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# NEHA News

The Newsletter of the New England Historical Association

September 1, 1977

Vol. IV, No. 1

## MEETING DATES

October 8, 1977--University of Connecticut, Storrs

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

April 29, 1978--University of Massachusetts, Amherst

## PROGRAM FOR THE FALL MEETING

### THE DIMENSIONS OF COMPARATIVE HISTORY

#### Morning Sessions:

- I. Historical Views of Republican Rome
  1. Republican Rome in the Eyes of Polybius and Post-Hellenic Greeks

*Ronald Lettieri, University of New Hampshire*

2. Republican Rome in the Eyes of Shakespeare and the Elizabethans

*John R. Kayser, University of New Hampshire*

3. Republican Rome in the Eyes of Modern Scholars

*Eugene W. Davis, Trinity College; Alan Ward, University of Connecticut, Chairman and Commentator*

- II. Feudalism Beyond Europe: Iran, the Abbasid Caliphate, Muromachi Japan

1. The Case of Parthian and Sassanian Iran

*Richard N. Frye, Harvard Univ.*

2. The Case of the Abbasid Caliphate

*Frederick Donner, Yale Univ.*

3. The Case of Muromachi Japan

*Peter Arnesen, Yale University; William Samolin, University of Hartford, Chairman and Commentator*

#### III. The Politics of Riot

1. Mob Rules: A Critique of Certain Recent Studies of the Crowd in History

*Paul Lucas, Clark University*

2. The Ideology of Conflict in Jacksonian Boston

*Wilfred F. Bisson, Kennebec State College; John Bohstedt, Harvard University, Chairman and Commentator*

#### Luncheon Address:

Some Dimensions of the Concept of Modernization

*Marius B. Jansen, Department of East Asian Studies, Princeton University*

#### Afternoon Sessions:

- IV. Ideology and Practice in Twentieth-Century Communism

1. Lenin and the French Revolution as Myth and Model

*Anne P. Young, University of Maine*

2. The French Communist Model of Socialism for a Post-Industrial Society: Foundations for Marxian Socialism

*William J. Davidshofer, University of Maine, Presque Isle; Robert McNeal, University of Massachusetts, Chairman and Commentator.*

V. The Challenge and Value of Teaching Comparative History

1. A Course of Comparative History: Teaching the Russian, Chinese and Cuban Revolutions

*Parker Albee, Craig Dietrich, Alfred Padula, University of Maine, Portland-Gorham*

2. A Curriculum of Comparative History: Topics in Traditional and Modern History

*Bill B. Brayfield, University of Hartford; John Gagliardo, Boston University, Chairman and Commentator*

ANNOUNCEMENTS

The Spring, 1978, meeting of the New England Slavic Association will be held on April 14-15 at the University of Massachusetts, Amherst. Those interested in participating in the program are invited to submit proposals in the form of 100-200 word precis of their papers by October 15, 1977. Suggestions for complete panels are especially welcome. For further information write Professor Laszlo M. Tikos, Department of Slavic Languages, University of Massachusetts, Amherst, MA 01003.

The Newberry Library, with support from the National Endowment for the Humanities, is sponsoring three national conferences on College Teaching of State and Local History. They will provide a forum for the exchange of new ideas, techniques and teaching methods such as student archival research, demographic studies, oral history, etc. Ten to fifteen fellowships will enable college teachers to spend the spring semester at the Newberry Library in research, writing or curriculum development. The first conference was held in

January, 1977, but applications are available for the 1978 and 1979 conferences. Write: Richard Jensen, Family and Community History Center, The Newberry Library, 60 W. Walton, Chicago, Illinois 60610.

The Fourth Conference on the History of Women will be held on August 23, 24 and 25, 1978 at Mount Holyoke College, South Hadley, Massachusetts. The conference theme is Fifty Years of Women's History and Women as Historians in recognition of the golden anniversary of the Berkshire Conference. Proposals for sessions should be sent to the program coordinator: Prof. Sandi E. Cooper, College of Staten Island--St. George Campus, 130 Stuyvesant Place, Staten Island, NY 10301.

The vice-president, Gordon Jensen, urges that all members who are interested in presenting papers at the spring 1978 meeting should communicate with him at the Department of History, University of Hartford, 200 Bloomfield Avenue, West Hartford, CT 06117. He is particularly interested in receiving proposals for integrated sessions assembled around the theme "The Dimensions of Comparative History". Any proposals that cannot be included in the spring meeting will automatically be considered for the fall meeting of 1978.

NEHA News is a 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.

The officers of the New England Historical Association for 1977-78 are as follows:

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SESSION SUMMARY: ASPECTS OF BRITISH FOREIGN POLICY TOWARDS EASTERN EUROPE  
FALL, 1976

Professor Paul D. Quinlan, Rhode Island Junior College:  
"V. V. Tilea and the "Ultimatum" to Romania, March 1939"

The startling shift in British foreign policy in March 1939 that was touched off by the claim of the Romanian Minister in London Viorel V. Tilea that his country had received an "ultimatum" from the Germans is well-known to diplomatic historians. Yet after almost forty years the so-called Tilea affair is still surrounded by considerable mystery. In order to shed additional light on this event, this study examined British-Romanian relations prior to March 1939, as well as Tilea's activities and the veracity of the ultimatum.

Britain's interest in Romania in the spring of 1939 was not simply a reaction to the shock of Hitler's seizure of the rest of Czechoslovakia two days before Tilea's warning. As a result of the increasing German threat to Eastern and South Eastern Europe, relations between England and Romania had been growing closer for several years. The crucial point, however, in convincing the British that they had to implement an immediate change of policy was their belief that an ultimatum had been given by the Germans to the Romanian Government. Ever since historians have speculated on the truth of the ultimatum. This paper, based on recently opened documents in the National Archives and the Public Record Office as well as letters to some of the actual participants, concluded that there was no real ultimatum. Although the Germans posed a growing threat to Romania at that time, Tilea, in part due to his inexperience in diplomatic affairs, exaggerated it in order to get Britain's support for his country. (This paper has been accepted for publication in the East European Quarterly.)

Professor Joseph F. Harrington, Jr., Framingham State College:  
"Upper Silesia: Case Study in British Foreign Policy, 1919-1921"

The plebiscite in Upper Silesia provides an excellent vehicle to analyze British foreign policy toward Eastern Europe as well as a means of demonstrating the contrasting policies of England and France toward Germany during the immediate post-war period. To prevent further German aggression, France looked for allies and especially for an eastern ally to replace Bolshevik Russia. Her attention fell upon Poland. This new state could replace Russia and it should be receptive since its existence was threatened by both Germany and Russia. A Polish Upper Silesia would ideally suit French designs.

Great Britain had no real fear of a German invasion and was not frightened by German reconstruction. To the contrary, England favored a German economic revival so that Germany could pay reparations and act as an economic balance to France on the Continent. A German Upper Silesia would provide the Weimar Government the necessary economic power to do this.

The only reason there was a plebiscite in Upper Silesia was to determine the ownership of the rich industrial basin known as the "triangle". While the Germans received an overwhelming majority of votes, there was no clear victor in the "triangle". The resulting mosaic which featured enclaves of Germans and Poles

enabled the Allies to mix and match enclaves in whatever manner they determined to show conclusively that the "triangle" belonged to either Poland or Germany. Neither France nor England would accept the others proposal and both were forced to send the entire issue to the League of Nations for resolution. The League established a German-Polish boundary by dividing the "triangle" and establishing a Convention to insure that the industrial basin continued to operate as a single economic unit.

Mr. Vincent O'Brien, Nobel and Greenough School:  
"The Origins of English Commerce with Wallachia and Moldavia"

Vincent O'Brien read a short paper on early English trade and traders with the lands of Wallachia and Moldavia.

Panel chairman, Professor Radu Florescu, Boston College, pointed out the growing interest in this country in Eastern Europe and the Balkans in recent years, perhaps to some degree caused by his own study of the bloody 15th century Romanian Prince Dracula. He also commented on his own views of Tilea, who he knew personally when his father was the First Secretary of the Romanian Legation in London. Professor Florescu further noted that all three panelists were former students of his.

Dr. Paul D. Quinlan  
Rhode Island Junior College

SESSION SUMMARY: NEW ENGLAND HISTORY  
SPRING, 1977

This session was comprised of three papers and two commentaries. The papers were "Religious Life in New Hampshire in the Era of the American Revolution", by Douglas H. Sweet of Columbia; "Organized Voluntarism: the Catholic Sisters in Massachusetts, 1970-1940", by Mary J. Oates of Regis College; and, "The Maine Central Railroad's Shop Strike of 1922", by George H. Merriam of Fitchburg State College. The commentators were Francis J. Bremer, Thomas More College, and James Hanlan, Worcester Polytechnic Institute.

In the opening paper Mr. Sweet pointed out that church historians see the last quarter of the 18th century as a period of serious decline for all churches. Based on his study of churches in New Hampshire, Mr. Sweet contends that there were years of great expansion for new denominations such as the Baptists and Methodists. Such growth presented a serious challenge to Congregationalism. This, plus the rapid changes in the political, social and economic worlds, was what brought forth the lamentations of the established clergy. These men were not primarily concerned with loss of security for themselves. Rather they believed that utter chaos was imminent; that the stability and harmony of the social order was threatened. Only through unity, especially in something as essential as the religious focus of the community, could the well-being of the community be maintained. In comments the question was raised as to how typical New Hampshire was of the country, or even New England. Some mention was also made of the modus vivendi and cooperation eventually established between the varying sects.

Mary Oates explored an area in the history of the church and of women which has generally been ignored, despite the fact that the labor force which has staffed most of the charitable and education institutions of the Catholic Church in the United States has been largely composed of members of religious communities of women. In 1870 fewer Catholic women than men engaged in full-time church work. These women were concentrated in many social service orders, e.g., hospital workers. By 1890 there were almost twice as many women as men, a reflection of the rapid development of the system of parochial schools in Massachusetts after 1884. While the home was considered the proper sphere for women, a life of church service was held in high regard. Furthermore for the unskilled and impoverished Catholic woman, the choice of an order gave her the opportunity to receive professional training. From the point of view of the parish priest, burdened by the sudden financial demands of a school, the sisters represented low cost labor. Teaching brothers received almost twice as much for their reasonable living expenses over and above housing and utilities. The communities further subsidized the school systems by preparing the young sisters for their work and meeting the retirement and medical costs. Still the parishes were financially pressed; classes were large and equipment often minimal. These last were the greatest source of complaints from parents, rather than the expense. It is no wonder then the quality of teaching was not as good as that in public schools. The comments and discussion centered on the importance of the new material presented and the interesting insights into the system of parochial schools and the position of women. It was brought out that while in 1870 Catholic women served in orders with a fairly wide-range of occupations and while these orders continued to exist, by 1940 the variation and flexibility of choice were gone. As the communities were absorbed more and more into the service of the parochial system, they lost much of the control over the professional and social lives of their members.

The strike at the Waterville, Maine, Shops of the Maine Central Railroad was part of a strike of 400,000 workers of the A.F. of L's railroad shop-craft department. The causes and to a considerable extent the outcome derived from national decisions; but Mr. Merriam's study shows that local conditions have considerable impact on events. The immediate cause was the second of two wage cuts decreed by the National Railway Labor Board. In Waterville where there was an open shop, the original vote was against striking, but local leadership turned this around and union members were joined by considerable numbers of non-union workers in the walkout. While violence flared in many other places the strike at Waterville was peaceful even when the strikebreakers were brought in. Outside agitators were escorted out of town by the strikers. At the conclusion the local manager was willing to rehire many of the strikers. Mr. Merriam pointed out the personal relationships within a small town where many of the workers had always lived and owned their homes may have been a contributing factor. He also pointed out that no comparable job in the vicinity paid as well. Mr. Hanlan, in his comments, noted how well Mr. Merriam had interwoven the political considerations of national labor policy and the actions of the individual railroad and local union. He supported the author's use of oral history, particularly as an offset to material in local newspapers. For the future it was suggested that perhaps a closer study should be done on the ethnic composition of the workers, and the strikebreakers, and the actual patterns of the generations of family in the town.

The three papers and the discussion which followed them showed how valuable local studies are and they also point up the value of exploring all areas of New England's history.

Nancy P. Norton  
Wheaton College

SESSION SUMMARY: A MEASURE OF DEMOCRATIC EFFECTIVENESS: HOW INDIVIDUALS AND GROUPS CAN MATTER UNDER CERTAIN HISTORICAL CIRCUMSTANCES  
SPRING, 1977

Ronald McCarthy, a graduate student at Brandeis, spoke informally from his paper, "Popular Power and Institutional Reconstruction; Massachusetts, 1774-1775." His discussion concerned the methods and effects of the popular resistance actions undertaken between June 1774 and April 1775. He found that violence played little part in the resistance campaign, even during actions which involved crowds of thousands. He stressed the colonists' concern that protests be registered in their proper order and the creation of parallel institutions which successfully challenged imperial institutions.

W. Anthony Gengarelly, of North Adams State College, gave a paper entitled, "The Lawyer's Lobby and Opposition to the Red Scare, 1920-1921". Gengarelly showed that an influential minority of liberal individuals, securely based in government and academia and committed to civil liberties, was able to limit government suppression of radicals immediately following the First World War. This Lawyer's Lobby was not able to push the cause of freedom any farther than the political situation would allow it to go at any given time, however.

Kenneth Wadoski of Merrimack College gave the final paper, "Government and the Role of Popular Involvement". Unlike the previous two, it did not have a narrow chronological focus. Wadoski discussed the attitude of cooperative trust in the benevolence of the existing order, which he found marks the American citizenry. He linked the lack of a general moral distrust of rulers to an assumption that those with money and power also possess an ability to govern and to the growth of bureaucracy in the examples from the Red Scare of the early 1920s and the Watergate scandals of the early 1970s.

As there was no commentator, discussion from the audience followed the presentation of the papers. Most of the questions concerned Mr. Wadoski's characterization of the American public.

Nell Irvin Painter  
University of Pennsylvania

SESSION SUMMARY: MATHEMATICAL MODELS  
SPRING, 1977

Winifred Rothenberg, Brandeis University, "Introductory Remarks"

There is much about the debate on the uses of mathematics in history that reminds one of the debate, a generation ago, on the uses of mathematics in economics--which suggests, incidently, that a generation from now every historian worth his salt will be writing mathematical history!

But mathematical economics had an advantage over history in that economic theory had already been established, at least since 1890, as the framework in which to analyze economic phenomena. The introduction of mathematics did not

serve to abstract the enterprise further, but on the contrary, to bring about a closer correspondence between theory and reality. Where Marshall had to speak abstractly of a 2-commodity world, algebraic formulations permitted economists to speak more realistically of an n-commodity world. Contrary to popular prejudice, mathematics is a logic which permits one to maximize the nearness of theory to fact.

The use of mathematics in history presupposes a theoretical formulation. This does not mean that we need erect a theory of history in Toynbee's sense, but only that:

- a. We conceive of our enterprise as a problem-solving one;
- b. We state the problem in operational terms, by which I mean that the hypotheses be testable and the methods be replicable;
- c. We eschew those great causal questions--delicious as they are--which border on the metaphysical, and attempt instead to measure consequences. Thus, we do not ask, with Turner, what is the CAUSE of American democracy? But rather, what consequences follow from the hypothesis of a higher land/labor ratio?;
- d. We recognize that we are formulating hypotheses, not truth. We are no longer writing history "*wie es eigentlich gewesen ist*," but are making probabilistic statements with built-in tests of goodness of fit.

The most conspicuous theoretical tool of the new history, the tool which lends itself to mathematical analysis in history as it does in economics, is the counterfactual--a (controversial) attempt to write back into the past the *ceteris paribus* assumption which qualifies virtually every proposition in economic theory. We are implicitly writing counterfactual history whenever we attempt to isolate out a stream of measurable consequences from a single event.

But we must be wary: we must be wary that in relying only on quantitative sources we are eliminating much that is valuable. Oscar Handlin reminds us, for example, that we might find out as much about social mobility from what he has called 'the literature of striving' as from comparisons of Geni coefficients over time.

We must be wary when we use data we can measure as a proxy for what we cannot measure.

We must be wary because mathematical formulations starkly expose the boundedness of the historian's imagination. A cliometrician is simply stunned by Charles Beard's statement (in the AHR of January 1934) that the price of cotton in Alabama between 1850 and 1860 is, generally speaking, "irrelevant esoterica!"

But with these cautions, and more, the great advance which mathematical, analytic history makes possible is that it enables us to write history "from the bottom up", to process the materials in which the inarticulate 'spoke', "to perceive", as LeRoy Ladurie put it, "the immense respiration of a social structure".

Jonathan J. Liebowitz, University of Lowell, "Mathematical Models: A Historian's Perspective"

The historian dealing with change could make good use of three models that have been developed in other disciplines. Although the models come from very different fields, they are all based on the principle behind differential equations, that is, how much does one factor (variable) change for each change in another. In

biology, such models have been used to examine competing species, a situation where an increase in one means a decrease in another. Political competition might be looked at in a similar way. Lewis F. Richardson modeled international conflict as a system in which the hostility of one nation increases with that of another. Finally, systems analysts like Forrester examine complexes like a city or the world using many relationships, some of which move in similar directions (positive feedback), some in opposite ones (negative feedback). This type of model with its many interactions has been applied to demographic change by historians like Wrigley.

The models may be explored algebraically or graphically to determine the conditions that will produce stable or unstable equilibria. Computer programs can be developed to determine the behavior of the system for differing values of the variables and their rates of change.

Mathematical models can help historians to clarify their thinking. They also enable us to test the validity of assumptions and to find when processes change.

Thomas Costello, University of Lowell, "Mathematical Models: A Mathematician's Perspective"

This discussion focuses on some basic notions, arising in three mathematical areas, which could be useful to the historian in his research and classroom activities. No attempt will be made to represent mathematics as providing the solution to all currently existing problems. Quantitative methods, however, can be very useful in obtaining a better historical perspective and can be an aid in locating potentially fruitful avenues for further investigation.

Discovering patterns in a population, society or locale, for long or short periods of time; relating concepts to evidence (data), identifying similarities and differences--are all problems which can be attacked via quantitative methodology. Explanation of the discoveries will still be the burden of the historian. The mathematics simply provides supporting evidence.

This brief talk described the following:

1. Differential Equation Models--which model dynamics of a situation via units of rate of change;
2. Probabilistic and statistical models--an attempt to account for uncertainty (randomness);
3. Cyclic Phenomena Analysis--how to search for and identify such behavior.

For each topic we tried to identify the main ideas involved, the type of problems to which they may be applied and the difficulties which may arise.

A mathematical model is a quantitative representation of an observed phenomenon. An attempt is made to describe the essential patterns and relationships in the simplest accurate manner. As with any research project, the object of the study must be clearly identified and the inter-relationships which are known (explicitly or implicitly) to exist should be specified. Using this information and any available supporting data, the student then attempts to improve his understanding of the problem and hopefully expand and improve on the knowledge of the area. In some

instances the nature of the information will be of a negative type. That is, the model may clearly rule out certain sequences of events or relationships--often because they would lead to contradictions of observed data and/or common sense.

For each model an example of its use and value was provided. In each case, methods used were readily available to the interested historian, i.e., freshmen/sophomore level mathematics. That is to say, one does not require extensive demographic or mathematical training to use quantitative methods as an aid to historical research. The historian will then explain the behavior identified via this method.

#### A Bibliography of Works Relevant to the Use of Mathematics in History

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 Smith, J. M., Mathematical Ideas in Biology (Cambridge U. Press, 1968).  
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 Wrigley, E. A., Population and History (McGraw-Hill, 1969).

LUNCHEON ADDRESS: THE TIMES HISTORY SURVEY: DATA AND SIGNIFICANCE  
Spring, 1977

To coincide with the bicentennial year, the New York Times in collaboration with the Educational Testing Service undertook to prepare and administer a multiple-choice test in American History to a select group of college freshmen. Four professional historians--Bernard Bailyn of Harvard, William Leuchtenburg of Columbia, Benjamin Quarles of Morgan State, and C. Vann Woodward of Yale--served as consultants in preparation of the test. After numerous problems in developing questions that recorded analytical abilities as well as factual knowledge, were the proper degree of difficulty, and did not reflect an interpretive bias, a final test of 42 questions was administered to more than 1800 students.

The average score was 21 correct answers or 50 per cent; and when these test scores were correlated with information supplied by those taking the test some significant conclusions can be drawn. First, when test results were compared with whether the students felt facts, concepts; or methods of inquiry were stressed in

their high school history courses, those who believed that they had been exposed to a conceptual approach scored highest; lower than normal scores were recorded by those who had had methods of inquiry emphasized. Second, students who described themselves as radicals (either of the right or of the left) scored higher than did political moderates. Those who received high grades in high school history did well, but those whose high school records were more outstanding disliked their experience with history. Fortunately those who expected to major in history in college did better on the test than those who planned to major in any other field, followed closely by those who planned to major in science; prospective education majors did poorest by far.

When considering the types of questions on which students scored highest, they generally seemed to fall into two general categories. The first were questions surrounding the great statements of American history, the memorable phrases. The second were questions which dealt with violent aspects of the American past, wars, conflict. Violence and great statements are what students seem to know most about in American History. Is this because that's what American History is?

Bernard Bailyn  
Harvard University.

#### ARCHIVES AND MANUSCRIPTS

Milton Meltzer and Patricia Barber are preparing a definitive microfilm edition of the correspondence of Lydia Maria Child (1802-1880) abolitionist, woman's rights advocate, newspaper editor, and author. Anyone who knows of letters to or from Child, either in a repository or in private hands, is asked to contact the editors at The New Africa House, Room 303, University of Massachusetts, Amherst, MA 10003.

The National Endowment for the Humanities has awarded a grant of \$104,807 to the American Antiquarian Society for the preparation of a guide to the Society's manuscript holdings.

On October 19, 1976, President Ford signed a bill, (Public Law 94-553) revising U.S. copyright law. Most of its provisions are to go into effect January 1, 1978. The law provides for a single system of statutory protection for all copyrightable works, published and unpublished (rather than the old common-law protection for the latter). Of particular importance for historians, is the effect which the new law may have on the use of dissemination of manuscript collections. Free copies of the new statute may be obtained from: Copyright Office, Library of Congress, Washington, D.C.

BOOK REVIEW: The Antislavery Appeal: American Abolitionism After 1830.  
By Ronald G. Walters. Baltimore: The Johns Hopkins University Press, 1976, 196 pp.

Most studies of American abolitionists have portrayed them as individuals struggling "against wind and tide" to end the evil of Negro servitude. Voices crying in the wilderness, they denounced all the institutions of American life--business, the churches, and even the Constitution itself for their dealings with slaveholders. In some studies, these antislavery men and women appear as survivors of a past age attempting in vain to prevent their internment by a new, more democratic generation. Other studies have tried to plummet the depths of the abolitionist psyche to discover

the source of their maladjustment. In any case, the traditional picture of the abolitionist is of an individual out of touch with the mainstream of nineteenth-century life.

In contrast, Walters attempts to ferret out what the abolitionist held in common with other Americans of the age. Like others, the abolitionists were swept up in the spirit of revivalism. But, Walters argues, "it was less the revival than its passing that brought men and women to antislavery" (p. 40). Disillusionment with their emotionalism, their failure to bring about true reform, abolitionists denounced the evangelical churches and continued their own quest for perfection in the new antislavery societies.

More importantly, Walters sees the core of abolitionism as a "tension between desires for control and for liberation" (p. 54). In this boundless, expansive period of American history, the desire for a semblance of order and restraint was not unique to antislavery, but the abolitionists had their own peculiar diagnosis of the nation's ills. Too often, they believed, the progress of the age was accompanied by a lust for power, "an urge to dominate," and slavery was the most glaring example of this tendency. Only the eradication of this institution could permit men to realize completely the goodness implicit in human nature.

In this context and in what are clearly his most original and insightful chapters, Walters discusses the sexual attitudes of the abolitionists and their views on marriage and the family. Sharing the Puritan attitudes of the era as well as experiencing the changes in the role of the family which accompanied the early industrial age, abolitionists saw the family as a rock of stability in an uncertain and changing world. The marital bond should be one of mutual affection and love, not an outlet for the masculine urge to dominate sexually. Slavery's most heinous aspect was its utter disregard of the family, the opportunity which it allowed for white promiscuity. The lack of self-control inherent in the slave system was its greatest sin.

Throughout Walters tries to dispel the notion of abolitionists as individualists. He justifies the constant feuding among and inside of abolitionist societies as necessary to establish their identity. Their failure to fit comfortably in any church is explained by the fact that organized antislavery was itself a church to the abolitionists. Rather than being disunionists and anarchistic, Walters' brand of abolitionism was supremely nationalistic with dreams of an economically prosperous and morally pure America. Abolitionists were in his view the devotees of a true Manifest Destiny.

Walters' picture of abolitionism is clear and convincing and his work will be a standard one on the subject for some time to come, but it is neither exhaustive nor without failings. Walters devotes little attention to political antislavery (the kind ultimately most effective) preferring to concentrate on those who rejected the political system. He also concentrates too little on the efforts of abolitionists to spread their antislavery views. Abolitionist meetings were certainly more than "pep rallies" designed to maintain the commitment of the faithful. Most importantly, Walters' efforts to portray the abolitionists as men and women sharing the assumptions, biases and failings of their age still does not hide the fact that they were a minority, attacked, vilified, and rejected by the overwhelming majority of Americans in the era.

Stefanie Martin  
Branford, Connecticut

#### THE STATUS OF HISTORY IN NEW ENGLAND SCHOOLS AND COLLEGES

(Editor's Note: Special thanks to Professors Paul Tedesco of Northeastern University, Baldwin Domingo of Nathaniel Hawthorne College, and Herbert Janick of Western Connecticut State College for their assistance in the preparation of this report.)

For several years there has been a concern among professional historians and teachers in all levels of education over the status of history in the classroom. Sparked by declining enrollments, the loosening of curricular requirements, and a general dissatisfaction with the way history had been taught and learned, there has developed a nationwide movement to reemphasize the importance of historical study and to develop more effective methods of teaching the past.

In 1974, the Organization of American Historians established a committee to investigate the decline of History. The early work of this committee was reported by Richard Kirkendall in "The Status of History in the Schools," Journal of American History, LXII (September, 1975), 557-570. In the two years since that report, there has been considerable effort to reemphasize history education and a new assessment of the status of history seems to be called for.

On the college and university level, the current trend is moderately encouraging. The rather loose curricular requirements adopted in the late 1960's are in some schools being replaced by a more structured curriculum. The belief that a certain core of knowledge exists and should be the province of every educated individual has led to a renewed emphasis upon history. A few colleges have given new life to the Western Civilization course, through a continuing debate over its efficacy goes on. An excellent discussion of the Western Civilization course took place at the 1976 AHA convention and is reprinted in The Society for History Education, Network News Exchange II (Spring, 1977).

After several years of rapidly declining enrollments, the number of students taking history courses in New England colleges has stabilized during the past two years and in some areas shown a moderate increase. The increases, where they exist, are in non-Western history; United States history still shows a poor enrollment picture. Most encouraging and possibly an outgrowth of new curricular emphases has been the growth in the percentage of college freshmen enrolled in history courses. One college reported a rise from 35 to 60 over the past two years in the percentage of freshmen in a history course.

On the secondary level, history is still suffering from a general tendency to submerge it in a general social studies requirement. The survey course continues to give way before an increased number of topic courses. In Connecticut, the Western Civilization course has become almost extinct. Though the study of United States history is still mandated by state laws, courses in this area are moving more toward an emphasis in American Studies.

Characteristic of both the secondary schools and the colleges is the continuing proliferation of courses. On the secondary level, this has meant the introduction of courses on Asia, Latin American, Russia, Africa, and the Middle East. It is apparent, writes one educator that high school teachers are covering areas "for which they had no preparation at the undergraduate or graduate level. Instant expertise seems to be the watchword." In college history departments, the new

courses have tended to be of an interdisciplinary nature, reflecting in many ways the trend in historical scholarship generally.

The desire of teachers on all levels to increase the effectiveness of historical pedagogy has led over the past several years to the exploration of numerous new classroom techniques. Films, artifacts, quantification, emphasis on local and oral history, and more have been utilized by various instructors to develop student interest and understanding. The Experiments in Teaching History, a Harvard-Danforth program, held during the 1976-1977 academic year attempted to bring together many of these new teaching methods, to assess their effectiveness, and to disseminate these techniques and new materials throughout New England education. The Experiments in Teaching History plans to publish a small booklet in the fall of 1977 bringing together many of the ideas presented at its sessions. What seems most important the present time is that these new methods of teaching history, through a process of trial and error, attain an effectiveness and a relevancy that older methods once possessed.

ASSOCIATION BUSINESS: BUSINESS MEETING MINUTES, Harvard University  
Cambridge, Massachusetts, 30 April 1977.

President Robert Lougee called the meeting to order after lunch. The minutes of the previous meeting were approved as distributed in NEHA News. The Treasurer's Report was accepted.

Ronald Formisano, for the nominating committee, asked for suggestions for the posts to be filled in the fall elections.

President Lougee reported on the continuing work of the National Coordinating Committee for History. The organization has been set up and some new fund requests may be made. NEHA will continue to participate in the activity.

President Lougee introduced the new association president, Giles Constable, and closed the meeting with his "Presidential Comment".

Respectfully submitted,  
John Voll, Secretary

EXECUTIVE COMMITTEE MEETING, Harvard University, 30 April 1977.

The meeting was called to order jointly by Presidents Lougee and Constable. Robert Lougee reported on arrangements for the fall meeting, to be 8 October, at the University of Connecticut. The spring meeting was discussed and sites for the 1978 fall meeting were discussed.

Armand Patrucco reported that negotiations are continuing to secure tax exempt status for the organization. Gordon Jensen moved that Patrucco formulate a constitutional amendment to allow supporting memberships. The motion was seconded and passed.

The appointment of Robert Imholt as the new editor of NEHA News was approved by the committee and future features of the newsletter were discussed. The committee agreed that it is a good idea to continue the session summaries.

There was general discussion of ways to increase the association's membership, possibly using a wider range of publicity, including posters.

It was suggested that some effort should be made to collect or write the history of the association, and Prof. Marks was mentioned as a suitable person.

The committee voted to alter the customary time for the "passage of powers" from one set of officers to the next. Rather than changing at the beginning of the spring executive committee meeting, the change will come at the end of that meeting.

The meeting was adjourned at approximately 5:30 p.m.

Respectfully submitted,  
John Voll, Secretary

#### NOMINATING COMMITTEE

The election of officers for the NEHA will take place at the fall meeting to be held at the University of Connecticut on October 8, 1977. The following is the slate of candidates presented by the Nominating Committee:

##### Vice-President

David Hackett Fischer, B.A., Princeton, 1958; Ph.D., Johns Hopkins, 1962. Asst. Prof., Brandeis, 1962-65; Assoc. Prof., 1965-70; Prof., 1970-71; Warren Prof., 1971-present; Visiting Lecturer, Harvard, 1964-65; Visiting Prof., Univ. of Washington, 1975. Pub.: The Revolution of American Conservatism (1965); Historians' Fallacies (1970); Growing Old in America (1977).

Neil R. Stout, A.B., Harvard, 1954; Ph.D., Wisconsin, 1962. Instructor, Texas A&M, 1961-63; Asst. Prof., 1953-64; Asst. Prof., Vermont, 1964-68; Assoc. Prof., 1968-72; Prof., 1972-present; Visiting Instructor, Delaware, 1962; Visiting Assoc. Prof., Sir George Williams, 1970. Pub.: The Royal Navy in America, 1770-1775 (1973); The Perfect Crisis: The Beginning of the Revolutionary War (1976).

##### Executive Committee (2 to be elected):

Ann Beck, student at Universities of Berlin, Munich, and Heidelberg, 1919-1923; M.A., Illinois, 1946; Ph.D., 1948. Teaching: Connecticut, 1950-54; Detroit Inst. of Tech., 1954-57; Dakota State College, 1957-60; Hartford, 1960-73; Prof. Emeritus, 1973-present. Pub.: History of the British Medical Administration of East Africa, 1900-1950 (1970); Society and Medicine in Tanganyika, 1890-1930 (1977).

John Hench, B.A., Lafayette, 1965; A.M., Clark, 1968; Ph.D. cand., Clark. Asst. Prof., Mankato State, 1970-73; Editor of publications and coordinator of fellowships, American Antiquarian Society, 1973-present. Editor, Early American Imprints; Editor, Proceedings of the American Antiquarian Society.

Sheldon Stern, B.A., C.U.N.Y., 1961; M.A., Harvard, 1964; Ph.D., 1970. Asst. Prof., Massachusetts-Boston, 1970-77; Oral Historian, J. F. Kennedy Library, 1977-present.



John Sutherland, B.S., Maine, 1964; M.A., 1965; Ph.D., Temple, 1973. Instructor, Manchester (Ct.) Community College, 1970-74; Asst. Prof., 1974-present. Pub.: "Reform and Uplift Among Philadelphia Negroes: The Diary of Helen Parrish, 1888," Penn. Mag. of Hist. and Bio. (1970); "The Origins of Philadelphia's Octavia Hill Association," PMHB (1975); "Oral History in Connecticut," Connecticut History (1975).

Nominating Committee (2 to be elected)

David Grayson Allen, Ph.D., Wisconsin, 1973. Asst. Editor, The Papers of Daniel Webster, 1973-75; Assoc. Editor, The Adams Papers, Mass. Historical Soc., 1976-present. Pub.: "The Zuckerman Thesis and the Process of Legal Rationalization in Provincial Massachusetts," William and Mary Quarterly (1972); In English Ways (forthcoming, 1978).

William Keeler, Boston University. Vita unavailable.

Thomas Leavitt, Director, Merrimack Valley Textile Museum. Vita unavailable.

Charles Watson, B.A., Oberlin; M.A., Pittsburgh; M.S. in L.S., Simmons; Ph.D., Boston University. Teaching Experience: Lakeland; Boston University; Roger Williams, 1969-present. Pub.: "The Historian and Archives: A Bibliographic Survey," Illinois Libraries (1975); "The Writing of History in Tudor England," Bulletin of Bibliography (1977).

Secretary

Jonathan Leibowitz, B.A., Columbia, 1961; M.A., California-Berkeley, 1962; Ph.D., 1970. Asst. Prof., Massachusetts-Boston, 1966-69; Univ. of Lowell, 1970-present. Pub.: "Economic Strength and Diplomatic Attitudes," Proceedings, Western Society for French History (1975); "Manuals of Quantitative Methods: A Practical Guide," NEHA News (1977).

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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 \_\_\_\_\_

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Book \_\_\_\_\_

Article \_\_\_\_\_

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TEACHING INTEREST \_\_\_\_\_

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