



TRUMAN LIBRARY TEACHERS CONFERENCE

Presidential Connections: Communications,
Relationships and Exchanges

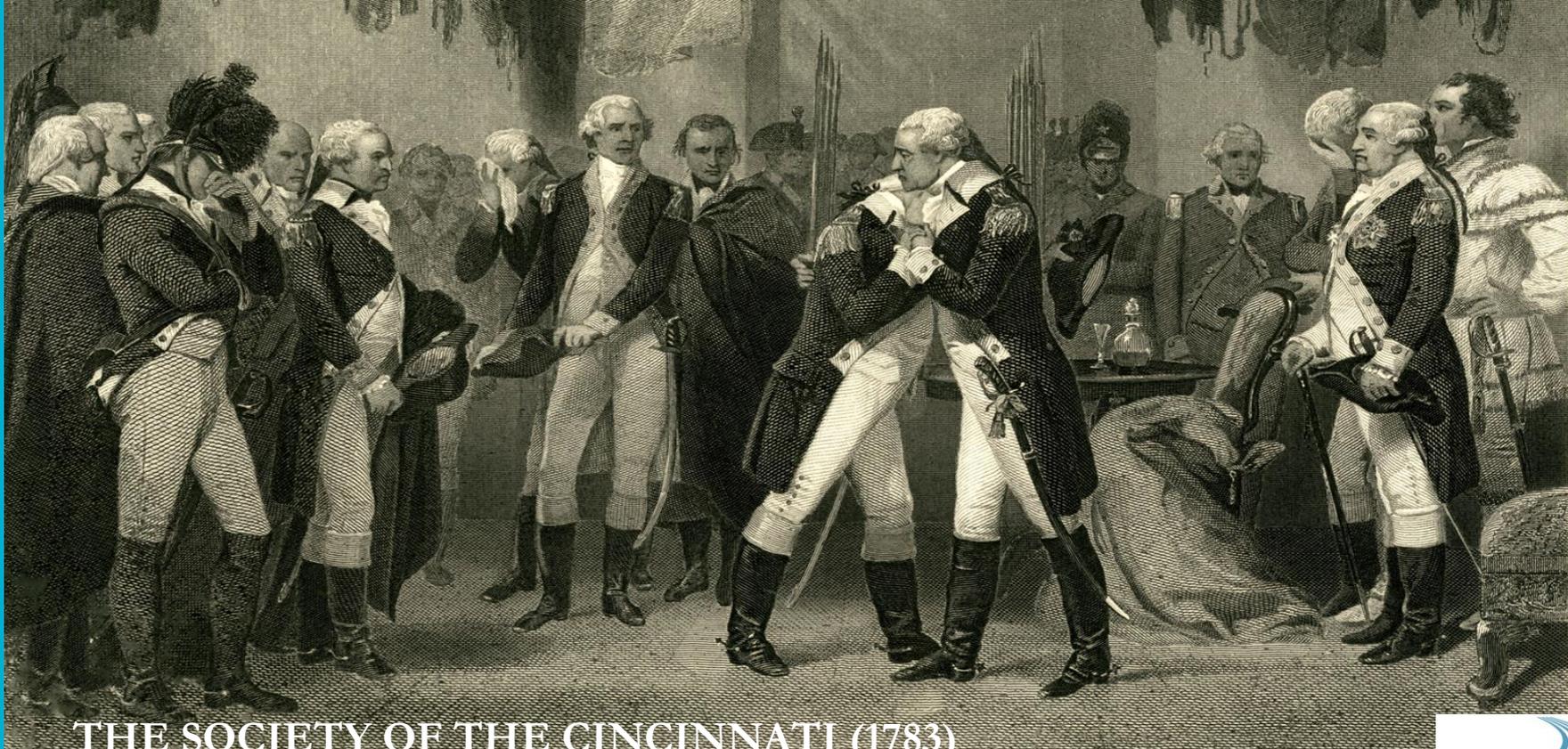
July 11, 2023

Affairs of State and the Presidency

Stacia Smith, Director of Education,
American Revolution Institute, Washington, DC

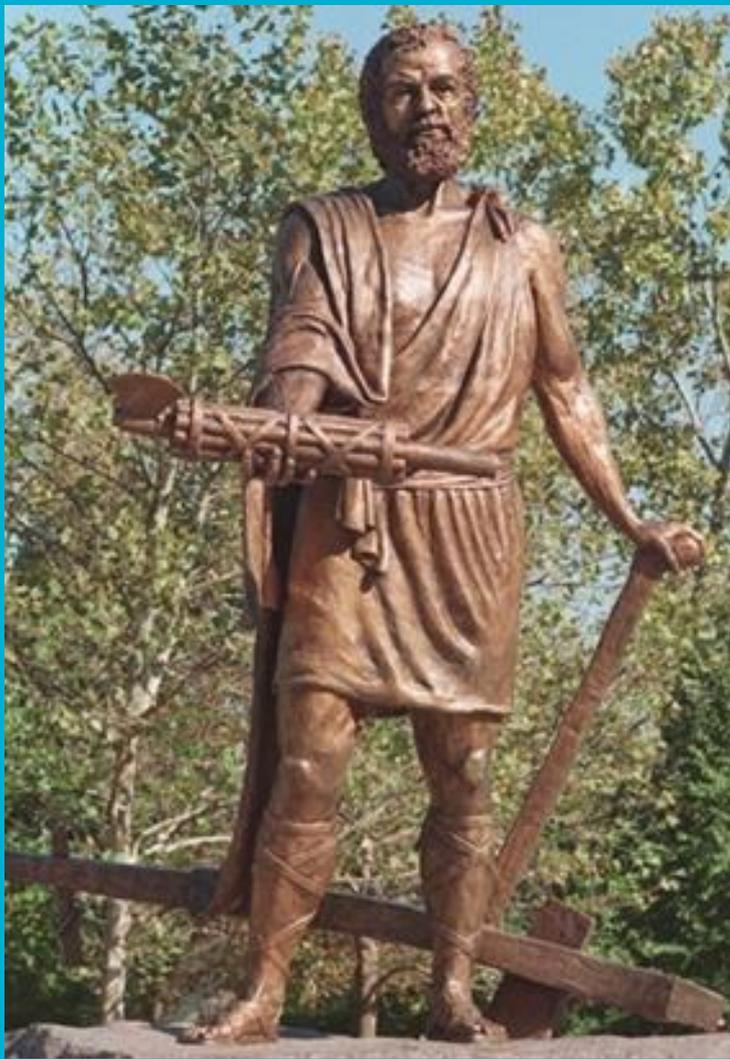
ssmith@societyofthecincinnati

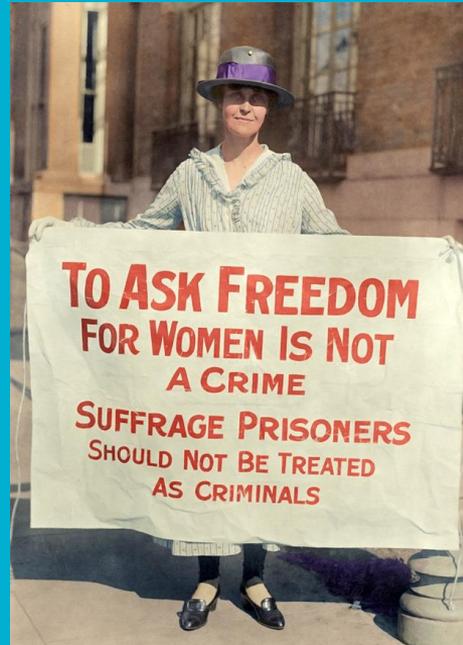
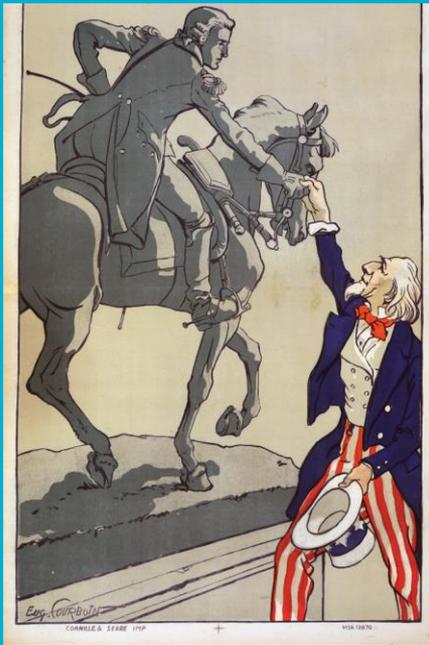
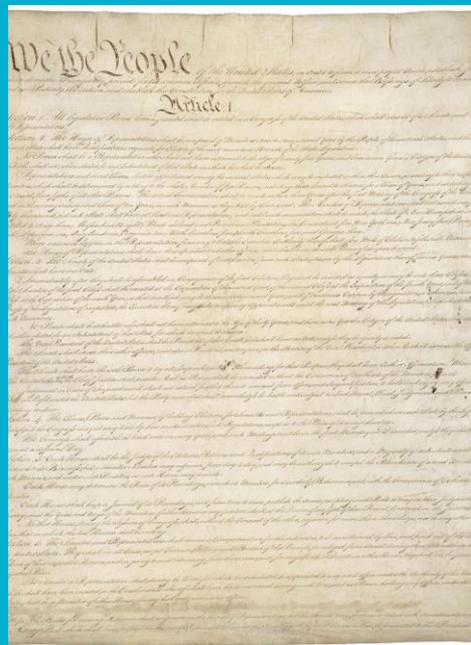
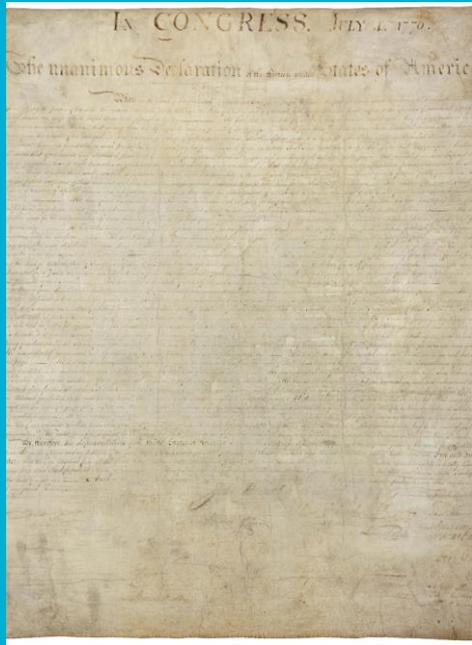




THE SOCIETY OF THE CINCINNATI (1783)

“To perpetuate therefore, as well the remembrance of this vast event, as the mutual friendships which have been formed under the pressure of common danger, and in many instances cemented by the blood of the parties...”



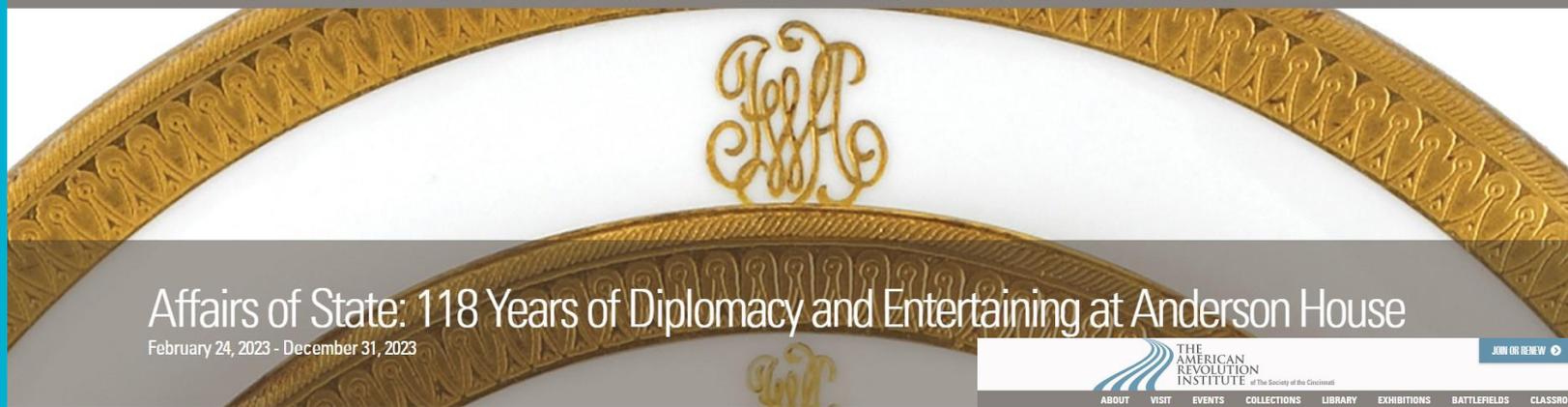


The American Revolution...

- ★ secured our national independence,
- ★ established our republic,
- ★ created our national identity,
- ★ and articulated our highest ideals—liberty, equality, civic responsibility and natural and civil rights.







Affairs of State: 118 Years of Diplomacy and Entertaining at Anderson House

February 24, 2023 - December 31, 2023

HOME / EXHIBITIONS / AFFAIRS OF STATE: 118 YEARS OF DIPLOMACY AND ENTERTAINING AT ANDERSON HOUSE

Diplomacy and entertaining have always gone hand in hand in the nation's capital. Anderson House, the headquarters of the Cincinnati, has played a historic role in that story during the twentieth and twenty-first centuries—but one that is often untold. Since its opening in 1905, the mansion has been the site of hundreds of diplomatic, patriotic, philanthropic and



Video Tour (05:41)



Catalog



Object Highlight



Related Programs



Lesson Plan

<https://www.americanrevolutioninstitute.org/exhibition/affairs-of-state-diplomacy-and-entertaining-at-anderson-house/>



Belgian War Mission to Washington, DC, 1917







French President Vincent Auriol, Secretary of State Dean Acheson March-April 1951;

Indian Ambassador Vijaya Pandit, Secretary Acheson, Indira Gandhi (PM Nehru visit to US) October 12, 1949;

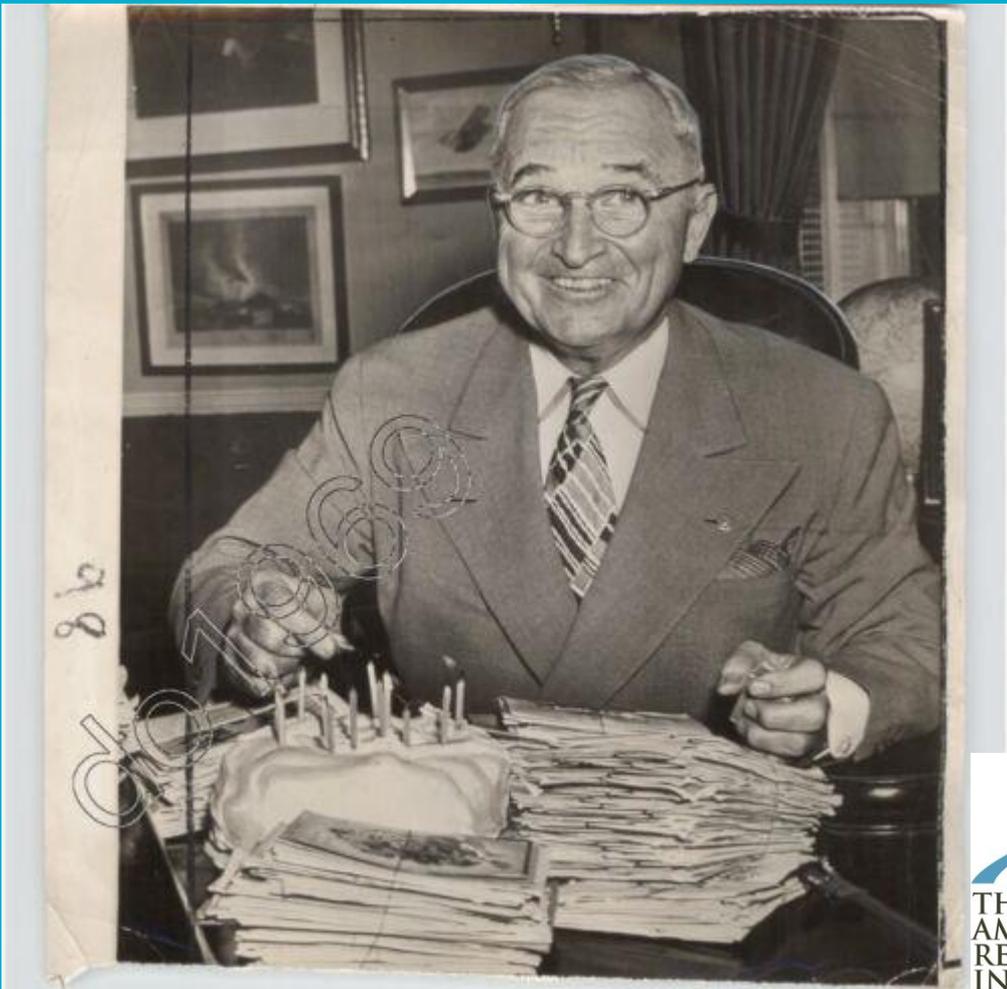
Prime Minister Winston Churchill, Sarah Churchill, Margaret Truman, January 17, 1952

THE PRESIDENCY:

Pink Frosting & Champagne

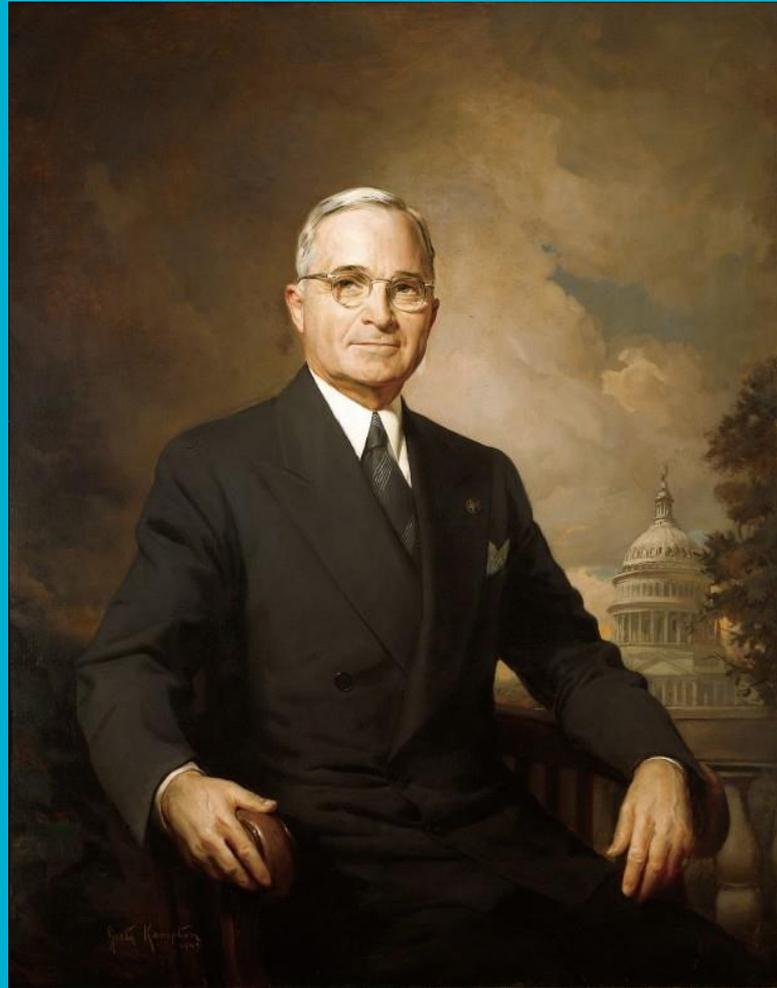
TIME MAGAZINE Monday, May 16, 1949

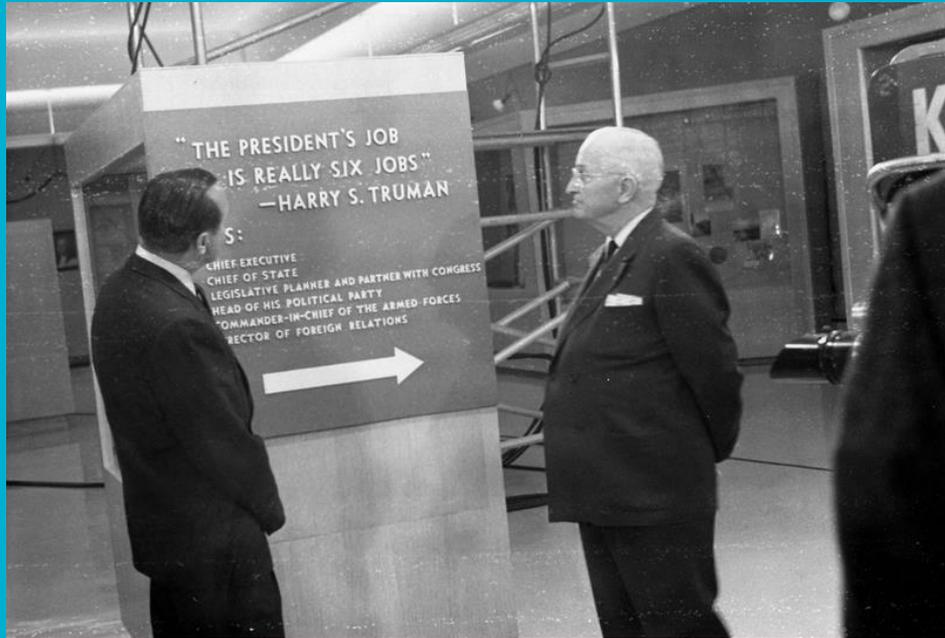
“Secret Servicemen clustered about a big mansion on Washington's ornate Embassy Row one night last week like drones attending the queen bee. Inside, in the rococo, tapestry-hung ballroom of Anderson House, the President of the United States sat beaming before a heap of ten-cent-store toys and a big pink and gold cake topped by three candles. He puffed once and blew them out. The 70-odd guests—the Cabinet, some of the Supreme Court, the White House guard and their wives—applauded happily. House Speaker Sam Rayburn proposed a toast (in domestic champagne) to the future.”



United States Constitution, ARTICLE II

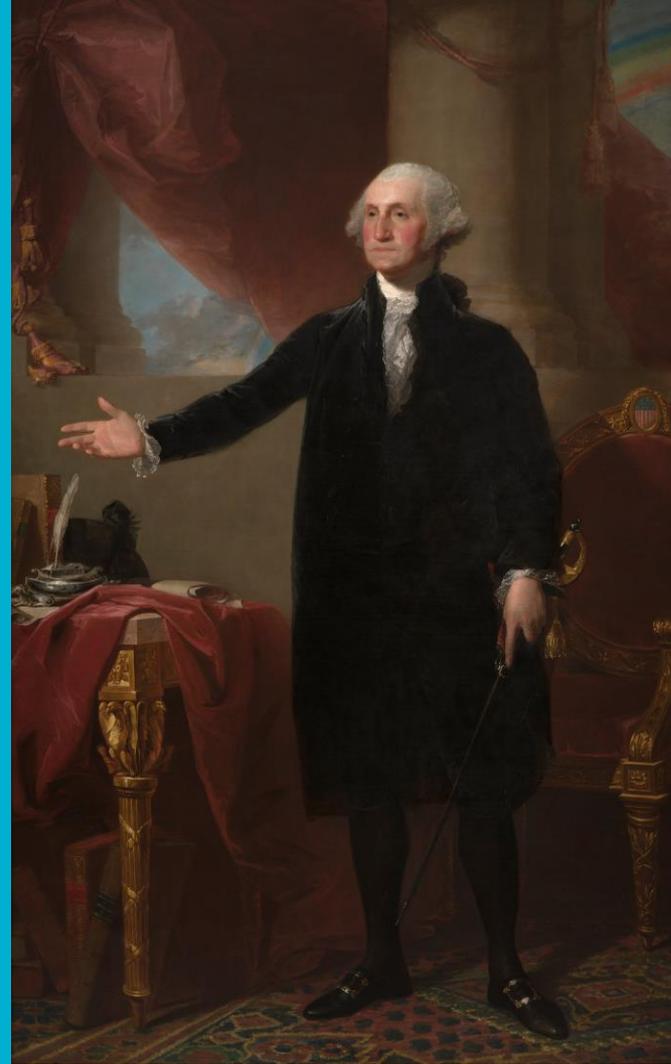
“The executive Power shall be vested in a President of the United States of America... He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls... he shall receive Ambassadors and other public Ministers;”





“Here’s another job that is just as interesting as it can be.... As the head of the state, the President entertains all the visiting heads of state. He entertains kings and queens and princes and prime ministers. And usually, he gives a state dinner in honor of the visiting person.... Every time one of those great dinners comes up, you can only seat ninety-nine people in the State Dining Room in the White House, and you know what a time it is to get those ninety-nine places filled without making some of the great old social leaders feel pretty bad because they’re not on the list. But sometimes it does them good to be left off; they behave a little better after that.”

“Observe good faith & justice towards all Nations cultivate peace & harmony with all...permanent, inveterate antipathies against particular Nations and passionate attachments for others should be excluded; and that in place of them just & amicable feelings towards all should be cultivated. The Nation, which indulges towards another an habitual hatred, or an habitual fondness, is in some degree a slave...Against the insidious wiles of foreign influence (I conjure you to believe me fellow citizens) the jealousy of a free people ought to be constantly awake; since history and experience prove that foreign influence is one of the most baneful foes of Republican Government...The great rule of conduct for us, in regard to foreign Nations is in extending our commercial relations to have with them as little political connection as possible. So far as we have already formed engagements let them be fulfilled with perfect good faith. Here let us stop.”



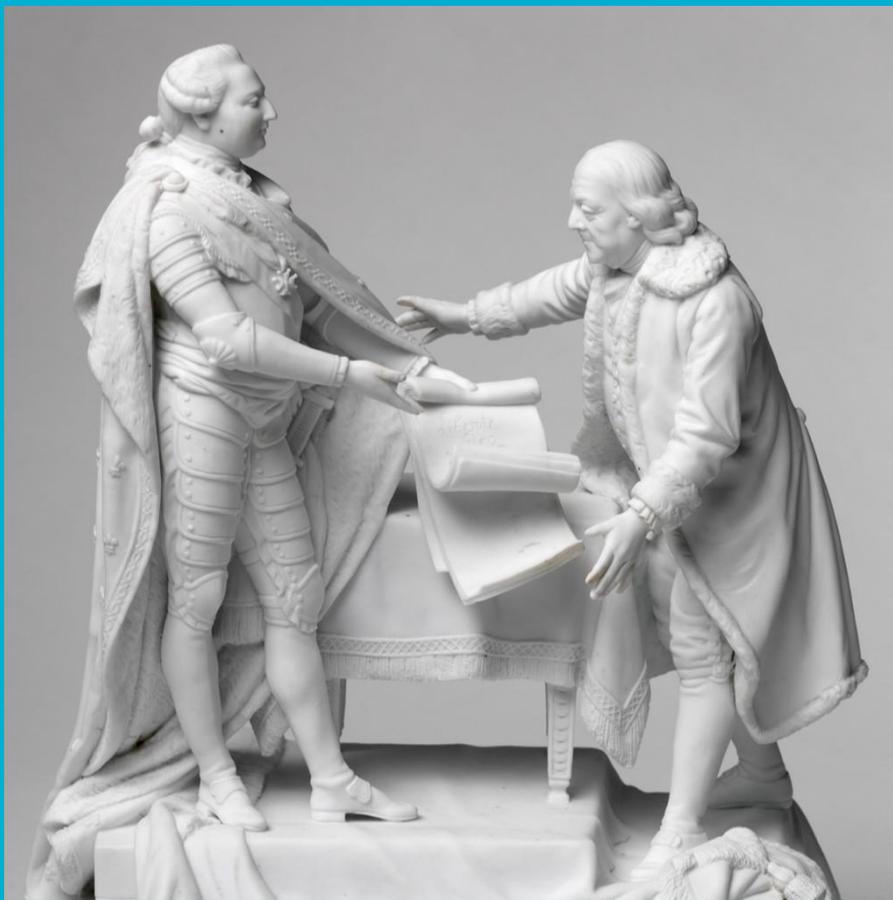
Q. “What was the temper of America towards Great-Britain before the year 1763?”

A. “The best in the world. They submitted willingly to the government of the Crown, and paid, in all their courts, obedience to acts of parliament. Numerous as the people are in the several old provinces, they cost you nothing in forts, citadels, garrisons or armies, to keep them in subjection. They were governed by this country at the expence only of a little pen, ink and paper. They were led by a thread. They had not only a respect, but an affection, for Great-Britain, for its laws, its customs and manners, and even a fondness for its fashions, that greatly increased the commerce. Natives of Britain were always treated with particular regard; to be an Old England-man was, of itself, a character of some respect, and gave a kind of rank among us.”

Q. “And what is their temper now?”

A. “O, very much altered.”





Franklin's Diplomatic Achievements:

- 1778 French Alliance
- French Support—Money and Supplies (and no shortage of European officers)
- 1783 Treaty of Paris

Ambassador Franklin's Lessons:

1. Clarity of Purpose
2. Diplomacy Cannot Redeem Military Defeat
3. March Versus Waltz—*advance your diplomacy in the way that society is prepared to accommodate it*
4. The Importance of the Gifted Amateur



“In a world of complex threats, our security and leadership depends on all elements of our power—including strong and principled diplomacy.”—President Barack Obama

“Diplomacy is listening to what the other guy needs. Preserving your own position, but listening to the other guy. You have to develop relationships with other people so when the tough times come, you can work together.”—Colin Powell, US Secretary of State

“Diplomacy: the art of restraining power.”—Henry Kissinger, US Secretary of State

“Diplomacy is the art of saying ‘Nice doggie’ until you can find a rock.”—Will Rogers, American entertainer

“Beneath all the fanfare, like a steel wire inside a silken thread, runs a kind of life-or-death awareness that foreign policy is made by human beings, with feelings that can be soothed or flattered, bruised or lacerated.”—Wiley T. Buchanan, Jr., US Chief of Protocol



President Truman on Diplomacy...

“It has been my experience in public life that there are few problems which cannot be worked out, if we make a real effort to understand the other fellow’s point of view, and if we try to find a solution on the basis of give-and-take...”

“We must face the fact that peace must be built upon power, as well as upon good will and good deeds.”

“I have never approved of the practice of the strong imposing their will on the weak, whether among men and nations.”

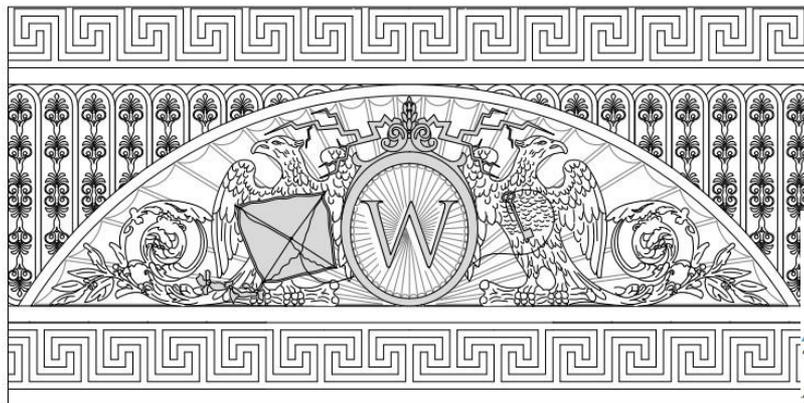
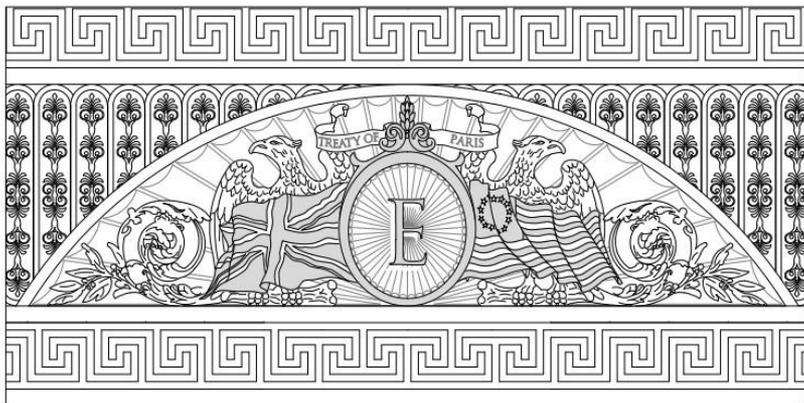
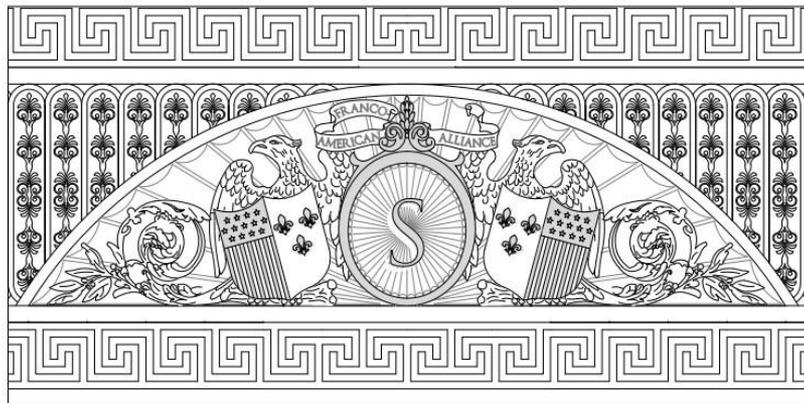
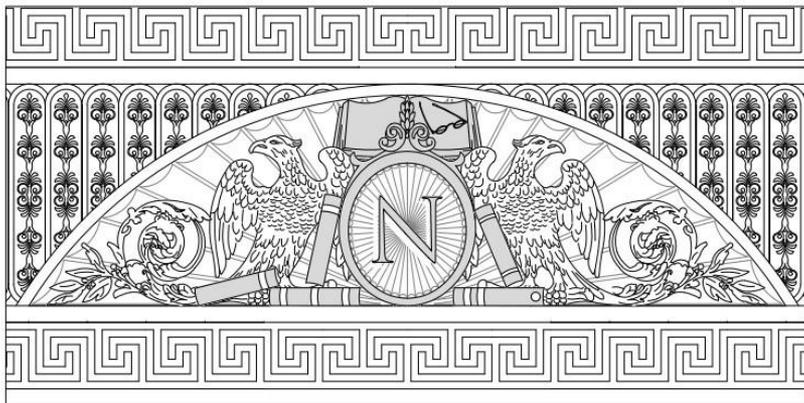
“He’s using his head if he talks to everyone in sight and listens to everyone and listens hard...”

“No country is so remote from us that it may not some day be involved in a matter which threatens the peace... Our foreign policy must be universal.”

“Victorious nations cannot, on the surrender of a vicious and dangerous enemy, turn their backs and go home. Wars are different from baseball games where, at the end of the game, the teams get dressed and leave the park.”



US and Iraqi representatives standing on porch of White House—May 28, 1945





JOIN OR RENEW EXPLORE



JOIN OR RENEW EXPLORE THE AMERICAN REVOLUTION CONTRIBUTE

ABOUT VISIT EVENTS COLLECTIONS LIBRARY EXHIBITIONS BATTLEFIELDS CLASSROOM ADVOCACY



OBJECTS OF REVOLUTION

Teaching Students to Interpret Artifacts as Primary Sources

The aim of *Objects of Revolution* lesson plans is to teach students how to interpret such late them to the contexts in which they were made and used. The things people made ment the documentary and visual record and offer insights about life in the Revolution

OBJECTS OF REVOLUTION



MASTER TEACHER LESSONS

Primary Source-Based Content featuring our Museum and Library Col

A movement to ensure that all Americans understand and appreciate the American R teachers sharing the constructive achievements of the Revolution with their students. teachers in the nation for a week-long seminar to discuss the most important themes t lessons using the Institute's rich collection of primary source materials associated with of the Revolution—our independence, our republic, our national identity and the hig

MASTER TEACHER LESSONS



REVOLUTIONARY EXHIBITIONS

Lessons featuring our Library and Museum Collections on Exhibition at Anderson House

The Institute's temporary exhibitions at our Anderson House headquarters offer intimate and compelling looks at the history of the Revolution through authentic works of art, artifacts and documents. Exploring themes related to the cause for American indepen- dence, the people and events of the war and the Society of the Cincinnati, these exhibitions—and the lessons they inspire—contribute to our understanding and appreciation of the Revolution and its legacy.

REVOLUTIONARY EXHIBITIONS



Our Mission in Education

- Our Mission in Education
- Lesson Plans
- Classroom Videos
- Collections for the Classroom
- Traveling Trunks
- Professional Development
- Revolutionary Choices Video Game
- Join the Teaching Associates

https://www.americanrevolutioninstitute.org

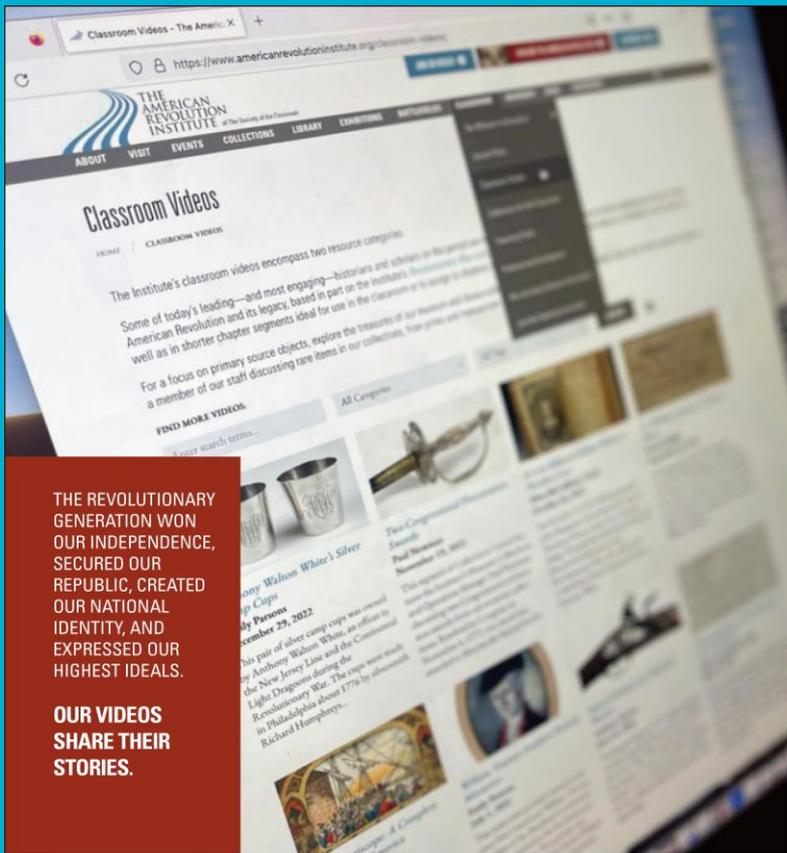
Lesson Plans

<https://www.americanrevolutioninstitute.org/lesson-plans/>



Classroom Videos

<https://www.americanrevolutioninstitute.org/classroom-videos/>



THE REVOLUTIONARY GENERATION WON OUR INDEPENDENCE, SECURED OUR REPUBLIC, CREATED OUR NATIONAL IDENTITY, AND EXPRESSED OUR HIGHEST IDEALS.

OUR VIDEOS SHARE THEIR STORIES.

www.AmericanRevolutionInstitute.org



The Critical Time After Yorktown
William M. Fowler, Jr.
Professor of History, Northeastern University
April 5, 2013
00:43:39

Many people assume that the Revolutionary War ended with the surrender of the British army at Yorktown in October 1781. In fact, the war continued for two more traumatic years. During that time, the Revolution came as close to being lost as any time in the preceding six years. When Congress failed to pay the army, rumors of mutiny roiled through the ranks, culminating in George Washington's legendary address to his officers in Newburgh, New York, on March 15, 1783. Professor Fowler chronicles the events of the last two years of the war and discusses how Washington saved the republic.

[Part 1 of 8: The Revolutionary War After Yorktown \(6:51\)](#)

[Part 2 of 8: War on the Hudson: The Continental Army in Newburgh \(8:46\)](#)





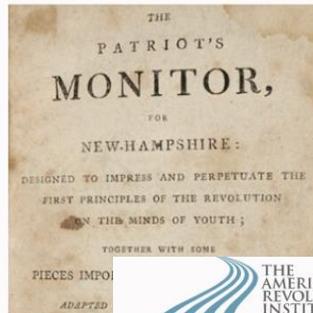
"A Republic, If You Can Keep It"

James Madison Fellows Workshop,
American Revolution Institute
Washington, D.C.
June 2022



George Washington at War: From Soldier to Commander in Chief

George Washington Teacher Workshop,
American Revolution Institute
Washington, D.C.
June 2022



Why the A Matters

Memphis Sch
Professional E
virtual
January 2022



Collections for the Classroom: George Washington: From Soldier to Commander in Chief

HOME / COLLECTIONS FOR THE CLASSROOM / COLLECTIONS FOR THE CLASSROOM: GEORGE WASHINGTON: FROM SOLDIER TO COMMANDER IN CHIEF

George Washington Teacher Workshop, American Revolution Institute

virtual
July 8, 2021

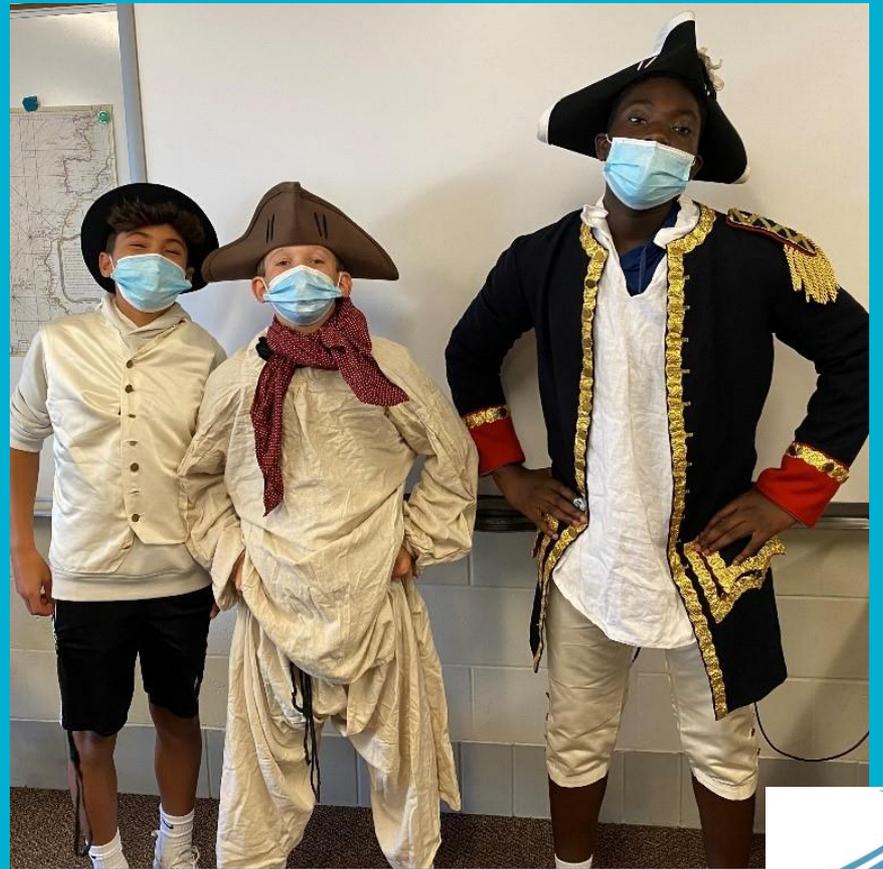
George Washington subscribed (literally and figuratively) to the aims of the Society of the Cincinnati as they were outlined in its Institution, and he was president general from its inception until his death. Those aims, which were Washington's aims as well as the aims of the Society, included perpetuating the fellowship of the officers of the Continental Army and Navy, perpetuating the memory of the achievement of American independence, and advocating for justice to be done for veteran officers.

These collection items were selected for a workshop with teachers participating in the first virtual George Washington Teacher Ins "George Washington: From Soldier to Commander in Chief" with scholar Sarah Purcell.



Collections for the Classroom

<https://www.americanrevolutioninstitute.org/collections-for-the-classroom/>



Continental Army & Revolutionary War at Sea Traveling Trunks

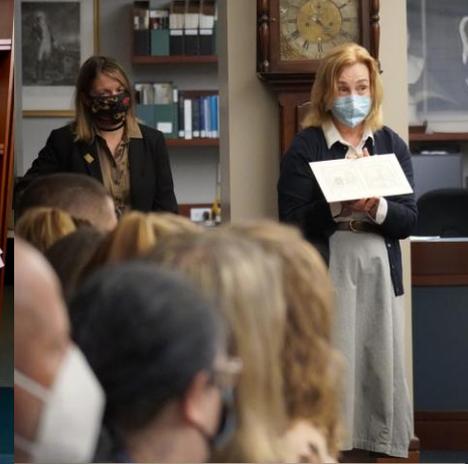
<https://www.americanrevolutioninstitute.org/traveling-trunks/>



Teacher Programs

<https://www.americanrevolutioninstitute.org/professional-development/>

- ★ George Washington Teacher Institute—WDC (June)
- ★ James Madison Fellows—WDC (June)
- ★ Master Teachers Seminar—WDC (July)
- ★ Pinellas County K-8 PD—Palm Harbor, FL (August)
- ★ VA and NC Teacher Workshop—Danville, VA (November)
- ★ National Council for the Social Studies Conference—Philadelphia PA (December)
- ★ National Council for History Education Conference—Salt Lake City UT (March)



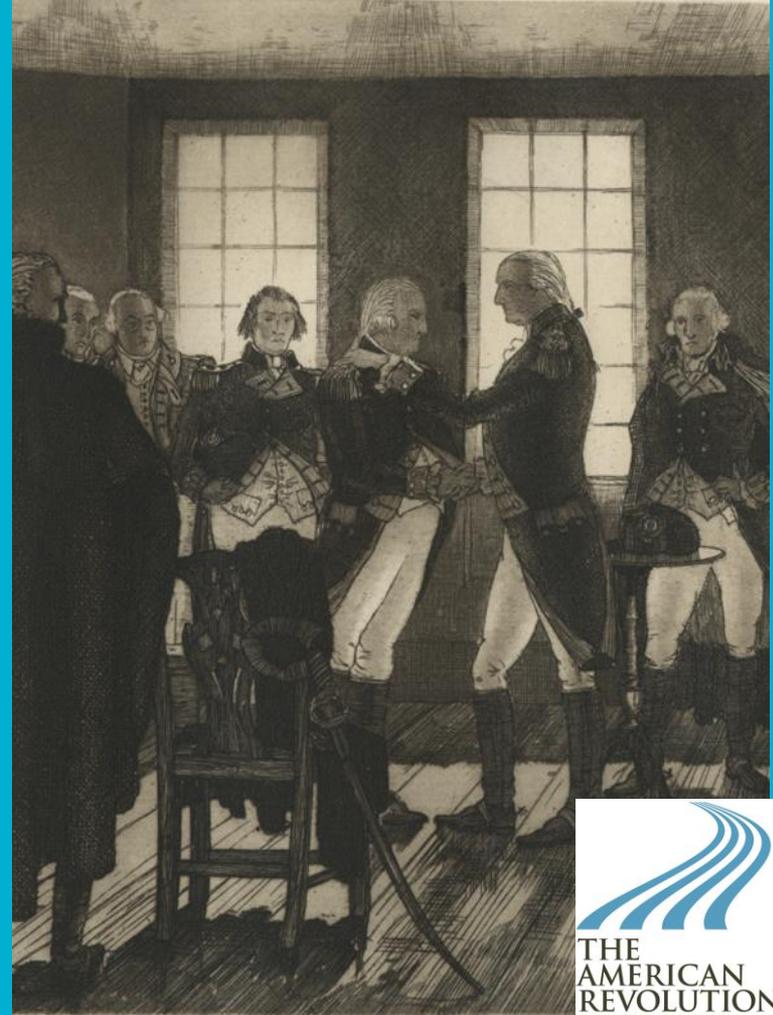
Revolutionary Choices Online Strategy Game

<https://www.americanrevolutioninstitute.org/revolutionary-choices-game/>



Teaching Associates Program

<https://www.americanrevolutioninstitute.org/teaching-associates/>



James

Student Programs

