bibliographical resources are also by psycho-historians and make little or no distinction between psychoanalytic and merely psychologically-oriented works. Consequently the most extensive of these guides, A Bibliography of Psychohistory (Garland, 1975, 81 pp.), edited by Lloyd de Mause, has only limited usefulness.

Leaving psycho-history aside, most books that deal with the psychological aspects of European history do so in a fairly subtle way and in the context of social or sometimes intellectual history. The purpose here is to suggest a few that are suitable for either student purchase or library reserve. The selections are intended as a sample of the kind of material available and as a starting point for planning new courses. They are organized topically, and the comments are intended to be descriptions rather than reviews. Despite the usefulness of such objective criteria as quality of scholarship, originality of thought, readability, availability, and length, the final selections are, of course, ultimately a matter of personal taste.

With guidance from the instructor, many historical classics can provide a substantial amount of psychological insight into the past. For example, Marc Bloch's Feudal Society (Univ. of Chicago Press paperback, 2 vols., 279 and 203 pp.), Johan Huizinga's The Waning of the Middle Ages (Doubleday Anchor paperback, 335 pp.), and Peter Laslett's The World We Have Lost: England Before the Industrial Age (Scribner Lyceum paperback, 240 pp.) all deal extensively with the circumstances which conditioned thought and behavior during the periods they cover.

Among more topical studies, those on the history of childhood and the family are quite numerous but must be approached with caution. The field is dominated by psycho-historians whose styles often make difficult reading and whose books frequently are collections of very technical journal articles held together only by an introductory essay. Among those best left to the psycho-historians or the statistically oriented are Lloyd de Mause, ed., The History of Childhood (Harper Torchbook paperback, 431 pp.); Robert Forster and Orest Ranum, eds., Family and Society (John Hopkins Press, 260 pp.); Theodore K. Rabb and Robert I. Rotberg, eds., The Family in History (Harper Torchbook paperback, 235 pp.); Peter Laslett and Richard Wall, eds., Household and Family in Past Time (Cambridge Univ. Press, 589 pp.); David Hunt, Parents and Children in History (Basic Books, 196 pp.); and Erik Erikson, Childhood and Society (Norton paperback, 424 pp.).

There are, however, some non-psychoanalytical, non-technical books that can be used to emphasize the psychological dimensions of childhood and the family in history. One popular-style overview with contemporary relevance is Frederick George Kay's The Family in Transition: Its Past, Present, and Future Patterns (David & Charles, 168 pp.). The Family in History (Univ. of Pennsylvania Press, 207 pp.), edited by Charles E. Rosenberg, provides a more scholarly account. The book's six articles cover a wide range of topics, including "Domestic Ideals and Social Behavior: Evidence from Medieval Genoa," "Woman's Work and the Family in Nineteenth Century Europe," and "Dr. Spock: The Confidence Man."

The classic work in the field, though, is Philippe Aries' Centuries of Childhood: A Social History of Family Life (Vintage paperback, 415 pp.). Its fifteen chapters deal with Early Modern France and are divided into three parts. The first covers the conceptual discovery and subsequent nature of childhood, the second traces the major changes in the nature and purpose of education, and the third explores the emergence of the nuclear family as the Western norm. The translation from the original French is excellent, and the historical information itself is often fascinating.

Another intrinsically interesting study of family life is Jonathan Gathorne-Hardy's The Unnatural History of the Nanny (Dial Press, 330 pp.), which covers England in the last half of the nineteenth century. The style is readable and rather popular, and the content provides a look at Victorian society as well as at some of the factors that influenced the personality development of men such as Winston Churchill.

For the social psychology of nineteenth century English women in general, a good place to begin is Suffer and Be Still: Women in the Victorian Age (Indiana Univ. Press, 206 pp.), edited by Marth Vicinus. Nine inter-disciplinary, and usually readable, essays analyze attitudes toward women, their condition, and their behavior. The introduction sets up a model of the perfect Victorian lady, and the essays cover such subjects as "Victorian Women and Menstruation," "Working Class Women in Britain 1890-1914," and "The Debate over Women: Ruskin vs. Mill." The concluding chapter offers a select bibliography entitled "The Women of England in a Century of Social Change, 1815-1914."

One psychologically-oriented subject of almost universal interest to contemporary students as well as Victorians is, of course, sex. Gordon Rattray Taylor's Sex in History (Harper Torchbook paperback, 316 pp.) is the classic work

on the subject. In sixteen chapters it covers sexual behavior from the Ancient Mediterranean to the Modern West in a sometimes rambling but generally readable, frequently piquant, and distinctively British style. The material is often of absorbing interest, as would be expected, and there is an extensive bibliography.

Another subject of broad appeal is madness. One of the classic studies of it is George Rosen's Madness in Society: Chapters in the Historical Sociology of Mental Illness (Harper Torchbook paperback, 328 pp.). The central concern of the book's ten chapters is the factors that determined the definition of "mental illness" in different historical periods and the way different societies dealt with people so afflicted. Individual chapters cover Ancient Palestine, Greece and Rome, the Late Middle Ages and Renaissance, and the seventeenth and eighteenth centuries. Topical chapters then deal with the effect of social stress, psychic epidemics, the psychopathology of aging, patterns in the discovery and control of mental illness, and the relationship between public health and mental health. The author's style is not as readable as one might wish, but his material should appeal to almost anyone interested in the psychological aspects of history.

Another major study of the subject, but limited to a single time period, is Michel Foucault's Madness and Civilization: A History of Insanity in the Age of Reason (Random House paperback, 289 pp.). In nine chapters he traces the development of the modern concept of insanity and the increasingly specialized and authoritarian ways that society dealt with it. The prose is frequently either tiresomely detailed or irritatingly dense, despite a good translation from the original French. Although it requires strong reading skills, it is an often brilliant and usually absorbing book.

The concept of insanity that Foucault discusses is what Thomas S. Szasz attacks in The Manufacture of Madness: A Comparative Study of the Inquisition and the Mental Health Movement (Harper & Row, 383 pp.). Szasz emphasizes the close similarity between the persecution of witches in the past and the treatment of the insane in the present, and he argues that for explaining deviant behavior the modern concept of "mental illness" is as useless as the idea of possession by the devil. His work is erudite and provocative, and it should stimulate vigorous discussion of both the past and the present.

Whatever the validity of its subject may be, Jeffrey Burton Russell's Witchcraft in the Middle Ages (Cornell Univ. Press, 289 pp.) is a good place to start in a growing field of interest. After devoting introductory chapters to the meaning of witchcraft and a review of the scholarly literature, the author examines the phenomenon itself through a succession of carefully-defined periods from 300 to 1486. He contends that witchcraft was a perversion of the Christianity in whose context it developed, and his conclusion, entitled "Witchcraft and the Medieval Mind," is an excellent discussion of the subject. The style is generally readable, even if rather wordy, and the material is certainly of contemporary as well as historical interest.

Another psychological aspect of the Middle Ages is the subject of The Discovery of the Individual, 1050-1200 (Harper Torchbook paperback, 167 pp.) by Colin Morris. His chapters include "New Learning in a New Society," "The Search for the Self," "The Individual and Society," and "The Individual and His Religion." In these he relates growing respect for, and interest in, the individual to the

historical, literary, theological, and artistic changes of the twelfth century. All things considered, the book provides a generally well-written analysis of one of the distinctive psychological developments of Western history.

Erich Neumann's The Origins and History of Consciousness (Pantheon, 493 pp.) takes man's psychological development back still farther by exploring the Ancient myths that express the evolution of human awareness and individual consciousness. The book is well-translated from the original German and is a pleasure to read. It approaches its subject from the point of view of Jungian psychology, but it requires no special background and should appeal to nearly anyone interested in the psychological aspects of history.

There are, of course, a great many more books which meet the same criteria. No doubt many a personal favorite has been neglected, and certainly each selection has its share of faults. But hopefully this will inspire--or provoke--a search for even better books, encourage an emphasis on psychological factors in European history, and thereby fill some empty seats.

R. Wayne Anderson
Northeastern University

SOME BOOKS AVAILABLE FOR USE IN A COURSE ON WOMEN IN UNITED STATES HISTORY: A REVIEW ARTICLE

Almost a century ago Henry Adams proclaimed, "The proper study of Mankind is woman and by common agreement since the time of Adam, it is most complex and arduous." Those who write, teach, and study women's history today undoubtedly would agree with this statement. Women's history is indeed a proper study, if for no reason other than the fact that women comprise half the population and must have exerted considerable influence during the long span of human history despite the fact that they usually have not occupied positions of status or power. It is also a complex and difficult task to ascertain exactly what part woman have played because their activities have traditionally been outside the bounds of public affairs and because source materials in many cases are scarce or non-existent.

When courses in women's history were initiated a few years ago, the dearth of books suitable for such a class was embarrassing. In recent years the publication of a large number of books on women's history has helped alleviate this problem. It is now possible for instructors to pick and choose among a variety of studies. Yet it is still impossible to find a basic textbook for such a course. Filling this void should be the top priority for historians writing in this field in the near future.

A recent publication which comes as close as any to date in supplying a textbook is Bernice A. Carroll (ed.), Liberating Women's History (University of Illinois, 1976). A collection of twenty-three essays, it is the first book on women's history to focus on historiography. Its purpose is to meet the need for a critical historiography, to test a variety of old and new theories against the evidence of women's historical experience, and to find greater conceptual clarity and define new directions for research in women's history. Those essays dealing with critical historiography raise general questions of theory and methodology,

examine sexism in historical writing, and suggest new approaches to the study of women in history. The second category of essays which are empirical case studies treat such subjects as Latina liberation and gynecology and ideology in 17th-century England. This volume goes a long way in depicting development of writing in women's history and in suggesting possible paths for its future.

Another study which can help fill the need for a textbook is Mary P. Ryan, Womanhood In America From Colonial Times To The Present (New Viewpoints, 1975). The author examines the differing definitions of woman--or the social perception of what comprises womanhood--that have been adopted at different times during the past. The system that creates the category "womanhood" and the social and cultural legacy of the female is the central concern of this book. Ryan contends that American women have been ensnared in a series of social cages ranging from the 17th-century ideal of "Adam's Rib" to the 19th-century burden of being the "Mother of Civilization" to the 20th-century concept of the "Sexy Saleslady." This work makes no pretense of encompassing the breadth of America's female population; the writer merely offers it as an incentive to further work in the field "and in hope of being some assistance in the continuing feminist struggle."

Another important volume covering the whole span of women's history in America is Jean E. Friedman and William G. Shade (eds.), Our American Sisters (2nd ed., Allyn and Bacon, 1976) in which fourteen new essays have been added to ten which appeared in the original edition in 1973. The essays are divided into four chronological periods: the Colonial, the Victorian, and the Progressive eras, plus the time from 1920 to the present. This edition provides more material on attitudes toward women and on working class women than the previous one did. The essays have been written by a variety of historians, including Edmund S. Morgan, Winthrop Jordan, Gerda Lerner, Anne F. Scott, and William L. O'Neill.

A very readable volume, covering a more limited period of time is Lois W. Banner, Women in Modern America: A Brief History (Harcourt Brace Jovanovich, 1974). This historian of American social and reform movements divides the history of American women from 1890 to the present into three periods. From 1890 to 1920 a large number of women's feminist and reform groups were organized. Then in 1920 women won the vote, and from then until 1960 they seemingly lost interest in both feminism and reform. In the third period from 1960 to the present feminism has risen again, more radical than ever before. Throughout these periods Banner examines the history of various groups of women: the middle class, farm women, the working class, blacks, immigrants, etc. The illustrations in the study contribute substantially to its value in understanding the changes in women's experience in the last three-quarters of a century.

These four books help fill the need for a textbook in women's history. Each has an excellent bibliography for further reading. Books of documents may be used in a class on women's history to supplement these studies. One of the best of these is Nancy F. Cott (ed.), Root of Bitterness (E. P. Dutton, 1972) which covers in documents everything from the witchcraft trials of the 17th-century to 19th-century sex and marriage manuals to selections from Jane Addams and Charlotte Perkins Gilman. The book takes its title from a letter written by Sarah Grimke in 1838 saying, "there is a root of bitterness continually springing up in families... I believe it is the mistaken notion of the inequality of the sexes."

Anne F. Scott (ed.), The American Woman; Who Was She? (Prentice Hall, 1971) is another book of documents which has as its theme the relationship between the changing role of women in American society and the changes in women's education, work, participation in reform movements, and view of family life. The book covers the period from the mid-19th century to the present, including selections by leading theoreticians of feminism, as well as selections by little-known individuals who helped pioneer new patterns for women.

One of the most recent collections of documents is Judith Papachristou (ed.), Women Together; A History in Documents of the Woman's Movement in the United States (Alfred A. Knopf, 1976) which was sponsored by Ms. Magazine and has an introduction by Gloria Steinem. A comprehensive compendium of speeches, resolutions, newspaper accounts, letters, etc., it traces such diverse threads of the woman's movement as temperance, suffrage, civil rights, and radical politics. Its many photographs and drawings help to enliven the book.

No course in women's history would be complete without the study of the woman's rights movement and the portion of that movement devoted to woman suffrage. This was the first area of women's history to be explored and while it is perhaps true that too much time has been devoted to the study of suffrage in comparison to other branches of women's history, that fact makes it the most objective and definitive literature in women's history. Of course it is easier to deal with a concrete movement which left masses of source materials than it is to write about the more elusive aspects of women's history.

One of the best and most complete works in this area is Eleanor Flexner, Century of Struggle; The Woman's Rights Movement in the United States (Harvard, 1959). Flexner gives a brief survey of the beginnings of the woman's movement, and then she focuses for the last half of the book on the twelve years which immediately preceded the suffrage victory. That achievement of political citizenship, she emphasizes, was a vital step toward gaining human dignity.

Aileen S. Kraditor, The Ideas of The Woman Suffrage Movement 1890-1920 (Columbia University, 1965) provides an intellectual history of the suffrage struggle. She points out that from the beginning suffragists were largely white, native-born, middle class women. Kraditor considers the suffragists' arguments, the thinking of their leaders, and the organizational disputes about strategy, principles, and tactics. The close link between suffrage and prohibition, the role of blacks in the South and of immigrants and political machines in the North-east, and the states rights opposition to a federal suffrage amendment are all thoroughly explored in this fine study.

The majority of writing in women's history deals with the attitudes and experiences of middle and upper class women. Since the life of the working class female has so often differed radically from that of the middle class and because the working class has been largely inarticulate, there is a special need to include in a women's history course studies of this special group. One possibility is William L. O'Neill (ed.), Women At Work (Quadrangle, 1972) which includes two classics: "The Long Day" by Dorothy Richardson and "Inside the New York Telephone Company" by Elinor Langer. The former is an autobiographical account of a middle class woman who was forced by circumstances into the sweatshops of New York City around the turn of the century. The author of the latter worked from October to

December, 1969, at the New York City Telephone Company in order to acquire material for an essay on working conditions there. Writing from a radical-environmentalist point of view, Langer reports that though much has changed in the life of the working woman, much has stayed the same. Women workers for the most part still do not make a living wage, unionization is still difficult or impossible to achieve, and women are discriminated against in a wide variety of ways.

Another important contribution to the history of working class women is Rosalyn Baxandall, Linda Gordon, and Susan Reverby (eds.), America's Working Women (Vintage, 1976) which develops in documents the working woman's history from 1600 to the present. The editors, working from a Marxist-feminist position, have collected documents dealing with topics such as: women involved in early home manufacturing, women as indentured servants and factory workers, women in the labor movement, immigrant women, birth control, the Equal Rights Amendment, and the Gay Liberation movement. They present this book "as a political act." It is their thesis that a socialist-feminist revolution can produce total human liberation and that working class women must play a central role in such a revolution.

All of these books contribute to a greater understanding of women's history. And this is vital in our age, both to women and to men. This year alone Congress must consider more than one hundred bills and resolutions which would affect women. Furthermore as Sheila Ryan Johansson has said, "...it is not too much to say that the nature of long-term social change will never be understood unless the study of women becomes a part of any attempt to unravel the mysteries of the past and perceive the dim outlines of the future." Unfortunately much of the current writing is often more a polemic than a balanced historical account. Many of the historians are themselves leaders and/or participants in the present-day woman's movement. Admittedly no historian is completely free of bias, nor is identification with the goal of equality for women incompatible with the writing of women's history, but one must be careful not to accept the account of the troops at the front as the definitive history of the battle. One hopeful sign for women's history is that, as some of the above authors have noted, historians are beginning to abandon the old idea of woman as a passive victim and to recognize ways in which women have exerted influence on social change. Women's history is still a pioneering field--time and research are needed to bring it to maturity. Hopefully future texts in women's history will meet the critical standards of historical inquiry already attained in some of the fine works on woman suffrage.

Melba P. Hay
University of Kentucky

PROMOTING HISTORY.

Formed in 1976 with five constituent members, the National Coordinating Committee for the Promotion of History now boasts nine additional members. More importantly the NCC has begun to serve its intended function. First, it is disseminating information within the historical profession on expanding opportunities for historians. At the December AHA meeting in Dallas, it cooperated in a session entitled "Practicing History as a Profession: A Discussion of the Need for Re-Educating History Faculty" which focused on training needs in developing areas of employment for historians. A similar panel is planned for the 1978 SHA meeting. In addition, the NCC has published a series of Supplements to inform historians of available opportunities.

Second, the NCC has established resource groups to investigate the opportunities for historians in areas other than higher education. Designed to enlist the aid of historians already employed in all levels of government and in industry, they have begun to compile lists of these opportunities as well as to delineate the qualifications and training which employment in these sectors demands.

Third, the NCC has been working to establish state committees to provide a forum for communication among historians from various sectors and to investigate and develop opportunities for historians in the local areas.

While the NCC is actively seeking funding from foundations, businesses, and government agencies, it must still rely upon the voluntary contributions of the members of the historical profession. Contributions can be sent to Armand Patrucco, Treasurer, New England Historical Association, 151 Borden Avenue, Johnston, Rhode Island 02919.

Supplements currently available to historians by writing the Washington NCC office at 400 A Street, SE, Washington, D.C. 20003, include:

"Alternate Occupations for the Environmental Historian"--Leonard Crook has written a brief description of his position with the Federal Power Commission. It is reprinted from the Environmental History Newsletter. NCC Supplements #4.

"A Guide to Humanities Funding"--This report was prepared in the Washington office and was based on consultation with Geoffrey Marshall, Director of State-Based Programs, as well as several directors of state commissions. It includes information on recent changes in the law that should facilitate historians access to state-based humanities funding, a description of how requests should be made, along with several innovative programs which are excellent models of bringing history from the university to the public. NCC Supplement #5. (50¢ to cover postage and duplication costs.)

"Newberry Library"--Many of you will have seen notices of Newberry programs in various professional newsletters. A number of the programs of the library relate quite specifically to the goals of NCC. Richard Jensen, of the Newberry Library and the University of Illinois, Chicago Circle, has summarized their activities for us. NCC Supplement #6.

"Careers for Historians"--Georgiana Davidson, Ph.D. candidate at the Berkeley campus, University of California, has prepared a report on an innovative effort by one graduate department to institute a program of workshops and seminars designed to increase vocational awareness among history graduate students. NCC Supplement #7.

"Career Alternatives Bibliography"--NCC may be unique as an effort among academic disciplines, but our concerns are quite familiar to other professional organizations and societies. The AHA staff has prepared a brief bibliography of articles and books discussing the employment crisis and career alternatives in humanities and social sciences. NCC Supplement #8.

"Historical Analysis: A New Management Tool for Public Works Administrators"--Suellen M. Hoy, Executive Secretary of the Public Works Historical Society, has co-authored an article with Michael C. Robinson describing the use of historical skills in this and other public service fields. NCC Supplement #9.

"Heidelberg College: Historic Preservation Appointment"--Barbara Howe's description of her faculty position at Heidelberg College. She serves as an Ohio state regional preservation officer in a faculty position created by matching funds from the Ohio State Historic Preservation Office. NCC Supplement #10.

"CETA Funding for Historians"--A ten-page guide is now available from the NCC office. It contains a description of how history departments or organizations can create innovative programs based on CETA funding, as well as a summary of the various provisions of the Comprehensive Employment and Training Act of 1973 and its expansion as a result of the Carter administration's economic stimulus program. Included also are a model proposal and a summary of Department of Labor suggested steps in applying for CETA funding. (50¢ to cover postage and distribution costs.)

THE HISTORICAL PROFESSION IN NEW ENGLAND

In order to aid communication and develop professional camaraderie among members of the Association, the NEHA News will publish a list of the current research and teaching interests of historians in New England. For inclusion in this section, please complete the form on the last page of the newsletter.

Beales, Ross W., Jr., College of the Holy Cross, Worcester, MA
Research: Adult perceptions of childhood and youth in colonial and nineteenth-century New England
Teaching: Colonial America; Historical Editing

Brown, H. Haines, Central Conn. State College, New Britain, CT
Research: Analysis of feudalism as a pre-capitalist mode of production; the impact of Marxism in Europe
Teaching: Medieval Europe; Art of the Migration Period; Marxism

Connors, Joseph D., 35 Chilton St., Cambridge, MA
Research: Biography of Paul Reynaud; Franco-American Relations; the Massachusetts welfare system
Teaching: French History

Howell, Roger, Jr., Bowdoin College, Brunswick, ME
Research: Oliver Cromwell and the Historians; Urban Politics in the English Revolution
Teaching: British History

Laska, Vera, Regis College, Weston, MA
Research: Biography of Abigail Adams; Czechs in America
Teaching: U.S. Immigration

Ray, Roger B., Maine Historical Society, Portland, ME
Research: Main History; Indians of Main and the Atlantic Provinces

Silvia, Philip T., Jr., Bridgewater State College, Bridgewater, MA
Research: Social History of Fall River, MA
Teaching: U.S. Ethnic History; Catholicism in New England

Smith, Norman W., Rhode Island College, Providence, R.I.
Research: Potash Industry in the Northeastern U.S.; Industry and Labor in late 19th-century Rhode Island; Jackson as Commander-in-Chief
Teaching: U.S. Economic History; Age of Jackson; Rhode Island History

Taishoff, Sue, Clark University, Worcester, MA
Research: Perceptions of Politics in the Ante-Bellum Republic: New Hampshire Political Leaders, 1790-1860
Teaching: American Political History; Research Design and Quantitative Methods

Tedesco, Paul H., Northeastern University, Boston, MA
Research: Attleborough, Massachusetts, 1894-1976; Shakers as Businessmen; Case Method and the Teaching of Business History
Teaching: U.S. Business and Economic History

White, Gloria M., Boston College, Chestnut Hill, MA
Research: Writings of Mary Church Terrell, 1890-1954
Teaching: U.S. Racial and Ethnic Studies

Wiggins, William B., University of Connecticut, Storrs, CT
Research: The University Negro Improvement Association; Black Muslims
Teaching: Afro-American History; Race Relations; Violence in America

ASSOCIATION BUSINESS: BUSINESS MEETING MINUTES, University of Connecticut, Storrs, Connecticut, 8 October 1977.

President Giles Constable called the meeting to order after lunch. He expressed his and the association's appreciation to Professor Cazel and Professor Lougee, and others involved in local arrangements for the conference. He also thanked the program committee and participants.

The minutes for the association's 30 April 1977 meeting were approved as circulated in the NEHA News. It was announced that a treasurer's report would be circulated later but if there were any questions, John Voll was prepared to answer on the basis of information from Armand Patrucco.

President Constable announced the date and place of the spring meeting, which will be 29 April 1978 at the University of Massachusetts, Amherst.

The Nominating Committee presented its report, in which it nominated for Vice President: David Hackett Fischer and Neil R. Stout; for the Executive Committee: Ann Beck, John Hench, Sheldon Stern, and John Sutherland; for the Nominating Committee: David Grayson Allen, William Keeler, Thomas Leavitt, and Charles Watson; for Secretary: Jonathan Liebowitz. Ballots were distributed and the elections were held. The newly elected officers are:

Vice President: Neil R. Stout
Executive Committee: Ann Beck
John Sutherland
Nominating Committee: David Grayson Allen
Thomas Leavitt
Secretary: Jonathan Liebowitz

The President made some comments on the work of the National Coordinating Committee and the meeting was followed by the luncheon address given by Professor Marius B. Jansen.

Respectfully submitted,
John Voll, Secretary.

EXECUTIVE COMMITTEE MEETING, University of Connecticut, 8 October 1977.

President Giles Constable called the meeting to order after the social hour of the fall NEHA meeting and welcomed new members. There was general discussion of an amendment to the by-laws involving the addition of membership classifications to make it possible to secure supporting contributions from private individuals and companies. The amendment proposed by Armand Patrucco was passed. There was also general discussion of raising the association's membership dues and it was agreed that the needs for additional funds should be studied.

Locations for the fall 1978 and spring 1979 meetings were discussed.

There was general discussion on the subject of increasing the numbers of members in the association. It was agreed that the association should work to gain greater visibility for its activities. The committee authorized Gordon Jenson, Giles Constable, John Voll, and Jonathan Liebowitz to work on a membership drive.

The meeting adjourned at 4:00 p.m.

Respectfully submitted,
John Voll, Secretary.

The following amendments to the By-Laws were approved at the October, 1977, Executive Committee meeting and are presented to the membership for their approval at the meeting of the Association on April 29, 1978.

BY-LAWS

- I. Members of the New England Historical Association shall be assessed annual dues. Proposed changes in dues shall be voted upon at a regularly scheduled meeting of the Association. Members shall be given prior notice by mail of any proposed changes.
- II. Individual membership shall consist of the following categories:
regular, graduate students, retired persons.
- III. Sponsors of the New England Historical Association shall contribute annually a sum to be determined by the membership at a regularly scheduled meeting.

ANNUAL DUES \$4.00

STUDENT DUES . . . \$2.00

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Please make checks payable to the New England Historical Association and made to Armond Patrucco, Treasurer, New England Historical Association, 151 Borden Avenue, Johnston, Rhode Island 02919.

In order to aid communication and develop professional camaraderie among members of the Association, the NEHA News would like to publish a list of the current research and teaching interests of historians in New England. Please complete the following form and forward to Professor Robert Imholt, Editor, NEHA News, Albertus Magnus College, New Haven, CT 06511.

NAME _____

AFFILIATION _____

RESEARCH INTEREST _____

Book _____

Article _____

Other _____

TEACHING INTEREST _____
