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NEHA News

The Newsletter of the New England Historical Association

September 1, 1975

Vol. II., No. 2

MEETING DATES

October 4, 1975, University of Maine, Portland, Maine.

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, NH 03824.

May 8, 1976, St. Joseph's College, Hartford, Connecticut.

Program and paper suggestions for the spring meeting are welcome and should be sent to Professor Robert W. Lougee, History Department, The University of Connecticut, Storrs, Connecticut 06268.

PROGRAM FOR THE FALL MEETING

Morning Sessions:

I. Crisis and Society
   a) Walter Struve, City College, New York, "The Uses of Elitism in Germany, 1928-1934"
   b) Martin Waldman, City College, New York, "Revolution and Repression, France 1870-71"
   c) Tom Forstenzer, Rutgers, "French Elites and the Fall of the French Republic"
   d) Chairman-commentator, Harry J. Marks, University of Connecticut

II. The American Revolution and the Problem of Amnesty
   a) Roberta Jacobs, George Mason University, "The Reaction to the Return of the Loyalists to New York"
   b) David Maas, Wheaton College, "The Return of the Loyalists to Massachusetts, 1775-1790"
   c) Adele Hast, Atlas of Early American History, "Treatment of the Loyalists in Virginia"
   d) Chairman-commentator, Malcom Freidberg, Massachusetts Historical Society

III. Cold War in Germany
   a) Robert Carden, Curry College, "Before Bizonia: Britain's Economic Dilemma in Germany, 1945-1946"
   b) Steven Reardon, Harvard University, "United States Role in West Germany's Rearmament"
   c) Richard Weintraub, Washington Post, "The Development of a Political Base for Ostpolitik, 1962-1969"
   d) Chairman-commentator, Robert Friedberg, Southeastern Mass. University

IV. A session of the Maine Academic Historians--Donald A. Yerxa, University of Maine at Orono, will present a paper, "Admiral Samuel Graves and the Falmouth Affair: A Case Study in British Imperial Pacification, 1775." The commentator will be William B. Jordan, Westbrook College.

Afternoon Session:

Dr. Louis Hanke, retiring President of the American Historical Association, will discuss public papers and the role of regional historical associations in this problem.

LETTER TO THE EDITOR

I read with some amusement your "bloopers" in the NEHA News. I shared them with my colleagues, and they helped a bit to persuade us that life is not all that serious.

However, I want to register mild disapproval to holding up the work of others to unnecessary public ridicule. Every campus I have been on has someone who records student mistakes and makes a public display of them.

Students also put down beautiful sentences which express or are the images of beautiful thoughts. Could not those be collected and passed on to the public to enjoy? Just a thought.

Francis R. Carpenter

ANNOUNCEMENTS

The Third Berkshire Conference on Women's History will be held at Bryn Mawr College in June, 1976. Paper and session proposals are welcome and should be sent to Catherine M. Prelinger, Franklin Papers, 1603-A Yale Station, New Haven, Connecticut, 06520, by December 1, 1975.

The Berkshire Conference of Women Historians is pleased to announce the award of its annual prizes for the best article and book published by a woman. The prize for the best article was awarded to Mary Martin McLaughlin for her "Survivers and Surrogates: Children and Parents from the Ninth to the Thirteenth Centuries," in the History of Childhood, edited by Lloyd de Mause. This year two book awards were given, one to Kathryn Kish Sklar for her Catherine Beecher: A Study in American Domesticity (Yale University Press), and the other to Lois Green Schwoerer for No Standing Armies! (Johns Hopkins Press).

The next prize will be awarded in June, 1976, for a book and article published in 1975 by a woman historian. Submit two copies of all entries to Gabrielle M. Spiegel, Department of History, University of Maryland, College Park, Maryland, 20742, by February 15, 1976.

Essays in Arts and Science, a regular publication of the University of New Haven, is accepting scholarly articles in all fields for consideration for its next issue. Please send material to the Editor, Professor Thomas Katsaros, University of New Haven, P.O. Box 1306, New Haven, Conn. 06505.

RESEARCH IN PROGRESS IN NEW ENGLAND STUDIES: AN ANNOUNCEMENT AND INVITATION

Entries included in this column will describe various research projects currently underway in one or another aspect of New England history and life. Each entry should describe the purpose and intent of the research, the nature of the hypotheses being examined, the methodologies and sources used, together with any other information specific to the individual entry and potentially useful to the reader. Each entry should also contain the name of the research, his or her address, departmental and institutional identification if any, a working title for the research (up to fifteen words), and a designation of the principal field or fields with which it is concerned (e.g. history, geneology, literature, etc.). All entries must be typed, doubled-spaced.

Items should consist of a brief description of the research project, including materials, methodologies, sources, hypotheses and purposes, and like relevant matter. No entry should exceed 250 words. Those in excess of that length will either be edited (if simple) or returned to sender for cutting (more likely). All subjects relating to New England studies will be welcomed. They may be in areas other than history, but because of space limitations, they should have a clear relevance to the life, culture, and history of the New England states. All items for the fall issue of the NEWS must be in the hands of William H. Pease by June 1; for the spring issue, by January 1. Only research in progress is contemplated; no published articles, books, or the like will be included.

Send entries to: William H. Pease, Department of History, University of Maine at Orono, Orono, Maine 04473.

NEHA News is the newsletter of the New England Historical Association. It appears twice a year, in April and in September. The deadline for the April issue is February 1; the deadline for the September issue is July 1. Contributions and suggestions are welcome and should be sent to: Gwendolyn Evans Jensen, Editor, NEHA News, University of New Haven, 300 Orange Avenue, West Haven, Connecticut 06516.

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SESSION SUMMARIES: SESSION I - NINETEENTH-CENTURY CHINESE-AMERICAN CONTACTS

This panel consisted of two papers focused on different aspects of Sino-Western contact in the nineteenth century: Christian missions and trade. The former subject was covered by Fred W. Drake of the University of Massachusetts, Amherst. Mr. Drake's paper was entitled "Elijah C. Bridgman: Intermediary between Two Cultures." The paper on trade was presented by Robert P. Gardella of the University of Washington. Its title was "Yankees Come for Tea: Aspects of the Nineteenth-Century Sino-Western Tea Trade." The commentator on the two papers was Francis Carpenter, Director, Museum of the American China Trade. Summaries of the papers and commentary were generously provided by the speakers.

Drake paper. In 1830 Elijah C. Bridgman (1801-1861), of Belchertown, Massachusetts, arrived in China as America's first missionary. Without abandoning his loyalty to Christian evangelism, Bridgman became the first American Sinologist; as translator and publicist, he served as a conduit for information between China and the United States. To the Chinese he attempted to introduce information on "the richest fruits of modern invention and discovery" as well as a knowledge of the history and affairs of Western states. One of his works was the first history of the United States in the Chinese language, printed in 1838 and widely distributed along China's coast in various editions before and after the Opium War (1839-1842).

Bridgman is said to have "converted" only thirteen Chinese in the course of his 32-year career in China. His Christian propaganda failed to interest Chinese during his lifetime. But his secular message did. Reform-minded Chinese leaders after the Opium War, like Wei Yuan and Hsü Chi-yü, sought information that would help explain China's failure to control the "barbarians." When they read the secular works of Bridgman and his colleagues, they began to perceive a new world order, before unrecognized by most Chinese. In the secular materials of early Protestant missionaries, Chinese investigators found ample evidence of a continuing Western threat to China, as well as simple new models for modern state organization, economic development, and military power.

As an intermediary between two cultures, Bridgman on one hand helped transfer basic information about China to America, promoting China's acceptance as part of human history. This posed a challenge to the American intellect, but its effect was not corrosive. As an agent of Western influence in China, however, Bridgman's secular publications raised questions of a qualitative nature that helped undermine the traditional Chinese state. Coming to Asia on a late wave of the Great Awakening, Bridgman contributed to the remaking of the Chinese world. He helped inspire a great awakening to change and nationalism in the Middle Kingdom.

Gardella paper. The impact of the foreign trade generated by the Yankee merchant and his foreign brethren on the Chinese economy has long been a neglected topic in Sino-Western relations. Tea and silk were the major exports of nineteenth-century China. Fukien province in southeast China was the source of much of the tea consumed in the West at this time, and New England mercantile enterprise contributed to the development of the Fukien tea export trade. Yankee merchants broke the monopoly of the English East India Company at Canton before the Opium War, and Yankee clippers and agency houses such as Russell and Company helped to develop the tea trade at Foochow during the 1850's and 1860's. As a result, there was increased specialization in tea production for export in Fukien and elsewhere in South China. New areas were opened up to tea growing, such as northern Taiwan. The influx of money to pay for tea and improved living standards among tea-growing peasants were evident, as was the increasing reliance of the provincial government on commercial taxation. About forty per cent of the annual internal customs fees in Fukien were derived from various taxes on tea. Yet by the 1880's plantation tea production in India and Ceylon had begun to undercut China's monoply of world tea markets. Foreign competition affected the prosperity of provinces such

as Fukien. This boom-bust cycle demonstrates that at least certain areas of China shared in the experiences of an underdeveloped world, subject to the vagaries of world commodity prices and economic forces beyond its control, and contributed to China's twentieth-century drive for economic nationalism.

Carpenter commentary. Mr. Carpenter suggested that it was appropriate to consider the merchant and missionary in the same panel, since they had been in alliance, more often unholy, throughout the period of the old China trade. He was surprised to hear from Mr. Drake of the Riccian attitudes which Elijah Bridgman took to Chinese studies and of his apparent lack of interest in the conversion of Chinese souls. He voiced the opinion that Bridgman was quite exceptional in that regard. He also commented after Mr. Gardella's paper on the dislocative effects of the China trade throughout the Pacific area. He found in the ecological and economic dislocations occasioned by the Fukien tea trade yet another way in which the West had contributed to the Chinese revolution.

Paul A. Cohen, Chairman
Wellesley College

SESSION II - WOMEN IN THE MASSACHUSETTS LABOR MOVEMENT

Lucille O'Connell, Bridgewater State College, "Mary Kenney O'Sullivan"

Stephen H. Norwood, Columbia University, "The New England Telephone Operators and the Strikes of 1919 and 1923"

Stephen Thernstrom, Chairman
Harvard University
Paul Faler, Commentator
University of Massachusetts, Boston

SESSION III - THE USES OF FILM AND VIDEO-TAPE

Film, and to a lesser extent, video-tape, have become popular in the history classroom during the last decade or so. Where once teachers of history were fearful of film, viewing it as a dubious teaching method and an easy way out for the unprepared instructor, now the profession has generally come to accept the legitimacy of film material in the classroom. Some scholars have gone on to make use of film in their research, seeing it (correctly) as a primary source material for the study of modern society. The session on the use of film and video covered several vital approaches to film utilization, from interdisciplinary courses to production of media presentations. Interestingly, the discussion following presentation of the papers dealt with practical matters of film acquisition and use; no one in the sizeable audience felt it necessary to raise any questions about the general proposition that film could, and should, be used by the historian.

Dr. Keith W. Bird of the University of Bridgeport spoke first and described the interdisciplinary course established at the University of Bridgeport in film and history. The impetus toward developing interdisciplinary courses using film material came from the existence at Bridgeport of a well equipped and energetic Cinema program, along with an equally good media-oriented Department of Journalism. In general, the atmosphere at Bridgeport was receptive to a venture into film experimentation, and when the Department of History sought to create a course in "History Through the Newsreel," they were given support and advice by colleagues in other areas. The "Newsreel" approach to the study of history involved an American and a European historian, along with the valuable services of a veteran newsreel cameraman. The class became in practice a study of the impact of film, in this case of a particular variety, the newsreel. Archival material (old newsreels) was screened, but most dramatically the class was able to view current television news material and to assess its

meaning. The evident success of the "Newsreel" course stimulated other approaches to the use of film: "European History as Film" and "American History as Film." While the "Newsreel" course proved successful, it also proved costly and to date has not been repeated. The later courses, however, utilizing rental material of all sorts, have worked well and are popular with both students and faculty.

The second speaker of the morning was Professor C. Stewart Doty of the University of Maine, Orono. Dr. Doty provided the audience with an example of the media work being done by history students and argued convincingly for the inclusion of media workshops in the history curriculum. The media workshop served two functions: it provided history students with an opportunity to approach history from a fresh perspective (visually and orally) and it offered to the faculty a chance to have media programs tailor-made to their needs and specifications. The media workshop at the University of Maine worked closely with other faculty members, from several departments, to create useful media shows for actual classroom use. The sophisticated level of the work done by the students in the workshop was demonstrated in a ten-minute slide tape presentation dealing with the Copernican Revolution. Using 35mm slides, a tape recorder, and an automatic switching device, the workshop created an impressive, visually-exciting media show that not only dealt with the fundamental issues of the Copernican Revolution, but also did so with notable directness and audience involvement. In a real sense, the students (along with their faculty advisors) recreate a moment in the past, using all the visual and aural material they can locate and are required thereby to develop a far deeper understanding of that material than they could ever acquire from a textbook.

Professor Lawrence Murray of the State University of New York at Fredonia spoke last and explored the sensitive issue of feature film use by the historians. In a paper entitled "The Feature Film as Historical Document," Dr. Murray argued for the acceptance of feature film material, the "Hollywood" fiction film, as a legitimate and extremely useful addition to the historian's list of primary source material. Feature films tell us what the people of the time believed, not always what happened with historical accuracy but rather what the audience and the filmmaker believed happened, the ideas that were current and influential at the time the film was made and seen. Movies, as Dr. Murray observed, "are not produced in a social vacuum." The men and women who make movies and who pay to see them are both influencing those films and being influenced, and it becomes part of the historian's task, in studying twentieth-century life and culture, to take into account the tremendous impact of the movies in this century. The movies, especially the feature films, offer the historian a vast opportunity to probe into modern times, an opportunity unavailable to scholars before the development of film, and it becomes an urgent task for the profession as a whole both to appreciate and to utilize the film resources available to us.

Martin A. Jackson, Chairman
Historians Film Committee

SESSION IV - SOCIAL AND EDUCATIONAL CHANGES IN REFORMATION EUROPE

Sherrin Wyntjes, Northeastern University, "Women in the Netherlands"

Irene Q. Brown, Hampton, Conn., "The Expansion of Education in its Urban Context, 1450-1650"

Gerald Soliday, Chairman
Brandeis University
Mirian U. Chrisman, Commentator
University of Massachusetts, Amherst

AFTERNOON SESSION: THE PUBLISHING CRUNCH: THE PRESSES AND THE PROFESSION

Robert H. McNeal, (University of Massachusetts at Amherst), Chairman of the session, opened the panel with a few observations on the apparent divergence of supply and demand in the publishing of historical studies--an excess of worthy manuscripts in relation to the opportunities to publish them. If such a disparity exists, it affects the essential need to disseminate new research and also the established norms for evaluating academic historians for professional advancement. One dimension of the problem is, one hopes, short-term: the present recession/depression, which has adversely affected library book-buying. There is also the not-so-short term problem of inflated book costs. Important as these factors may be, one must not overlook certain aspects of historians' behavior. One might think that the enormous expansion of the number of academic historians in the past twenty years would have led to a great expansion of the market for scholarly books in the discipline, but in fact a different process seems to be at work. The increase in numbers of historians is matched by an increase in specialization, so the number of potential customers for most studies may have declined. Compared to the situation of, say, twenty years ago, we seem to buy fewer books by our colleagues and thus undermine the book trade, on which we depend as writers seeking to publish. There is also the question of book fetishism, the tendency to regard the book as the one really important medium of scholarly communication, at least when it comes to matters such as tenure and promotion. We probably produce too many book-length manuscripts that ought to be condensed and partitioned into articles. This tendency may be exacerbated by the absence of publishing media for studies of intermediate length, say 100-200 typescript pages, which make an uneconomical book but cannot be chopped into articles.

Finally, Mr. McNeal observed that some scholars are turning to alternative modes of publishing. For example, the American Association for the Advancement of Slavic Studies is beginning to use inexpensive offset publishing to make certain types of specialized studies available. Perhaps other bodies, such as the New England Historical Association, should look into such measures to alleviate the crunch.

The moderator then introduced Will Lockwood, director of the Wesleyan Press, who began by summarizing a number of the "pressure points" that make for the present problem. There is inflation. Publishers' sales have been holding about even in recent years, following a rise of about 100% during 1963-1970. There is the problem of copying machines, which are undermining the rights of authors, without which publishing can hardly take place. There is the decline of review media, which are important to the dissemination of books. There has been a decline of mass media journals, which traditionally have helped to introduce authors to readers. There is the renewal of "publish or perish" policies, which lead to the submission of too many sub-standard manuscripts.

Having noted these problems, Mr. Lockwood went on to note some potential bright spots on the horizon. He stressed the impact of technological advances, which should make publishing much less expensive. High-quality offset printing has arrived, and we are on the verge of major breakthroughs in the area of electronic composing, including devices capable of optical scanning of manuscripts. He also noted the establishment of low cost paperback publication as a respectable form of book production. Finally, he suggested that the problems of excessive bigness in publishing firms would be counterbalanced by the emergence of new, small publishing houses and various forms of alternative publishing.

The next panelist was Ashbel Green, vice-president and senior editor of Alfred A. Knopf, who added a number of observations that could not be described as optimistic. He noted that city libraries, which are an important market in the serious book trade, have been experiencing major difficulties. Evidently preferring to cut back on book orders rather than lay off staff when faced with budget problems, they have in many cases gone through periods of six months without any book orders. On a broader scale, Mr. Green noted that serious

reading as a pastime has undergone a decline, perhaps because of the rise of various outdoor recreations and good-quality television programs such as Upstairs Downstairs. Whatever the reasons, it appears that the present level of book publishing--about 40,000 new titles per year--is too high. There are not enough bookstores or review facilities to sustain this level, which can be expected to decline. This is particularly true of scholarly books. Every week Mr. Green receives ten or fifteen overtures concerning scholarly books--far more than Knopf could possibly cope with, considering that it publishes perhaps two or three dissertations per year. Academia needs to demythologize the book, grow away from the "publish or perish" mentality. Other media of communication must be utilized.

David Horne, the director of the University Press of New England, spoke next. He described this relatively new publishing consortium, which is backed by Brandeis, Clark, Dartmouth, and the Universities of New Hampshire, Rhode Island, and Vermont. He raised the question of whether there is a publishing crunch. If there is one, he does not detect it in the area of scholarly works of some general interest, so that it must be among highly specialized works. Even in this area fe feels that most books that should be published can get published.

Mr. Horne noted that the prophecies of McLuhan and others that the book is doomed have not been justified by experience, but it is clear that the nature of the book is changing. There is less emphasis on esthetics and more on the utilitarian. The need to economize is very real, and cold composition (avoidance of casting "hot" type) an essential saving. He noted the problem that libraries are having with space and the shrinking library market for books (though less in history than in literary studies). The expected sale of a good book by an author who is not a big name has dropped from around 800 to 400. The notion that every library has to have it (if it is a good book) no longer exists.

What can authors do to alleviate the situation? In some cases they can contribute camera-ready copy for cold composition, though Mr. Horne expressed scepticism about the arrival of effective optical-scanning devices. Authors can be prepared to forgo royalties. The day in which it was unstylish not to pay royalties on every book has passed, and the day of subsidies has returned. Authors also can consider new avenues of publication, such as the on-demand publishing plan of University Microfilms. In this new approach publishers can refer to University Microfilms worthy but uneconomical manuscripts, which will be reproduced by a Xerox technology in whatever number of orders appears, from one upwards.

The fourth panelist was Russell Banks, who is a professor of English at the University of New Hampshire and the author of novels and short stories. He described an approach to the publishing problem that some writers of fiction have instituted: the Fiction Collective. The participants faced a cluster of problems: keeping in print books that sell 3-5,000 copies, finding a publisher for persons who are not well-established, and obtaining adequate promotion for the works of new authors. The attempted solution, based on the model of several literary cooperatives in Sweden, involves an agreement of the participating authors to forgo royalties on the first three thousand copies, to assume the tasks of soliciting manuscripts, judging them, editing them, design and promotion. It does not include distribution, which requires the facilities of a publishing house. In the case of the Fiction Collective the firm of Braziller has been willing to take on distribution in return for a share of the return. This approach attempts to add flexibility in book publishing, and Mr. Banks believes that it has considerable promise.

Following the presentations of the panelists, opinions were exchanged among them and with the audience.

Robert H. McNeal, Chairman
University of Massachusetts (Amherst)

ARCHIVES AND MANUSCRIPT ACCESSIONS

The papers of the Women's Trade Union League (WTUL)--considered crucial source material to researchers investigating the role of working-class women in America--will be available to all interested scholars as the result of $120,000 in grants awarded the Radcliffe College Schlesinger Library.

The funds, up to $100,000 from the National Endowment for the Humanities and $20,000 from the National Historical Publications and Records Commission (NHPRC), will make possible a microfilm edition of the voluminous WTUL material.

American historian Edward T. James (AB '38, AM '41, PhD '54) will direct the twenty-seven-month project, which is expected to begin next month. He is editor of the Dictionary of American Biography and Notable American Women, 1607-1950.

Founded in 1903, the WTUL sought for more than four decades to better the condition of women workers in the United States through trade union organization and the enactment of protective legislation.

Because the League was a cooperative effort between middle-class reformers and working-class women, its papers will shed light not only on the conditions of women in industry, but also on changing middle-class attitudes toward poverty and on the interaction of different social-reform groups.

Six other organizations with important WTUL collections will cooperate in the project. They are: the University of Florida Library, the Library of Congress, the Chicago Historical Society, the University of Illinois Library (Chicago Circle), the New York State Department of Labor Library, and the Tamiment Library of New York University.

Planning for the project began in 1971 at the suggestion of the NHPRC. The Commission, aware of the small number of publication projects focusing on women's contributions to the development of the United States, encouraged institutions like the Schlesinger Library--Radcliffe's research library on the history of women--to develop proposals for publications.

Radcliffe President Matina Horner and Schlesinger Library Director Patricia King said the project's funding signifies recognition of the growing interest in women's history.

Mr. James estimates the publication will total 180 reels of annotated microfilm. Assisting him in the project will be Robin M. Jacoby, Instructor in History at the University of Michigan (Ann Arbor) and Nancy S. Dye, Assistant Professor of History at the University of Kentucky. Both have made a special study of women in the labor movement.

RECORDS OF THE WAR MANPOWER COMMISSION

The National Archives recently transferred fifty-one cubic feet of records on the New England regional office of the War Manpower Commission to its Regional Archives Branch in Waltham, Massachusetts. The Commission was established within the Office of Emergency Management in April, 1942, in order to "formulate plans and programs and establish basic national policies to assure the most effective mobilization and maximum utilization of the Nation's manpower in the prosecution of the war." The Commission recruited and trained personnel for war and essential civilian industries and established regulations to control turnover and unnecessary labor migration in these industries, analyzed manpower utilization practices to increase labor efficiency, accumulated national labor market information, and maintained the National Roster of Scientific and Specialized Personnel. In September, 1945, the Commission was abolished and most of its functions transferred to the Department of Labor.

Included in the records are the central file of the regional office consisting of correspondence, memoranda, telegrams, reports, minutes of meeting, copies of State and regional office issuances, organizational charts, and press releases. Also included are minutes of meetings of the regional and area directors and regional office staffs and inter-agency conferences, monthly progress and activity reports submitted by the regional director and regional office heads, reports on the operations of local offices of the United States Employment Service, and manpower utilization surveys and brief case histories describing successful Manpower utilization techniques.

The largest group of records consists of fifty archives boxes of appeal case records arising from the Commission's employment stabilization program. The latter program was aimed at directing the flow of scarce labor to where it was most needed and at eliminating wasteful turnover is essential defense industries. The Commission's decisions could be appealed by workers or employers to regional or area labor management committees. A few records among the appeal cases, consisting mainly of records containing information about the physical or mental health or the medical or psychiatric treatment of individual persons, are restricted.

For further information about these records contact the Chief, Archives Branch, Federal Archives and Records Center, 380 Trapelo Road, Waltham, MA 02154.

Announcements for acquisitions additions, additions to collections, or new finding aids should be forwarded to James K. Owens, Chief, Archives Branch, Federal Archives and Records Center, 380 Trapelo Road, Waltham, MA 02154.

OPPORTUNITY FOR STUDENT RESEARCH: THE MUSEUM OF THE AMERICAN CHINA TRADE

On the third floor of the Museum of the American China Trade in Milton, Massachusetts, well above its more visible treasures, are its archives. They are another treasure amounting to almost 100,000 documents of which approximately 40,000 pages are directly concerned with America's early involvement in China. Most of them are related to the experiences in China of members of the Forbes family who traded there through the dominant American firm of Russell and Company. The three principal figures represented are Robert Bennet, James Murray, and Francis Blackwell Forbes. Among them they lived and worked in China for more than half a century, and all of them wrote at length about their experiences there.

Some time ago, it occurred to the staff of the Museum that the papers not only represented a worthy source for scholarly investigation but also were a remarkable teaching tool. There are still students majoring in history across the country who can be awarded a B. A. in history without ever having touched a primary document. The closest that many come to one is through a carefully edited book of "Selected Readings." Even then the student is seldom aware of the work that went into finding the documents and is always denied the joy of discovery.

In 1972, therefore, the Museum decided to open its archives to deserving and well-motivated students who had perhaps grown a bit weary of the two-mid-terms-final-and-term-paper routine for receiving credit. Non-exclusive preference was given to students from smaller colleges whose library holdings might not include a sizable archive, if it had any at all. Feeling that no one's needs would be served without sustained effort, the Museum stipulated that the student must devote at least 120 hours (about 30 hours a week) to the project. Those close by were permitted to work one or two days a week until the project was completed. Those farther afield took up residence in Milton and worked throughout the four-week period. Most of them were on a detached-study program and many stayed for considerably more than four weeks. Some even arranged with their professors to come work during the summer and present their

papers in the autumn term for credit. In all cases, the Director of the Internship Program (which in its first year was generously funded by the Massachusetts Council on the Arts) provided an evaluation of the students' work.

The results--especially for students unused to working with primary documents--have been most gratifying. Students have arrived here from Georgia, Michigan, Florida, South Carolina, and New York as well as from the New England states closer by. In nearly all cases, they have gone on to graduate school, and in most cases they have submitted the papers completed here as evidence of their talents and accomplishments. The favorite topic has been some aspect of America's opium-smuggling activities, but there are many other possibilities. Perhaps one of the better papers was on the manner in which the old China Trade was conducted at Canton.

Advisers seem to have been as enthusiastic as their students about the program. A not untypical letter says in part: "(She) was highly enthusiastic about how much she had learned and how warmly she was treated...she felt that working at the Museum...made history come alive...(and that it) is surely one of the most effective ways of recreating the past."

Although it is no longer funded, the Program is very much alive. Professors who have students who they feel would profit from such an experience are urged to encourge them to apply. Application procedure is simple: the student must submit a short statement of interest and have two faculty members write letters of reference attesting to his or her abilities and character. There is a five-dollar application fee. The Museum must retain the right of making a final decision.

The staff at the Museum will welcome your inquiries and your suggestions--but most of all, your students. Write to the Museum at 215 Adams Street, Milton, Mass. 02186 or call (617) 696-1815.

Francis R. Carpenter, Director
Museum of the American China Trade

BOOK REVIEWS: Historians' Choice:
A Score of Recent Western Civilization Texts

The author of a textbook is caught in a seemingly impossible dilemma. Coverage is essential, but he must not be boring; interpretation is crucial, but bias is a sin; he must write with style, but his prose must be understood by the most backward of beginning students. His book should be attractive and well illustrated, but at the same time inexpensive. Criticism is therefore easy, yet the surprising fact is that many of the recent texts dealing with modern Western Civilization are really quite good.

Unfortunately, this is not true of the shortest books. Many teachers seek a brief, inexpensive text to supply necessary background so that they can then assign a variety of other readings. Ideally, such a volume should combine a broad interpretive overview with at least a skeletal narrative--and achieve both in less than 100,000 words. Such a task calls for a historical Merlin and none has yet answered the call.

Europe: A Brief History, by George A. Rothrock and Tom B. Jones (2nd ed., Rand McNally, 1975), attempts to cover the period from the Renaissance to the present in a fact-filled 228 pages. Lack of balance is one of the most glaring results: two pages on World War I, three times as much devoted to the Third Republic. A book this brief requires a strong, interpretive framework; Rothrock and Jones, unfortunately, adhere to the Gradgrind school of pedagogy. The consequence is a text of very questionable value.

Four offerings, slightly longer than Rothrock (about 400 pages each) suffer from a variety of ills. James D. Hardy Jr. and Roger L. Williams (Prologue to Modernity and A Short History of Europe Since Napoleon, Wiley, 1974, 1972) are inadequate for different reasons. Hardy ventures an "essay more than a text" and includes considerable material on science and technology, but his good intentions are negated by a writing style that would prove a blessing to insomniacs and by short bibliographies which can best be described as eccentric. Williams is better written, but oddly organized, with the result that the domestic history of the late - nineteenth century largely disappears. Both Hardy and Williams are marred by mis-statements.

The new Forum Press series (The World of Europe, 1500 to 1815, DeLamar Jensen, A. Floyd Moote, and Ralph W. Greenlaw, The World of Europe Since 1815, Brison D. Gooch, Amos E. Simpson, and Vaughan B. Baker, both 1973) offers straight-forward, largely political history, though Moote does integrate social and economic material in his treatment of the seventeenth century. The demand for brevity again leads to some extreme results; the English Civil War is "covered" in twenty-two lines. Bryce Lyon, Herbert H. Rowen, and Theodore S. Hamerow, A History of the Western World (2nd ed., Rand McNally, 1974) is best characterized as bland, providing an adequate summary of convential topics. (I have used this book twice and the students have survived, but preparing this review has convinced me that some of the slightly longer texts offer much more.)

The last of the short books, Boyd H. Hill Jr., Arthur J. Slavin, and James D. Hardy Jr.'s The Western World (Random House, 1974) is more venturesome than the others. Highly thematic, it draws heavily on recent work in social and economic history and professes to omit much standard material. But, though the idea is to provide a stimulating, interpretive overaiew, the authors still feel the compulsion to include much of the normal factual background. The book thus falls between two stools. Not completely successful as an analytical essay, it is not adequate for factual summary either. Still, used in careful conjunction with lectures, it might prove stimulating. Certainly it is the best of a poor crop.

A middling group of books, longer than those already treated but considerably shorter than the full scale texts yet to come, offers the best value. Two can be enthusiastically recommended and all are at least adequate.

The most stimulating is F. Roy Willis, Western Civilization: An Urban Perspective (Heath, 1973). As the author states: "Over half of the book is devoted to studies of ten great cities at the height of their creativity. The narrative halts, and we probe into problems of economic and social structure, religion, government and political theory, scientific inquiry, and concepts of beauty and attempts to realize them. In this way, we attempt to combine the findings of the social scientist with the preoccupation of the humanist." Only an historian of intelligence and extremely broad learning could accomplish such a task and it is a tribute to Willis that he succeeds. This is not a book that can be assigned to the student and then forgotten, but for teachers who are willing to make the

text an active ingredient in their course the book should prove provocative. I highly recommend it as a stimulus both to students and to teachers who are becoming bored with convential approaches.

More traditional, but quite attractive and usable, is Joseph R. Strayer, Hans W. Gatzke, and E. Harris Harbison, The Mainstream of Civilization (2nd ed., Harcourt, Brace Jovanovich, 1974). The coverage of economic history is weak, but the balance of political and social history is good. A well-written text is supplemented by carefully chosen and frequently provocative illustrations. Brief, stimulating quotations from both original and secondary sources are set off against a grey background. The black-and-white maps in the text are excellent and each chapter includes an up-to-date bibliography. It will appeal to students and is brief enough (about 400 pages) to allow the instructor to assign a number of additional readings.

A longer text which shares many of Strayer's virtues is Mortimer Chambers, Raymond Grew, David Herlihy, Theodore K. Rabb, and Isser Woloch, The Western Experience Since 1640 (Knopf, 1974). The old standby, Edward McNall Burns, Western Civilizations, is now in its eighth edition (Norton, 1973). Less sophisticated than Strayer or Chambers, Burns devotes little attention to social history, but the simpler writing style might recommend it for less able students. Although the layout in Robert Edwin Herzstein, Western Civilization (vol. 2, Houghton Mifflin, 1975) is less attractive, the prose is equally clear. In his drastic revision of Ferguson and Bruun's Survey of European Civilization, Herzstein emphasizes social and intellectual history. His attempts at "relevance" will appeal to some students--for example the author invokes the 1973 incident at Wounded Knee when discussing the exploitation of Indians and blacks in the early modern period. Toward Modernity and The Modern World, edited by John A. Garraty and Peter Gay (Haper & Row, 1972) suffer from too many authors. Forty collaborators are listed, with the results that while individual sections are often good, the work lacks focus. Robert S. Lopez, Thomas G. Barnes, Jerome Blum, and Rondo Cameron, Civilizations, Western to World (Little Brown, 1975) is essentially "an abridged and rewritten version of The European World, although completely new material, including whole chapters, has been added on the non-Western world and on recent events." Their emphasis is still European. The layout is appealing, with excellent maps and well conceived chronological charts. This is an intelligent, generally well-written, usable book.

The final book in the middle-sized group is Western Civilization by William L. Langer, John W. Eadie, Deno J. Geanakoplos, J. H. Hexter, and Richard Pipes (2nd ed., Harper & Row, 1975). This is a stripped-down version of the original edition, with paper covers and minus the lavish colored illustrations. It is still a good book and much cheaper than the original. The early modern period is covered by Hexter, who writes with grace and style. His treatment is strongest on political and intellectual history. Pipes, assigned the nineteenth and twentieth centuries does not write as well, but does emphasize social history, particularly in his chapters on "Urban Culture and the Middle Class" (nineteenth century) and "The Dissolution of the Middle Class" (twentieth century). The result is a good, frequently stimulating book, probably a bit too advanced for the average freshman.

Among the Mastadons of Western Civilization, Crane Brinton, John B. Christopher, and Robert Lee Wolff, Modern Civilization (3rd ed., Prentice Hall, 1973) is still thoroughly competent, but has not really worn well. It is time for a respectful interment. Showing stronger life signs, the fourth edition of R. R. Palmer and Joel Colton, A History of the Modern World (Knopf, 1971) is updated but can no longer dominate the field as it once did. It remains a good book but those instructors who still assign it out of habit should consider some of the more recent alternatives discussed below.

"Weighty" and "solid" are the best terms to describe four further entries in the large-book field. Shepard B. Clough, et. al,, European History in a World Perspective (3rd ed., Heath, 1975) is noteworthy for the attempt to include non-European material, particularly for the period after 1870. The uneven quality of the work is presumably the result of the large number of contributors. Edward R. Tannenbaum, European Civilization Since the Middle Ages (2nd ed., Wiley, 1971) deserves credit for keeping his readers constantly in mind. The level of the book is thus more suitable for introductory students than most of the other full-scale texts, though the author does sometimes appear to be "writing down" to his audience. J. Russell Major, Robert Scranton, and G. P. Cuttino, Civilization in the Western World (2nd ed., Lippincott, 1971) is available in two volumes covering the period since the Renaissance or a single volume since 1715. Organization, coverage, and writing style are all more than adequate, but the book lacks the flair of others still to be considered. The same conclusion applies to Jerome Blum, Rondo Cameron, and Thomas G. Barnes, The European World (2nd ed., Little Brown, 1970). Most instructors will find the abridged edition (Civilizations, Western and World) more useful.

Arthur J. Slavin, The Way of the West (Xerox, 1975) is ambitious and occasionally stimulating, but marred by several faults. Lavish use of footnotes tends to distract the reader, the size of the volume is unwieldy, and the writing is occasionally careless, as in the sentence "Austria, however, had not only experienced no Protestant success." This work will bewilder many students.

Felix Gilbert, et. al., The Norton History of Modern Europe (Norton, 1970) is really a series of books, bound together in one elephantine volume. Gestures are made to non-political topics (sometimes very good gestures), but the work is essentially a sound, well-organized and readable summary of standard material. The individual sections, published separately in paperback, are suitable for advanced courses (I have assigned them for both nineteenth and twentieth century Europe), but surely there are few teachers who would require a 1649 page book for a freshman class.

The best of the large textbooks are J. H. Hexter, Richard Pipes, and Anthony Molho, Europe Since 1500 (Harper & Row, 1971), Peter Gay and R. K. Webb, Modern Europe (Harper & Row, 1973), and Eugen Weber, A Modern History of Europe (Norton, 1971). Weber presents a highly personal view, and the result is an often exciting book, based on vast learning. Exceptionally good on intellectual and social history, Weber provides more than adequate coverage of political and economic subjects as well. Gay and Webb blend recent interpretations of social and cultural history into a gracefully written narrative. As might be expected the discussion of the Enlightenment is excellent. Equally good is the treatment of such topics as commercial capitalism and eighteenth century slavery. Hexter and Pipes provide probably the best integration of modern scholarship on social, economic, and cultural topics--as shown in their perceptive discussion of nineteenth century feminism. It is unfortunate that an other wise attractive volume, with superb color illustrations, is printed on very cheap paper. The single-column format is pleasing, and good use is made of small, marginal illustrations. All three of these books are intelligent and provocative, the kind one recommends to a doctoral student preparing for general exams. Whether they are useful for a freshman survey is another matter.

James L. McKelvey
The University of Connecticut

Women's History Emerges: Recent Studies of Women in European History

We are frequently exhorted to include the history of women in courses, reading lists, convention programs, and research. Yet we are warned that women's history is elusive. One author recently noted that the history of women has been written in invisible ink (Nancy Reeves, Womankind, Aldine, 1971). Sheila Rowbotham entitled her recent study of English

Feminism, Hidden From History (Pluto, 1973); Berenice Carroll has collected essays under the title, Liberating Women's History (University of Illinois, 1976); and I am currently editing a collection of essays on women in European history, Becoming Visible (co-editor, Renate Bridenthal, Houghton-Mifflin, 1976). Some commentators, however, believe that women's history is less than elusive--they claim it is non-existent. Women, they say, have no history because they have not played a major role in shaping history. To paraphrase Oswald Spengler: men make history, women are history. Even when women have acted, it has only been to enhance the status of men. When discussing woman, John Ruskin noted, "Her great function is praise." This is not only a misogynist's argument. Virginia Woolf in A Room of One's Own noted that woman's duty in society has been to provide men with mirrors in which they see their image reflected larger than life. Twenty-five years ago Simone de Beauvoir concluded that women have no history (despite her sketches of women in history). Like Spengler, Ruskin, and Woolf she asserted that women have never existed independently from men, and their existence has merely facilitated male-dominated values and events. Last year Elisabeth Janeway reiterated this view in her collection of essays, Between Myth and Morning (Morrow, 1974). How are we to respond to this line of argument?

One option is to follow Mary Beard's thesis in her The Force of Women in History (cf. Berenice Carroll's brilliant review in Woman: An Issue, Little Brown, 1972). Women, Beard argued, have played a far more important role in the shaping of great events in history than is commonly realized. Several historians have recently added to our understanding of women's participation in the great events--and they have also asserted that movements in which women played an important role ought to be included in our surveys of great historical developments.

Three recent surveys of women in European history help to redress the lack of attention to women in standard texts. Vern Bullock's The Subordinate Sex (Penguin, 1974) is derivative and cursory, but two outstanding anthologies have appeared: Susan Groag Bell, Women: From the Greeks to the French Revolution (Wadsworth, 1973) and Lauro Martines and Julia O'Faolain's Not in God's Image (Harper Torch, 1973).

In addition, several specialized studies have begun to fill in the gaps in Mary Beard's attempt to place women in political and intellectual history. In roughly chronological order some of these works are: B. H. Westman, "Women's Rights in the Middle Ages," Center Magazine (March, 1974); Roland Bainton, Women of the Reformation in Germany and Italy (Beacon, 1971); Charmarie Jenkins-Blaisdell, "Renée de France between Reform and Counter Reform," Archive for Reformation History (63:2, 1972); Miriam V. Chrisman, "Women in the Reformation in Strassburg," (Ibid.); Nancy L. Roelker, "The Appeal of Calvinism to French Noblewomen," Journal of Interdisciplinary History (Spring, 1972); Olwen Hufton, "Women in Revolution, 1789-1796," Past and Present (November, 1971); Jane Abray, "Feminism in the French Revolution," American Historical Review (February, 1975); E. P. Thompson, "The Moral Economy of the English Crowd in the 18th Century," Past and Present (February, 1971); M. Gewirth, "Mme de Staël, Rousseau and the Woman Question," Proceedings of the Modern Language Association (January 1, 1971); Eleanor Flexner, Mary Wollstonecraft (Penquin, 1973); Claire Tomalln, The Life and Death of Mary Wollstonecraft (Harcourt, Brace, Jovanovich, 1974); Alice S. Rossi, ed., The Feminist Papers (Bantam, 1973); Miriam Schneir, Feminism: The Essential Historical Writings (Vintage, 1972); John Stuart Mill and Harriet Taylor Mill, Essays on Sex Equality, Alice S. Rossi, ed. (University of Chicago Press, 1970); Amy Hackett, "The Emergence of the Woman Question in Germany," in Robert Bezucha, ed., Modern European Social History (Heath, 1972); Barbara Alpern Engel and Clifford N. Rosenthal, Five Sisters: Women Against the Tsar (Knopf, 1975); Richard Stites, "A. M. Mikhailov and the Emergence of the Woman Question in Russia," Canadian American Slavic Studies (Summer, 1969); Florence Farnsworth, With the Armies of the Tsar (Stein and Day, 1974); Sheila Rowbotham, Women, Resistance and Revolution (Vintage, 1973); idem., Woman's Consciousness, Man's World (Penguin, 1974); Werner Thoennessen, Women's Emancipation in Germany (Pluto, 1973); Trevor Lloyd, Suffragettes International (American Heritage, 1971); Jill McIntyre, "Women and the Professions in Germany 1930-1940," in Nicholls and Matthias, eds., German Democracy and The Triumph of Hitler (Allen and Unwin, 1971);

Bonnie Bluh, Woman to Woman: European Feminists (Starogubski, New York, 1974); Chafetz and Polk, "Room at the Top: Social Recognition of British and American Females over Time," Social Science Quarterly (March, 1974). Studies of this kind examine women's participation in the man's world. Yet, what remains significant about women in politics is their general lack of participation (Jeane J. Kirkpatrick, Political Woman, Basic, 1974).

The history of women is more than the history of women in a succession of elites. Such women--like Hannah Arendt's "exception Jews"--usually reflect mainstream values. Yet ordinary women, often functioning in a women's world, have also shaped history. As social historians force us to redefine the proper subject matter of history, the history of the ordinary woman is being written. Space limitations preclude citing individual essays in the following excellent collections of studies: Martha Vicinus, Suffer and Be Still (Indiana, 1973); Lois Banner and Mary Hartman, Clio's Consciousness Raised (Harper, 1974); Louise Lamphere and Michelle Zimbalist Rosaldo, Woman, Culture and Society (Stanford, 1974); and Joan Huber, ed., Changing Women in a Changing World (University of Chicago, 1973). The next two issues of Feminist Studies will publish a selection of papers presented at the 1974 Berkshire Conference on the History of Women, and the current issue of the Journal of Interdisciplinary History is devoted to the history of the family. Three recent analyses of women in the economy are available: Ann Oakley, Woman's Work: The Housewife, Past and Present (Patheon, 1974); Evelyn Sullerot, Women Society and Change (World, 1971); and Ester Boserup, Woman's Role in Economic Development (St. Martin's, 1970).

The following volumes contain valuable information about women in a broader social context: Olwen Hufton, Poverty in France (Clarendon, 1975); Charles Tilly, Louise Tilly, and Richard Tilly, The Rebellious Century (Harvard, 1975); Natalie Zeman Davis, Society and Culture in Early Modern France (Stanford, 1974); William Mandel, Soviet Women (Anchor, 1975); and Leonore Davidoff, The Best Circles: Women and Society in Victorian England (Rowman, 1973).

Several articles have appeared recently in a variety of journals which examine more closely women in more specific social and economic settings: M. George, "From Goodwife to Mistress," Science and Society (June, 1973); Mary Hartman, "Crime and the Respectable Woman (Feminist Studies, 1974); Stearns and Branca, "Women and the Industrial Revolution," Forum series; Renate Bridenthal, "Beyond Kinder, Küche, Kirche," Central European History (June, 1973); Theresa McBride, "Social Mobility for the Lower Class: Domestic Servants in France," Journal of Social History (Spring, 1975); and William L. Langer, "Checks on Population Growth, 1750-1850," Scientific American (February, 1972). Louise Tilly and Joan Scott have investigated the impact of the industrial revolution on women in two articles which appear in the current issue of the Journal of Interdisciplinary History and the Spring issue of Comparative Studies in History and Society.

A series of essays in the New Left Review has debated the role of women's work in the economy: Wally Secombe, "Housework under Capitalism" (Jan-Feb., 1973); Margaret Coulson, Branka Magas and Hillary Wainwright, "The Housewife and her Life under Capitalism, A Critique," and Jean Gardiner, "Women's Domestic Labor," (Jan.-Feb., 1975).

Until a few years ago our view of women in the past was based on images of women in the writings of cultural and political leaders (who usually were male). This picture of women was refined and often refuted by studies of those few women who actually were a force in history. Now the emerging social history of women has begun to inform us about the impact of inarticulate, nameless women on social change. As we integrate these approaches to the history of women into our courses and writings, we will be creating a new human history.

Claudia Koonz
College of the Holy Cross

If we can offer nothing better than that, if we cannot self-confidently and assertively offer strong and positive reasons for the study of history, then I very much fear that our discipline as we have known it may suffer severely indeed at the hands of a second challenge of "relevance" much more serious, ultimately, than that we have just more or less successfully weathered from the policy sciences. I refer, of course, to the challenge of vocational relevance, which in these times of economic concern is threatening the whole structure of the liberal arts tradition, especially for the social sciences and the humanities, in each of which we, as historians, have a foot firmly planted.

The reactions to this challenge are already quite varied. A common one is the superimposition of vocationally-oriented courses or majors on a liberal arts foundation--something with which I have no quarrel as long as a sound sense of proportion is maintained. But I can also sense here and there the growth of a kind of resignation almost amounting to an admission of the practical uselessness of the liberal arts. I would not like to think that this is occurring because we ourselves are losing faith in the utility of the liberal arts, or in history as one of, and not the least of, the liberal arts. I hope that we will not retreat into the rather sadly-defensive position of asserting that the value of the liberal arts, including history, is limited to the subjective enjoyment of the individual who studies them. It would probably be wholly superfluous for me to say very much to <u>this</u> group about the special contribution that history, as one of the liberal arts, can make to the individual above and beyond the undoubted fact of personal enjoyment. The location of human beings in the succession of time; the location of individuals in the full context of their own times, faced with problems of the most varied kind requiring difficult decisions for their solution which might or might not work; the study of human and social relationships and the terribly complex patterns and processes of their interaction and change over time--these are among the things which properly belong to history, and which it does best. I, for my part, will be convinced by no one that a mind well trained in these perspectives is not a useful mind. Indeed, the thoughtful and searching possibilist mind that can emerge from this study is so useful to so many vocations that we often regrettably fail to appreciate its vocational applicability altogether. (I must add, at this point, that in speculating recently on the reasons why such a disproportionate number of administrators in schools, colleges, and universities seem to be taken from the ranks of historians, I suggested to a colleague that their historical training might well have something to do with it; whereupon he suggested, rather cynically, I thought, that if such were indeed the case, then the discipline ought rather to be accused of malevolence than uselessness.)

Besides the special contribution history makes as a separate discipline, however, there is another and equally important contribution it makes in common with the other liberal arts: the maintenance and sustenance of the cognitive tradition of western civilization. Indeed, in at least one respect history may do something of very special importance here, too, if only because it is in a unique position to show what has happened to us when we have abandoned that tradition--when we have forgotten that there is no substitute for knowledge. That cognitive tradition, furthermore, not only rests on, but is impacted into the very idea of a literary tradition--the transmission of knowledge by the written word. And whatever else may be unessential to say, it is not yet superfluous to emphasize that our discipline must persist in its insistence that the development of the ability to read critically and to write clearly belongs inherently and inescapably to the study of history and, through it, to that whole cognitive tradition. To compromise on this, in a time when the progress of a virtual functional illiteracy even among senior college students has reached epidemic proportions, is to forsake our responsibility to our discipline and, through our students, to society in general. Because we would like to think that our proper function in teaching has to do with the substance of historical development rather than with the so-called "mechanical skills" of reading and writing, and because the investment of time to help build those skills is so enormous, and requires such

apostolic patience, we would perhaps most fondly leave them to someone else. But we cannot, and we must not, if we intend to honor our own profession; for both the acquisition and the utilization of historical knowledge depend on those skills. The substance of history, in other words, is directly dependent on the manner in which it is acquired, and on the manner in which it is transmitted for others to acquire. In our work, we receive tremendously valuable assistance from audio-visual and other aids. But the soul of our profession and of our discipline remains in the written word. We must never forget this, and we must not shrink from the admittedly onerous and widely unpopular but terribly important responsibilities it imposes upon us as individuals. If in this sense, too, we do well what the very nature of our discipline requires that we do, we will again contribute mightily to the formation of skills widely and fundamentally applicable in a vocational sense.

I have a notion that most of us, as historians, for all our obvious differences, have in fact persisted through a time of troubles with certain very basic values essentially intact. We have abided and endured, for all our panic and our frantic innovations to hold the line on enrollments, and have emerged with most of the oldest and deepest convictions of our professional responsibilities unimpaired. Perhaps--just perhaps--students are beginning once again to appreciate this. I would like to think so. I also think it possible that we need not fear the challenge of the new vocational relevance as much as we now may suppose. But if that is to be true, it will be so because we will have had the foresight self-consciously to reinvest our discipline, and indeed the whole of the liberal arts, with the very real relevance we all <u>know</u> them to have, and to be straightforwardly aggressive in our public insistence on the values of that relevance.

John G. Gagliardo
Boston University

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