Nearly two hundred people participated in George Washington's anniversary convocation April 22 and 23 marking the 50th anniversary of the American Studies Program. Students, faculty, and alumni spoke on both the history of the program and its various applications over time. This issue includes materials presented at those sessions and is provided with our thanks to those who participated and for the interest of those who could not join us.

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SENIOR PRIZE

Last fall we announced plans to raise $5,000 to endow a prize for the outstanding senior graduate of the American Studies Program. Although still well short of our goal, the faculty awarded the first prize to Matt Weiss, class of 1988. Matt managed, in addition to graduating with Departmental Honors, to help revive the undergraduate American Studies Association and to teach in the introductory American Civilization course, a subject he addressed at the 50th anniversary convocation. Matt plans a career in teaching, most likely with an American Studies emphasis.

Please help us make this prize official and permanent by sending a contribution specifically designated for the senior prize to the American Studies Program, GWU, Washington, DC 20052. All gifts are tax-deductible and constitute part of our effort to participate in the University's capital campaign.
George Washington was among the very first universities to respond to a series of impulses—a return to general education, a movement away from narrow specialization, a drive to make the study of the U.S. academically respectable—that produced American Studies programs on a half-dozen campuses in the 1930s. A major cause was the Depression itself, which demanded that American civilization be searched, examined, and saved.

Between 1936 and 1939 the university bulletins show the emergence of the proseminar and other special courses on which the undergraduate major was constructed. In 1938 the bulletin first used the term "American civilization major" as well as announcing the inception of a graduate program offering M.A. and Ph.D. degrees.

George Wincheste Stone, who chaired the English Department at the time American Studies emerged, gave a careful account of the forces, ideas, background, and personalities that led to the offering of a separate option in American literary and cultural history. This original account, based on records, memories, and the unpublished journal of the founder, Robert W. Bolwell, comprises a fresh analytical insight worthy of careful reading into the departmental record. We acknowledge with gratitude the labor that produced it.

Students from the early days recounted the excitement of taking courses in a number of departments. Ruth Cole—carrying greetings from her husband, Professor Charles W. Cole, who was the first to finish a doctorate under Bolwell and later chaired the department himself—spoke of the ideal background the major furnished for her career as a teacher of U.S. history. Frank Smith, one of Bolwell's first graduate assistants, spoke of the challenges, mannerisms, and idiosyncrasies of this GW pioneer. Dana White, who entered the graduate program as Professor Bolwell was ending his career, told of Bolwell's last class, attended by many mature faculty members who had been students long before.

Whatever else it may have provided by way of social, intellectual, and institutional history—as well as reunion—this session was first and foremost a memorial to Robert Whitney Bolwell, the founder.

Robert H. Walker

AMERICAN STUDIES 50TH ANNIVERSARY

By virtue of my present role in the University, I frequently have the opportunity to express the good wishes or congratulations of the administration to the constituency of one or another of our academic programs. I am always glad to do so, but this is a particularly happy occasion because the institutional and the personal sentiments are perfectly fused.

I cannot pass up the chance to indulge in a few reflections on my own time as a doctoral student in American Studies. I trust that my recollections will correspond
with the experience of many of you whether you were undergraduate majors or graduate students or both. My experiences do not go back to the beginnings of the program, but they do cover nearly a quarter of a century or half the period being celebrated this weekend.

One of my first and most enduring recollections, and one that I am confident is shared by all of us, is of the openness of the faculty and the responsiveness of the program to my rather strong and admitted somewhat idiosyncratic intellectual interests which motivated my selection of American Studies as a field. I had the good fortune of coming into immediate contact with a fine quartet of mentors: the late Carl Pfuntner in philosophy, the late George McCandlish in English, the still very much active Dewey Wallace in religion, and my dissertation director, Pete Mondale.

Like many of you, I was a so-called "mature student" returning to the University after an interval in other occupations and in other settings. It was a highly deliberate choice on my part to resume formal academic study. And I had an intensity of life-developed interests that made me impatient with the epistemological narrowness of monodisciplinary inquiry and the artificial constraints of departmentalism. If American Studies had not existed, I would have wanted to help invent it.

I also experienced in those student days the disdain for our field which we all have encountered both inside the academy and in the external world as well. I remember one dinner party at which I was seated next to a lady from a Mediterranean culture of ancient pedigree. On learning that I was doing graduate studies, she politely asked, "In what field?" I replied, "American civilization." She laughed a disarming, derisive laugh, and said, "I didn't know there was one."

One other wonderful memory I have is of my co-conspirators in this adventure. I was very fond of my cohorts, to use the technical language, in the doctoral program. It soon became clear that a whole set of well-trained, differently gifted women and men had elected, as I had done, to pursue advanced degrees in American Studies from very parallel motivations. The series of core seminars that we did with Pete Mondale reading our way up and down and back and forth across American thought and culture, from south to north, from fiction to religion, from Emerson to Faulkner, from poetry to material culture, was one of the loveliest intellectual periods of my life. And I trust all of you here tonight could make comparable testimonies to the rewards of your programs of study.

Let me shift now to a just slightly more institutional note. American Studies doesn't fit neatly into any university. And thank God for that. One might use a large phrase, a heavy phrase, to make this point. One could say that the institutional and epistemological indigestibility of American Studies is one of its greatest virtues. Granted that its
unified vision generally exceeds its methodological grasp. Someone has to try to understand how the pieces of our lives, our individual and collective lives, fit together. There is something noble in the repeated heuristic failures of our field.

And of course the limitless ambitions of American Studies are most appropriately and most richly pursued in this university in this city. The whole panoply of cultural resources combined with the marvelous continuous circus of contemporary politics makes this the premier place to do our thing. We should be grateful to the founders of this program, we should be proud of our many and various parts in the achievements of the first half-century, and we should be programmatic chauvinists in our hopes for the next fifty years. I express the appreciation of all of us to the organizers of this weekend and my personal appreciation for being asked to participate in the opening.

Thank you and congratulations.

Rod French

AMERICAN LITERATURE, AMERICAN CIVILIZATION, AMERICAN STUDIES AND ROBERT WHITNEY BOLWELL AT GEORGE WASHINGTON UNIVERSITY THE EARLIEST YEARS

A fiftieth anniversary calls for reminiscences about beginnings. As one present at the start of what became "American Studies" at GW, I have been asked to recall what I can of the status of English and American literature as disciplines there in the very early 1930s.

The English Department then possessed three shining lights. One, fading fast from age, though not from lack of affection, was Dean William Allen Wilbur. For years on end he had taught English to the whole freshman class in the auditorium of a church on the corner of 20th and G streets—from his own book on rhetoric. A benevolent Baptist (coming out of Brown University), a Biblical, Wordsworth, and Browning enthusiast, he had become an institution in his own time. He was the first to interview me for a job in the spring of 1931. His active teaching had yielded to faculty deaning by then.

The second light was DeWitt Clinton Croissant, executive officer of the English Department. He had come from Princeton by way of Colorado and Kansas in 1916. A strong character and cheerful cynic, his sympathies centered on the writers of the Restoration period. The wit of Congreve, the satire of Wycherley and Swift lay just beneath the surface of his normal speech and buoyed his constant sly commentary on all writings since. Very amusing in class.

The third, and youngest of this triumvirate, Robert Whitney Bolwell, came to GW from Columbia University in 1920. He published his thesis in 1921 on The Life and Works of John Heywood, the minor Tudor songster and writer of interludes in the reign of Henry the Eighth. Bolwell could (and did) match Croissant in cheerful cynicism. The two would gently josh each other in department meetings.
It became apparent that if the field of English were divided into two major areas--English and American letters--these two strong personalities might complement each other and not compete. And so it was, and so they did--to the general health of literary studies at GW when I came aboard. For Bolwell had become Professor of American Literature in 1929, with hopes of developing it as a distinct discipline. He was eager to do so, and the challenge was there.

Pardon a smidgeon about the national status then of these two branches of the study of letters, as framework for the specifics going on at GWU. The corpus and layout of what we know as English literature had taken effect (here and abroad) in about 1870. Its organization into chronological periods, and intellectual "isms" pushing across chronological boundaries, were familiar.

American literature, when it came as a field of concentration, naturally modeled itself on this pattern, derivative as it was in content and appeal. But during the twenties of this century, both curricula and creative writings in American literature took off in an exciting and broad direction. The teaching of English literature followed a great tradition emphasizing belles lettres, beautiful and compelling style--now plain, now rich, now fulsome and imaginary, powerful in Marlowe, Shakespeare, and Milton, graceful in Chaucer, Pope, and Shelley, flush with the page in Dryden and Swift, always dealing with substance, but richly spoken.

American literature, however, had broadened its base and its teaching emphasis almost from the beginning, and gradually gained a particular strength in non-belletristic aspects--History of Plymouth Plantation, the Federalist Papers, sermons, articles on economics, philosophy, agriculture, industry. True, Joe Barlow modeled his Columbiad on the epic forms which inspired Milton, but the writings of Tom Paine seemed more compelling.

In our century scholars led by W.P. Trent, all stemming from enthusiasms for the American scene welling up from Columbia University, began to provide handy texts for study--Colonial Prose and Poetry, the Prose and Poetry of the Revolution--organized to display an orderly progress in American letters, while Vernon Parrington was fascinating students at the University of Washington with his Main Currents of American Thought. A dozen universities and a tribe of remarkable scholar-teachers followed sturdily along.

So first American literature had to become established, not with just a few lectures here and there, and a course or two, but as a discipline and a college major, with American writers subjected to the same sort of critical analysis as had been applied to their English counterparts for half a century.

To those of us reared in the mold of the older doctoral discipline in English philology, a certain thinness and derivativeness was perceived (in content and style) in the works of the bearded row of the
Whittiers, the Lowells, the Longfellows, whom we thought of as leading American writers. But that was made up for by an increasing emphasis on the content of the later authors—moral, theological, frontier expansionism, and the incorporation (in the canon) of sister fields of thought.

Examples of these elements in a total culture had, of course, long been at hand in an urge towards the history of ideas and an anthropological definition of American culture. Noah Webster, early on, as lexicographer, traveller, orchardist, experimental scientist wrote on literary, political, economic, and scientific subjects, on banks, insurance, the French Revolution, the decomposition of white lead paint, the rights of neutral nations, and copyright law. The driving force behind him lay in a super patriotism that focused on the creation of a national spirit embracing a cultural whole. The same carried on in the writings of Walt Whitman.

Well, American literature as an academic discipline was becoming pretty well established by 1933, say, when the Modern Language Association of America was fifty years old, and when the row of bearded poets was giving way in serious studies to the Twains, Poes, Melvilles, Emily Dickinsons, Faulkners, Heningways, and a list as long of your arm of exciting writers. Think, now, of the accompanying framework that was building up as comprehensive guides for students. Moses Coit Tyler, back in 1878 had written in elegant style a History of American Literature, to 1765, but by the time of the first World War the four-volume Cambridge History of American Literature appeared, and by 1950 it had been supplanted by the monumental Literary History of the United States composed by a large committee of brilliant American scholars.

Columbia University had a long tradition in the American field with the Trents, the Van Dorens and others, and Robert Whitney Bolwell was a Ph.D. from Columbia. Perhaps by osmosis he caught something of the Americanism going on there. One teacher may have influenced him mightily. That was Professor Carleton J.H. Hayes, the American historian and diplomat. His name was on Bobby's lips again and again in the early 1930s.

Of the many writings by Hayes, one which came out in 1926 was called Essays on Nationalism. On an occasion such as we celebrate today it is instructive to look into these essays, for Bolwell, seeking to strengthen the new discipline at GW and Bolwell as Dean of the emerging Graduate Council (which by 1939 was offering the Ph.D.), had felt a drive to broaden the base of the constituent disciplines which were contributing to the cultural richness of American writings. "Literary" nationalism as a topic intrigued him. So here he set up a program (within the English Department) in American Thought and Civilization—not just literature.

So serious was his commitment to this widened area of study that he took a semester off in the winter of 1933 to travel across the country and see America in all its diver-
sity, stopping at universities en route to discover the part played by American literature in their academic curricula.

He traveled alone by automobile sweeping south as far as Miami, then over to New Orleans, to Santa Fe, on to Los Angeles, up to San Francisco, thence to Seattle, back across to Salt Lake and Boulder, east to St. Louis and home. He was in no hurry to make mileage. He lingered to examine town and countryside, and to talk with citizens of every class.

The Great Depression was moving along at a clip. Banks had closed en route, but bars dispensing 3% beer cheerfully opened along the way. He saw elegance and deterioration in the South, staying mostly at cheap hotels and guest houses. He noted the attitudes of natives towards life and politics. He played on public golf courses, joining in with various foursomes. Every evening he wrote up his daily adventures in what turned out to be a most interesting seventy-page diary of events and impressions.

The flora and fauna en route particularly interested him—the birds and birdsong, and the scurrying small wild animals. Sunsets and rivers impressed him especially in the Everglades. These were matched by rock formations, prairie and desert landscapes in the west, all topped by the unbelievable sights in the Yosemite, and the majesty of the Grand Canyon. He saw the Mardi Gras rained out in New Orleans, and in Pasadena felt the heavy tremors of the great Long Beach earthquake.

His visits with academics are of interest to us. At Duke Clarence Cohodes gave him Creel's new book on Tom Paine to review. He spent five days at the Huntington among the Tom Paine manuscripts. At luncheons talk centered on the desirability and probable success of a program in American Thought and Civilization. But there, he wrote, nothing much came of it. At UCLA he found no real graduate work going on in American literature, and the courses in the subject seemed to him to be perfunctory. He listened to a lecture in Berkeley (given to a class of four hundred students) on American literature. His comment: "They are not doing very much in my line out here. I'm beginning to think that GWU is already in a position of importance in the American Literature field."

He was feted at the University of Washington, and returned to D.C. with a sheaf of notes and a mind full of impressions from sand storms to sunsets, from swamps to the peaks of the Rockies, from gas station attendants, hitchhikers, cattlemen and sheep herders, to great library collections, and the scholars who were working them.

Back for a moment to Carleton J.H. Hayes. In that American Thought and Civilization thrust, thought Bolwell, "What focus would provide a field of stimulating research for prospective doctoral candidates?" He firmed up in his mind a concept of "Literary Nationalism," and he looked more and more to a challenge set forth by Hayes who had noted that no profound systematic study of nationalism had yet been made. "To undertake
such a treatment would be a gigantic task," he wrote. "One would have to know a vast amount of history, and history of ideas as much as actions; further since patriotism is a matter more of feeling than of thought, one would have to be trained in social psychology as well as in philosophy and history; and finally also before one could advance into the heart of contemporary nationalism one would be forced into the wide fields and devious paths of anthropology. Small wonder," Hayes concluded, "that publicists have bungled, and professors have been afraid."

The rise and manifestations of "Literary Nationalism" seemed to provide a proper area for study. So Bolwell, defining literature as "the body of written works in any language," announced that his Ph.D. students would take segments of ten to twenty-five-year periods beginning in 1775 to analyze and set forth the phenomenon. Three such studies were made by Charles Cole, James Coberley, and Henry Birnbaum, covering the years 1775 through 1825.

Bolwell's announcement of this focus was made in a paper he read at the MLA meeting of 1938 in New York, wherein he spoke of "Literature as an expression of people's thinking and feeling, rather than the individual and personal creation of literary art." He wanted his students to look for the exploitation of American themes--the continent, the government, characteristics of the land, the people, social life, history, and destiny. He had already, in his Thought and Civilization major (1936), laid the background for what eventually was to become "American Studies." That major dwelt upon ten constant cultural features of American life--geography, government, philosophy, literature, arts and crafts, immigration, history, education, religion, and communication.

The program, however, was not, nor could it be, a one-man affair. By the academic year 1936-37, Bolwell had the support of two like-minded colleagues, for about that time professors Wood Gray and Howard Merriman were expanding the offerings of the History Department from English and European theatres to six courses in American history, rejoicing in such titles as "The Social History of the United States," "The Economic History of the United States," "The Development of American Civilization," and the like. They and Bolwell shared students.

Bolwell, also, introduced at GW the coordinating prosection which laid heavy demands upon students to bring into cohesive whole information gleaned from a diversity of courses, and thus to prepare for a comprehensive examination as some proof of the acquisition and organization of knowledge. We in the English major speedily took this mechanism over ourselves.

Bolwell was an excellent and lively teacher, with a charming classroom presence. He was also a lively, restless, dynamic fellow. He built, by himself, two houses on a large spread of land in White Oak, Maryland. There he created a sporty 9-hole golf course, dammed up a stream for a cool
swimming pool, leveled off a space for a good tennis court. He felled huge trees, gangmowed acres of lawn, installed a large pipe organ in his living room (an instrument which he played beautifully), and enjoyed the company of two Airedales, a Chesapeake retriever, and a terrier. He and Lady Bolwell were gracious hosts each weekend to faculty members and students, as well as to lawyers and dentists. He was the only academic I knew who was also an honorary member of the American Dental Association and regularly attended its annual meetings. Early on he had been a pre-med student before being lured away by the sirens of Renaissance literature.

The American Thought and Civilization major, and its graduate extension, formed ripe fields for the succeeding growth of American Studies Programs, which walked off on their own feet out of departments of English. One supposes that a general atmosphere following World War II was conducive to this maturing. I recall the numerous "Language and Area Studies Programs" which sprang up, emanating from concerns during the war to know not just a single discipline, but the language, history, economics, politics, art; and so forth of various areas of the world--breaking ground for combined studies for third-world countries. Stimulating stuff indeed! And well funded for a while by the wealth of the Ford (and other) foundations.

Nationally the American literature group remained within the structure of the Modern Language Association, but the broadened group, the American Studies Association, formalized and became chartered in 1951. It had had its own scholarly journal, The American Quarterly, from 1949 on, but Robert Whitney Bolwell in a sense by his thinking, action, and organizing ability may be said to have put it on its feet, here at GW at least, starting in 1938.

In the bleak year of 1938 he criss-crossed the United States (perhaps as Noah Webster had done up and down the east coast) to get a feeling for the complex elements making up the culture of the country. Twenty years later in the more plush years of 1952, as a visiting professor at the University of Gottingen, he carried the word of his broad definition of American literature overseas. Others can tell you of the outreach that has occurred in the U.S., at GW, and beyond both oceans, and how many scholars in seemingly unrelated fields the broadened concept has served. I simply tell the story of the beginnings as I remember them.

George Winchester Stone, Jr. Dean Emeritus of Libraries, NYU

Bolwell's Last Class

Robert Bolwell's last class took place, I recall, during the spring term of 1960. That was my first academic year (1959-60) at GWU, and I remember Bolwell's entries into class--taking off his straw hat, draping his jacket over the back of a chair, rolling up his sleeves, and loosening his tie: all before the attack.

On the very last day of class, we all assembled--his current students and some veterans, including Jim Coberly and Charlie Cole. Bolwell completed the discussion of our last assigned play--we had started in the late eighteenth century and progressed into the early twentieth--and spent a few brief moments discussing his teaching philosophy. He never mentioned his impressive knowledge of stagecraft, nor did he discuss (as he had earlier in the term) his membership in the Theater Guild and his consequent familiarity with the acting fraternity. He ignored, then, what had impressed us all: his grasp of the content, form, and performance of theater. He passed over, too, his own stage presence: his seaman's gait, as he paced the front of the room; his classroom histronics; his skill in motivating us to read this, for the most part, uninspiring set of scripts. (My fellow student Charles Rooney dubbed their authors the "obscurities.") What Bolwell turned to was general education, really the philosophy thereof, and his own early desire to adopt the Socratic dialogue as his teaching method. He quickly learned, however, he informed us, that there was an insuperable barrier, for Socrates' "classes" contained the likes of Plato, Euthyphro, and Crito, whereas his were made up of the likes of us.

Bolwell then rolled down his sleeves, donned his jacket, put on his hat, and walked out the door.

Dana F. White

SUMMARIES OF SESSIONS

The second day of the convocation was devoted to discussing various applications of American Studies. To this end panels were conducted, in addition to the ones summarized below, on teaching strategies, local studies, the professions, and prospects for American Studies at GWU. Harold Skramstad (PhD 71) spoke as well about the development of a major exhibit at the Henry Ford Museum on the impact of the automobile on American culture. Remarks by Nancy Solomon (MA 85) on folklore and Stephanie Katz Siegel (BA 81) on the relationship between American Studies and a career in business round out the report of the sessions.

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The panel on Museums and American Studies discussed various examples in which American Studies approaches proved particularly useful in museum work--forming and documenting collections, learning from material evidence, developing museum exhibitions, and even in administering a museum in a culturally diverse and
politically complex city.

All the speakers stressed the multidisciplinary nature of museum work and the versatility of museum exhibitions as a medium for combining and presenting various types of evidence. In their interpretation of material evidence, museums inevitably rely on numerous disciplines and a variety of technical skills, just as American Studies scholars continue many perspectives in research and presentation. In the words of Edie Mayo (BA 61, MA 70), Curator of Political History at the National Museum of American History, "the broad interdisciplinary approach of American Studies, and its openness to the use of different kinds of resources, has been particularly encouraging and supportive of research in material culture. Using artifacts as a primary source material--either alone or in combination with written records--can bring a new angle of vision to the historical record. Material culture can illuminate, enhance, modify, or even contradict the traditional written sources. American Studies as a frame of reference can further enhance that angle of vision in approaching 'what are the meanings of things'? How do we learn from material evidence?" It is no surprise that American Studies scholars are filling the ranks of museum curatorial staffs.

Other graduates of George Washington's undergraduate and graduate programs employed at the National Museum of American History gave several examples of how their work benefited from American Studies approaches. Jennifer Locke (BA 85), Museum Specialist in the Division of Armed Forces History, described the research effort involved in locating collections and taking oral histories to document the experience of Japanese-Americans interned during World War II. The resulting exhibition, "A More Perfect Union," included oral histories, interactive video, and a variety of artifacts and simulated settings to make their experience vivid for today's museum visitor. Reggie Blaszczynk (MA 87), Museum Specialist in the Division of Ceramics and Glass, spoke of steps to develop collections documenting twentieth century consumer culture in the United States. Her plan for collecting ceramic and glass household items was based on research into advertising and consumer fashions popular in the 1930s, industrial design trends, new materials, advertising emphases, and manufacturing standards. Susan Myers (MA 77), Curator of Ceramics & Glass, spoke of the role of consumer objects as reflectors of nineteenth century society. She discussed ways of "reading" pictorial information and advertising graphics as well as interpreting workplace and household settings to understand lifestyles, gender roles, economic condition, and social aspirations. Finally, she described approaches being taken to plan an exhibition on the impact of nineteenth century industrialization and urbanization on the everyday lives of different groups of Americans. This work involves an interdisciplinary team as well as various types of evidence and presentation techniques.
Two American Studies graduates gave accounts of their work in history museums in Richmond and Baltimore. Marie Tyler McGraw (PhD 80) reported on recent work developing an exhibition for the Valentine Museum in Richmond on antebellum black life in that city. Research for evidence included study of the city's architecture, its streets and public buildings, its grog shops and court dockets, theater playbills, and parades. Her research extended to wills and inventories, church and census records, slave narratives about Richmond, court testimony, industrial and household artifacts and objects related to recreation, music, and religious practices. She discovered "a unique Richmond mentalité, with industrial slaves from the country, white gentry with rural plantations, state politicians, black and white sailors and riverboat-men--a constant reweaving of rural and urban, black and white,--that...produced [Richmond's present],...political stance and ideological tensions." Finally, Dennis Zembala (PhD 84), Director of the Baltimore Museum of Industry, reminded the audience that administration of a museum reflecting a multi-ethnic/multi-cultural working class city involves a flexible and open mind in dealing with neighborhood organizations, funding agencies, city politicians, and donors.

The consensus of the participants was that American Studies training has influenced the work of a generation of scholars trying to relate the material evidence of American civilization to the written record traditionally relied upon by historians. The result of that effort will be a richer and deeper understanding of American life—not only by the scholars involved but also by the broad public which will be reached through museum exhibitions and other public history programs.

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Robert Walker led off the panel's remarks on the subject of American Studies in a World Context. The theme of his terse contribution was in a sense the internationalization of American Studies. Good scholarship and innovative approaches were to be found in countries other than the United States, which ought not to regard its American Studies involvement as a missionary enlightenment of the heathen.

Jack Hamilton (PhD 83) used his extensive experience as a journalist with overseas assignments to analyze some perceptions of the United States from a foreign perspective, choosing some of his instances from the Philippines. He stressed that in such perceptions, what people believed was as a rule more crucial than what the abstract truth might be.

William Bate (PhD 79) outlined his responsibilities within the United States Information Agency (which, in response to subsequent questioning, he defended as an organization whose programs, within his own sphere, were not ideologically partisan). On personnel exchanges, he stressed the value of sending
Americans abroad to teach their own specializations (in all fields), and of bringing foreign "Americanists" to the U.S. to present their own views of American Studies.

Yu-Lan Guo, a current Ph.D. candidate, described how, first as a student at Nanjing University, in the People's Republic of China, she had become interested in the English language, and how by various stages she had begun to concentrate upon American Studies--this leading to her entry into postgraduate work at GWU, and her intention to apply the experience to teaching at Nanjing University, in the English faculty. There was a lively subsequent discussion. Some comments related very broadly to foreign assumptions (especially in China) about the United States, and vice versa. Others focused upon academic and institutional elements. There were about fifty participants in the session, which was chaired by Marcus Cunliffe, a British Americanist who explained that he had come to GWU in 1980, on the initiative and with the support of Robert Walker and Howard Gillette.

Marcus Cunliffe

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The session on "Impact of American Studies on the Disciplines" was introduced by Women's Studies/American Studies faculty member Phyllis Palmer, who noted that the masculine noun "impact" might be more appropriately replaced by the feminine "connection" or "linking." The four panelists, with specialities in military history, folklore, art history, and American literature, had all demonstrated that broad knowledge of American culture enlightens and enriches other fields. Martin Gordon (PhD 75), currently at the US Army Crops of Engineers and formerly of the US Marine Corps, described his publishing venture in *Annals of War*, a magazine, as he put it, that once carried ads for soldiers of fortune, but under his direction now had poems and paintings of Gettysburg, and a poetry section in every issue. War was not the study of battles and strategy, but also a social and cultural phenomenon to be analyzed more complexly. Claudine Weatherford (PhD 85), a folklorist whose dissertation on the untrained Southern painter Queena Stovall has been published, is now turning her interests to the art market in "folk art" and to study of the interconnection between those who evaluate and authenticate folk art and collectors who sell folk art. The market and the museum are the poles of her interdisciplinary interest. Katherine Martinez (PhD 86), currently director of the Winterthur Library, described how she had left art history, with its obsessive interest in color, form, and shape--the discipline based on comparing and contrasting slides of paintings--first to get a practical MLS degree in library work. Only when she discovered that American Studies let one study life and culture of artists and their subjects did she find a way back into a new kind of art history, one carried on in research centers such as the Winterthur. Eileen McClay (MA
FOLKLORE IN THE FIELD:
THE POLITICS OF CULTURAL CONSERVATION

In 1968 Henry Glassie wrote in *The Material Folk Culture of the Eastern United States* that folklorists must fight to preserve ethnic, religious, occupational, and gender identities, in a world where homogenization was deemed a desirable goal. In the years since this important work was published, there has been a tremendous growth in the programs which seek to explore the cultural diversity of the U.S. Alongside this renewed interest has been a parallel expansion in academic institutions and departments to train future cultural workers. GW is no exception, and perhaps exemplifies this movement to recognize immigrants' experiences, in both a historical framework and in today's public programming environment.

In 1981 GW created a formal program of study leading to an M.A. and Ph.D. in American Studies with a concentration in Folklife. This program was and is currently headed by John Michael Vlach. The goal of the program was to study various theoretical approaches of traditional cultures in the United States, and the various expressions of culture. The expressions examined ranged from vernacular architecture, utilitarian crafts such as handmade tools, folk music and dance, and other communal aesthetic expressions. Throughout our courses, we debated what was traditional, what was popular, and what was "high art," for lack of a better term, and the process by which "culture" was transmitted from one person to another, and from one group to another. In our debates, we relied on fieldwork and in-depth interviews for information on this enormous question of definition and process. At the same time, we wrestled with studies that examined the history of particular groups and regions relevant to our contemporary pursuits. By using oral history, cultural and artifact analysis, we gained a holistic perspective on the inter-relationship between man's environment and his "cultural baggage." In the spring of 1985 the first three students completed this program: Chris Martin and I received our M.A. degrees, and Claudine Weatherford completed her Ph.D. Since that time other students have completed the program.

When I completed my thesis, it was with great trepidation that I started job hunting. Although folk festivals, exhibits on folk art, and folk art programs are enormously popular, a minute proportion
of grants awarded to cultural institutions goes towards folk arts. Even today, folk arts programs receive one-eighth of one percent of the budget from NEA, NEH, the Library of Congress, and the Smithsonian Institution. So you can imagine what a struggle it was to find "meaningful employment." Yet Chris Martin and I found various aspects of our academic training which enabled us to find such positions. In our first one-and-a-half years in the "real world" we worked as architectural historians for State Historic Preservation Offices, examining vernacular and folk architecture in its historical context. Much to our chagrin, we found that few preservationists cared about family history and the modest homes families built, the very things we were so interested in. Disillusioned, we searched for greener pastures, where traditional culture was valued. Chris Martin is now state folklorist for North Dakota, a position he has held for two-and-a-half years. Since Chris is not here, I will summarize some of the projects he has undertaken. During the summer of 1986 Chris asked GW student Rona Lee Widner (MA '87) to re-create a traditional building form, the sod house. Chris has examined Indian needlework, Cowboy poetry, Hispanic textiles, and various aspects of material culture including dog sled making and saddle carving. These studies have resulted in festivals, monographs, folk festivals, and traveling museum exhibits.

In April 1987 I became staff folklorist at the Arts Council at Freeport in Long Island, N.Y. During the past year I have studied the maritime traditions of the south shore area. Various crafts have been passed down for over ten generations, including boat building, net making, trap making, and decoy carving. Another interesting aspect of maritime folklife are bay houses, houses built by fishermen on bay islands for shelter during the summer and duck hunting seasons, when most baymen work seven days per week on the water. Twenty years ago there were almost two hundred bay houses; today there are thirty-eight. Like Chris, my research results in various kinds of programs, including festivals, slide-tape programs, demonstrations of crafts at area libraries and museums, and traveling exhibits. In the case of the bay houses, I am working with preservation groups to save them. Like my previous experiences with preservationists, I am getting little help.

As you can see, many of the projects undertaken reflect the training we received here at GW. Through the years, I have learned that GW offers a unique opportunity to combine material culture studies with folklife fieldwork. As folklorists, however, we find ourselves confronting the present, with a lens from the past. Our work results not in documentation and analysis of something which is no longer, but in presenting living traditions and the people who carry them.

Not surprisingly, our work often gets noticed by the media and politicians. I am currently fighting a petition to end commercial fishing in Freeport.
Bay, because recreational boat owners resent the trap lines which occasionally get caught in the propellers. On the positive side, New York State increased its budget for folk arts from $200,000 in the early 1980s to $1.5 million today, due to lobbying by folklorists.

In conclusion, the folklore program and the American Studies program have provided a valuable education which enables us to understand the various dimensions of cultural behavior and its history. At the same time, the practical experiences of working in various agencies have confirmed the need to integrate folk culture studies and programs into existing institutions.

Nancy Solomon

WHY MAJOR IN AMERICAN STUDIES?

I have often been asked the questions "Why major in American Studies?" and "Given your choice of vocation, would you choose that major again?" Each time I'm asked those questions, I re-evaluate the choices I made before I reply. And I've always answered yes to both questions. I feel very strongly that through my American Studies education process, I began to develop skills and thought processes which have contributed to my professional success.

Before I get into explaining the relevance of my education, let me tell you what I do for a living and what success means to me.

I am a human resources manager in the regional office of a national insurance company. "What does a human resource manager actually do?" I direct the activities of a personnel department which is responsible for hiring, firing, administering employment benefits and compensation systems, employee relations, training and development, performance management and anything else that does not relate to any of our insurance departments. I spend a large portion of my day coaching managers to become more effective with employees and coaching employees to become a more positive force in their own jobs and lives. Many days I wish I had a social worker like Marilyn Wanner (BA '76) on staff. I consider myself successful because my job has most of the elements which are critical to my definition of success---intellectual challenge, opportunities for personal growth, contributing to corporate goals, helping individuals become more satisfied with their lives, and earning a very healthy salary.

Now, you may be thinking, "O.K., I buy her definition of success, but where does American Studies come in here? She certainly didn't learn how to conduct employment interviews or design compensation systems in American Civ. 101." True. But, I did develop skills and thought processes that have been quite useful in my career.

Reflecting on my education, I clearly recall being pushed by professors (I won't name any names here) to really think about what I was reading. "Don't assume that any historian is one hundred percent correct in his interpretations. Question traditional explanations, question authority."
Don't assume that just because we've interpreted historical events one way for several years that it's the only, or the best, interpretation. Maybe it is, maybe it isn't. Think about the interpretation, be creative, explore other alternatives." I learned not to take things at face value. I learned to think more creatively and to expand my horizons.

Using this kind of thought process is what helped me earn my very valuable reputation in the office as chief problem-solver and trouble-shooter. When other managers (including my boss) can't solve a problem, they very often come to me. This skill has proved invaluable to me. I can see the appreciation and admiration in my boss' expression when I've helped him solve a particularly difficult problem that he's been struggling with.

Another skill I developed was what I like to call "salesmanship." You're probably thinking, "Big deal, who wants to go door-to-door selling insurance anyway?" Well, think about how many papers in the last four years you've written where you were required to state a thesis and prepare supporting evidence to prove your point. During my career, I've learned that if you have creative or nontraditional ideas or plans, you're probably going to have to justify their merit to your supervisor before you can take any action. I learned very early on that the better I was at making a case for my plans, the better the chance was that my ideas would be accepted and implemented. This relates to anything from running my department to lobbying for a raise.

The third and final skill I'm going to talk about today is the ability to synthesize volumes of information into concise reports. I know many of you having just finished your comps, can relate to the idea of cramming a wealth of knowledge onto a few pages. The ability to scale down lots of facts into a short briefing is a skill which is very useful to almost anyone in business. I know that my superiors are generally much happier to read a two-page report on salaries being paid in the Washington, D.C. area than a twenty-page report, especially if they contain essentially the same information. In this age of information, the ability to consolidate volumes of data into clear and concise reports is critical to saving time and increasing productivity.

What I am suggesting by all this is that you did make a good choice; American Studies and its methods and content are relevant and useful in business. Your skills and experience in this discipline will help you become just as successful as any business major. I don't want to sound like I'm leading a pep rally, so I will say that it may be more difficult for you than for a business major to get your foot in the door of a company, but you can sell yourself to an employer.

Stephanie Katz Siegel
ALUMNI/ALUMNAE NEWS

Although we did not get a sufficient response to our call for biographical information last fall to publish a complete alumni directory, we did get a good deal of news, which we are sharing with you, starting with our most senior alumni/ae and working up to recent graduates. Those who did not respond are encouraged to forward news for the next edition of the newsletter.

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Margaret Copeland (Vaught) Smith (BA 42), after receiving the Goddard Prize in American Studies at graduation, got her first job at the Library of Congress---War Service Section. She left to marry Marine Corps Lieutenant Kimber Vaught and live at Parris Island, S.C. After World War II, she moved to Pennsylvania and worked at the Family Service of Delaware County as receptionist and secretary while her husband attended the University of Pennsylvania Law School. After raising Kimber Alan, born in 1948, she returned to school, receiving a M.A. in Education from the University of Pennsylvania. She taught English for two years in high school, then at Peirce Junior College in Philadelphia for three years. After being separated and divorced, she started working with the Retired Senior Volunteer Program as the Media, Pennsylvania Area Coordinator. She is now intergenerational coordinator for RSVP, living in Media with her second husband, Melville Smith, whom she married September 20, 1987. The Smiths were among the participants in the 50th anniversary celebration.

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Dorothy Bellinger Grimm (BA 65) reports that she is working as a journalist in Outback, Australia.

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Jean Brodsky Bernard (BA 70) served as director of information services and senior editor for the Taft Corporation after graduating. In 1978 she became the director of public information and coordinator of development for the Council of Independent Colleges in Washington, where her responsibilities covered supervision of publications as well as fund-raising. She has worked as a freelance copyeditor and proofreader since July 1982.

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Pastora San Juan Cafferty (PhD 71) is Professor of Social Service Administration and a member of the Committee on Public Policy Studies at the University of Chicago, where she has been since the completion of her degree. Among her many publications are co-authored studies, Hispanics in the U.S.A.: A New Social Agenda (Rutgers University Press, 1985), The Dilemma of Immigration in America (Rutgers, 1983), and Backs Against the Wall: Urban-Oriented Colleges and Universities and the Urban Poor and Disadvantaged (Ford Foundation, 1983).

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Raymond A. Schroth (PhD 71) is Associate Professor of Communications at Loyola University in New Orleans. From 1981 to 1985 he served as academic dean of Holy Cross College in Worcester, Mass., and during the 1985-86 academic year he held the Will and Ariel Durant Professorship in the Humanities at St. Peter's College in Jersey City, N.J. In addition to publishing his dissertation, The Eagle and Brooklyn (Greenwood Press, 1974), he has published widely in a number of books and journals.

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Eileen T. McClay (MA 72) completed her Ph.D. in American Literature at George Washington last year. Her dissertation, "Images of Latin America in Contemporary U.S. Literature," served as a foundation for a new course she taught this spring. In addition to doing a good deal of freelance writing, she has taught courses in American literature and composition at George Washington and served as a member of the editorial board of the GW Forum.

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Sidney Bland (PhD 72) is a Professor of History at James Madison University in Harrisonburg, Va., where she teaches the American history survey course, an introduction to American Studies, and graduate courses on women's history. Her writing on women, especially in the South, has appeared in a number of journals and books.

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Mark Hoffman (BA 73) is practicing law in Cleveland. Building on a Ph.D. in speech-communication and mass media from Case Western Reserve in addition to his J.D., he serves as president of Advocate Films. He is currently preparing a film on Charles Bedeaux, considered the father of the time and motion studies, and he writes that he would appreciate any information on Bedeaux's life.

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Claudia Klaudt Jurmain (MA 73) has worked for fifteen years as a museum professional. After serving as a research historian for the National Portrait Gallery following graduation, she took the position of curator of the San Jose Historical Museum in California, where she developed twelve exhibits for onsite reconstructed and restored buildings. She subsequently served as project director for a major permanent exhibition for the Oakland Museum as well as project editor for the subsequent publication, California: A People, A Dream. Currently she works as project manager for the Humphrey School of Public Affairs at the University of Minnesota.

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Doug Todd (BA 75), after completing an MDA at the University of New Mexico, has been serving as contracting representative for Sandia National Laboratories in Albuquerque. He is co-owner, with his wife, of Abracadabra Maternity Shops and is starting to write
romance fiction for magazines.

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Joy Y. Norman (BA 76) worked for the American Association of Museums in Washington following completion of the MAT degree in museum education at George Washington in 1979. After moving to Ohio, she joined the Cincinnati Historical Society as a research associate, and from 1985 to 1987 she served as director of the Ohio Museums Association. She has published four articles in Museum News and developed panels and workshops for national, regional, and state museum conferences. She reports that she has taken a temporary retirement to care for a small child.

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Betts Abel (MA 76), after serving as executive director of Washington's local preservation organization, Don't Tear It Down, joined the Oliver T. Carr company as a project manager. She subsequently served as a consultant and writer to the Jonathan Woodner Company and now serves as a project manager for the Farragut Development Company in Washington. Her writing has appeared in the Washington Post, Urban Land, and Historic Preservation.

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Pam Henson (MA 76) has served since 1974 as historian for the Smithsonian Institution Archives Oral History Project. She has written and spoken frequently at professional meetings on the subject of oral history and received a number of grants for special oral history projects. She is currently pursuing a Ph.D. in the History and Philosophy of Science at the University of Maryland.

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Lee Michael Katz (BA 77) is working as a freelance Washington journalist and author. He is author of My Name is Geraldine Feraro and is currently writing a book on Pat Robertson. He has conducted a wide range of interviews. In his words, he has "elicited White House and Congressional stories from Don Regan and Tip O'Neil; talked backhands with Martina Navratilova; discussed the role of television news with Dan Rather, Tom Brokaw, Walter Cronkite, and Mike Wallace; explored the universe with Carl Sagan...discovered the roots of rock and roll with James Brown and Frank Zappa (and) traded jokes with Joan Rivers."

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Donald Dunlop (MA 77) is Assistant Professor of English at Iowa State University, where he has taught a wide range of courses in film as well as literature and American culture. His essay on "The March of Time" Series appeared in Historical Journal of Film, Radio and Television in 1985, and other articles have appeared in several anthologies.

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Carolyn Lipson-Walker (MA 77) completed her Ph.D. in Folklore and American Studies at Indiana University in 1986,
where she teaches Folklore and Jewish Studies part-time. She has written and lectured on the subject of her dissertation and related studies, especially Jewish folklore in the South. She is currently administrator of the Congregation Beth Shalom in Bloomington.

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Karen Wickre (MA 77) is living in San Francisco where she serves as corporate development head of PCW Communications, a 250-person computer magazine publishing company with five national circulation titles. She joined the firm in 1985 after serving as project director for the Northwest Women's History Project in Portland, Oregon, (1980-82), executive director for The Media Project in Portland (1982-84), and executive director of the Media Alliance in San Francisco (1984-85).

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Donald Cresswell (PhD 77) currently serves as proprietor of the Philadelphia Print Shop. Before moving to Philadelphia, he was director of the library at Belmont Abbey College, North Carolina and rare book librarian at the University of North Carolina at Charlotte. He is author of The American Revolution in Drawings and Prints: A Checklist of 1765-1790 Graphics in the Library of Congress, a publication issued as part of the Library's bicentennial program.

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Catherine M. Keen (BA 78) is working as an archives technician at the Archives of American Art at the Smithsonian Institution, where she is currently in charge of the AAA's oral history program. She joined the Archives in 1981 following a stint in the National Archives, where she was involved in the review of possible declassification of security classified documents.

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Brent Toleman (BA 79), after teaching social studies in public school in Lexington, Mass., did graduate work in psychology at Harvard and subsequently received a M.A. in Human Development from St. Mary's College, Winona, Minn., in 1982. He worked as a behavior therapist at PSI Associates in Washington before becoming academic coordinator in pediatrics for the Child Development Center/Forest Haven Project in the Georgetown University School of Medicine. As a program specialist, he has overall responsibility for more than one hundred institutionalized adults with profound handicaps.

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Janet W. Forsythe (BA 79) received her J.D. from Georgetown University Law Center in 1982 and has worked since 1983 for the Office of the Public Defender, City and County of San Francisco, where she is now senior trial lawyer. She is a director of the Northern California Service League and a member of the California Public Defenders Association.
Nora O. Howard (MA 79), after joining the Wethersfield Historical Society in Wethersfield, Conn. in 1982, was named director in July 1986. She has written articles on local history in several journals and columns for the Hartford Courant.

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Langdon Edmunds Oppermann (MA 80) served as environmental review coordinator for the North Carolina Division of Archives and History from 1978 to 1981 and division head for historic preservation, planning and protection for the South Carolina Department of Archives and History from 1981 to 1987. She has served on the board of directors of the South Carolina Downtown Development Association and Preservation Action. Currently she works as an independent preservation and planning consultant out of Winston-Salem, N.C.

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Bob Jucha (PhD 80), after completing a MBA degree, joined West Educational Publishing Company as a sales representative for two years in Chicago. He has since moved to Los Angeles, where he is a developmental editor with West's college textbook division.

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Patricia Torres Cronenberger (MA 81), after working as a historian and budget/policy analyst for the U.S. Department of the Interior, moved to Colorado, where she has worked for several architectural firms, most recently Hoover Berg Desmond Architects, where she has been marketing director since 1985. After serving on the Littletown Downtown Action Committee and the Littletown Historical Museum Board, she was elected to a four-year term on the Littletown City Council in November 1987.

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Dennis Pogue (MA 81) has served as an archaeologist for a number of important institutions in the Washington region, including St. Mary's City Commission, The Colonial Williamsburg Foundation, and the Maryland Historical Trust. He is currently chief archaeologist for the Mount Vernon Ladies Association, directing all aspects of the Association's recently established archaeology program at Mount Vernon. The results of an intensive investigation of the site will be integrated into the interpretation of Mount Vernon. His articles have appeared in Chesapeake Bay Magazine and Historical Archaeology, and he has held an adjunct position in the archaeological field school at St. Mary's College of Maryland.

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Stephen Battalia (BA 32) entered a business training program offered by Frito-Lay in Dallas, Texas right after graduation. He subsequently held personnel positions for several corporations in Texas and New Jersey before becoming director of personnel and administration for Lightolier/West in Compton, California.
Geoffrey Gyrisco (PhD 82), after working as an archaeologist with the District of Columbia Historic Preservation Office, became executive director of Historic Ithaca in 1983. In 1985 he joined the Pennsylvania Historical and Museum Commission, where he has had responsibility for developing a comprehensive state historic preservation planning process. He also developed and now administers a program for certifying and awarding grants to local historic preservation commissions and providing technical assistance to those commissions.

Gloria Seaman Allen (MA 83), who first became associated with the DAR Museum through an internship she held in 1980, was named director and chief curator in December. In her position she oversees a staff of sixteen and maintains responsibility for six to eight changing exhibitions each year. Her essays on American decorative arts have appeared in a wide range of magazines and journals.

Portia Lee (PhD 84) taught at the University of California, Santa Barbara after graduation. She received a summer seminar grant from the National Endowment for the Humanities at the University of Pennsylvania on "Literature and Society in America." Now a resident of Los Angeles, she teaches American government, U.S. History and Contemporary Issues in the Individual Instruction Laboratory, a project of the Adult Education Division of the Los Angeles School District. For the Cultural Affairs Commission of the Los Angeles Conservancy, she researched and wrote a city Historic Register nomination of the I. Magnin & Company building, a late 1930s International Style landmark. She also prepared a history of the building and artifacts of All Saints Montecito, an Arts and Crafts period church near Santa Barbara.

Michael La Place (BA 85) is finishing up a degree in urban planning at George Washington. He has served on a number of study teams—in Adams Morgan and Anacostia—filled a management internship with the Port Authority of New York, and taught a section of the course Washington History, Culture and Politics at George Washington.

Nancy Solomon (MA 85) currently serves as staff folklorist for the Arts Council at Freeport, N.Y., where she develops special events, such as festivals, museum exhibits, and demonstrations of traditional crafts. She previously served as survey supervisor for the designation of a historic district in Montpelier, Vermont, and as coordinator of the Scranton Iron Furnaces in Scranton, Pennsylvania.

Mara Cherkasky (MA 85), on
completion of her thesis work, moved to Providence, where she took a position in research and policy development with the Rhode Island League of Cities and Towns. Her special responsibilities are to review state legislation and to produce a monthly newsletter focusing on issues of local concern.

STUDENT AND ALUMNI PUBLICATIONS


John D. Haskell, Jr. (PhD 77), comp., Treasures of the College of William and Mary Library (Williamsburg: College of William and Mary, 1988).


Dian Olson Belanger (MA 82), Managing American Wildlife: A History of the International Association of Fish and Wild-


Jeanned Schinto (BA 73), a book of short stories, Shadow Bands (George Braziller, forthcoming, Fall 1988).

FACULTY NEWS

James Horton has been named a Senior Fulbright Professor of American Studies at the University of Munich, Amerika Institut, where he will be teaching social history and conducting research on Afro-Americans in Bavaria. He recently published an article "Our Constitutional Future" in This Constitution, the journal of the bicentennial of the Constitution and received a grant from the Smithsonian to process black abolitionist papers.

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John Michael Vlach's latest book, Plain Painters: Making Sense of American Folk Art, has been published by the Smithsonian Press. He has also completed editing a book for the University of Illinois Press, Picturing Folksong and Society: Essays by Archie Green.

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Robert Walker's book, Cincinnati and the Big Red Machine, published by Indiana University Press, came out just in time for the All Star game in Cincinnati. Endorsed by nothing less than Cub fan George Will, the book contains interviews with Red greats as well as an assessment of the
relationship of the team to the city.

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Richard Longstreth recently published an essay, "Richardsonian Architecture in Kansas" in The Spirit of H.H. Richardson on the Midland Prairies. He helped organize a symposium on the Mall in Washington held at the National Gallery last October and is editing the monograph based on the papers delivered there. He has recently given papers at UCLA, the Society of Architectural Historians annual meeting, and the ICOMOS Training Committee meeting in Edinburgh. He has been appointed to the board of trustees of the National Building Museum.

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Howard Gillette served as chair of the Columbian College Curriculum Committee during the past semester and is heading a team of faculty in American Studies, history, and English to revamp the introductory course in American Studies under a planning grant from the National Endowment for the Humanities.

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In association with his work on a book on the history of snow in America, Bernard Mergen attended a symposium on Climate, Agriculture, and Farming at the University of Maine, Orono and the Eastern Snow Conference in Lake Placid, N.Y. He will present a paper on "Snow in U.S. and Canadian Literature and Art" at the International Snow Science Workshop in Whistler, British Columbia in October. He spent August teaching in Costa Rica.

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Clarence Mondale introduced a new course this year, Explorations in Historical Geography, which reflects his work in the field. His book, with Michael Steiner, Region and Regionalism in the United States: A Bibliographic Guide, will be published shortly with Garland Press.

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Phyllis Palmer has completed work on a book, Dirty Work: Housework and Domestic Service in the U.S., 1920-1945, which is to be published by Temple University Press.