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Editor: Carlton C. Qualey

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EDITORIAL

The editor appreciates the co-operation of the membership in sending in information as to research in progress, publications, organizational activities, and events. He hopes that this flow of information can be maintained and even increased.

Some of the new members listed in this issue had joined in time to be included in the Directory, but many more were not included. The practice of listing new members since the previous issue will be continued in the Newsletter.

Although there are some copies of the Directory issued in January remaining, the stock is limited. The price is $1.00.

HAVE YOU SENT IN YOUR DUES?

IMMIGRANT GROUPS AND PARTISAN POLITICS

Paul Kleppner, Department of History
Northern Illinois University

Immigration history has both a long and rich tradition. Scholars such as Theodore C. Blegen, Marcus Lee Hansen, Oscar Handlin, Carl Wittke, and others, have made major contributions to that tradition by perceptively reconstructing critical dimensions of the immigrant group experience. However, the nexus between that experience and the operation of the political system generally has been less thoroughly recognized and researched.

Political historians have been slow to integrate the findings of the immigration historians into their own syntheses. They have long tended to gloss over ethnic and religious group distinctions and to concentrate instead on conflicts among economic groups as the mainsprings of past politics. Of course, they have paid attention to sporadic outbursts of anti-immigrant sentiment. And they have occasionally noticed tendencies toward homogeneous partisan behavior on the part of particular immigrant groups. But they typically have treated such behaviors either as temporary aberrations or as surrogate manifestations of economic group conflict. Whichever emphasis has been chosen, the resulting explanations shared an essential element of common ground. They enabled analysts to avoid treating ethnic and religious conflict as a persisting characteristic of the society. In turn, such conflict could be assumed to have been either evanescent or derivative, there was no need to investigate its potentially formative role in shaping and sustaining partisan coalitions.

Thus, a political history wedded to an implicit economic determinism served to reinforce the basic assumption of "melting pot" mythology that the behavioral effects of immigrant group attachments were inexorably degenerative across time.

While generations of political historians wrote of how mass reactions to tariffs, monopolies, and antitrust laws shaped partisan choices and election outcomes, practicing politicians (and even some contemporary journalists) knew better. They knew — as did the later historians of the immigrant experience — that ethnic and religious attachments influenced behavior. They knew that those "primordial attachments" derived from a shared social existence, "immediate contiguity and kin connection mainly, but beyond them, the givenness that stems from being born into a particular religious community, speaking a particular language, ... and following particular social patterns," were not without political, and
even partisan salience. To be sure, there was nothing either automatic or axiomatic in the process. And how the political cultures of immigrant groups came to entice partisan proclivities remains an immensely important analytical problem which historians have only recently begun to explore. But that they did and that there were perceptible and durable patterns of immigrant group partisanship were among the "givens" which shaped the outlooks and tactics of contemporary politicians.

What politicians, journalists, and immigration historians knew of the dynamic relationship between ethnocentric allegiances and party politics was diffused only slowly — and still quite unevenly — among political historians. While attempting to reconstruct influence patterns is always a risky business, it seems likely that it was the published findings of Oscar Handlin and Samuel Lubell which combined toudge historical political research in new directions. Handlin's The Uprooted was a sweeping, elegantly written, and compelling assault on assimilationist assumptions. While Lubell's study of the "Ali Smith Revolution" and the formation of the Neapolitan coalition reunited psychology and political history. The findings and implications of these lines of inquiry, when fused with one another, laid a foundation for what since has emerged under the rubric of the "New Political History."

In 1940 Paul Lazarsfeld and his associates at the Bureau of Applied Social Research undertook the first major study of "votes in the making." Their locale was Erie County, Ohio; and they used the technique of repeated interviews of a panel of respondents. The study aimed at inquiry into the development of the voting decision and the factors which influenced it. The published findings struck at the heart of the most of the liberal-rational varieties concerning the nature of citizen orientations toward the electoral process, in general, and the voting decision, in particular. More to the immediate point, those published findings riveted attention on the continuing salience of historical and ethnocentrically rooted partisan attachments; for, on each socioeconomic status level Catholics in Erie County were more heavily Democratic than Protestants.

The Erie County study stimulated further research by political scientists and sociologists into the process of electoral choice and its social and psychological determinants. These findings, in turn, were integrated into the work of those political historians who by the mid-1950s had begun the task of reinterpreting the nation's political past.

If the studies of Handlin, Lazarsfeld, and Lubell can be thought of as remote causes (in the formal, logical sense) of the "New Political History," then those by Lee Benson and Samuel P. Hays served as its proximate causes. In his 1957 overview of the impact of industrialization, Haya's terse but perceptive descriptions of mass political responses suggested the central roles which he conceived for ethnic and religious identifications. Those suggestions subsequently were made more explicit and elaborated in greater detail. In a series of essays Haya exhorted historians to reorient their work, to make use of quantitative voting and census data, and to search for and explain the persisting patterns of social group partisanship. Independently of Haya's work, Lee Benson had begun such a search. The Concept of Jacksonian Democracy compared census and voting data for New York towns and wards to test standing propositions concerning the social bases of partisan support. Benson's tour de force shattered Schlesinger's economic interpretation, described the patterns of ethnic and religious group voting, and underscored the distinction between "puritan" and "nonpuritan" attitudes as determinants of partisan choices.

Benson's explicit concern with problems of methodology (though not with matters of technique) and Haya's broader conceptualization combined to influence a series of studies which were published in the late 1960s and early 1970s. Generally, these studies were characterized by their use of quantitative techniques and by the importance which their findings led them to assign to ethnocultural identifications as the bases of partisan selections. The first monographs reflecting this broadened approach to political history were published in 1969. Frederick Luebke's published an excellent study of the artisanal orientations of Nebraska's German immigrants. His primary focus on the political behavior of a single group permitted the type of in-depth exploration (or "thick description," as anthropologists are fond of terming it) that has been missing from some of the other works of the genre. For example, Luebke examined not only mass voting patterns, but he also used published biographical sketches to present a collective portrait of the partisanship division that characterized the more prosperous and successful members of the German group. Published in the same year as Luebke's, Michael Holt's analysis of the processes of party disintegration and realignment in Pittsburgh in the 1850s served to underscore the significance of ethnic and religious conflicts in shaping party coalitions. Holt combined an analysis of ward-level voting patterns with a composite social picture of top and middle-level party activists.

The initial wave of monographs by students of Benson and Haya began to appear in the following year. These included studies of the realignment of the 1890s in the Midwest and in the Northeast, of the realignment of the 1930s in Pittsburgh and Chicago, of the formation and reformation of mass parties in Michigan, and of the impact of the banking crisis on partisanship in the Old Northwest. These studies, along with Richard Jensen's superb analyses of the social patterns of midwestern partisanship, re-
informed the earlier findings and suggestions of Benson and Bays. For the importance of these works did not lie primarily in their use of quantitative data, but in their explicit efforts to test for the impact of immigrant group identifications on partisanship.

While the coverage afforded by these studies is by no means comprehensive chronologically or geographically, their collective findings (combined with those of more recent works) present a picture of American political structure which differs markedly from the traditional paradigm. In brief, that picture is one in which "primordial attachments" seem more often than economic roles to have shaped group partisanship. Conflict among immigrant groups, as well as between native and immigrant groups, has been a persisting characteristic of this society and has served as a fundamental basis of its partisan cleavage.

This is not to suggest that we have reached the point of being able to construct an alternative paradigm. Too many crucial pieces of the mosaic remain missing. itemizing several of the more glaring lacunae may serve the useful purpose of drawing research attention to them.

First, there has been relatively little attention paid to the patterns of immigrant group voting between 1896 and the Smith-Hoover contest. The impact of the realignment of the 1890s and the post-1900 changes in election laws on the rates of immigrant group partisanship and participation are important questions for which we presently lack adequate answers. So, too, is the largely unexplored question of the socialization of the post-1900 immigrants into the electoral process.

Second, our knowledge of the attitudinal bases of immigrant group partisanship would be greatly enhanced by studies designed to compare the behavior of specific groups across space and/or across time. Most of the work done thus far has been designed to reconstruct the social bases of party coalitions in particular places at particular times. By transcending those limitations we can learn a great deal more about the dynamics of group behavior. We can learn, for example, the extent to which a group varies in its partisan behavior from one type of social (and/or political) context to another. And we can explore variations in group partisanship from one electoral era to another. Both types of comparisons are necessary if we are ultimately to be able to specify the conditions conducive to ethnic and religious group behavioral cohesiveness.

Two types of studies perhaps lend themselves more readily than others to such comparisons. Studies which focus on a single group seem to hold possibilities for longitudinal comparisons that those with a more diffuse focus often lack. And the narrower focus might also facilitate examination of the group's behavior across a variety of different states. Analyses of urban political patterns hold analogous po-

tential. Here comparisons across space and time, holding urban context constant, are possible.

Third, mass voting behavior is neither the sole dimension of political involvement nor of party activity. The recruitment of party activists and candidates from among immigrant groups is a sorely under-researched area. So, too, is the role of immigrant group attachments to the behavior of party officeholders. Indeed, only Ballard Campbell's work on state legislative voting patterns even attempts to deal systematically with the many dimensions of that problem.

In retrospect, it is clear that the popular rediscovery of ethnicity over the past decade or so had its counterpart among political historians. And the work that has been done thus far represents no trivial achievement. Yet, as in too many other areas of historical inquiry, it tends to pale in light of what remains still undone.


6There is a convenient comparison of the major findings of the 1940-52 studies in Bernard R. Berelson, Paul F. Lazarsfeld, and William N. McPhee, Voting: A Study of Opinion Formation in a Presidential Campaign (Chicago, 1954), Appen-


Albert J. Menendez, Religion at the Polls (Philadelphia, 1977), is an unsuccessful attempt at this sort of longitudinal comparison. Among other weaknesses, most of his descriptions of pre-1928 politics are factually inaccurate. Much more successful and useful is Mark Schneider, "Migration, Ethnicity, and Politics: A Comparative State Analysis," Journal of Politics XXXVIII (November 1976), 938-62.

It is ironic that such studies have not been very popular among political historians. The only major effort since Luebke's is Edward R. Kantrowics, Polish-American Politics in Chicago, 1880-1940 (Chicago, 1975).

Some of that potential is illustrated by John M. Allswang, Bosses, Machines, and Urban Voters: An American Symbiosis (Port Washington, N.Y., 1977). Less successful, because his comparisons are not given as precisely as they might have been, is John D. Buenker, Urban Liberalism and Progressive Reform (New York, 1973).

For some of the limited evidence that is available, see Elmer E. Cornelius, Jr., "Party Absorption of Ethnic Groups: The Case of Providence, Rhode Island," Social Forces, XXXVIII
BILINGUAL EDUCATION: AN AMERICAN DILEMMA

Francesco Cordasco
Montclair State College, New Jersey

No issue facing American educators has been more challenging than bilingual education, and none has stimulated more controversy. Advocacy of bilingual education has met opposition, at times intransigent, and the pros and cons of a bilingual educational policy have both been forcefully stated.

What is bilingual education? Bilingual education has been defined as instruction in two languages: the child's native language and English. In such an educational program a pupil receives instruction in academic subjects in both his native language and in English; concomitantly, the student learns about the history and culture associated with both languages, i.e., bicultural education. Technically, this is "transitional" bilingual education, and its goal has been to help non-English speaking students to keep up with basic subjects (reading, mathematics, etc.) in their native languages until they have been taught enough English to transfer them to regular English-speaking classrooms.

Most bilingual education programs in the United States are "transitional," and it is this type of bilingual education which has been encouraged by the U.S. Office of Education since the enactment of the federal Bilingual Education Act in 1968. Most state legislation mandating or allowing bilingual education (e.g., Massachusetts, New Jersey, Texas, Colorado, California, etc.) has, also, called for "transitional" bilingual programs.

Since 1968 some half-billion of federal dollars have been committed to bilingual education; in FY1978 some $125 million will have been made available from the U.S. Office of Bilingual Education. In FY1977, NBE sponsored over 600 bilingual projects in teacher training, curriculum development, and classroom projects, in some 68 languages at a cost (including state funds) in excess of $200 million. This is a staggering sum, and the efforts in bilingual education have been enthusiastically praised, and at the same time bitterly condemned.

Critics of bilingual education have maintained that "the government has not demonstrated whether such instruction makes much difference in the students' achievement, in their acquisition of English, or in their attitudes toward school." They have also argued against a philosophy of "affirmative ethnicity" which would maintain non-English languages and their cultures which would, in their view, impede the normal process of all students learning the common English language and the common national history. The fears are largely unfounded, and the answers to the questions surrounding bilingual education for American children lie in both historical and contemporary perspectives.

Actually, bilingual education is not new in the United States; in a nation as diverse in its origins as ours, this should not be surprising. English has not always been the only language used in American schools. German immigrants (whose progeny make up the largest ethnic group in America) established German-English bilingual schools in Cincinnati, Indianapolis, Hoboken, N.J., Cleveland, and many other cities: these were public schools, and German was not only taught as a subject, it was used as a medium of instruction. Between 1880 and 1917, these schools flourished; they were eagerly supported by a powerful and socially-stratified German
community, and only the political tensions of World War I ended their history. In Louisiana, French was used as the medium of instruction, and in New Mexico, Spanish was so used; of course, these were limited efforts and largely early and mid-19th century phenomena, but they confirm a bilingual tradition in America. In New York City, at different times and with different commitments, the public schools taught children in Chinese, Italian, Greek, Yiddish, and French. In a real sense, present-day efforts in bilingual education are a rediscovery of a respected and traditional American educational practice. Why, then, the resistance by some groups to bilingual education? The answer is complex.

It is not altogether untrue, as a national weekly recently affirmed, that "current bilingual policy is a curious hybrid of pedagogy and politics." Bilingual education is a product of the social unrest which engulfed our institutions in the 1960s. It could not have been otherwise, since bilingual education, in its bicultural orientations, is a necessary concomitant of the new ethnic consciousness which has recently gripped the American imagination; flowing directly from the Black civil rights movement and new affirmations of identity, came the bristling ethnicism which unleased proclamations of ethnic pride in Mexican Americans, Puerto Ricans, and in the progeny of earlier European immigrants - Italians, Greeks, Jews, Poles, Slavs, and others. The preservation of languages is an important part of the ideology of the new ethnicity; and thus, bilingual education (in itself, an unassailable pedagogical technique) became enmeshed in the controversy surrounding the new ethnicity, its ideologies and interventionist politics. And in these contexts, the resistance to bilingual/bicultural education is not unrelated to dominant themes in American society which have entertained and continue to entertain credence, e.g., inter-ethnic rivalry, the Americanization movement, psychological testing and race typologies, eugenics and hereditarian persuasions and the "melting pot" theory of assimilation. All of these issues are, and have been, highly controversial and emotionally disturbing episodes in our long history as a people; and each of these themes (and a combination of any and all of them) have served to obscure the very real pedagogic needs to which bilingual education addresses itself.

There is a clear consensus among American educators that the purpose of bilingual education is to help children who have little or no command of English to succeed in school. In the landmark decision in Lau v. Nichols (1974), Associate Justice William O. Douglas (who delivered the opinion of the U.S. Supreme Court) said: "There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education... Basic English skills are at the very core of what the schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education."

The contemporary contexts of bilingual schooling in the United States directly impinge on the ideologies that herald the energetic emergence of peoples who find in their cultures and languages the instrumentalities of an evolving enfranchisement; and it would be hazardous to suggest otherwise. In many ways, the ideologies of race, culture, and language (if not new phenomena in American history) have a special importance at this point in time. For bilingual education, they have a crucial significance. How successful bilingual education proves in the United States will depend on how congruent its programs become with the aspirations of the ethnic communities to which the programs are addressed; on the awareness by American educators of the new American ethnicity; on the very participation of ethnic communities in program formulation and evaluation; and on the cogency of those bilingual typologies that (in carefully constructed bicultural frames) can best achieve desired objectives.

**BIBLIOGRAPHICAL RESOURCES**

A basic bibliographical resource is William F. Mackey, International Bibliography on Bilingualism (Quebec: Les Presses de l'Université Laval, 1972), which is a computer print-out of an alphabetized and indexed checklist of 11,006 titles. Reference also should be made to Einar Haugen, Bilingualism in the Americas: A Bibliography and Reference Guide (University of Alabama Press, 1965), and the valuable bibliographies in Theodore Anderson and Mildred Boyer, Bilingual Schooling in the United States, 2 vols. (Austin, Texas: Southwest Educational Development Laboratory, 1975; reissued with an introductory essay and supplemental bibliographies by Francesco Cordasco, Detroit: Blain-Ethridge, 1976).

Major sources of continuing information are the CAL/ERIC Clearinghouse on Languages and Linguistics which is operated by the Center for Applied Linguistics (611 North Kent Street, Arlington, Va., 22209); and the Dissemination and Assessment Center for Bilingual Education (6504 Tractor Lane, Austin, Texas, 78721) whose Cartel: Annotated Bibliography of Bilingual Bicultural Materials is a monthly listing providing project personnel with information about relevant materials in bilingual/bicultural education for their programs. Reference should be made to the publications catalogue of the Georgetown University (Washington, D.C., 20057) School of Languages and Linguistics, e.g., sociolinguistics, general linguistics, and the School's "Working Papers on Languages and Linguistics,"

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and "Round Table on Languages and Linguistics."

A variety of publications is available from the TESOL (Teachers of English to Speakers of Other Languages) Central Office (455 Nevils Building, Georgetown University, Washington, D.C., 20057). A valuable retrospective resource is Virginia F. Allen and Sidney Forman, English As a Second Language: A Comprehensive Bibliography (Columbia University, Teachers College Press [1966]) which is a listing by subject categories of the special collection (English As a Foreign or Second Language) in the Teachers College Library. Newbury House Publishers (68 Middletown Road, Rowley, Mass., 01969) is a specialized resource of materials in applied linguistics, sociolinguistics, and bilingual education texts.

A number of journals should be consulted, particularly useful are Florida ESL Reporter; Human Organization; Journal of Verbal Learning and Verbal Behavior; Language Learning; Linguistic Reporter; The Modern Language Journal; and TESOL Quarterly.


A guide to much of the literature of social reform in American education which directly relates to the non-English speaking child and his social milieu is conveniently available in Francesco Cordasco, "Social Reform in American Education: A Bibliography of Selected References," Bulletin of Bibliography, vol. 33 (April/June 1976), pp. 105-110; and this should be supplemented by reference to Dorothy Christiansen, Bilingualism: Teaching Spanish Speaking Students (New York: Center for Urban Education, 1969), a valuable bibliographical handbook.

A miscellanea of other titles are of value. A profile of doctoral dissertations on a large American minority community is available in Remigio U. Paez, "Doctoral Dissertations on the Mexican American Experience Completed in the United States and Canadian Universities, 1908-1974," International Migration Review, vol. 9 (Winter 1975), pp. 545-556: many of the dissertations deal directly with bilingual/bicultural education, e.g., Walburgen Von Raffler, Studies in Italian-English Bilingualism (Indiana University, 1953); and Herman C. Axelrod, Bilingual Background and Its Relation to Certain Aspects of Character and Personality of Elementary School Children (Yeshiva University, 1952), a study of more than 1200 children of Italian, Jewish, and Polish origin in metropolitan public schools in the New York City area. Two state documents of special value are Diego Castellanos, Perspective: The Hispanic Experience in New Jersey Schools (Trenton: New Jersey State Department of Education, 1972); and Bilingual/Bicultural Education - A Privilege or a Right? (Chicago: Illinois State Advisory Committee to the U.S. Commission on Civil Rights, 1974). Of the multitude of materials issued by the New York City Board of Education addressed to the
IMMIGRANTS SOUND OFF: 
THE IMMIGRANT EXPERIENCE ON TAPE

Pauline Adams and John J. Appel
(both at Michigan State University)

Tapes are no substitute for teachers or books. Those traditional sources of knowledge (laboratory and personal experiences aside) remain central. But tapes can add an important dimension — one rarely stimulated, outside of music, in today's educational processes. Good audiotapes can stir the imagination, underscore and expand classroom learning, enhance self learning, vitalize study groups. Poor tapes can cure insomnia or provoke students to mischief.

The Pacifica Programs and Sources tapes — dealing with the American immigrant experience that we auditioned, both provide valuable resources for teachers, for study group leaders, and for the curious. Yet each program is different and is not directly substitutable, one for the other, even when they deal with the same ethnic group.

First to the Pacifica Program. Pacifica audiotapes, available on both reels and cassettes, reproduce actual broadcasts from Pacifica-owned and affiliated stations. We selected the audiotapes described below from the Pacifica Humanities catalog for Fall, 1977. We reviewed the entire series of six tapes offered under the rubric "The Immigrant Experience," at $12 per cassette. In addition, from a series of ten documentary programs assembled by free-lance radio journalist Colin Edwards from interviews of Mexican-Americans residing in California, we sampled "Culture and the Question of Language," listed at $13. Finally, from Pacifica, which is, incidentally, a nonprofit educational foundation, we reviewed "When Labor was a Dirty Word," selling for $14, one of four cassettes exploring the organization, struggles and folklore of the American labor movement. All these audiotapes were of good technical quality unless otherwise indicated below. (Inquiries concerning these tapes should be addressed to the Pacifica Foundation Tape Library, 5316 Venice Blvd., Los Angeles, CA 90019, not the IHS Newsletter or the reviewers.)

1. "The Asian-American Perspective" BC 2815.01 (57 minutes)
This cassette consists of a lecture by Dr. Robert Suzuki, professor of education at the University of Massachusetts, whose thesis, clearly stated at the outset, is that major American problems of racism, sexism and economic inequities are more clearly understood when viewed from a minority, i.e. Asian-American, perspective. To prove his point, he examines the pre-Columbian, Chinese, and Japanese chapters of our history, touching among other topics the Coolie trade, Orientalism as victims of discrimination and prejudice, the Japanese-American Internment Program and the ethno-centric view of Columbus as the "discoverer" of a long inhabited continent. Dr. Suzuki is knowledgeable, informative, well organized, but not a particularly dynamic lecturer. In sum, he is a competent professor with a useful non-European perspective on our past. This cassette is appropriate for an adult audience and could be profitably used as supplemental to the Pacifica tape on "Japanese-American Internment." #AZ 0064.

2. "The Jewish Experience" BC 2815.02 (55 minutes)
Most of this tape recreates a lecture by Professor Jan Dizard of Amherst College. Near the end, Dizard replies to questions of unheard members of his audience, restated by a moderator. This technically well done program thus spares the listener the often indistinct questions and background buzz common to many speeches taped before live audiences. Dizard, who teaches Anthropology and Sociology, presents arguments carefully delineated and unobstructed by the jargon of his specialties. His basic objective is to probe the sense of anxiety he perceives among American Jews despite their achievement of very real success and acceptance. Far from being neurotic, as some observers suggest, Dizard regards their sense of vulnerability and awareness of American hostility to Jewish culture as a rational response to a wider, omnipresent hostility to ethnic, and among ethnic groups, in American society. This hostility he sees as the calculated result of schemes by industrialists, e.g. A. Carnegie, to keep one ethnic group pitted against another in an ethnically heterogeneous work force. Hence the Jewish experience and sense of vulnerability are shared by all ethnic groups in America. Recommended for those interested in understanding one aspect of the American Jewish mentality and of ethnic attitudes in general and, to a lesser extent, in labor history.
3. "The Hispanic Experience in America" BC 2815.04 (56 minutes)

This is a well organized, informative, passionately argued lecture on American history from the point of view of those "on the underside" of the events chronicled by bicentennial celebrants. Professor Robert Marques of Hampshire College, taking his cues from Frederick Douglass' "Fourth of July Oration," sees himself as a spokesman for Hispanics as members of "the domestic third world," for whom the bicentennial evoked mourning rather than rejoicing in a history he describes as being filled with greed, murder, exploitation, and racism transmuted into "an authentic national epic of conquest." To prove his point, he offers four case studies — the Puerto Rican, Cuban, Mexican, and Haitian chapters of our past — set against the background of U.S.-Latin American relations; America's internal and external expansion; the "ripe fruit" theory of John Quincy Adams and the concept of Manifest Destiny, both characterized as "a combination of arrogance and naiveté." This tape, though unfortunately flawed, would be useful for anyone seeking to document the content and rhetoric of the "new" ethnic, militant historiography of the late 1960s and early 1970s, particularly as it relates to Latin Americans in this country and abroad.

4. "The Immigrant Experience" BC 2685.01 (54 minutes)

This cassette is a survey of "new" immigrants' experiences in New York City during the years 1890-1920, told as part of the larger story of the process of turning labor from largely rural regions into a disciplined industrial work force. Narration explores European conditions which impelled both "old" and "new" immigrants to leave, their hardships and indignities during the transatlantic voyage and reception at Ellis Island, Americanization problems, nativism reaction and discrimination, particularly against Italians and Jews, the closing of the gates, and return migration. Actors read from immigrant literature, scholars comment on the impact of immigration on American history, immigrant voices, some with the unmistakable inflections of Southern and Eastern Europe, recount deeply felt experiences. Interludes of ethnic songs briefly frame spoken words without intruding as "background music." This mixture of dramatic and didactic elements (the latter by a professor from Old Westbury College, Long Island) make the tape appropriate for a self-study group or for classroom use at all levels, or further insight into and documentation of what has already been covered in lecture or readings. Altogether this is a deftly arranged, technically satisfying program. A small caveat: an unsophisticated, untravelled student-listener in the rural midwest, for example, may not be able to distinguish quickly between various heavily New York accented and immigrant accented voices.

5. "Japanese American Internment" AZ 0064 (40 minutes)

This cassette presents three discussants, one of whom advances the hypothesis that in addition to wartime hysteria and simple racism that led to the World War II internment of Japanese-Americans, there was a scheme to hold them as hostages in the event the war went badly for the U.S. The three believe that the real heroes of the camps, those who resisted and protested forced detention, were the "Kibei" (American born, Japanese educated) rather than the "Nisei" (native born and educated child of Japanese immigrants.) This is a well informed discussion by people deeply concerned with their subject. Don't expect to find insights into the daily lives of those interned or their ethnic culture. Rather, this tape is recommended for students of the history of civil liberties, "resistance" in the camps, attitudes and backgrounds of those sent to special, high security detention facilities and the small vocal "militant" faction among Asian-American youths.

6. "Californians of Mexican Descent: Culture and the Question of Language" BB 0098.03 (61 minutes)

Various facets of biculturalism, i.e. language retention, failures and successes of formal and informal educational methods, parents' role in transmission of ancestral culture, generational conflicts, the proximity of the former Mexican homeland for Mexican-Americans residing in California, are explored by means of a question-and-answer format. The announcer briefly summarizes or generalizes; then speakers' voices dramatize, fleshing out generalizations by supplying personal reminiscences and opinions. Those interviewed include old and young, men and women, some with pronounced Spanish accents, others whose speech reveals American birth or upbringing, thus providing satisfactory generational, educational and sexual diversity. Mexican songs are played briefly during breaks between interviews. We counted this minimal background music a "plus" because it does not divert listeners' attention from speakers. The exclusive focus on Mexican-Americans in California, however, may limit the usefulness of the tape for fully illustrating the lives of Mexican-Americans in other sections of the U.S.

7. "When Labor Was a Dirty Word" BB 0454 (61 minutes)

The narrator of this tape, a veteran of the labor movement in New York City, opens this Labor Day celebration program with a reading from Jacob Riis' "How the Other Half Lives." Then he and his guests, all elderly union men from a diversity of trades and occupations, e.g. teamsters, construction and garment workers, recall the jobs they held, the conditions they endured, the tough experiences they had. Their "memory journeys" go back to the early part of the cen-
tury, reveal the hazards of work, of unionizing, strikes, lockouts, discrimination against the immigrants. Even Tammany Hall’s role is recalled. These are not bitter memories told by bitter men. These stories imply happy or at least satisfactory endings even as they evoke a different world, a painful world already forgotten by some of the old, often incomprehensible to many of today’s young. Thus, this tape is appropriate for high school and college students for whom it recreates the reality of work in New York City as experienced by thousands of immigrants and natives during the first third of the 20th century.

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Now to the Sourcedoc Program. They Choose America: Conversations with Immigrants consists of twelve cassettes packed, six to a unit, in durable vinyl binders which open like books and can be stored on regular bookshelves. They contain interviews with emigrants from China, Ireland, Italy, Russia, Poland, Germany, Mexico (in volume I # 5301 D) and Cuba, Germany, Greece, Hungary, Japan and the Scandinavian countries (in volume II # 5302 D). As this review-article was being completed, we received information from the Visual Educational Corporation that a 75 page teachers’ and listeners’ guide had gone to the printers. It will be part of the complete cassette package for all purchasers and we hope to have a brief review of it in the next Immigration History Newsletter. Each volume, including the guide, sells for $67.00.

Unlike the Pacifica Program, there is a fixed format for each of these cassettes. A narrator briefly provides historical background and sidelights appropriate to the reminiscences of the individual immigrant as well as occasional internal summaries. The immigrants themselves appear to follow the same outline: life in the native country, the trip to America, life in America. The participants represent a wide range of ages and backgrounds and experiences. The tapes are of high quality and should make valuable additions for history and sociology department media collections or high school and college libraries. We see them useful for highlighting seminars, lectures and ceremonial or celebratory events. For actors and students of language, they provide a fine collection of immigrant accents and inflections. English and journalism classes might be stimulated by these interviews to write precis, short stories, or to develop their own oral histories. (Inquiries concerning these tapes should be addressed to the Visual Education Corporation, 14 Washington Road, Box 2321, Princeton, New Jersey, 08540.)

1. Album 1, Cassette # 1. (c. 30 minutes)

An undetected worker, a woman from a well-to-do family, a scholar, a businessman, and a man who recalls how the tongs (extra legal mutual protection societies for the Chinese in an alien, often hostile environment) operated in San Francisco, all speak. Not only is there a well chosen diversity in background, but also as to their arrival times in this country. Peter Wong and Frank Li, both unskilled, unschooled workers, arrived in 1921 as children. Mary Ching and David Chiang, the scholar, arrived between 1947 and 1950, also as children. Ken Lee, businessman, came to New York from Hong Kong in 1962. Each depicts some aspect of American culture: the hostility to immigrants, the "rush-rush-rush" of life, the materialism evidenced in conspicuous consumption and wanton waste, the loss of family centeredness, the greater self-centeredness.

2. Album 1, Cassette # 2: Conversations with Irish Immigrants. (c. 40 minutes)

Two of the four immigrants who migrated in the 1920s left Ireland for political as well as economic reasons after spending time in prison for illegal I.R.A. activities. The other two, post World War II emigrants, left solely for economic reasons. All came from impoverished families, migrated individually as young adults, represent a good "mix" of rural and urban, male and female life styles in different eras. Their stories repeatedly remind listeners of the emigrants' abiding sense of Irish nationalism, their deep regret at the loss of cherished family and community ties, the warmth of Irish society. These reminiscences illustrate Irish emigrant experience as well as Ireland's bitter struggle with England from 1916 to the achievement of independence in 1921.

3. Album 1, Cassette # 3: Conversations with Italian Immigrants. (c. 30 minutes)

A variety of Italian accented, male and female voices, from an anti-Fascist labor organizer to a tailor and barber, recall impoverished lives in rural Italy. One came before World War I, two in the inter-war period, one after World War II. Thiers is a familiar, perhaps almost stereotypical story: the struggle to hold poverty in Italy; the shock of the strange country; reception by family members who had preceded them; incompetence in English and derision for their "foreignness"; the agony, sometimes, and always the difficulty of locating suitable employment. Then the change for the better; the chance to raise a family with dignity, greater comfort, enough food for all; finally a car, an occasional opera, the fare for a return visit to Italy. And the promise of America for the second generation, or Social Security and Union benefits for the old and retired. Though we get no sense of how the better educated, Northern Italian fared in his new country, this tape underscores, in individual human terms, the meaning of emigration for the contadine, and is therefore a dramatic supplement for text and lectures at all levels.

4. Album 1, Cassette # 4: Conversations with Jewish Immigrants. (c. 40 minutes)
Unlike speakers on most of the other cassettes in this series, the two women and one male immigrants whose memoirs are here presented in their own voices are "untypical." Thus, they drive home an essential lesson for all teachers of ethnic studies: how often the individual experience differs from the typical or the stereotypical. Sam Lefkowitz, refugee from Nazi terror in the early 1940s, dwells on the overriding importance of living according to orthodox Jewish law, a life style he resumed after settling in Brooklyn's Williamsburg section. Nina Goodenow came with her mother from the Ukraine in 1911. She details the fortunate escape from Russia to the port of embarkation, the sea voyage and landing at Ellis Island, her disappointment with American materialistic values. After her marriage, she and her Russian-born husband toured the country with a radical Russian repertory troupe. Her assertion that she remains "Russian" at heart sounds strange in the cultural climate of the 1970s. Helen Lange, a biochemist, fled with her physician husband from Nazi Germany in 1939. She dwells on their life in Germany, including a chilling first-hand account of Kristallnacht in the Berlin of 1939, and their narrow escape. She also recounts some amusing anecdotes of early days in New York City.

5. Album 1, Cassette # 5: Conversations with Mexican Immigrants. (30 minutes)
This thought-provoking tape, contains reflections and reminiscences of four Mexicans who migrated to California for political or economic reasons. Three speak of the role of Cesar Chavez' movement in overcoming poverty and discrimination against the poor, largely uneducated Mexican-Americans and are vocal about injustices they, themselves, had suffered in California. The fourth, a lawyer now specializing in problems of the new immigrant, who came from a more privileged, bilingual background, believes educated Mexicans will retain their native culture through many more generations than those less well-off, for whom it is often lost by the third generation. Further, he believes that discrimination against immigrants is based primarily on money and education. As teachers in a midwestern university, we would have liked, for the sake of comparison, at least one participant from another section of the U.S., more distant from Mexico.

6. Album 1, Cassette # 6: Conversations with Polish Immigrants. (c. 25 minutes)
Three Polish immigrants discuss their lives, their strong sense of pride in Poland and its culture combined with a genuine admiration for their adopted country. Stephen Lemkowski, post World War II political refugee, after a summary of Poland's political fortunes during the last 100 years, recounts his personal struggles under Nazism and Communism. He sees America as a place from which he can carry on his political activities against the present Communist government in Poland. Mary Marchak arrived before World War I with immigrant parents who were escaping poverty. She describes herself today as still poor, uneducated, but a great deal more comfortable than she would have been in Poland. Wally Gogolack, son of well-to-do landed gentry, arrived in the early 1920s already trained as an engineer, found the professional opportunities he was looking for and eventually persuaded other Polish engineers to follow him here. Their diversity midst similarity makes these three stories useful.

7. Album 2, Cassette # 1: Conversations with Cuban Immigrants. (c. 40 minutes)
The four whose memoirs are presented here describe their first years under Fidel Castro's regime and their gradual disillusionment with/ or political opposition to the new order and its increasingly restrictive policies. All left between 1960 and 1962; all represent middle class opinions and viewpoints. Thus the tape does not deal with any earlier Cuban emigrants and its usefulness is limited to gaining an understanding of those who left Castro's Cuba, their motivations, reception and adjustment in the U.S.

8. Album 2, Cassette # 3: Conversations with German Immigrants. (c. 50 minutes)
The three Germans on this tape, from petit bourgeois backgrounds, arrived in America under widely differing circumstances and led equally diversified lives. The first came as a young girl in 1902 with her family, danced in vaudeville and opera, took over her parents' restaurant in 1916 after an in-law was deported to Germany under wartime sedition laws. The second grew up in Hitler's Germany and arrived as a young adult in 1954. Memories of the tension-filled war years explain her refusal to return to Germany even for a short visit. Her parents joined her somewhat later but were unable to adjust quickly to the new life; thus the tape points up generational problems in assimilation.

9. Album 2, Cassette # 3: Conversations with Greek Immigrants. (c. 45 minutes)
Five immigrants recall their lives in Greece and the U.S., praise American ideals without overlooking their imperfect embodiment in daily intercourse, regret the loss of the spontaneous safety and relaxation they associate with the Greek way of life, of which they speak with pride and affection. The first speaker fled the poverty of rural Greece with a brother in 1914, suffered from the common prejudices against Greeks while a railroad construction worker in various regions of the U.S., then settled down to his present life. In a heavily accented, aged, trembling voice the next speaker recounts how she, her brothers and sisters and widowed, impoverished mother left Greece in 1922 to join an older brother already in the U.S. A shipboard accident put the third speaker into an American port hospital. Recuperated, he married
an American girl of Greek ancestry. Today he runs his own restaurant and considers himself a successful small businessman. The fourth informant gave up his own machine shop in Greece after the Colonels took over the government in 1968. He started afresh at age forty as an immigrant who today has achieved a new, comfortable existence. Finally there is Achilles, who returned to America for graduate work in 1963 after attending a California high school. He eased into American life almost without realizing it and decided to remain though he visits Greece frequently. A 20th century cosmopolitan, he seems at home and yet something of a stranger in both countries.

10. Album 2, Cassette #4: Conversations with Hungarian Immigrants (c. 40 minutes)
The diverse experiences of this diverse group provide precious nuggets of information. Living as an immigrant in the company town of Hobling, New Jersey in the 19 teens; false papers and other paraphernalia of escape from Communism Hungary in 1948; a personal account of the Hungarian uprising in 1956 are all detailed in these reminiscences. There was a defect, the narrative was prematurely cut off, at the end of Side 1 on the tape we reviewed.

11. Album 2, Cassette #5: Conversations with Japanese Immigrants (c. 60 minutes)

Two of the three participants recount their experiences spent time in concentration camps during World War II. One, while in the camp, volunteered to work for the O.S.S. and is still proud of that service to America. The other found the experience bearable though he objected to the lack of privacy and the internment of American citizens such as his wife and children. The third, a woman who has been living in the U.S. these past seven years as the wife of an American Caucasian, contrasts life in Japan with life in the U.S. She is a thoughtful and intelligent woman—worth listening to. This tape should be heard in conjunction with the Pacifica tape on Japanese-American Internment which offers a contrasting viewpoint.

12. Album 2, Cassette #6: Conversations with Scandinavians (c. 48 minutes)
This last cassette presents two male and three female Scandinavian immigrants. Their arrival times bridge the period between the virtual end of transoceanic passenger travel and the beginning of transatlantic air service. They include a Swedish girl from Stockholm, now married to an American, who in 1958 was an "au pair" girl in the home of a Hollywood star. Adish personality; a Norwegian woman, also married to an American, who describes the shock of the sudden transfer from the relatively placid Norwegian city where she had grown up to the "rat race" and overwhelming variety of life in Chicago; a Norwegian girl whose father, after a life at sea, became the pastor of a Norwegian Lutheran Seaman's church and community center in the Red Hook section of Brooklyn.

All three speak of the differences and similarities between Scandinavian and American life styles and their continuing strong ties to the old homes. The two male immigrants, one 79 and the other 88 years old, look back to their youths on farms in Denmark and Finland, their arrival, marriage, and varied careers in the U.S. One never returned; the other, a retired contractor, regularly visits friends in Finland. He admits that after years in America, the former immigrant is never again completely at home, in the new as well as in the old country.

* * * * *

These cassettes are, by and large, a "sound" antidote to ignorance of the immigrant experience. They do not minimize the history of American bigotry and exclusionism, yet they do not obliterate the dream. They certainly do not convey a rejection of the immigrants' native lands. They seem to us a good mixture of the life stories of those immigrants and their children for whom the promise of America was an irresistible magnet and the reality a memorable experience. Some, as in the case of several Pacifica tapes, go beyond the individual experience, to a critical evaluation of that experience. There is much to be learned in all, but even those with specific interests and limited purposes should be able to choose appropriately and well.

ORGANIZATIONS

The Immigration History Society held its annual meeting on April 13, 1978, in New York, in conjunction with the meetings of the Organization of American Historians, Moses Rischin presiding. The minutes of the 1977 annual meeting at Atlanta which appeared in the May 1977 issue of the Newsletter were accepted. Victor Greene reported in behalf of the program committee which has recommended panel programs for acceptance by the AHA and OAH. Carlton Qualey as treasurer reported a balance on hand on April 1, 1978 of $3,814.24. He also reported as editor the publication of two Newsletters and a Directory. There have been several mailings, and the IHS has an ad in the OAH Newsletter. He appealed for more bibliographical/historiographical essays as well as more general essays with a strong bibliographical content. A motion was adopted instructing our President to express the IHS's gratitude for the services of the editor-treasurer and also to thank the Minnesota Historical Society for its services. Frederick Kerchner reported for the Nominating Committee the names of John Bodnar, Jean Scarpaci, and Frederick Luebke to replace members of the Executive Board whose terms expired in 1978, and the
The report was accepted. A. William Hoglund reported on the long-delayed publication of the bibliography of doctoral dissertations in immigration history. The Balch Institute has reaffirmed its interest in publishing the bibliography. John Bodnar reported for the Publications Committee which had polled the IHS membership regarding the desirability of establishing a journal. The first survey showed that 82% of the 178 respondents favor a new journal. One half of those favoring a journal want a quarterly; one half favor an annual or semiannual. 70% of the survey group would pay annual dues of $10 to $15. The respondents expressed dissatisfaction with existing journals and want a new one more strongly focused on immigration. The critics of the new journal proposal stated that there are already two journals in existence, that good articles would eventually be published elsewhere, and that it was expensive as well as time-consuming to keep up with the present publication. The second poll of the membership produced results similar to the first. John Higham reported on his conversations with representatives of a university press which is interested in publishing scholarly journals. He also discussed the problems of relationship of the Newsletter to any new journal, the scope of a new journal, and the problem of securing editorial and financial support. He proposed that the IHS should raise its annual dues to $5 to help build up its reserve funds, that means be developed to secure from IHS members pledges of willingness to pay dues of $12 to $15 to support a new journal. He stated that a sponsoring institution was needed in addition to higher dues. He explained that a prospective editor would need to have support of his/her institution. He concluded that the IHS had a real opportunity and should explore ways of establishing a journal. The floor was opened for general discussion. It became clear that any change in the dues would require a change in the IHS by-laws. The discussion produced various proposals which led to a motion that the Society's president should proceed to explore concrete possibilities for recruiting editors and for financing a journal. The motion was adopted unanimously. The meeting adjourned at 6:00 P.M. These minutes were prepared by the secretary, A. William Hoglund.

The Immigration History Society annual luncheon on April 13, 1978 during the meetings of the Organization of American Historians, was addressed by William S. Bernard on the subject "A New Immigration Policy: Zero Population Growth, Racismo Legalizado, or a Same Alternative?" The meeting was chaired by our president, Moses Rischin. Dr. Bernard is of the American Immigration and Citizenship Conference, NYC. 51 persons attended.


The principal session on immigrants at the meeting of the American Historical Association, Dallas, December 28-30, 1977, was on "Crusade for Community: The Americanization of Immigrants in Early Twentieth Century America." Papers were presented by John T. McClory (Assumption College) on "A Government in Search of a Policy: The Federal Role in Americanization," by D. E. Weinberg (San Diego State) on "Unity and Community: The Foreign Language Information Service and the Social Technology of Reform," and by Raymond A. Mohl (Florida State) on "Americanization through Cultural Pluralism: The Role of the International Institutes of the Young Women's Christian Association."

In preparation for the International Congress of Historical Sciences in Bucharest in 1980, an announcement was made in the AHA Newsletter, February 1978, concerning themes, including one on "Social Mobility in the United States." Inquiries should be sent to Stephen Thernstrom, Dept. of History, Harvard University, Cambridge, MA 02138.

Funded in part by the Maryland Chapter of the American Italian Historical Association, the Department of History of The Johns Hopkins University is granting a tuition and stipend fellowship for 1978-79 to a doctoral candidate who wishes to do research on some aspect of Italian American experience. Information may be secured from the Director of Graduate Studies, Dept. of History, Johns Hopkins University, Baltimore, MD 21218.

"Schleswig-Holstein/America: Literary and Cultural Ties" is the title of the project of the University of Kiel, begun in the winter of 1976-77, and planned for a decade. The objective is collection of data and publication. For infor-
mation write: S-H/USA Project, Englishen Seminar, University of Kiel, Olsheusenstr. 40-60, 2300 Kiel, West Germany.

The Center for the Study of American Catholicism, 1109 Memorial Library, University of Notre Dame, IN 46656, invites inquiries concerning its summer travel/research grants. Three grants for 1978 have been announced: Patrick W. Carey (Gustavus Adolphus College) for a study of the Irish and the American Press; and Albert J. Robateau (UC-Berkeley) for a study of Afro-American Catholics.

The Social Science Education Consortium, 855 Broadway, Boulder, CO 80302, has been funded to sponsor an ethnic studies project for school libraries in Colorado during 1978. It is expected that a handbook for school librarians will be developed.

The University of Nebraska-Lincoln sponsored a symposium, April 6-7, 1978, on "Ethnicity on the Great Plains." Numerous papers were scheduled. For information write Frederick C. Luecke, Dept. of History, University of Nebraska, Lincoln, NE 68583.


For information as to papers delivered at the Conference on Western Jewish History, November 13-14, 1977, in Berkeley, write The Judah L. Magnes Museum, 3911 Russell St., Berkeley, CA 94709.

In what is expected to be the first of a series of such conferences, there took place at Calvin College, Grand Rapids, MI, November 3-4, 1977, a conference on Dutch immigration and ethnicity. Papers were read by Robert Swierenga (Kent State), Gerald De Jong (Univ. S.D.), and Elton Bruins (Hope College). For information write Calvin College.

The Society for German-American Studies meets May 12-13, 1978 at Baldwin-Wallace College, Berea, Ohio. For information as to the papers write John Simmens, Director, American-German Institute, Baldwin-Wallace College, Berea, OH 44017.

The Greater Cleveland Ethnographic Museum, 137 Arcade, Cleveland, OH 44114, is making a study of immigrant experience in the Cleveland area, chiefly through oral interviews, to be completed in 1978. Information as to immigrants able to be interviewed is desired.

The Philadelphia Ethnic Studies Association held two dinner meetings, 1977-78. At the first the paper was presented by James Bergquist (Villanova U.) on "German-American Political Motivation in the Late 19th Century; at the second session, Judith Goode (Temple U.) spoke on ethnicity and eating habits. A third session in March 1978 will hear Morris Vogel (Temple U.) on ethnicity and health in the 19th century.


The Rocky Mountain Jewish Historical Society is located at the Center for Judaic Studies, Mary Reed Bldg., Room 417, University of Denver, CO 80208. The members are currently seeking materials regarding victims of the holocaust who settled in Denver.

The National Historical Publications and Records Commission, National Archives Bldg., Washington, DC 20408, has at its disposal funds for the microfilming and collection of papers of public individuals as well as for publication. Enquiries are welcomed. Next application deadline is June 1, 1978.

The Center for Labor Research and Education, UC-Berkeley, sponsored the Southwest Labor Studies Conference, March 17-18, 1978 on "The Structure of the Labor Force in the Southwest." One of the themes was ethnic groups in the labor force in the southwestern United States. For program information write Sally Miller, Dept. of History, University of the Pacific, Stockton, CA 95211.

The News of the American Immigration and Citizenship Conference, 20 West 40 St., NYC 10018, January 23, 1978, reported on current legislation, activities of ethnic groups, and publications in the field.

At the Missouri Valley History Conference, March 9-11, 1978 at the University of Nebraska-Omaha, a session was held on "Comparative Chicano Urban History," with papers by Francisco Rosales (Univ. Houston) on "The Formation of Mexican Immigrant Colonies in Chicago and Houston: A Comparison," and by Richard Santillan (California State, L.A.) on "Chicano Community Control? The Case Studies of Crystal City, Texas and East Los Angeles, California."

Black History in Pennsylvania is the theme of a conference sponsored by the Pennsylvania Historical and Museum Commission, April 20-21, 1978. For information as to the papers write Black History Conference, Box 1026, Pennsylvania Historical and Museum Commission, Harrisburg, PA 17120.

The Department of History, St. Joseph's College,
Philadelphia, PA 19131, is presenting a series of symposia on ethnic experience of various groups. That on December 10, 1977 was on the Puerto Ricans, and that on February 28, 1978 was on the Poles. Another was scheduled for April 16, 1978 on the Germans. For information write Randall Miller at the above address.

At a conference on "Time, Space and Man," at the University of Umeå, Sweden, June 1977, Eric De Geer presented a paper on "A Hierarchical Diffusion Model," a study of social/space/time variables. A concrete application of this model is to be found in his book listed in the publications section.

The Group for the Study of Nationalism has printed its list of members in its Newsletter, Spring 1977. Editorial office: 229 Ernst Beassey Hall, Michigan State University, East Lansing, MI 48824.

The Social Science Research Council has appointed a committee on ethnicity with Cynthia M. Enloe, Clark University, as chairman. The committee will evaluate previous research and conduct workshops.

The Germans from Russia in Colorado Research Project, Colorado State University, Fort Collins, CO 80523, announces fellowship aid and graduate assistantships for students wishing to do studies of Colorado Germans from Russia.

The Ethnic Studies Committee of the Pittsburgh Council on Higher Education has received a grant to finance publication of "A Guide to Resources on the Ethnic and the Immigrant in the Pittsburgh Area." For information write Pennsylvania Ethnic Heritage Studies Center, University of Pittsburgh.

John Higham (Johns Hopkins) gave the Merle Curti Lectures at the University of Wisconsin in February 1978 on the subject: "Ethnicity in America: A Comparative Approach." He is currently expanding these lectures into a short book.

The Western Reserve Historical Society, 10825 East Blvd., Cleveland, OH 44106, has issued another list of accretions in the ethnic field.

The Conference on Mennonites in Canada, 600 Shaftesbury Blvd., Winnipeg Canada R3P 0H4 has extensive collections of records on immigration, especially to Canada.

The University of Louisville, zip 40208, is eager to publicize its archival holdings. Address the Director, Kentuckiana Historical Collections at the university.

An Italian Heritage Conference is scheduled for May 25-28 at the University of Minnesota-Duluth, Duluth, Minnesota. For information write Matti Kaups, Dept. of Geography, University of Minnesota-Duluth, 55812.

RESEARCH IN PROGRESS

Anne Nevins Loftis, in association with Elaine Berman and Elisabeth Herrmann-Rutschi, reports a project to gather material for a study of the foreign-born wives of American servicemen, of World War II and subsequent wars. Information should be sent to Mrs. Loftis at 7 Arastradero Road, Menlo Park, CA 94025.

Peter Marschall (Univ. of Bochum, W. Germany) has two projects underway: (1) Analysis, interpretation, and explanation of the 20th century fertility development in industrialized countries, and (2) The change of the structure and the institutional role of the family in India, 1950-1970.

Lloyd P. Gartner (Tel-Aviv Univ., Israel) is completing a history of the Jews of Cleveland, soon to be published.

Irene Frank, 201 Millwood Road, Chappaqua, NY 10514 and two associates are preparing a volume of oral interviews with immigrants who passed through Ellis Island.

Alan Swanson (Augustana College, Rock Island, IL) is translating and editing the Americallers of Peter Johan Eckman, 1866-1886, and is also making a study of the theme of America in Swedish fiction.

Theodore E. Kyrios, 201 Western Ave., Lynn, MA 01904, is a graduate student at Boston University and is doing a dissertation on early Lynn Greek immigration.


Jeanine Brum (Centre de Recherches Historiques, Ecole des Hautes Etudes en Sciences Sociales, Paris) is preparing for her Doctorate d'Etat with a dissertation on English immigration to the American colonies in the 17 and 18 centuries.

Muriel Wall, 683 Rutland Ave., Teaneck, NJ 07666, is doing a doctoral dissertation on "Content Analysis of Ethnic Diversity in Education Newsletters."

Joanne Bock, 410 E. Liberty St., Ann Arbor, MI 48108, is doing a book on the Romanian-American through a cross-cultural study of Romanian and Romanian-American folk art.

The Public Archives of Canada, Ottawa, is presently completing a "Guide to Immigration and
Land Settlement Sources." Write Ian McClymont, Archivist, for information.

Robert E. Casden (Univ. Kentucky) is working on "A Social History of the German Book Trade in America up to the Civil War."

Jonathan D. Sarna, 516 Orange St., New Haven, CT 06511, is working on his dissertation on "Mordecai M. Noah: Jacksonian Politician and American Jewish Communal Leader."

Rosslyn E. Stewart (Univ. Colorado) is preparing a dissertation on the Denver Jewish community's response to the Jewish refugees who came, 1933-1940.

Abraham Hoffman (L.A. Valley College) is completing a history of U.S. policy on Mexican immigration.

Timothy L. Smith (Johns Hopkins Univ.) is at work on "A General Theory of Inter-Ethnic Relations."

Stephen Turuk, 11 W. 4 St., Oswego, NY 13126 is writing a history of Roman Catholic Hungarians in America.

June Alexander (U. Minn.) is doing a dissertation on the Slovak in Pittsburgh.

Stanley Nadel (Columbia U.) is doing a dissertation on "Kleindeutschland: New York City's Germans, 1845-1880."

PUBLICATIONS


Gail Paradise Kelly, From Vietnam to America: A Chronicle of the Vietnamese Immigration to the United States. Boulder, CO, Westview Press, 1978. $16. The first study of the tragic exodus and of the transformation from refugees to immigrants, first in the camps to which they were sent, and subsequently in the communities which accepted them. The author spent 18 months with the refugees in the Fort Indiantown Gap, Pennsylvania camp. A good introduction to the subject.


Clyde Griffen and Salley Griffen, Natives and Newcomers. The Ordering of Opportunity in Nineteenth Century Poughkeepsie. (Cambridge,


Eric de Geer, Migration och influensfält. Studier av emigration och intern migration i Finland och Sverige, 1816-1972. Stockholm, Almqvist & Wiksell, 1977. With a summary in English. This statistical study seeks to determine fields of intensity of migration. Although there is a summary in English, the Swedish language text is essential to an understanding and appreciation of this valuable monograph. The study is No. 97 in the Studia Historica Upsaliensia, University of Uppsala.

Eric de Geer, Migration in the Archipelago of Southwestern Finland During the Last Hundred Years. Helsinki, 1960. In English. Covers much of same material.


The Swiss Texans. San Antonio, Institute of Texan Cultures, University of Texas, 1977. $2. Another in a long series of pamphlets on ethnic groups in Texas.

Sophus Keith Warth, Take All to Nebraska. Lincoln, University of Nebraska Press, 1976. $3.95pa, $10.11. A grim novel about Danish settlers in Nebraska.


Francisco Cordasco & Pablo R. Alvarez, Useful Spanish for Medical and Hospital Personnel with a Bibliography on Hispanic People in the United States. Detroit, Blaine-Ertridge Books, 1977. $4.95pa.

Rose Scherini, ed., The Italian American Experience in California: A Bibliography. For copies at $2, write ATHA/WRC, c/o Dept. of Foreign Languages, San Francisco State University, 1600 Holloway Ave., 94132.


Robert Doherty, Society and Power: Five New England Towns, 1800-1860. Amherst, MA, P.O. Box 429, University of Massachusetts, 01002. $10. A study in comparative social history.


Polish-American Historical Association-California Chapter, Polish Americans in California, 1827-1977. Los Angeles, 1977. $15. Address P.O. Box 103, Loyola Marymount University, 7101 W. 80 St., Los Angeles, CA 90045.


International Migration, Vol. 15, No. 2/3, 1977, is entirely devoted to the subject: Relations between the receiving society and immigrants.


Ethnic Kaleidoscope Canada, continues to be issued, edited by George Bonavia. Address P.O. Box 826, Station B, Ottawa, Ont. KP1 5P9.

Dan P. Danilov, 3828 Seattle-1st National Bank Bldg., Seattle, WA 98154, will supply on request pamphlets and other material on problems of entry into the United States, immigration laws, and citizenship.

R&E Research Associates, 4843 Mission St., San Francisco, CA 94112, has available a wealth of publications concerning ethnic groups in the United States. Write for information.

The Danish American Heritage Society, 29672 Dane Lane, Junction City, OR 97448, publishes a Newsletter, first issue January 1976.


International Migration Review 11:nos. 1-3, have articles on current developments in Latin-American, recent European and middle eastern migrations.

The Intergovernmental Committee for European Migration, Postal Box 100, Geneva 19, Switzerland, issues a series of Information Letters, the latest #6, November 1977.


Everett/Edwards, Inc., PO Box 1060, Deland, FL 32740 issues cassettes at 912. each by Rodman Paul on The Mining Frontier and by David Stuck on the works of Willa Cather, both including material on immigrants.

The Germans from Russia in Colorado Study Project announces the publication in the spring of 1978 of a volume of essays in its field, to be published by University Microfilms International, Ann Arbor, Michigan.

The Chicano Studies Program, University of California-Riverside, publishes a newsletter containing news of activities and scholarship in the Chicano field, and information as to graduate and undergraduate courses offered at UC-Riverside. The editor is Norman Perez.

William A. Douglass et al, eds., Anglo-American Contributions to Basque Studies. Social Sciences Center, Desert Research Institute, P.O. Box 60220, Reno, Nevada, 89506. $13.50cl, $9.50pa. 21 essays on Basque immigrant culture, and on Basque homeland.


George J. Prope, The South Slavic Immigration in America. (Boston, Twayne, 1978)


PERSONALS

O. Fritiof Ander, one of the founding fathers of the IHS's predecessor, the Immigration History Group, emeritus professor of history, Augustana College, Rock Island, IL, died March 9, 1978.

NEW MEMBERS

Carl W. Albers
228 Midland Ave.
Tuckahoe, NY 10707

Auraria Libraries
University of Colorado at Denver
Lawrence at 11 St.
Denver, CO 80204

Helen A. Bannan, American Studies
Humanities Bldg.
Univ. of New Mexico
Albuquerque, NM 87131

Karel Bayer
Dept. of Geography
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, Wis. 53201

Michael V. Belok
College of Education
Arizona State Univ.
Tempe, AZ 85281

Anthony J. Bevilacqua
Catholic Migration Office
P.O. Box "C"
Brooklyn, NY 11202

Joanne Bock
410 E. Liberty St., #3
Ann Arbor, MI 48108

Roselyn Bonomo
214 D Southland Circle
Houma, LA 70360

James Borchert
Dept. of History
Merrill College, UC-Santa Cruz
Santa Cruz, CA 95064

Jeanine Brum
17 Rue des Clos
Saint Marcel
92330 - Sceaux
France

Pedro Castillo
Dept. of History
Merrill College, UC-Santa Cruz
Santa Cruz, CA 95064

Dino Cinel
Dept. of History
Univ. of Texas
Austin, TX 78712

Greater Cleveland Ethnographic Museum
137 The Arcade
Cleveland, OH 44114

Juliana Gilheany
806 Shore Road
Doughlaston, NY 11363

Ira A. Glazier
Journal of Econ. Hist.
Temple Univ.
Broad & Montgomery
Philadelphia, PA 19122

R. F. Harney
Dept. of History
Univ. of Toronto
Sidney Smith Hall
Toronto, Ont. M5S 1A1
Canada

Clifford R. Hope, Jr.
P.O. Box 439
Garden City, KS 67846

John R. Jensvold
Box 202, U-200
Univ. of Connecticut
Storrs, CT 06268

Kansas State Historical Society
120 W. 10th
Topeka, KS 66612

Jefferson B. Kellogg
Dept. of American Studies
George Washington University
Washington, DC 20052
Paul Kleppner
1540 Timber Wood Ct.
Sycamore, Ill. 60178

Dale T. Knobel
Dept. of History
Texas A&M Univ.
College Station, TX 77843

Sandra M. Knott
4 Cocosnut Lane
Ocean Ridge, FL 33435

Gary P. Kocelowski
2635 University Ct. Apt. 1
Cincinnati, OH 45219

V. Kovalenko
Vice Consul
Consulate General
U.S.S.R.
2790 Green St.
San Francisco, CA 94123

Alan M. Kraut
Dept. of History
Washington University
Washington, DC 20016

Mark M. Krug
Dept. of Education
University of Chicago
5835 Kimbark Ave.
Chicago, Ill. 60637

Theodore E. Kyrios
201 Western Avenue
Lynd, MA 01904

Marjorie H. Levine
103 Birch Drive
Port Jefferson, NY 11777

Anne Nevins Loftis
7 Arastradero Rd.
Menlo Park, CA 94025

James Lorenzo
2904 Glendale Ave.
Wausau, WI 54401

Ian McIlwraith
64 Iona St.
Ottawa, Ont. K1Y 3L8
Canada

Lawrence Madaeras
452 Riverside Drive, #35
New York, NY 10027

Mankato State University
Memorial Library
Media System
Box 19
Mankato, MN 56001

Ronald E. Mickel
Dept. of History
Univ. of Wisconsin
Eau Claire, WI 54701

Donald J. Murphy
1456 Telegraph Ave.
Stockton, CA 95204

Johanna C. Moore
2400 E. Bradford
Milwaukee, Wis. 53211

Multicultural History Soc. of Ontario
5 Hoak Ave.
Toronto, Ont. M5S 1H7
Canada

Stanley Nadel
63 W. 92 St.
New York, NY 10025

Suzann Nelson
Box 67
Carver, MN 55315

Lee N. Newcomer
Dept. of History
Univ. of Wisconsin-Oshkosh
Oshkosh, WI 54901

Edward Noyes
Dept. of History
Univ. of Wis.-Oshkosh
Oshkosh, Wis. 54901

Anthony Phillips
History Dept.
Univ. of the West Indies
P.O. Box 64
Bridgetown
Barbados, W.I.

Robert J. Plowman
5 Traeburn Road
Brevortown, PA 19083

Martin Polstein
University of Maine-Augusta
Augusta, ME 04330

Jacek Przygoda
15101 S.F. Mission Blvd., Box 91341
San Fernando, CA 91341

Gerhard Raascher
German Dept.
Curtin Hall, 3225N
Downer Ave.
Milwaukee, WI 53201

James Reed
Dept. of History
Rutgers University—SU NJ
New Brunswick, NJ 08903
QUESTIONNAIRE

1. Please list your publications since the last questionnaire (May, 1977).

2. Research in progress?

3. Organizational activities, meetings, courses, programs?

4. Names and addresses of persons who might be interested to become members of the IHS.

5. Does your institution subscribe to the Immigration History Newsletter? If not, please suggest that it do so.

6. Have you mailed the recent questionnaire on a possible journal? If not, please do so, even though the deadline has passed.

Please mail this questionnaire or a Xerox copy of it, together with your 1978 dues ($3) if you have not already paid, to Carlton, C. Qualey, Minnesota Historical Society, 690 Cedar St., St. Paul, MN 55101.