

Ohio Academy of History

# Newsletter

March, 1970

Published Semi-Annually

Vol. I No. 2

## ACADEMY SPRING MEETING TO TRY NEW FORMAT



**FEATURED SPEAKER AT  
AFTERNOON SESSION**

Paul A. Varg, Dean of College of Arts and Letters at Michigan State University and internationally known authority in diplomatic history.

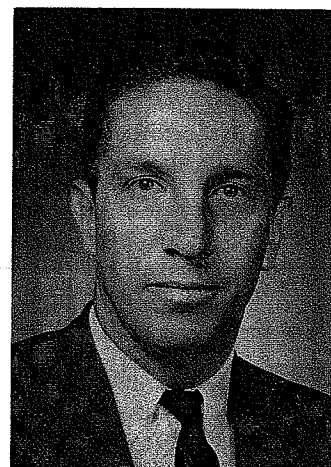
### PAUL VARG GUEST SPEAKER

SEPARATE SESSIONS IN BRITISH, ANCIENT,

RUSSIAN, LATIN AMERICAN, URBAN

AND INTELLECTUAL HISTORY

### EXHIBITS FEATURED



**PRESIDENT-ELECT  
OF OHIO ACADEMY OF HISTORY**

Richard W. Smith, Chairman of the History Department at Ohio Wesleyan University, will deliver the luncheon address at the annual Spring Meeting.

The Ohio Academy of History's Annual Spring meeting on April 4th will open with a 9 a.m. social hour to enable the membership to renew acquaintances over a cup of coffee and to afford an initial opportunity to examine the several book exhibits to be presented in the Franklin Room of the Union. The exhibits will include a joint exhibit by the major commercial presses, another representing 15 to 20 of the larger university presses, two rare books and manuscripts displays, an oral history exhibit showing materials for classroom use, and a display of all books written by Ohio historians that were published in 1969.

The morning sessions will be geared to a wide range of disciplines which will include papers devoted to Latin American, Russian, British and Ancient history as well as American urban and intellectual history. It is anticipated that some of these sessions will be small, permitting specialists in these areas — in addition to hearing the formal papers — to become better acquainted with each other's work and to make plans for maintaining contact with each other at future Academic meetings and through Academy publications such as the *Newsletter*.

Incoming president Richard W. Smith of Ohio Wesleyan will deliver the luncheon address at noon after which a short annual business meeting will be held. This change from the usual time for the business meeting was made in order to permit a maximum attendance of the membership to consider some matters of importance to the entire Academy. Plans call for the group to be adjourned in ample time for everyone to attend the afternoon session at 2:00 p.m. featuring guest speaker, Dr. Paul Varg.

Dr. Paul Varg, dean of the College of Arts and Letters since 1962 at Michigan State University, will address the afternoon ses-

sion of the Ohio Academy of History on "China's Cultural Revolutions Seen in Historical Perspective." While Dean Varg's reputation is world-wide, he is more than well-known at Ohio State where he was a member of the department for ten years after his teaching stint at the United States Naval Academy. Dr. Varg has published widely in the field of diplomatic history, including such books as *Open Door Diplomacy*; *Life of William Woodville Rockhill*; *Missionaries, Chinese and Diplomats*; *The Foreign Policy of the Founding Fathers*; and his latest work (1968) *The United States and China, 1897-1912*; *The Making of a Myth*.

### ANCIENT HISTORY THRIVES IN OHIO

There is still much information to be harvested even from the oft-tilled field of ancient history. At least this is true if one judges by the activity among specialists in Ancient history here in Ohio. Archie J. Christopherson of the University of Cincinnati is engaged in three research projects. His first is a study of Julius Caesar's conquest of Gaul within the context of Roman politics. The second is a study of the myth of the Golden Age and other myths in ancient historiography. And, finally, he is writing a textbook (with introduction and notes) on the Latin Elegy.

Donald W. Bradeen of the University of Cincinnati is working on the final publication of the funerary inscriptions discovered in the excavation of the Athenian Agora by the American School of Classical Studies. He is hoping to complete this project during a term at the Institute for Advanced Study at Princeton in the fall of 1970.

W. L. Wannemacker of Kent State University is writing a biography of Pompeius Magnus. His stress is on the political and imperial implications of his career rather than the military aspects.

Dr. Edwin M. Yamauchi of Miami University is involved in several research projects. They are the following: (1) publication of the Mandaic magical text; (2) an anthology of ancient magical texts; (3) a history of Jerusalem in the Early Roman Empire; (4) a book on education in ancient times.

Lawrence J. Daly of Bowling Green State University is studying the pagan aristocracy of the fourth century and their reactions to the Constantinian monarchy, the Christianization of the Empire, and the barbarian threat. His concentration is on three representative types of the "mandarin" class: Symmachus of Rome, Libanius of Antioch, and Themistius of Constantinople. Next, he is doing research on the reign of the emperor Constantius II (son of Constantine the Great). Finally, he has an article in preparation on the unsympathetic reaction of the pagan Themistius to the anti-Christian policy of Julian the Apostate.

Vivian L. Holliday of the College of Wooster is continuing his work on late Republican Rome, especially Roman politics of the Ciceronian period. He wrote a book on Pompey entitled **Pompey in Cicero's Correspondence and Lucan's Civil War** which was released in March of 1969. Recently, he has delved into a new area, Twentieth Century Greek Literature and History. He is planning to spend six months in Greece during the academic year of 1970-71. During this time he is hoping to improve his fluency in modern Greek and to observe the present Greek political situation.

#### LIBRARY ACQUISITIONS IN ANCIENT HISTORY

##### Kent State University

Basic collection of inscriptions (both Latin and Greek)  
All published works in the Loeb Classical Library  
The Pauly Wissowa **Real Encyclopadie**  
The Daremberg-Saglio **Dictionnaire**  
**Journal of Roman Studies** (complete)  
**Journal of Hellenic Studies** (complete)

##### Ohio Northern University

Migne's **Patrologia Latina**

##### Bowling Green State University

Corpus Scriptorum Historiae Byzantinae (microfiche ed.)

##### The College of Wooster

Cambridge Ancient History (revised edition)  
Ancient texts, especially Ciceronian

Following is a partial listing of Ancient History courses offered at various Ohio colleges and universities:

**University of Cincinnati:** History of Rome  
Seminar on Roman History  
Greece  
Graduate seminars in Epigraphy and Greek History

**Kent State University:** History of Rome  
History of Greece  
Ancient Near East  
Hellenic Civilization  
Julius Caesar (offered every other year)  
Collapse of the Republic (offered every other year)

**University of Miami:** Ancient Civilizations

**Bowling Green State University:** Ancient Near East and Greece to 650 B.C.  
Hellenic and Hellenistic Civilization  
Roman Empire

**College of Wooster:** Ancient Civilizations

#### College of Steubenville: Ancient History Medieval History

Excluding the seminars at the University of Cincinnati and the courses at Kent State, the average enrollment is thirty. The seminars average about ten, while the enrollment in the courses offered at Kent is between sixty-five and seventy.

Specialists in ancient history sound the familiar complaint of all historians: the need for time and resource materials. Specifically, in most institutions they deplore the dearth of journals, periodicals, classical languages and classical literature.

Ancient historians hope the Academy can render such services as (1) stressing to the public the value and importance of ancient history, (2) providing an opportunity for ancient historians to meet, and (3) encouraging universities to support ancient history in the area of library facilities.

**Editor's Note:** Come to the session on ancient history at the Spring meeting, April 4th!

## DEPARTMENTAL NEWS

### Ohio Wesleyan University

Ohio Wesleyan will institute a new leaves program that will send a faculty member off campus every four years after he has served an initial four years at the university. Two members will inaugurate the program in 1970-1971.

### Hiram College

Professor Paul I. Miller is on sabbatical leave for the rest of the year. He will be dividing his time between Washington D.C. and London, England.

### Defiance College

Mr. Donald Van Lare, who has been on leave for 2-1/2 years working on his doctorate at the University of Kansas, has returned for the second semester. His area of specialization is Russia.

### Ohio State University

Professor Harry L. Coles is on research leave in England until September 1.

### Otterbein College

As of December 1, 1969, Dr. Thomas Jefferson Kerr, IV, began serving as acting Academic Dean. This position will last for six months.

Dr. Harold B. Hancock, Chairman of the Department of History and Government, will be on sabbatical leave during the spring term. He will travel in Spain, Portugal, and Morocco doing research in the history of the state of Delaware, and continuing work on the history of Otterbein College in preparation for a volume in 1972, the date of the institution's 125th anniversary.

### Notre Dame College

Mr. Lawrence De Varo, a staff member, passed his doctoral exams at Case Western Reserve.

### Ohio Northern University

Robert H. Hilliard is no longer serving as Chairman of the History Department, but will be continuing at the University on a full time basis.

### Mount Union College

Dr. Robert Bader, Chairman, is on sabbatical leave.

## USE OF GAMES INVADES COLLEGE LEVEL HISTORY CLASSES

Many educators now insist that history comes alive only when the student can feel and experience the tensions, pressure, and emotions of an historical situation. To get the ordinary college student to do this has always been difficult for the historian. Now

some historians are attempting to have their students feel and experience the drama of history through simulation. Simulation, by using game theories and by having students assume the roles of participants in a given situation, attempts to recreate, in the classroom, a particular historical phenomenon. By doing so, advocates claim, it teaches students historical concepts much more vividly than a lecture could, while at the same time the students are able to feel and experience part of the drama themselves.

Until the last year or two simulation was used only in high school classrooms. Now, however, its use in the college classroom is increasing as more situations and problems are being developed and as more professors are working with it and claiming success. The problem situations that have already been produced range from the development of social classes in a country (based either on money or color) to the industrialization of a country or to the issues involved in the Civil War. Some are very simple and can be done in a day or two; while others may take as long as several weeks. All of these "games" are based on real-life situations which have happened in history or are occurring in the present-period. The game "Farming," for example, is one of the easier to use and the simplest to learn. Farming involves the three-stage agricultural development of western Kansas and teaches students the problems involved in homesteading a farm, prosperity on a farm, and finally the consequences of a national economic crash. Students are paired off initially to form family units and are assigned the role and background of a type of farmer who went to Kansas in the 1880's: types such as a German from Bavaria, a former plantation owner, or an Ohio potato farmer. Each family starts with the same amount of money and land and has to decide what type of crops and animals they will attempt to raise, taking into consideration their previous experience. Cost-of-Living expenses are withheld which deprives each family of about one-third of their initial money. After the crops are in and the animals have been bought, each family learns how nature has treated them through a multiplier card which tells them how successful or unsuccessful they have been during the previous year. Most families survive homesteading relatively well, prosper in the 1920's, and suffer financial ruin in the 1930's, all as part of the national economic pattern.

In addition to farming the land and pitting their skills against nature as actual farmers, each family also analyses railroad posters which advertise western Kansas to future homesteaders, reads letters written by homesteaders to friends back East describing the life, habits, and customs of a western Kansas farm family, and is involved in a community farm meeting. Students quickly learn through "experience" the difficulties of farming, the methods of false advertising, the hardships involved in opening new lands, and the economics of farm production as part of the national economy. The entire three phases take from 4-8 days; however, separate phases can be used without destroying the purpose of the simulation.

Anyone interested in obtaining more information on simulation can write to the following addresses:

Nova Learning Corporation  
440 East Las Olas Blvd.  
Fort Lauderdale, Florida 33301

Interact  
P. O. Box 262  
Lakeside, California 92040

Western Bahavorial Science Institute  
1150 Silverado Street  
La Jolla, California 92037

WFF 'N Proof  
Box 71  
New Haven, Connecticut 06501

## BRITISH HISTORY POPULAR IN OHIO

Judging from enrollments in courses in British history, the subject is still a favorite with students in Ohio and the faculty who are specialists in the field are doing an impressive amount of research in that area.

Herbert F. Curry of the University of Cincinnati is doing a study of the formation of the British West Indies Regiment, a special coloured regiment recruited for service in the First World War. He is also studying Joseph Chamberlain's attempts to develop the British West Indies, with special reference to the "follow-up" of the Royal Commission and the attempts to start government sponsored sugar factories.

Joseph W. Ink of Cleveland State University has spent two years full time and three years part time doing basic research in manuscripts (India, 1813-1818) and is now attempting to write up what he found.

Ralph V. Turner of Ohio State University is doing a study of the judges of the royal courts of justice in early thirteenth century England, i.e. a collective biographical study in order to make some generalizations about the justices' backgrounds, education, the way they rose in the ranks of the royal civil service, method of payment, etc.

Barrett L. Beer of Kent State University is working in the field of 16th Century England.

Lowell J. Satre of Youngstown State University is currently expanding his dissertation into a monograph. His topic is The Unionist Government and Army Reform, 1895-1905. The materials he utilized in his research were private papers of English political figures, contemporary newspapers and periodicals, parliamentary debates.

Cynthia Behrman of Wittenberg University is interested in late-Victorian social and intellectual history.

Roger B. Manning of Cleveland State is presently engaged in several research projects. He is writing a book entitled **The Exercise of the Royal Ecclesiastical Supremacy under the Tudors**. Secondly, he is doing a series of articles on Elizabethan diocesan ecclesiastical commissions. Thirdly, he is writing a series of articles on the spread of the popular Reformation in England. He is doing an edition of the Letterbook of Sir Walter Covert to illustrate local government in Elizabethan Sussex.

Richard E. Boyer of the University of Toledo is completing a small biography on Father Edward Petre, Privy Councillor to James II.

Robert Shimp of Ohio Wesleyan University is presently writing his dissertation on the Parliament of 1625. It is an analytical and statistical study of the membership and actions of parliament.

Ronald L. Pollitt of the University of Cincinnati is finishing research on naval administration during the reign of Elizabeth I. In his words, "Specifically, I have been studying the origin and growth of the Navy Board between 1547 and 1603. Additionally, I am collecting information on one of Elizabeth's Lords Admiral, the Earl of Lincoln. I hope to be able to complete a full scale biography of Lincoln in the near future, but am somewhat hampered by the lack of a single manuscript collection containing a substantial portion of his papers."

William L. Fisk of Muskingum College is most interested in the Puritan gentry of the late 17th Century.

Albert A. Hayden of Wittenberg University is doing a study of the political and imperial influence of Sir Charles Dilke.

Arvel B. Erickson of Case Western Reserve University has just completed a manuscript entitled "History of the Peelities." His paper deals with politics in the years from 1846 to 1859 and assesses the role of the Peelie fraction.

Clayton Roberts is writing a book on the growth of parliamentary undertaking in Stuart England. As he says, "By parliamentary undertaking, I mean the practice by which leaders in parliament undertake to manage parliament in return for office. This means studying Sir Henry Neville's undertaking in 1614, Bishop William's in 1625, Lord Saye's in 1641, Sir Richard Temple's in 1667, the Southampton Whigs' in 1680, and Lord Wharton's in 1693."

C. William Vogel of the University of Cincinnati is studying some aspects of the career of Sir Winston Churchill, "with hopefully some implications of depth psychology."

Robert Walcott of the College of Wooster is researching the London overseas trading community, based on biographical and

economic data on some 5,000 individuals active as overseas merchants in the period 1685-1714.

Of major interest to Reed Browning of Kenyon College is 18th Century Britain, especially the life of the Duke of Newcastle.

Leon S. Marshall of Kent State University is engaged in research on the emergence of an industrial society and culture in the first industrial city, Manchester, 1750-1850.

Roy A. Rauschenberg of Ohio University is currently working on a biography of John Ellis who is probably best remembered for his scientific studies on zoophytes and for his plant collection, but who was also a businessman engaged in the Irish linen trade and the London agent of the Irish Linen Board, and who besides was the royal agent to West Florida and colonial agent for Dominica.

W. M. Southgate of Denison University is studying definitions of Elizabethan Puritanism.

Dr. George R. Grame of Baldwin-Wallace College describes his research projects: "(1) My main subject is a revised Political Biography of Lord John Russell. I have already completed the first half of his political career from 1819 to 1841 and I am now researching the second — his career from 1842 to 1874. (2) At the same time, I am researching the topic: The influence or impact on British political development of the Radical-Irish Coalition, 1832 to 1922. (3) A related topic . . . is: The Origin of the Reform Policies of Russell and Disraeli-1859."

Thomas M. Coakley of Miami University is currently working on the official career and colonizing ventures of George Calvert, First Lord of Baltimore. His hopes are to finish a biography of Calvert begun by the late James W. Foster, Director, The Maryland Historical Society.

Albert J. Hamilton of John Carroll University is doing research in Anglo-Irish history during the period of the 1790's. He is more specifically concerned with the rise of revolutionary sentiment in Ireland and England's reaction. Because of a grant from the American Philosophical Society, he has been able to collect large amounts of material such as personal correspondence, official correspondence, and newspapers. His concentration has been upon the urban Catholic Irish and the northern radical Presbyterians. This present research is only a portion of a larger study that he is contemplating on comparative revolution, particularly the French Revolutionary era.

## RECENT LIBRARY ACQUISITIONS IN BRITISH HISTORY

### Miami University

- (1) Volumes in print or reprint of the major series published by the Public Record Office and the Historical Manuscripts Commission, and of the Camden Society.
- (2) Almost complete series of the Naval Record Society.
- (3) Volumes in print of the Victoria County Histories.
- (4) Microfilm of the English Books in Print to 1640 and 1641-1700 which has been issued to date.

### Mount Union College

- (1) Continuing additions to 19th Century Parliamentary Debates, Microcards, now to 1860.
- (2) **London Times** — 1900-1964 — microfilm.

### Denison University

- (1) Complete set of Strype in the early 19th Century edition.
- (2) Complete Parker Society set.
- (3) The Harleian Miscellany.

### Ohio University

- (1) House of Commons Sessional Papers.
- (2) Journals of the House of Commons.

### Kent State University

- (1) British Sessional Papers.
- (2) (Hansard's) Parliamentary Debates.
- (3) Manchester Guardian, 1821-1900.

### College of Wooster

- (1) 82 cases containing the personal library of the late Wallace Notestein — printed books dealing with English history in the 17th Century.
- (2) **Commons Journals**.

### The Ohio State University

- (1) Dispatches of Barillon, French ambassador to the English court from about 1676 to 1681.

### Case Western Reserve University

- (1) Parliament Papers.

### Bowling Green State University

- (1) Radical Periodicals of Great Britain: Period I Protest Literature of the Industrial Revolution (1794-1867).
- (2) British and Foreign State Papers: Vols. 106-138 (1913-1939) Microcard.
- (3) New Series of the Camden Society.

### Wittenberg University

- (1) Documents on British Foreign Policy, 1919-1939 (3 series).

### Muskingum College

- (1) Private collection of Warren F. Woodring of Ohio State University.

### University of Toledo

- (1) State papers for the 16th and 17th Centuries.
- (2) Treasury papers.
- (3) Historical Manuscripts Commission materials.
- (4) Grey's Parliamentary Debates.
- (5) Camden Society papers.
- (6) Privy-Council papers.
- (7) Statutes of Realm.

### University of Cincinnati

- (1) Privy Council papers on microfilm pertaining to both England and Scotland in the 16th Century.
- (2) Henry VIII's Letters and Papers.
- (3) Victoria County Histories.
- (4) Press serials on microfilm: filling out their file of **The Times**; file of the **Daily Herald**.
- (5) Hansard

### Cleveland State University

- (1) Statutes of the Realm.

### Youngstown State University

- (1) **The Times** (London) complete.
- (2) **The Annual Register** 1758-1889.
- (3) Standing orders on reprints of **British Parliamentary Papers** (19th Century) and **Parliamentary Debates**.
- (4) 50 microfilm reels of Cabinet papers, 1880-1916 (arriving in near future).

### Ohio Northern University

- (1) Great Britain, Statutes of the Realm.

According to the responses on the questionnaires, the most frequently taught courses on England are The British Empire and Commonwealth, Tudor and Stuart England, English Constitutional and Legal History, Modern England, and simply the History of Britain. It must be pointed out, though, that the History of Britain is not always a general history, but is often broken into sections such as the History of Britain to 1485, 1485-1815, 19th Century, and 20th Century.

Other courses offered within the state are the Age of Absolutism and Enlightenment (John Carroll), British Institutional Development (Baldwin-Wallace), Hanoverian England (College of Wooster), Victoria Culture (Wittenberg), British India (Cleveland State), and British Africa (University of Cincinnati). Enrollment in these courses range all the way from 5 to 140.

Most British historians cited "time" as their greatest need. Some felt strongly that the university in which they taught should

reduce their teaching load, so that they could have more hours for research. Like the historians in other fields British historians express the need for resource materials, specifically journals, newspapers, diaries, state papers and periodicals. Another need is money. A few expressed the need for more funds for travel grants and for the purchase of microfilm materials.

The Ohio Academy of History has been urged to encourage the co-operation of universities and large public libraries in the acquisition of scarce items in British Studies, to print a list of the special papers and collection held at various libraries within the state to encourage making a union catalogue accessible to all historians, and to encourage more liberal interlibrary loan policies.

## PROMOTIONS AND STAFF ADDITIONS

**John Carroll University** — effective September 1970

George J. Prpic promoted to Professor

Mary K. Howard promoted to Associate Professor

C. Joseph Pusateri promoted to Associate Professor

**Ohio University**

Professor Robert Daniel will succeed Professor George Lobdell as department chairman effective March 21, 1970.

**Cleveland State University**

The History Department has made the following appointments:

Lawrence Fleckenstein — European History

Ronald Johnson — American History (Black History)

Kenneth Kusmer — American and European History

Kermit Lind — European History

Timothy Runyan — Medieval History

William Shorrock — European History

Curtis Wilson — American History (Black History)

**Hiram College**

The new chairman of the History Department is Kimon Giocarinis

**University of Toledo**

Robert Freeman Smith appointed Professor of Inner-American Relations.

Roger D. Day appointed Assistant Professor of Medieval History.

**Ohio State University**

Professor Charles Morley is currently acting chairman of the department.

**Wright Patterson AFB**

Michael Harvey Levy is a new historian at the Aeronautical Systems Division, a unit of the Air Force Systems Command. Other recent arrivals at the office are Deane J. Allen and Charles E. Brooks.

**Ohio Northern University**

Robert R. Davis, Jr. was promoted to Associate Professor and appointed chairman of the History Department.

Mary K. Hammond was promoted to Assistant Professor.

Mr. Anthony Salomone was appointed as instructor.

**Bowling Green State University**

The vacancy created by the resignation of Daniel Ramsdell has been filled by Fujiya Kawashima of Harvard University. Mr. Kawashima specializes in Korea and her relations with Ming and Ching China.

**Findlay College**

John Cunningham, a doctoral candidate at Michigan State, is filling the position formerly held by Henry Antkiewicz. Cunningham's dissertation topic is "British Policy in China, 1907-1915." Antkiewicz has a grant to study in Warsaw.

## RETIREMENTS

F. A. Alling of Wright Patterson A.F.B. retired January 11, 1970.

Professor William F. McDonald retired after 38 years of service in the Department of History at Ohio State University.

Rev. Eugene Shiels, S. T., Ph.D. has retired from the staff of Xavier University in Cincinnati.

Professor Leon S. Marshall of Kent State University will be retiring August 31, 1970.

## DEATHS

The History Department of Kent State was saddened by the death of its former chairman, Dr. A. Sellow Roberts, last April.

## INNOVATIONS IN THE TEACHING OF HISTORY

### Teaching Experiment in Twentieth Century History

In "a search for relevance," a faculty task force at Hiram College has designed a new and revolutionary course: "The Twentieth Century and Its Roots." The task force had deliberated for a year and a half to find a curriculum relevant to modern times with its increased pace and intense social, political, and moral issues. "The Twentieth Century and Its Roots" was planned in the hope that the students would gain a perspective of the twentieth century and be able to define the causes of contemporary problems and to advance hypotheses for possible cures.

The course is planned to extend over an entire year. The reading is kept to a minimum, although, supplementary reading is encouraged. Experts in various fields are scheduled to speak to the class periodically and at other times during the year students view plays, panels, films, and musical performances. Discussion groups are utilized so that students can discuss the content of the course. Selected upperclassmen serve as the discussion leaders. The course is graded on a pass-fail basis. A student who fails a portion of the course is required to repeat that material the following year. The student is evaluated on a continuing basis so that he is always aware of the quality of his work.

A student is expected to attend all functions. Every other week he must submit an evaluation form on which he has recorded his impressions about the lectures, movies, panels, discussions, and the like. The student is also expected to write position papers as assigned.

### A History Course Overseas — The Advantage of Its Setting

The overseas course, "Europe in the Nineteenth Century" offered in the Hope College Vienna Summer School was conceived by Dr. Irvin Abrams, Professor of History at Antioch College, with the purpose of having the students "relate what was happening in Vienna to what was going on elsewhere in Europe and to understand the effect which this has had upon our lives today."

Dr. Abrams was able to use the European setting to the advantage of the students. They not only read books and heard lectures, but they were able to explore outside the classroom in order to discover signs of the past in the Vienna of the present.

One exciting aspect of the course was visiting the State Archives where documents could be found which highlighted the central role of Vienna in European history since medieval times. They saw the Ballhausplatz chancellery where princes and diplomats met and the palaces where gala balls were held. They tasted the pastry which was made to delight the royalty. Visiting the Historical Museum of the City of Vienna was also on the agenda. From here, "the student could venture forth to find the actual scenes in the city itself, perhaps climbing the tower of the cathedral of Saint Stephen to relive the climatic moment when the revolutionary leaders scanned the horizons watching for reinforcements that never came."

This type of activity combined with the book and lecture material made the course come alive for the students. They studied the history of the nineteenth century from the vantage point of Vienna, upon the conclusion of the course were better able to realize the impact of the past on the events of the present.

### Experiments Underway at Miami

At Miami University several experimental problems have been undertaken with the hopes of improving the level of teaching. "One method... is the 'encapsulation' of single subject exposition/lecture/demonstration packages in the form of 35mm slides (either color, or black and white) together with an audio tape." The "package" can be used in various situations: single student use, small group viewing, and small or large class presentation. Generally the "packages" run for 15 minutes.

A second solution to improved teaching is the creation of a videotaped version of a subject exposition/lecture/demonstration. The advantage of the videotaped presentations is that movement is permitted, although "encapsulation" is superior in the use of color in both stylized dramatic forms.

This type of program has been developing over a period of three years. Presently there are about seventy carousels for use by both instructors and students. This material is kept in the newly created History Department Audio Visual Center.

This innovation is neither a time-saving nor a money-saving device, but yet there is a real value in the work. In the words of H. L. Oerter,

"The real value of the work — its overall effect on faculty and students alike — is that by encapsulating small segments of survey course work eventually most of the important data and many of the better-known interpretations will be available to all students. This **should** bring about a sharp increase in the quality and content of classroom instruction. It is also hoped that as students make increasing use of the AV facilities they will also be encouraged to make increasing use of the libraries. A frank objective of the plan is to discourage "anecdotal" (or "Will Durant") presentation of survey course lectures. Still another objective is a more thorough introduction of the student to historical methods and techniques at the survey level, to the end that those who will take only one course of history in their college careers will have been given the tools and (hopefully) the interest and ability to use them in their post collegiate lives. Another objective — admittedly Machiavellian — is that many students who have never viewed History as anything but a large conglomerate of names and dates and places taught by the track or baseball coach will have been introduced to the fascination of historical study. Lastly, and most importantly, it is our fervent hope that this will assist in upgrading the quality of our students who go forth to teach others. It has been said that our medical colleagues bury their mistakes, while ours go out to teach! Perhaps we may be able to reduce the number of our errors. This should have a cumulative effect as **their** students come to us — just a little bit better prepared."

Another problem tackled at Miami has been the didactic training of Ph.D. candidates. In an effort to deal with the problem, those in the History Department in charge of the doctoral program initiated a Colloquium in College Teaching of History.

The Colloquium was meant to provide supervised teaching at the college level. "The main ideas being pursued in this Colloquium," says Dr. Oerter, "are that each individual doctoral candidate must be permitted to develop his own style in the classroom — an extension of his own abilities, background and knowledge; that he or she must exhibit a mastery of the subject matter of survey courses (for the purposes of the Colloquium the subject areas are limited to U.S. History and Western Civilization), and that each candidate shall attain a familiarity with all available teaching tools and practice the use of them in a classroom situation."

The candidates must plan, write, and produce a televised presentation of a subject of their choosing.

No credits given for this Colloquium, but each student must earn a "pass" before certified for final examinations.

## EAST EUROPEAN HISTORIANS CLAIM NEED FOR MORE SOURCE MATERIALS

Russian and East European historians in Ohio have been very active in research but, like many other specialists outside of American history, they have been having trouble keeping in touch with each other. In an attempt to aid a little in bridging the communication gap, the Academic Newsletter surveyed the state and came up with some information about work being done in the field and learned a little about the problems specialists are experiencing.

Anthony L. Milnar of Ohio Northern University is currently working on an article entitled, "The Church Behind the Iron Curtain" with a special emphasis on Poland.

Thomas Esper of Case Western Reserve is completing a history of Muscovite Russia for Random House publishers. This is the third volume of a six volume history of Russia. He is also currently working on a paper "Soviet Views of Russian Absolutism." His future plans include a book length study of Russian absolutism. As he says about his study, "I intend to illuminate the social and economic origins of autocracy and how these social and economic factors of pre-revolutionary Russia greatly influenced the course of Soviet economic development."

Don Karl Rowney of Bowling Green State University is engaged in a study of the Imperial government's Ministry of Internal Affairs from 1906-1917. "I am especially interested," he said, "in the backgrounds and careers of the higher civil servants of the Ministry during this period of extensive social and political change." Among his materials, he is using official government dossiers on the careers of about three hundred civil histories, memoirs, and diaries.

Dr. Kenneth Irving Dailey of Wright State University is continuing his work on the Russian Provisional Government of 1917. As he puts it, he is completing a "blind spot" which he has in his picture of 1917, particularly in the impact of the February/March Revolution on business, banking, insurance and so on. Currently, he is going through the microfilm of *Biezheviya Videomosti* and the films of *Zasedaniya Vremennago Pravitel' stva*.

Michael S. Pap, Director of John Carroll's Institute for Soviet and East European Studies, is evaluating the intellectual turmoil in the Soviet Union, particularly in the Ukraine and is also continuing his research on a major volume on **Colonialism — Soviet Style**.

Howard R. Holster of Denison University is working on a biography of A. V. Lunacharskii (1875-1933), first Commissar of Education in the U.S.S.R., plus an article on Vpered, a Bolshevik splinter group active from 1908 to 1917.

Dr. Melvin C. Wren of Toledo University, who has already published a text by the MacMillan Company, now is currently writing a book about the Westernization of Russia.

Dr. Bogdan C. Novak, also of Toledo University and also teaching courses there in Russian history, is presently doing his research in the field of Central European history (lands of former Austro-Hungarian Empire.) He just finished a book entitled **Trieste 1945-54: The Ethnic, Political and Ideological Struggle** which was published in late January, 1970, by the Chicago Press. His current project is researching the Yugoslav Minority in Italy since 1954.

Major library acquisitions in Eastern European history obtained by Ohio institutions in recent years are as follows:

### Case Western Reserve

**Polnoe sobranie zakonov**  
**Krasnyi arkhiv**  
**Chteniia v obshchestve istorii i drevnostei rossiiskikh pri Moskovskom Universitete.**  
**Zhurnal Ministerstva Narodnago prosveshcheniia.**  
**Istoricheskie Zapiski (Part)**  
 A number of basic monographs in reprint, microfilm, or xerox.  
**Sbornik imperatorskago Russkogo istoricheskago obshchestva**

**Ohio Northern University**

Almost every journal dealing with Russian and Soviet history.

**Bowling Green State University**

**General Census of the Russian Empire.** (St. Petersburg, 1896-1906).

**The Encyclopaedic Dictionary** (St. Petersburg)

**The Government Messenger.** (The Government official newspaper) 1905-1916.

**The Encyclopedic Dictionary** (St. Petersburg)

Extensive microfilm collections of Ministry of Internal Affairs budgets.

**John Carroll University**

Has acquired and maintains most of the Soviet journals, periodicals, and newspapers.

Has complete volumes of Lenin's Stalin's and Mao Tse-Tung's Works.

**Wright State University**

**Krasnyi Arkhiv**

**Arkhiv Russkoi Revoliutsii**

**Denison University**

George Kennan's Collection of Books on Soviet Studies.

**Toledo University**

Complete sets of Russian classical literary authors in Russian language.

United Nations, Security Council Documents (S series)

**Russkaia Starina**

Stalin's Collected Works (in English)

Lenin's Selected Works

Russian historians all seem to agree that their basic needs are for primary sources, especially out-of-print monographs, bibliographic resources, periodicals, histories, and Russian language materials.

Almost all Ohio colleges and universities do offer at least one course in the history of Russia and the Soviet Union, but seldom are courses taught on any other Eastern European nations. Examples of additional Russian history courses taught in Ohio include:

Foreign Policy of the Soviet Union (Denison and Ohio Northern)

Government of the Soviet Union (Ohio Northern)

Soviet Social and Economic Institutions (Ohio Northern)

Russian Intellectual History (Toledo, Denison, and Wright State)

Contemporary Soviet Civilization (Denison)

Selected topical seminars such as the Sino-Soviet split and

Russia in W.W. II (Denison)

Imperial Russia (Toledo)

Pro-Seminar in Russian History (Toledo)

Student interest in Russian history is evidenced by the number of enrollees in the various courses. These numbers range from 5-15 in seminar courses, and 30-100 in lecture courses.

East European specialists expressed the wish that the Academy would, in the future, help them by:

(1) Assisting smaller institutions in gathering source material (for example, by encouraging librarians to provide more rapidly the facilities necessary to enable teachers to tap larger library holdings via telecommunications).

(2) By providing information on the research activities of other Russian historians.

(3) By adding meaningful sessions on Russian and East European history to the agenda of Academy meetings.

**Editor's Note:** Please look at the program for the Academy's Spring Meeting on April 4th!

(4) By aiding in the Xeroxing of major works and documents.

(5) By providing a translation service for students not knowing Russian yet needing to use various primary sources.

(6) By calling attention regularly in the **Newsletter** to new acquisitions and new course offerings in Russian and East European history at Ohio colleges and universities.

(7) By cooperating with the activities of the American Association for Advancement of Slavic Studies (headquartered at O.S.U.) and, especially its subdivision, the Mid-West Slavic Conference.

## NEW EQUIPMENT FOR TEACHING HISTORY

The **Newsletter** is planning to help keep Academy members aware of new equipment as it comes on the market that may be useful in teaching history. Following are two types of equipment that are now available and are just beginning to be used for this purpose:

1. **Roto Show Slide Projectors.** These are 2x2 slide projectors (usually about 24" high and 20" deep) which have their own built-in rear screen. The projectors are completely automatic and will project from 12 to 100 slides in one showing. Cost-wise, they range from \$200.00 to \$500.00 and some have attachments for synchronizing sound.

Some makes and models are:

**Sawyer Roto Show**

Holds 100 slides at one time

14x14 screen

Variable speed with 1 sec. to 30 sec. changing time

Cost: \$305.00 without sound

\$465.00 with sound

**Graflex Rotator**

Holds 36 slides at one time

14x14 screen

Variable speed

Cost: \$219.00 without sound

\$249.00 with remote control capabilities

**Telestory**

Holds 12 slides at one time

18x18 screen

Variable speed 1-1/2 to 6 sec.

Cost: \$215.00

2. **Aperture Microfilm Card Projectors.** Many universities have gone to the use of aperture cards for keeping records. This also has a lot of potential for making microfilm available for classroom use. The printer prints sheets up to 14x18 on to microfilm "cards" on slides which can then be shown on a projector. The projector comes with a 14x14 built in screen; however, the projector can be used separately for front screen projection.

**Hudson Photographic Industries**

Model 350 Duplex Card Projector

14x14 screen

Cost: \$79.00 Case \$10.00

12 Volt DC operation \$5.00 extra

## LATIN AMERICAN SPECIALISTS SAY "BRING US TOGETHER"

A recent **Newsletter** survey of Latin American history revealed a large amount of interest among Ohio students in this field and a surprising amount of first-rate research being conducted by Latin American specialists of this state.

David H. Edwards of the University of Dayton is conducting an investigation of the Intendancy System in Chile, particularly as to how it helped to bring about economic reform and political awakening of the Creoles.



Jack R. Thomas, Bowling Green University, is carrying on a study of the Chilean Generation of 1842. He is particularly interested in the political and social ideas of men involved in this movement and in latter attempts to carry ideas into the Chilean political system.

Dr. Eugene R. Craine of Wright State University has just finished a book entitled **The Chronicles of Michoacan** which was released in January by the University of Oklahoma Press. The book deals with the Tarascan Indians up to and through contact with the Spanish. He completed the first draft of a translation entitled "Cronica de la orden de N.S. Padre San Francisco Provincia de San Pedro y San Pablo de Michoacan en la Nueva Espana por Alonso de la Rea." He also has begun an article "Omens, Myths and the Spanish arrival in Michoacan." Dr. Craine has undertaken a long range study on the topic of "Why the Collapse of the Classical Maya?" This study has taken him to Guatemala and Yucatan for three of the last four years.

Robert Freeman Smith of the University of Toledo is researching the United States reaction (both of government and business, and their interaction) to revolutionary nationalism in Mexico (1915-1933). This especially concerns reform and actions which affect investment in Mexico (foreign debt and petroleum in particular). His study will illuminate the development of new facets of dollar diplomacy.

James S. Cunningham of Ohio University is working on the history of Cuba and United States-Cuban relations, with emphasis on the period 1930-1959. As he says, "It is an effort to explain the Castro regime through history, which requires as much attention to internal Cuban developments, as it does to U.S. policy and influence — where much of our research has been centered in the past."

Anna Macias of Ohio Wesleyan University is presently engaged in research on political and constitutional developments in Mexico during the independence era, 1808-1821. Particularly, she is preparing a study of Mexico's first constitution, that of Apatzingan of 1814. Most of her research has been done outside of Ohio — in Mexico, New York, New Haven, Ann Arbor, Berkeley, and San Francisco.

Robert Brent Toplin of Denison University completed **The Abolition of Slavery in Brazil, 1879-1888** which is to be published by Atheneum. He was joint editor with Frederick P. Bowser of Stanford University of **The Negro in Latin America: New Historical Perspectives**, a collection of new studies to be published by Stanford University Press. It will include his essay entitled "Slavery, Race, and the Emancipation Issue in Brazil." He is also beginning a new, long-range study comparing the abolition of slavery in the United States and Brazil.

Harris G. Warren of Miami University is writing a history of Paraguay from 1869-1904, the period of Brazilian occupation of Asuncion (1869-1879) following the War of the Triple Alliance, and of Paraguay's slow recovery from a war that reduced its population from about 550,000 to 220,000 during the period between 1864 and 1870. He has done research in London, Buenos Aires, Asuncion, La Paz, Rio de Janeiro, Washington, and Austin, Texas.

Sheldon B. Liss of the University of Akron has written two books and an article. He wrote **Man, State, and Society in Latin American History** to be published by Frederick A. Praeger this year. This is volume one of a general history. Volume two is to be written by another author. His second book is **Venezuela in Hemispheric Affairs** — EDC 1970 which is an interpretive analysis of Venezuelan diplomacy in the twentieth century. He also has an article to be published this year entitled "Relaciones Internacionales de Mexico." It is an historiographical analysis of the literature recently published in the field of Mexican foreign policy and diplomacy and will be published as a chapter in a book by El Colegio de Mexico.

Stephen K. Stoan, Jr. of Ohio State University is currently working on the completion of his doctoral dissertation for Duke University on a topic dealing with the independence period in Venezuela. As he says, "Essentially, I am studying the actions of the Spanish administration in Venezuela between 1815 and 1820,

when Pablo Morillo was in that country as commander-in-chief of the Expeditionary Army. I am also dealing with the conflicts within both Venezuela and Spain relative to the nature of Spanish policy."

Maury Baker of Kent State University has been working on the history of the Pan American History for the past several years.

The Reverend George J. Undreiner of Pontifical College Josephinum is doing further study on Fray Marcos de Niza to supplement an earlier article he wrote on this important figure. Presently Reverend Undreiner is trying to get some information on his life prior to his coming to the New World in 1531 and information concerning his life after 1540.

Recent acquisitions reported in Ohio college and university libraries in the field of Latin American history are as follows:

#### University of Dayton

Recently purchased the J. Fred Rippy Library of Latin American and Spanish books.

#### University of Toledo

National Archives microfilms of State Department records concerning the U.S. and Mexico.

Consular reports for the period to 1906

Decimal Files (1910-1929)

#### Ohio University

From the National Archives (1) Department of State records relating to the internal affairs of Mexico (M-274), 243 rolls. (2) Political relations with the United States (M-314), rolls 1-8 of total of 29 rolls.

#### Denison University

The university has ordered about every new book on Brazil to appear in English in the last few years.

#### Miami University

5,000 feet of microfilm from the Paraguayan archives — all before 1860.

#### University of Akron

This university library has a fairly complete listing of monographs, secondary works, and periodicals in the areas of Inter-American diplomacy, United States-Latin American Relations, and the history of Mexico. About \$5,000 per year is spent in these areas.

#### Wright State University

A number of the Relaciones and Chronicles of the 1500's and 1600's.

#### Kent State University

Kent State University Library specializes in the history of Mexico since 1877. They have an extensive library of microfilm publications including U.S. Department of State Diplomatic Instructions, Diplomatic Dispatches, Consular Dispatches, Special Agents, Notes from Foreign Legislations, Notes to Foreign Legislations, Records... relating to Internal Affairs of Mexico, 1910-1929, Records... relating to the External Affairs of Mexico, 1910-1929, plus files of relevant materials from the British Public Records Office.

When it comes to course offerings, most Ohio colleges and universities, teach a broad survey of Latin America. In addition, some others separate the study into segments, such as Nineteenth Century Latin America, Twentieth Century Latin America: Central America and the Island Republics; and Twentieth Century Latin America: Argentina, Brazil, and Mexico. In some form most universities study Mexico, Brazil and Spain and Portugal. A course in Inter-American Relations is also usually found. Other colleges offer courses under such titles as Ancient America: Olmeca-Maya; Ancient America: Aztec and Inca; Colonial Latin America; the History of the Hispanic World; Contemporary Latin American Problems; and Latin American culture.



Like the variety of courses, there is a vast difference in the number of enrollees in the courses. The number varies all the way from three to seventy-five.

Like other historians, most Latin American specialists complain that they need more resource material, especially private manuscript collections, newspapers, periodicals, and journals. Others wish that a record of holdings of other Ohio college libraries regarding books that are difficult to find might be published. Finally, more grants for study and research in archives outside of the U.S. are needed.

These historians would also like to see the Academy perform the following services:

- (1) To make available a list of fellow Latin Americanists willing to serve on graduate level examination boards and thesis and dissertation committees at schools other than their own.
- (2) To find a way to bring Latin American historians together . . . Aid in a continual exchange of information.

**Editor's Note:** Be sure to attend the Latin American session at the Spring Meeting of the Academy on April 4!

- (3) To make known through the **Newsletter** local resources, speakers, library holdings, and the possibility of travel, work, and institute during sabbaticals.
- (4) To bring pressure to bear on all institutions now offering advanced degrees to appropriate money for libraries.
- (5) To help advertise the field of Latin American history and make known the unknown Ohio scholars in the field.

## AMERICAN HISTORY SOURCE MATERIALS IN OHIO

The following is a list of newly acquired source materials in American History reported to the Academy since the last issue of the **Newsletter**. Primary materials in other specialties are reported elsewhere in separate articles.

**St. Louis Post Dispatch** — 1906-1912 (John Carroll University)

**Cincinnati Enquirer** — 1860-1866 (John Carroll University)

**The Cox Papers** — (Wright State University)

**Jesuit Relations** — (Ohio Northern University)

Dept. of the Interior, Records Relating to the African Slave Trade and Negro Colonization, 1858-72 (Ohio Northern University)

Schomburg Collection of American Negro History, 130 vol. of microfilm — (Mount Union College)

## "RESEARCH OPPORTUNITIES AVAILABLE AT PRESIDENTIAL LIBRARIES"

The Department of History of Notre Dame University, the Society of American Archivists and the National Archives and Records Service (Region 5) are cooperating in the presentation of a symposium on using the resources of the Presidential Libraries. It will be held on Friday, October 30, 1970 in the Continuing Education Center on the Notre Dame campus. An informal gathering of participants and those arriving the afternoon of October 29 is also being planned for that evening.

The program will consist of an address by Dr. Herbert Angel, Deputy Archivist of the United States, on the development of the system of Presidential Libraries, its current status, and plans for the future. Representatives from the Franklin D. Roosevelt Library and the Herbert Hoover Library will present papers on the holdings and operation of their institutions and a panel of scholars who have conducted research projects at a Presidential Library will discuss their experiences. Time will be available for general discussion and some individual research projects may be pursued at the Thursday evening session and as the opportunity arises during the day's sessions.

Registration is \$6.00 and includes coffee breaks and lunch. Rooms are available at the Morris Inn on campus at \$12.00 single

and \$17.00 double. Motel accommodations are within a two mile radius and rates vary from \$11.00 single to \$19.00 double. A printed program is to be prepared in September, 1970 and will be mailed to members of the Society of American Archivists, Society of Ohio Archivists, Michigan Archivists Association, and departments of history at colleges and universities in the states comprising Region 5 of NARS (Illinois, Indiana, Kentucky, Ohio, and Wisconsin). Others desiring to receive a program should send their request to the following address:

Regional Archives Branch  
Federal Records Center  
7201 South Leamington Avenue  
Chicago, Illinois 60638

## EAST ASIAN SPECIALISTS REPORT

East Asian historians are experiencing considerable frustration over the scarcity of primary source material available in the state for use in their research. Despite this disadvantage, however, a surprising amount of research is being conducted in Ohio universities and colleges in this field, according to a recent survey conducted by the Academy **Newsletter**. Morton B. Stratton of Denison University is studying the French influence on the modernization of Japan in the Meiji era in areas of education, law, technology, etc.

David C. Purcell, Jr. of Miami University whose specialty is Japan is researching the Japanese administration of the Marshall, Mariana, and Caroline islands as a Class C mandate under the League of Nations, circa 1920-1945 and Japanese economic and diplomatic relations with mainland Southeast Asia and the islands of the South Pacific from 1900-1945.

Ellsworth C. Carlson of Oberlin College is in the final stages of two projects. One is a revision of his study entitled "The Kaiping Mines." The other is a study of the early decades of the Protestant missionary movement in China, which will probably be entitled "The Missionaries in Chinese Society."

At the present time David R. Sturtevant of Muskingum College is completing a book on peasant uprisings in the Philippine Islands between 1840 and 1940.

Pei Huang of Youngstown State University says, "My present research centers on China's autocracy during the early Manchu empire, say, from 1644 to 1735. As the Manchus were originally a semi-nomadic people, their ruling class was composed of various clan and tribal chiefs. After conquering China, these chiefs were not only the aristocrats but also the bureaucrats of the Manchu empire. My research investigates the social composition of the Manchu aristocracy, its relation to the bureaucracy, and its effects on China's autocracy."

John F. Cody of Ohio University is completing a monograph covering "The Problems of Modernization in Post-War Southeast Asia." He spent eighteen months on a Rockefeller Foundation assignment in Bangkok working on the study.

Richard H. Minear of Ohio State University is publishing this year, through Harvard University Press, a book entitled **Japanese Tradition and Western Law: Emperor, State, and Law in the Thought of Hozumi Yatsula**. He has also just completed a book-length manuscript entitled **The Tokyo Trial: Victors' Justice**.

The research of Frank F. Wong of Antioch College has mostly been in the area of the development of political thought in China during the first two decades of the twentieth century. It is concentrated on the constitutional thought of Liang Ch'i-Ch'ao. More recently, he has done research on the state of Buddhism under the Communist government in China.

Yeh-chien Wang of Kent State University is revising his Ph.D. dissertation "China's Land Taxation in the Late Ch'ing Dynasty" for publication.

Wei-ping Wu of Wittenberg University is also revising his Ph.D. dissertation on the decline of the Eight Banners for publi-

cation. As he said, "The dissertation, which was presented to the faculty of the University of Pennsylvania, is a case study of the decline of alien rule in Chinese history. The Eight Banners, an undifferentiated social organization of the Manchus, is used as a framework for the analysis of the decline of the alien ruling class of the Ch'ing dynasty 1644-1911."

William D. Hoover of the University of Toledo is working on his dissertation dealing with Godai Tomoatsu (1836-1885), a leader in the modernization of nineteenth century Japan. Although the study has a biographical approach, it has a broader scope than this implies; for it attempts to shed light on the process of modern development in Japan.

Lester J. Bilsky of the University of Akron is studying the relationship of political changes and changes in state religious practices from the beginning of the Chou Dynasty through the reign of Emperor Wu of the former Han Dynasty. In his words, "I trace the development of the state sacrifices of the feudal era through their transformation into regional practices performed separately by the late Chou states to the establishment of unified imperial worship."

Donald A. Jordan of Ohio University is completing a manuscript on the Northern Expedition of the Kuomintang of China (1925-28). He has a special interest in political techniques worked out during the national unification. These have been absorbed into the current efforts of Mao Tse-tung and Chou En-lai, both participants in the Expedition.

Hao Chang of Ohio State University is writing "The Birth of Chinese Intelligentsia, 1895-1905." In his words, "a new framework will be provided for analyzing the value chances in the late nineteenth century and early twentieth century that led to the emergence of Chinese intelligentsia."

Dr. Edward Chen of Bowling Green State University has had his article entitled "Japanese Colonialism in Korea and Formosa: A comparison of the systems of Political Control" accepted for publication in the *Harvard Journal of Asiatic Studies*. He is currently preparing a book-length manuscript on the political history of Japanese rule in Formosa, 1895-1945.

Despite the dearth of material pertaining to the Far East, an effort is being made by many institutions to correct the situation. Last year Ohio State University had a fund of about \$20,000 to buy Chinese and Japanese books. In 1968-69 Kent State University allotted \$5,000 for purchasing books in the field of Far Eastern History. Several years ago Antioch College received a Ford grant for the development of non-Western Studies. For about five years Oberlin College has been spending about \$6,000-\$7,000 per year on works in the Chinese language. To take care of this project a full-time Chinese Specialist Librarian has been hired.

## LIBRARY ACQUISITIONS IN ASIAN HISTORY

### University of Akron

Back issues of  
**Journal of Asian Studies**  
**Journal of the Harvard Asiatic Society**  
**Bulletin of the Museum of Far Eastern Antiquities**, Stockholm.  
 Recent book publications  
 Current journals in the area  
 Publications of the Union Research Service, Hong Kong

### Wittenberg University

Set of **Ch'ing shih'lu** (Veritable Records of the Ch'ing Dynasty)  
 Back issues of **Harvard Journal of Asiatic Studies**  
**Bulletin of the Institute of History and Philology** (Academia Sinica)

### Ohio University

**Malay Mail**, 1890-1940  
 Doctoral dissertations on Southeast Asia (xerox duplication)  
 Large Southeast Asian newspaper collection  
**Ko-ming Wen-hsien**, documents relating to the revolutionary

history of the Republic of China  
 U.S. Dept. of State microfilms of Consular Reports, Ministerial Reports from China

### Antioch College

Access to microfilm collections of the **North China Herald** and Digests of the **Mainland Press** through special arrangement with Earlham College in Richmond, Indiana.

### Oberlin College

Microfilm run of the **North China Herald**  
 Microfilm of diplomatic and Counselor correspondence from China in the nineteenth century.  
 Microfilm run of translations from the Chinese **Mainland Press**

Most universities responding to a **Newsletter** questionnaire said they offer a course in the History of Japan, the History of China, and possibly the History of East, South and/or Southeast Asia. Other courses offered include at Denison: Europe and the Non-Western World 1500 to the present; at Youngstown State University and Kent State University: Modern Far East; at the University of Toledo which stresses the modern: History of Modern China, History of Modern Japan, and History of Southeast Asia; at Wittenberg: Seminar on Communist China; at Ohio University: advance courses of Burma, Thailand and Indochina; at Antioch College: Twentieth Century China and Revolution and Tradition in East Asia; and at Oberlin College: Proseminar in the History of Chinese Communism.

In many of these Far Eastern Asian courses, the students have the advantage of being in a fairly small class. The enrollment of these varies from ten to twenty. Other courses, though, have an enrollment of between thirty and eighty.

Most East Asian historians have felt a need in the past for better communication between themselves and other historians in Ohio specializing in the same field. They expressed hope that the Academy **Newsletter** will provide one means by which they can be made aware of each other's research activities and of new materials as they are acquired in the state. It was also hoped by many that the Academy would encourage regional conferences from time to time on East Asian Studies.

## NEARBY LABOR HISTORY ARCHIVES

Ohio historians interested in American labor and urban America have at their disposal the resources of the Labor History Archives located on the campus of Wayne State University in nearby Detroit, Michigan. For the benefit of those interested, Warner W. Pflug, archivist, has given the **Newsletter** this description of the Archives and of the holdings available for use:

Established in 1959, the initial concern of the Labor History Archives was to collect and preserve the written records of the American Labor Movement. Since that time the Archives have become the official depository for the United Auto Workers, the Industrial Workers of the world, the Air Line Pilots Association, the American Federation of Teachers, the United Farm Workers, and many state and local labor bodies. These official files are augmented by collections compiled by individuals active in the labor movement. These private collections gathered by top union leaders, such as Walter P. Reuther, as well as rank and file members, often contain documents of great historical interest.

Recently, the Labor History Archives have become concerned with the study of 20th Century urban America. It was recognized that if the historians, sociologists, economists, and others were to make their contributions to the urban problems facing our country they needed ready access to the raw material of research. In the early stages of this program the Archives have received materials from the Michigan Welfare League, the Michigan Branch of the American Civil Liberties Union, the Detroit Chapter of the National Association for the Advancement of Colored People and the Civil Rights Congress of Michigan. Here again, those collections deposited by individuals form an important part of the Archives' holdings.

Among the papers of individuals, the following are perhaps of greatest interest: Patrick V. McNamara, Democratic U.S. Senator from Michigan from 1954 to 1966; Mary Heaton Vorse, author; John Edelman, Labor Representative in Washington; Katherine Ellickson, active in the formative years of the C.I.O. and participant in many governmental studies of social and labor problems; and many others.

## URBAN HISTORY: SPECIALTY WITH A FUTURE

An increasing number of Ohio historians are feeling a sense of excitement about the future prospects of one field of specialty — urban history. Zane Miller of the University of Cincinnati says, "So far as the state of the specialty is concerned, there is some differences as to whether or not we are in the midst of a boom in urban history. Yet all the signs indicate that the field is attracting its share of attention. We have one textbook and another is in preparation. Courses, readers, how-to-do-it articles, dissertations and monographs continue to proliferate, and the professional associations, including the Southern and Western, now regularly devote part of their program to urban topics. In short, the specialty seems to have a promising future."

James Richardson of the University of Akron states, "I think urban history has a strong future both within history departments and in interdisciplinary departments and institutes of urban studies. Everyone now realizes that the future of the United States lies in the urban areas and that only a thorough knowledge of the past will allow us to deal intelligently with the present and the future of these urban areas."

Alvin W. Skardon of Youngstown State University also sees great opportunities in the field. "Urban History as a field of specialization has grown slowly but steadily. I believe most colleges and universities have at least one professor who specializes in the field, and I am informed by friends in New York who are in this field that the demand now is very great for people who have specialized in Urban History."

Each of these men teach a two-quarter sequence in Urban History. In addition, Dr. Miller has directed an M.A. writing seminar in urban history at the University of Cincinnati. Two years ago he collaborated with an urban geographer and a sociologist in developing an interdisciplinary seminar in urban studies. Dr. Richardson also offers a graduate seminar in the field.

Besides teaching, these urban historians are actively involved in research. Dr. Miller is presently on leave to the University of Chicago Center for Urban Studies where he is working on the history of black communities in five Southern cities from 1865 to 1920. At the same time he is continuing work on a study, supported by the National Science Foundation, of Cincinnati's First Ward, 1850-1880, an investigation of neighborhood and community in the mid-nineteenth century. Professor Guido Dobbert of Youngstown State University has written the codes and programs for this study. Together they hope to complete the analysis within two years. Dr. Miller in collaboration with Henry Shapiro, also of Cincinnati, has completed the manuscript of *Physician to the West: Selected Writings of Daniel Drake on Science and Society in the West* (Lexington: The State University Press of Kentucky, scheduled for publication in early 1970), which includes an essay by Dr. Miller entitled "Daniel Drake, the City and the American System."

Dr. Richardson has completed his *History of the New York Police to 1901*. This will be published by the Oxford University Press early this year. His next project is a comparative history of police in Akron and Cleveland from about 1900 to 1930.

Currently, Dr. Skardon is preparing for publication a book entitled *Church Leader in the Cities, William Augustus Muhlenberg* which will be published by the University of Pennsylvania this year. This book, according to Dr. Skardon, illustrates a recent trend in urban history.

"Formerly urban history of the United States was divided into two parts: the period of Jamestown to 1865, with the second, from 1865 to the present. The early period was depicted as a period of agrarianism when cities had little importance, and the second period was a period when there was a phenomenal development in urbanism. This view is now changed. Urban historians now regard the founding of Jamestown as the beginning of urban history and they point to the importance of cities in Colonial America. They also are interested in the growth of cities in the 1830's, 1840's, and 1850's. Muhlenberg, the man about whom I am writing, was prominent in this latter period and his career indicates that Americans were recognizing the problem of urbanization even before the Civil War."

## AMERICAN-YUGOSLAV SEMINAR A COOPERATIVE ADVENTURE

The American-Yugoslav Seminar was conceived with the intention of helping American collegians and professors to increase their understanding of the ideas of the part of the world which is known as Marxist.

Dr. Irwin Abrams organized this "adventure in international education," but the program has been a "cooperative adventure" between the University of Ljubljana in Yugoslavia and the Great Lakes Colleges Association (GLCA), a group of twelve American liberal arts colleges in the Midwest.

Although the GLCA received an encouraging response from the cultural educational officers of the State Department in 1963, the first seminar did not take place until 1965 because of the time required to complete negotiations between the State Department in Washington and representatives from Yugoslavia.

"Yugoslavia was selected," says Dr. Abrams, because of the likely possibility of both dialog and dinars." The University of Ljubljana was chosen because Dr. Abrams had previously conducted a Quaker International Student Seminar in nearby Kranj and consequently was familiar with the university.

The GLCA students were picked from nominees from each member college. There was at least one representative from each of the twelve colleges, all honor students with a variety of academic majors but with some previous intercultural experience. Seniors were excluded because of the qualifications that the experiences be interpreted on campus the following academic year. The GLCA professors were chosen not because they had specialized in Eastern European Studies but because of their ability to interpret America. Among their fields were American literature, economics, and sociology, as well as history. "The project was financed by funds from member colleges, a Federal grant, and private sources."

The American participants began the project with a visit to Vienna, studying the historical background of the Yugoslavian people and their relationships to the Hapsburgs. As a continuance of their orientation period, they toured Bosnia and more economically advanced areas of the country. The group ended their tour at Groblje, the site of the seminar. They were joined by the Yugoslavians and the confrontation began. The discussions centered around a comparison of the two societies.

This experience for the African participants was stimulating and significant. They felt themselves as a part of a "new venture" and felt that they had gained a greater insight into Yugoslavian society.

The program was designed to permit independent inquiries in Yugoslavia. The Groblje seminar was the "climax of the whole confrontation." The seminar consisted of organization, excursions, and discussions. The concluding sessions were devoted to an attempt to summarize the confrontation of societies and ideas. The last session was an evaluation session at which the participants attempted to consider the extent to which they had at-

tained mutual understanding and to highlight the obstacles to this effort.

The American participants traditionally have one final event. They meet for a weekend on a GLCA campus where the student's projects are distributed and discussed and where the experience receives a final and thorough evaluation.

Resulting from the participants' first experience was the conclusion that the seminar held in Yugoslavia was only one segment of their objective. They decided that the Yugoslavians ought to have the opportunity of visiting America so that they could discover "a new society across the sea." Consequently, the State Department agreed to make the seminars truly binational by bringing some Yugoslavians to America and this was done.

The "cooperative adventure" has had a positive effect on the participants from both countries. Many Yugoslavians adopted new leadership roles in discussion sessions in their own groups at home. The experience gave some Americans new career goals while it strengthened the already established goals of others.

New activities and innovative proposals are being initiated by the GLCA students and professors with the hope that "from these projects will come a further proliferation of these enduring personal relationships across national and ideological lines which in the last analysis represent the strongest strands of international understanding."

## ACADEMY EMPLOYMENT BUREAU

Vacancies Reported in Ohio Colleges

(as of February 10, 1970)

For Fall of 1970

### Ohio University

Assistant Professor — American, Early National Period  
Associate or Full Professor — American Economic or Intellectual  
Associate or Full Professor — European Economic or Intellectual  
Assistant Professor — East Africa

### Wright State University

American Constitutional History (must have Ph.D., at least five years experience, and publications).

### Baldwin Wallace

East Asian: 17th and 18th Century

### Denison

Person (Negro preferred) to teach Black History in the newly-to-be created Afro-American Studies Department.

For Summer of 1970

### Wright State University

Colonial American History  
European History

### Defiance College

Modern Europe

## CINCINNATI AREA: CENTER FOR HISTORICAL RESEARCH

Within Cincinnati there are approximately 60 libraries encompassing a wide variety of subjects and materials. Outside the immediate field of history, these include metallurgy, medicine, art, accounting, economics, dentistry, machinery, chemicals, science, dyes and pigments, to name only a few. But of particular interest to historians living in Ohio, the following should be noted:

(1) Cincinnati Enquirer Library — a newspaper reference library of 500 volumes plus a vertical file (documents, pamphlets, etc.) of 400.

- (2) The Cincinnati Historical Society Library has 40,000 volumes and 225 pieces in its vertical file and is especially strong in the history of Cincinnati and the Northwest Territory. Special collections include William Henry Harrison and Ohioana materials.
- (3) Cincinnati Law Library has 125,000 volumes, 35,000 pamphlets, and a vertical file of 50,000. It contains collections on American, English, and Dominion history (statutes, digests, reports, texts), Bar Association materials, foreign, international, and medical law, and State Session Laws.
- (4) Hebrew Union College has 220,000 volumes and is the largest repository of Judaica and Hebraica in the world. Outstanding among its collections are volumes on music, literature, bibliography (for example, Spinoza, Josephus), history, philosophy, Bible studies, Ancient Near East, Jewish Americana to 1850, and incunabula. Available as an unscheduled series is "Bibliographica Judaica" as a companion to **Studies in Bibliography and Booklore**; and the new acquisition of the Maurice Samuel collection of Beilissiana.
- (5) American Jewish Archives (at Hebrew Union College) contains an extensive collection of personal papers of leading 19th and 20th century American Jewish newspapers, and congregation records. To this is added the following new acquisitions: personal papers of Kivie Kaplan, president, National Association for the advancement of colored people; of Rabbi Morris S. Lazon, a founder of the American Council for Judaism; of Morris D. Waldeman, one-time Executive Director of the American Jewish Committee; papers of the Brooklyn, New York, Jewish Community Council; and the records of the Cincinnati Jewish Community Relations Committee 1936-1969.
- (6) Public Library of Cincinnati and Hamilton County. This library with its 2,500,000 volumes is one of the finer libraries of America. Special collections include the history of the Cincinnati and Ohio Valley, theological and religious history, art and music, genealogy and local history with special indexes, the Frank and Dick Merriwell collection, and the Inland Rivers library specializing in the Ohio and Mississippi Rivers and their tributaries.
- (7) U.S. Court of Appeals Library — 80,000 volumes.
- (8) The University of Cincinnati Library has well over one million volumes with special collections on American Indians, modern Greek, classical languages and literature, and classical archaeology.
- (9) Cincinnati General Hospital medical Library in the University of Cincinnati contains early records of Cincinnati College Medical Department and an extensive collection of mid-19th century medical and scientific journals. In addition it is the repository for the original letters of Daniel Drake (1785-1852), pioneer physician of the Midwest.
- (10) The Xavier University Library with its 160,000 volumes specializes in Catholica, Patrology, and Jesuitica. The new Milford collection contains 40,000 volumes from the Milford, Ohio, Novitiate which closed summer, 1969. The emphasis here is on philosophy, theology, and the classics.
- (11) American Jewish Periodical Center. The goal of the Center is to micro-film all American Jewish newspapers and periodicals through 1925. The newspapers and periodicals will be in the language in which they first appeared. The Center will, though, be selective for the period after 1925.
- (12) Cincinnati College of Medicine — contains the 1600 volume David A. Tucker Library in the history of medicine and the Reuben D. Mussey collection relating to the development of American medicine in the 19th century.
- (13) The Lloyd Library — collections on botany and pharmacology with emphasis on development of medicine in the Ohio Valley and extensive material on State Agricultural Experimental Station Reports.

The materials in most of these libraries are available to scholars all over Ohio through the standard inter-library loan system.

## BRIEF NEWS NOTES

- I. The Society of Ohio Archivists will hold its next meeting at Heidelberg College in Tiffin and the Hayes Memorial Library in Fremont on May 3-4, 1970. The two basic themes will be (1) the New Ohio Research Centers Plan and (2) Presidential Libraries.
- II. Information on history departments in eleven state assisted universities in Ohio:
  1. Salary Ranges for 1969-1970.
 

Instructor	\$ 7,200-10,800
Asst. Prof.	8,500-13,488
Assoc. Prof.	9,000-15,888
Professor	12,000-25,968
  2. Graduate Assistant Stipends
 

Range	\$ 1,310- 3,000
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  3. Teaching Assistant Stipends
 

Range	\$ 1,800- 4,000
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- III. As of press time Academy membership was as follows:
 

119 regular memberships
106 joint OAH-OHS memberships
64 student memberships
289 Total

## SUMMER HISTORY INSTITUTE

In 1969, for the second summer, Bowling Green State University's departments of history and education have co-sponsored a federally-funded institute in American history for secondary teachers of disadvantaged youth. While the goal of the institute (for some 40 teachers primarily from Ohio) was to strengthen their teaching of that subject area, the principal means toward that goal was to examine intensively the "inquiry approach" to history. This examination involved several assumptions: (1) "Inquiry" is not a method; rather it is an attitude, based a rational skepticism, that may combine any number of methods (including lectures) in a variety of ways. (2) One cannot "teach" method without content, and vice versa. There is a dynamic interaction between the two which ideally will get one to see the need for data in order to perceive problems and ask questions, yet know how to structure and organize that data in order to make it meaningful to him. (3) Organizing and structuring data leads to the "historian's craft" — how one thinks historically, selects evidence, deals with mind-sets, develops hypotheses and argues conclusions. (4) Something of that "craft" can and should be taught at whatever grade level history is offered in the schools and to any group of students, including the so-called slow learners. (5) Aside from the "presentist vs. antiquarian" arguments over how history should be taught, history must be made relevant and vital to the student. By providing him to a reasonable degree with some of the tools of the historian, he may stand a better chance of achieving some relevance. (6) History should remain at the core of the social studies in the schools, but some basic changes in teachers' perceptions of how it is taught are necessary in the light of "breakthroughs" being made in the other social sciences. (7) In order to teach from an inquiry framework, one has to be able himself to inquire and to be able to utilize historical tools meaningfully.

The history institute has tried to implement these assumptions in a number of ways. Of prime importance has been the full-time staff members whose backgrounds, attitudes, and educational values have spelled the difference between seven successful or seven fraudulent weeks of work. The three staff members consisting of a social studies methods instructor in the education department, an economic and labor historian, and an American studies man specializing in urban history, have attempted to embody and personalize the working relationship between "content and method." To the three men, this has meant operating informally and flexibly, not posing as Givers of Knowledge

but functioning as fellow professionals with the secondary school teachers on a give-and-take basis.

The format of the institute was divided into three basic areas: (1) **teaching strategies**, where a number of methods and writings of educators such as Fantini, Fenton, Oliver, and Bruner were examined, where the possibilities and limitations of teaching disadvantaged cultures were discussed, and where guest consultants and lecturers shared their findings with the participants on such topics as the use of games and simulation, the function of language analysis and the kinds of materials available. The participants also took turns teaching a class of Upward Bound students where they tried to put into practice some of these strategies. (2) **colloquies**, where content areas were explored. The subject matter of the institute revolved around the history of minority and disadvantaged sub-cultures in American history, particularly the black man. Outside lecturers in African history, black historiography, urban politics and political systems analysis supplemented films, small-group discussions and assigned readings from the institute library. One week was spent on migrant labor where a farm labor union organizer, a tomato farmer, a company representative and officials from the Ohio Department of Health graphically demonstrated the need for the historian to account for differing and conflicting perspectives of the same phenomena. (3) **history tutorials**, where the participants worked with staff members on a small-group or individual basis in researching a particular topic of interest to them. Areas of inquiry including black history, urban history, development of a curriculum for a semester history course, Mexican-American relations and Negro-Jewish relations. It was here that specific problems of teaching in inner-city schools were discussed. Also the groups came to grips with applying "inquiry" to specific content areas.

As a final exercise, the participants were asked to write a research paper demonstrating their knowledge of a topic and their ability to utilize inquiry, and then to develop a series of lesson plans from that paper designed to "transfer" that ability — or part of it — to their classes back home.

Anyone who has worked in a history institute recognizes the near-impossibility of conveying in a written description the vitality and enthusiasm of participants and staff members who are willing to spend a summer grappling with the kinds of problems discussed above. Nothing has been said of the informal discussions outside the planned programs — in the dorms, during meals, on field trips, at the parties, or in the pubs. Yet, these places contributed significantly not only to the growth of participants and staff as they debated and questioned each other, but also in getting people to recognize that they are not alone in their efforts to teach history well. If an institute can serve its participants as a place of "renewal of spirit," then perhaps this is the best measure of its success.

Michael Moore

## CERTIFICATION REVISION PROPOSALS FOR PUBLIC SCHOOLS

The State Department of Education is in the process of revisiting the certification requirements for high school teachers and in my judgment both the procedure and the direction in which the recommendations seem to be going are subject to serious criticism. The recommendations that have been given to the advisory Council by the Division of Teacher Education and Certification would be a backward step, especially in regard to History and the Social Sciences.

At present the State Department certifies teachers in History and Government (27 S.H.-41 Q.H.) and Comprehensive Social Studies (45 S.H.-68 Q.H.) with 18 S.H.-27 Q.H. in History and the remainder distributed over basic course work in Economics, Sociology, Political Science, and Geography. In addition, a teacher can be certified in a single discipline, say Economics, if he has 15 S.H.-23 Q.H. in this field. This possibility is stated at the end

of the listing of certifiable teaching fields and separate teaching fields such as Economics, Geography, Government, Sociology or History are not given with the listing of teaching fields.

The new recommendations retain the History-Government certification with the hours required increased to 30 S.H.-45 Q.H. The Social Studies certification total remains the same with Psychology added and Anthropology listed as an option in place of Sociology. The following are listed as separate teaching fields requiring 20 S.H.-30 Q.H. in each case: History, Government, Psychology, Economics, Earth Science and Sociology. A new teaching field, Humanities, is proposed, requiring 45 S.H.-68 Q.H. with competency in Art, Music, Literature, Dance-drama-theater. History is omitted! There may have been some concern that History might be ousted from a social science program, but who would have suspected that Clio did not belong in the humanities!

The preparation required in the various programs noted above is far below the minimum acceptable standards proposed by specialists in the field and by the Guidelines of the National Council for the Social Studies which have been approved by the Ohio Council for the Social Studies and by the Standards Committee of the Ohio Academy of History.

The Comprehensive Social Studies proposal is included in a grouping of teaching fields that are referred to as a "family" or "cluster of disciplines." These include Business Education, Communications, Family Life Education, Humanities, Science and Social Studies. Family Life Education includes safety, home repair, family living, safety, etc. These are certainly extremely useful and important subjects, but are hardly disciplines in the same category as History, Economics, Sociology, etc.

Retaining History and Government together as a teaching field perpetuates an antiquated curriculum pattern in which some schools attempt to give a combined course in government and History in two semesters.

The plan to continue and even to more prominently advertise the separate fields' certification on the grounds that "not all students will wish to prepare themselves to offer the comprehensive array of courses within their cluster of disciplines" is really quite regrettable. These fields would constitute at best a weak academic minor and apparently the State Department would not exercise any control over the teaching combination that a student might choose.

The time has come in Ohio to limit certification in history and the social sciences to a single comprehensive social studies program. These disciplines are so interrelated that the teacher of any one area should have some competency in all. The history teacher will be better prepared if he has some background in economics, sociology, political science, etc. Good History teachers at any level today do much more than "tell a story." History, especially when part of a social studies curriculum, has to be more interpretive, more critical and more analytical. The total hours required should be much more than is being recommended. The State Department might do well to follow the lead of some of the institutions in Ohio that are major producers of teachers. (The Comprehensive Social Studies curriculum at The Ohio State University requires 95 Q.H., Kent State University 85-105 Q.H.)

There would perhaps be a need for a separate History certification when History is combined with English in a Humanities program but this could be handled individually.

I certainly agree with Professor Raymond H. Muessig of The Ohio State University that it is difficult to understand how the certification machinery works in this state. He believes the top people in the field should determine certification requirements, not college students, nor minimally prepared teachers, nor public school administrators (who are violated certification requirements for years)." Far too many school systems look for a coach first and then incidentally assign him a history class to teach. There is an oversupply of **poorly trained** social studies teachers in this state and Ohio can well afford to raise its standards.

We need to secure competent teachers whether colleges with

poor teacher education programs and mediocre school systems like it or not.

The proposals above are my own but the matter is being carefully considered by the Standards Committee. We urge your interest and your support.

Harris L. Dante, Chairman  
Standards Committee

*Join The  
Ohio Academy  
Of History  
Dues \$3.00*

## TREASURER'S REPORT

JANUARY 1, 1970

Balance on Hand — April 7, 1969 \$ 762.05

### Income

157 luncheon reservations at \$3.00	\$ 471.00	
20 Registrations at \$1.00	20.00	
113 OAH memberships at \$3.00	339.00	
106 Joint OAH-OHS memberships at \$2.00	212.00	
44 OAH student memberships at \$1.50	66.00	
Interest on savings account (June 1 — December 1, 1969)	30.87	
Total	\$1,138.87	\$1,138.87
Grand Total — Income		\$1,900.92

### Expenditures

Ohio Union for 160 luncheons	\$487.56	
Zaner-Blosser Company	18.55	
College Hill Printer (envelopes)	21.00	
Good Office Supply Company	7.70	
Secretary-Treasurer — remuneration for services	200.00	
Postage	24.90	
C. E. Ward Company for rental of cap and gown (Steubenville College inauguration of new president)	6.50	
Total	\$766.21	\$ 766.21

Balance on Hand on January 1, 1970 \$1,134.71

## OPINION PAGE

### *Historians Are To Be Seen — Not Heard*

by Archie Jones, Bowling Green State University

Charles A. Beard warned historians against trusting public officials, "publicists," and other "special pleaders" a number of times but never clearer than in the famous Bulletin 54 of the Social Science Research Council. "History," he wrote, "is . . . often treated as the court of last resort by such instructors of the public when they are impressed by the need of 'proving' the validity of their propositions, dogmas, and assertions." But let the historians themselves break out of their classrooms to try to demonstrate that "history proves" that there is a genuine American racial tradition or that Viet Nam was a mistake or immoral and then listen to the publicists howl "be objective . . . history doesn't prove anything, and on and on . . ."

Witness the editorial writer (one wonders who told him what to write) of the Washington, D.C. *Evening Star* (January 2, 1970): "History is not, from a professional viewpoint, something that happens now, baby. It's something that happened then, a sufficient time ago to have all the returns in, to have access to as many documents as possible and have attained a critical distance from the events and men being judged."

That, to reply in the same "cute" style, just ain't so. Historians who write about anything with more scope than a doctoral dissertation or a "scholarly" journal article always write with the present and future in mind. Had the unknown editorialist ever read Daniel Boorstin he would have known that Boorstin constantly warns us that if, in the future, we should stray from the nineteenth century political and social patterns we will be on the road to self-destruction. Had he ever read Charles Beard he would have known that there are serious convincing reasons why good history must be written as an "act of faith" in the future and must, therefore, be concerned with present politics. Had our savant ever read George Bancroft he would have known that one of the two or three great historians of the nineteenth century wrote of the past in terms of a God who had chosen the United States as a political and social pattern for all mankind. And had our pundit bothered to read any philosophy of history he would have discovered that one of the distinctive characteristics of western civilization is a concept of a history meaningful because it comprehends past, present, and future. Karl Lowith put it well when he wrote: "In the Hebrew and Christian view of history . . . the interpretation of the past becomes a prophecy in reverse, demonstrating the past as meaningful 'preparation' for the future."

But the learned editorialist had apparently not read much so one can speak to him only in his own language: History happens now, baby, and yesterday and tomorrow, and if it doesn't it ain't history, baby, it's probably journalism.

The attempt to elect a New Left historian to the American Historical Association presidency obviously frightened the "powers that be" and on February 2, 1970 they retaliated with a "really big" gun: the historians were chastised in a *Time* essay. We were stripped naked and left shivering right there on pages 14 and 15 where even our children can see us in our disgrace.

The author (as always with *Time* hirelings, unknown) has read some books, but if he read all that he writes about, he certainly did not understand some of them. Near the end of the essay we learn that "conservatives . . . write better history: witness Gibbon, Spengler, Henry Adams." Spengler! He cannot be compared to the American historians with whom the essayist professes to be concerned. Spengler was a philosopher on history — and not even a good one.

But the cavalier treatment given Staughton Lynd's *Intellectual Origins of American Radicalism* is truly astounding. "This," the essayist says, "is not history but polemics." Of course it is polemics. Lynd says so on page vii of the book: "But let me put the baldest face on my intention . . . I am less interested in eighteenth-century radicalism than in twentieth century radicalism . . . (But) acquaintance with that history may help in sharpening intellectual tools for the work of tomorrow." And the book is more: it is good political theory; and it is **history**.

Paine, Garrison, and Thoreau did live. They do form a part of a radical tradition. The tradition is, so far as we know now, a minority one — Lynd never claims otherwise — yet there is no logic, no empirical data that makes something more historical because it was quantitatively more important. In the nineteenth century more people disliked Walt Whitman's poetry than liked it, but we accept Whitman, not his critics. Some day we may accept Paine and Thoreau rather than John Adams and Abraham Lincoln. Until the decision is finally made by the historical process (that is, in the future) it is our duty as historians to keep all the traditions alive — even if the publishers and editors and their hired pens do get frightened from time to time.

It is obvious that the two publications are not really concerned with the study of history. They are worried about **historians** who dare to differ with the contemporary dogmas. They are writing in an effort to drive us back into the library where, in order to get research grants or get published in the right journals or get promoted, we will once again play the game Christopher Lasch describes so well in his essay *The Cultural Cold War* and continue to censor ourselves so thoroughly that government censorship such as that in the Soviet Union is unnecessary.



## Readers Say

### USE SOME IMAGINATION!

[In answer to a Newsletter questionnaire asking "In what way could the Ohio Academy of History better serve your needs?"]

Do something about the legislative commitment to University education in Ohio so that adequate funds would be available for library purchases; convince people in Ohio that Asian studies courses should be emphasized in university education; perhaps encourage regional purchasing of books and documentary material to stretch funds; in other words, use some imagination and function as a pressure group in higher education in Ohio!

— David C. Jurcell, Jr.  
Miami University

### BRING PRESSURE TO BEAR!

[In answer to same question as above]

... By bringing pressure to bear on all institutions now offering advanced degrees to appropriate more money for libraries, and I wish we could convince the Legislature that THE Ohio State University (Michigan 24, Ohio 12) is not the only university in Ohio.

— Name withheld

### BOUQUET TO AKRON

There was little opportunity at the Akron meeting to express our gratitude to the head of the department and others at Akron for the fine program. The history of the University, so clever, entertaining — and yet instructive — was very suitable for an evening dedicated to pleasure yet not devoid of thought. Dr. Knepper is to be commended as much for his manner of delivery as for his choice of material.

Those of us who remained for the tour of Stan Hywet Hall on Saturday enjoyed an experience that will not soon be forgotten. Akron need make no apologies for our having to pay our way in. It was worth it — and much more. They certainly made the most of their facilities and opportunities in sharing with us what they had to offer.

— Agnes M. Smith  
Youngstown University

### LET'S INTEREST THE YOUNGER MEN

I would be particularly interested in the possibility of inter-instructional lecturing which would offer historians the opportunity to talk about their specialties to interested groups. I would also be interested in hearing worthwhile papers at the Spring meeting. It seems to me that general statements about teaching World History such as occurred last Spring are useless when presented to large groups. Perhaps smaller seminars and a good luncheon paper would be more useful. I do agree with the Academy's statements last Spring about their concern to find more interested younger men who are willing to be active in the Academy.

— Albert J. Hamilton  
John Carroll University

### HOW ABOUT A NEW JOURNAL?

The Academy might better serve ... historians ... by investigating the possibility of publishing a journal containing scholarly articles from all fields, correspondence, book reviews and other information of interest to members of the Academy.

University of Cincinnati  
— Ronald L. Pollitt