THE EDUCATION OF IMMIGRANTS IN THE UNITED STATES:
AN INTRODUCTION TO THE LITERATURE

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This essay will introduce the extensive and growing primary and secondary source material on the education of immigrants and their children in the United States, material of interest not only to the social historian and the historian of education, but to the makers and critics of contemporary educational policy as well. Although some works defy classification, most of this literature can be divided into three overlapping but distinguishable categories. First there are materials written in immediate response to immigration, especially in the mid-nineteenth and early twentieth centuries. By politicians, journalists, clergy, and social workers as well as academicians, this literature focuses on education as the solution to the "immigrant problem." The second body of literature written by historians, sociologists, and philosophers of education in the past two decades, examines immigrant education in the context of the educational problems of contemporary minorities. It asks questions about the relationship between education, social mobility, and social control, past and present. The third body of material, also written by academicians in the 1960's and 1970's, reflects the themes of the "new ethnicity." It investigates the survival as well as the disappearance of ethnicity and portrays immigrants not as objects of American education, but as subjects, creators of formal and informal educational institutions in their own communities.
1. Education as a Solution to the "Immigrant Problem"

In his book *Imperfect Panacea*, historian Henry Parkinson noted that most Americans have always had an optimistic but unsubstantiated faith in education as the solution to all social problems. A huge body of literature advocating the education of immigrants as the solution to a host of social problems, real and imaginary, in the mid-nineteenth and early twentieth centuries supports Parkinson's view. While mainstream Americans disagreed about the desirability of restricting immigration (which Congress eventually did, starting with the Chinese in 1882 and moving to Southern and Eastern Europeans in 1924), most agreed that education would mitigate the "immigrant problem" presented by foreigners already here.

As Irish immigrants poured into ante-bellum American cities, their Catholicism was viewed by many as a threat to republican institutions and their poverty (presumed to be evidence of moral flaws) as a threat to decency and public order. Lyman Beecher, a prominent New England clergyman, and Samuel Morse, inventor of the telegraph, were among the anti-immigrant writers advocating the Protestantization and assimilation of Irish Catholic children through the newly created public schools. As Irish and other immigrant children entered the new urban public schools, political, cultural, and social class conflicts were played out in controversies over religious instruction and Bible reading in the classroom. These conflicts and controversies are described in Mary Ann Meyers' *The Children's Crusade: Philadelphia Catholics and the Public Schools 1840-1844* and William Bourne, *History of the Public School Society of the City of New York* and in more recent works such as Ray Billington's *The Protestant Crusade*, Alice Felt Tyler's *Freedom's Ferment*, Vincent Lamey's *Catholics, Protestants, and Public Schools*, and the opening chapters of Diane Ravitch's *The Great School Wars*.

The anti-Catholic motif lingered. However, the highly industrialized urban America of the early twentieth century was more likely to worry that immigrant women were too backward to be effective homemakers and mothers of future citizens and that immigrant men were too ignorant and prone to violence and radicalism to be dependable workers and loyal Americans. Again education was the favored remedy—public schools for children and night schools, factory schools, settlement classes and other Americanization programs for adults. John Higham's classic history of late nineteenth and early twentieth century nativism, *Strangers in the Land* provides a picture of the attitudes that helped shape immigrant education. The best primary sources for the aims of educators are the dozens of articles in the proceedings of educational and industrial conferences, professional and academic journals, and popular magazines: "America First: Speak English," "Compulsory English for the Foreign Born," "Our Immigrant Young and the Anglo-Saxon Ideal," "Cure for American Bolshevism," "Industrial Accidents and the Education of the Worker," "Conserving the Immigrant Girl," "Putting Mother in Her Right Place," and, reflecting the new, pseudo-scientific theories of genetic inferiority, "Race and Americanization," "Relating Anthropology to Americanization," and "Intelligence as Related to Nationality." A significant minority including many early social workers and settlement house personnel, were less concerned about education as a solution to the "immigrant problem" than about education as a solution to the problems of immigrants. Elizabeth Beardsley Butler advocated industrial rather than homemaking training for girls in the public schools so that they would be able to enter higher paid occupations. Anna Jarvis felt that family life would be strengthened and intergenerational conflict avoided if the American born children were educated to appreciate the skills and cultural heritage of their immigrant parents. Jacob Riis and Grace Abbott tried to educate mainstream Americans about child labor, slum living conditions, and other problems of immigrants. The theme of education as a response to the needs of immigrants rather than the fears of the native born is also present in works dealing with mid-twentieth century immigration; such as A. Rodriguez's "Education for the Spanish Speaking: Manhattan in Motion," and Alfred Castenada et. al., *The Educational Needs of Minority Groups*.

Descriptions of immigrant education in the early twentieth century by persons directly involved include William Sharlip and Albert Owens, *Adult Immigrant Education: Its History, Content, and Methods*. Frank Thompson, *The Schooling of the Immigrant*, and Herbert Miller, *The School and the Immigrant*. The overwhelming majority of children in public school in the industrial towns and cities of the northeast and Great Lakes region were immigrants or the children of immigrants and many programs such as kindergarten, summer school, manual training, and vocational guidance were introduced at least partly as a response to the "immigrant problem." Therefore, general histories of education in this period provide information on immigrant education as well. Especially useful are Lawrence Cremin's history, *The Transformation of the School: Progressivism in American Education 1876-1935* and David Tyack's history of urban schools, *The One Best System*. During the decades of heavy East European immigration, and especially during the Americanization "push" of World War I, articles describing immigrant education filled the popular and scholarly press. Some described programs in specific cities. Others described programs for specific populations such as "shunt-ins" or more frequently, housewives, or innovative teaching methods such as the use of records, music, or summer camps. Kindergartens and home economics programs were highly praised as Americanizing not only the pupils, but their families as well. Finally, the periodical press described the educational work of churches, cham-
bers of commerce, libraries, and corporations. Settlement houses were described by two progressive era sociologists, Albert Kennedy and Robert Wood, in *Handbook of Settlements*, which listed virtually every settlement operating at the time of publication (1911), the population it served, and the programs it offered. 

Bibliographies of materials for Americanization classes, handbooks for teachers, and manuals for the training of those teachers were issued by local and state school boards and immigration commissions and by the United States Bureau of Education. These are valuable primary sources on immigrant education, as are superintendents' reports, school board minutes, and school surveys. Useful secondary accounts include George Hartman, *The Movement to Americanize the Immigrant*, with details on government policy; Gerd Ritter's study of the role of business in Americanization in Milwaukee; and Allen Davis' description of the links between settlement house programs and progressive reform.

Although the origins of Americanization programs praised their effectiveness, enrollments were low and drop-out rates high, as indicated by contemporary statistical surveys. A literature on criticism developed, pointing out problems ranging from inappropriate curriculum and textbooks to offensive attitudes and propagandizing on the part of the educators. Anzia Yezierska, a Jewish immigrant writer, complained about the patronizing attitude of the educators, and an article in *Forum* warned of "Bunk in Americanization."

Literature on immigrant education in the public schools concentrated on evaluating the students rather than the programs. Stimulated by the beginnings of standardized testing and "scientific" school management, Leonard Ayres, Rivera Jordan, J. K. Denbury, and others, including the Bingham commission, studied the achievement of first and second generation immigrants and found it lower than that of mainstream children of comparable age (later studies would show the same for Puerto Rican and Mexican American children). Surprisingly, there is relatively little in early twentieth century literature about why this was so or about how it could be corrected. Instead, many educators and politicians used the studies to support the view that some ethnic groups are inherently less intelligent than others, a view that contributed to the restrictionist legislation of the 1920's and to a revival of the "nature vs. nurture" controversy about intelligence and schooling in the 1970's.

2. Immigrants, Contemporary Minorities, and Social Mobility

Although a few articles appeared on immigrant education at the time of the arrival of World War II refugees, public and scholarly interest in immigrant education declined after the restriction legislation of the 1920's. Interest revived in the 1960's and 1970's, however, as the 1954 desegregation decision, the Civil Rights movement (first among Blacks, then among other minorities), and the controversies over busing, "Head Start," affirmative action, and bilingual/bicultural education focused national attention on the educational disadvantage of minority children. Scholars asked whether public schools had helped launch immigrants into middle class America or whether the minorities of the past, like those of the present, were ill served by the educational system. If the latter was true, was it the fault of well meaning but fallible educators? Or was there some basic flaw in the schools or in American society itself? Seeking answers to these and related questions, recent scholars revitalized the study not only of immigrant education, but of all American educational history.

In two seminal works on public education in the nineteenth century, *The Irony of Early School Reform and Class, Bureaucracy, and the Schools*, Michael Katz launched what came to be known as the "revisionist" view of education history. Katz argued that, contrary to the view of traditional educational historians, public schools were never intended to serve as a means of social mobility for minorities or the poor; rather, from their beginnings, they embodied and reinforced existing racial, ethnic, and social class hierarchies. In *The Great School Legend: A Revisionist Interpretation of American Public Education*, Colin Breyer argued that the few children of European immigrants in the early twentieth century who succeeded in entering the middle class did so in spite of the schools, not as tradition would have it, because of them. In a collection of revisionist essays, Clarence Karier, Joel Spring, and Paul Violas showed how schools had been (and were still) used for "social control" of the poor and of minorities, analyzed the role of testing in educational oppression, and challenged the motivation of liberal progressive era educators such as John Dewey and Jane Addams.

The Revisionists did not go unchallenged. Diane Ravitch accused them of allowing present political views to unduly influence their reconstruction of the past. Ravitch argued that schools had in fact encouraged social mobility for significant numbers of minority Americans and were continuing to do so. In a judicious overview, *Public Education in the United States: from Revolution to Reform*, "eldest statesman" of American educational history, Robert R. Reutzel pointed out that while the achievements of the schools fell far short of their democratic rhetoric, this did not necessarily mean that the rhetoric was hypocritical; moreover, the schools had made a valuable contribution to a diverse society by encouraging unity and shared values.

The historic events of the 60's and 70's that led to the revisionist controversy, as well as the controversy itself, stimulated creative new scholarship on immigrant education. This
scholarship stressed public policy, discrimination, the structure and curriculum of schools, access to education, the relation of education to social mobility, and the educational impact of linguistic and cultural differences.

Much of the newer scholarship on public policy has been critical of that policy. Gail Kelly demonstrated that government policy toward the education of Hungarian, Cuban, and Vietnamese refugees reflected American political interests rather than the needs of immigrants. Meyer Weinberg documented in impressive detail state and local policies of planned educational deprivation for Hispanic and other minority children throughout American history. Taking a strong revisionist position, Robert Carlson defined virtually all immigrant education as cultural oppression. On the other hand, Heinz Klose argued that most immigrants abandoned their native languages not because of governmental or educational coercion, but because of the attractiveness of mainstream American society and their desire to advance in that society.

The new scholarship includes studies of the impact of immigration on the structure, curriculum, and social service components of education in cities such as Boston, New York, Detroit, and Buffalo. It dealt with the educational experience of recent immigrants such as Puerto Ricans, of historic minorities, such as Mexican Americans, and of immigrant women, who were handicapped by gender as well as ethnic and class stereotypes. The new scholarship also reexamined and reinterpreted the primary sources on immigrant educational achievement. David Cohen, Michael Olneck, Marvin Lazerson, David Tynick, and Marvin Seller noted that achievement varied from group to group and city to city, and that, contrary to earlier generalizations, some eastern European groups did better than some western Europeans and some immigrants outperformed their mainstream peers. Educational achievement was influenced by many variables in addition to the policies and practices of the schools; variables such as length of time in the United States, language skills, attitudes toward education and Americanization, educational opportunities in the homeland, rural versus urban background, economic status before and after immigration, the level and nature of prejudice encountered in American society, and access to education in the United States.

Emphasis on racial discrimination in mid-twentieth century education was reflected in historical studies of differential access to education. Jane Walski's study of Boston in 1850 found access to education more closely correlated to ethnicity than to social class; Irish and Blacks had less access to education than equally poor mainstream Americans. Books by Harold Wechsler and Marcia Graham Symond documented the use of quotas and other screening devices to keep qualified Jews, Catholics, and foreign born students out of Ivy League universities.

One of the most interesting of the studies on the relationship between ethnicity, education, and social mobility is Timothy Smith's article, "Native Blacks and Foreign Whites." Smith found that although native born Blacks were likely to remain in school as long or longer than foreign born whites, racism prevented them from reaping the rewards of social mobility available to immigrant whites. Data on the educational attainment (years in school) and income of members of various ethnic groups, divided by gender and, in some cases by immigrant generation, is available in the census data and in special studies based on that data. An excellent recent source of such data is Thomas Sowell's Essays and Data on American Ethnic Life, which also contains comparative and historical essays on the use of IQ tests, educational attainment, and social mobility. Interest in education and mobility is also reflected in the many chapters on the subject in histories of individual ethnic groups written in the recent decades. The data varies, showing the complexity of the issues. Ellwyn Stoddard's Mexican Americans documents continued educational and economic deprivation in the second and third generations. Joseph Lopreato's Italian Americans, on the other hand, shows second and third generation Italians above the national average in per capita income, but slightly below average in educational attainment.

Political pressure in the Hispanic and Asian American communities, endorsed by court decisions such as Nicholas v. Lear, stimulated interest in the history as well as the current realities of bilingual/bicultural education. Recent works reflecting this interest include Theodore Anderson's Bilingual Education: The American Experience, J. Gonzales "Coming of Age in Bilingual/Bicultural Education: A Historical Perspective," and Francesco Cordasco's historical anthology, The Bilingual/Bicultural Child and the Question of Intelligence, with articles dating from 1920 to 1972 on problems of language-fair and culture-fair testing. Much of the recent writing on bilingualism belongs in the province of the educational psychologist rather than the historian. Historians as well as psychologists, however, are interested in current literature asking whether bilingual/bicultural education has been effective and whether it is politically desirable.

3. The New Ethnicity and Immigrant Education

In the past two decades literature concerned with discrimination and public policy naturally focused on efforts of public schools, settlements, and other mainstream agencies to educate immigrants. A parallel literature from roughly the same period focuses on immigrants' efforts to educate themselves. Taking its cue from the "new ethnicity," which emphasizes the strength of ethnic life and institutions, this literature looks at immigrant education from the immigrant perspective. It investigates the impact of "cultural baggage" on education, and the educational roles of parochial and ethnic
schools and other ethnic institutions. Through oral histories, memoirs, and similar sources it investigates the individual's search for and response to education.

Recognizing that the attitude of the student as well as the educator is a determinant of the educational experience, scholars studied immigrant receptivity to American education. Timothy Smith found early twentieth century immigrants not only receptive but eager for American education because, among other reasons, "English was the key to much desired economic advancement." On the other hand, John Rodner documented the distrust among many Slavic immigrants for the materialism of American education and their fear that it would weaken their children's loyalty to family, church, and community.

Studies of the attitudes of particular ethnic groups toward education have aroused controversy, since generalizations can lapse into stereotyping and differences in gender, class, region of origin, and religious or political affiliation preclude homogeneity in any group. Still, classics such as W. Thomas and F. Znamiercki's The Polish Peasant in Europe and America and Leonard Covello's The Social Background of the Italo-American School Child and newer studies such as Ysidro A. Cabrera's A Study of American and Mexican-American Cultural Values and Their Significance in Education provide insight into the economic, cultural, and psychological background of many children with problems in American schools. Insight into the cultural baggage of groups with relatively fewer academic problems can be found in Mark Zborowski, "The Place of Book Learning in Traditional Jewish Culture," and Audrey Schwartz's, Traditional Values and Contemporary Achievement of Japanese-American Pupils. Scholars such as Susan Stodolsky and Gerald Lesser and Manuel Ramirez and Alfredo Castaneda have suggested that ethnic groups have distinctive learning patterns which teachers should understand and use to the advantage, rather than the disadvantage, of ethnic children.

Though often neglected by mainstream historians of American education, parochial schools, many of them serving specific ethnic communities, have educated as many as a quarter of all children in major industrial cities. In recent years older histories of Catholic education, such as the works of Reverend J. A. Burns, have been supplemented and brought up to date by the work of Neil McCluskey and Harold Bucwot. Jay P. Dolan described nineteenth century Irish and German Catholic education. Jozef Miasmo's history of Polish parochial education identified weaknesses and strengths. Thaddeus Radzilowski described how the Poles (a Polish teaching order) helped Americanize the children of Polish immigrants while maintaining pride in heritage and providing career opportunities for immigrant daughters as teaching nuns. James W. Sanders explored the social and cultural as well as the educational roles of Catholic education in Chicago.

Unfortunately, much less has been written about non-Catholic parochial schools and about the wide variety of supplementary and secular ethnic schools that played a role in the lives of many immigrant children. Some material can be found in histories of specific ethnic groups and in periodicals. The most sophisticated recent work on ethnic schools in comparative and historical perspective is that of Joshua Fishman and C. C. Nahirny.

Much immigrant education took place in settings other than formal schools. An older introduction to the educational role of social, political, cultural, and athletic organizations in ethnic communities is provided by John Daniels, America Via the Neighborhood and, more recently, in Maxine Seller, To Seek America, which also discusses the educational roles of the theatre and the press. Joshua Fishman's work on language maintenance in ethnic communities explores past and present developments in ethnic organizations, the press, radio, and television, as well as ethnic schools, and Robert Park's 1922 study, Immigrant Press and Its Control is still useful. One of the best accounts of the educational work of an ethnic women's organization is Thaddeus Radzilowski's recent analysis of the Polish Women's Alliance. Valuable material on the educational roles of ethnic community institutions can also be found in community histories such as Giovanni Schiavo's The Italians in Chicago and Moses Rischin's study of general East European Jewish life in New York City. Valuable material on the educational role of the labor movement can be found in Edwin Fen ton Immigrants and Unions, Florence Schneider's Patterns of Worker Education, (which includes a detailed study of the Bryn Mawr summer school) and periodicals such as American Federationist and The Industrial Pioneer.

Since one of the most basic institutions in ethnic and, indeed, all communities is the family, the "new ethnicity" has stimulated scholarship on the changing structure of ethnic family life. A useful survey of the changing roles of families as transmitters of culture is the anthology edited by Charles Mindel and Robert Hahnstein, Ethnic Families in America: Patterns and Variations. Sociological studies, however, do not yield the kinds of personal insights into the educational process that can be found in personal histories. Many published autobiographies of "successful" immigrants (or children of immigrants) provide insights on education: Mary Antin, The Promised Land; Leonard Covello, The Heart Is the Teacher; Michael Purin, From Immigrant to Inventor; Jerre Nanglone, Mount Allegro; and Edward Sok, The Americanization of Edward Sok. are a few examples.

Since "successful" immigrants who wrote autobiographies are atypical, memoirs and oral histories of "ordinary" people provide a necessary complement: Michael Novak, ed. Growing Up
Slavic in America: 106 Marie Hall Ets, Rosa: The Life of an Italian Immigrant, 107 and Sydelle Kramer and Jenny Masur ed., Jewish Grandmothers are examples. Finally, ethnic fiction including the works of Anzia Yezierska, 109 Abraham Cahan, 110 O. E. Rolvaag, 111 and many others provides unique insights into immigrant education.

A survey synthesizing old and new materials and insights on the history of immigrant education in the United States remains to be written. However, Michael Gineck and Marvin Lazerson's article on education in the Harvard Encyclopedia of American Ethnic Groups (1980) is a useful overview. 112

FOOTNOTES

11. These titles are representative of the many similar articles listed in the Reader's Guide to Periodical Literature 1916-1924.
15. Jacob Riis, New the Other Half Lives, New York: G. Scribner's Sons, 1908 (c1890).
42. Causes of Elimination of Students in the Public Secondary Schools of New York, New York: Teachers College, Columbia University Contributions to Education No. 4, 1911.
62. David Tynick, op. cit.
72. Inequality in Education 19 (1975) 5-17.
80. Harvard Education Review 19, 72-109 (spring 1949)
EMISSION FROM WÜRTTEMBERG IN THE 18TH AND 19TH CENTURIES

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(Translation from the German)

From the beginning of the 18th to the second half of the 19th century, the area of the highest rate of emigration in Germany was the southwest. This has been discussed in a number of more or less detailed essays. As yet they have been less satisfactory because of a difficulty which can hardly be overcome, namely the linkage of exact knowledge of local, family, and regional data with a more comprehensive view. Moreover, emigration research in Germany has been strongly influenced for decades by national and to some extent racial ideologies. It seems symptomatic that an American historian wrote the first recent survey of German emigration during the 19th century. For the past ten years German historians have become more interested in this subject and are more willing to interpret the emigration phenomenon as an important part of more comprehensive demographic, socio-economic and political processes.

Even when the essay on emigration from Württemberg in the 18th and 19th centuries (until 1870), with which this article deals, will be completed, it will be less than perfect. The essay is restricted to emigration from the duchy, later kingdom of Württemberg (mainly the area of the present federal state Württemberg). That means that it traces only the migration process from the perspective of the area of origin, while the immigration to a new homeland and the problems of economic, social and cultural adjustment are not touched. Probably only a larger number of cooperating scholars in the areas of both origin and destination could successfully carry out such
a massive piece of research. The present project focuses mainly on the questions of fluctuations in emigration density, on its structure, and on the reasons and motives for emigration.

Regrettably, the sources, at least for the 18th century in the duchy of Württemberg, are limited. Most of the records of emigration kept by the central state authorities have been removed during the last century. From what remains at the state archives in Stuttgart and Ludwigsburg it is easier to reconstruct the essentials of the government's emigration policy than to get some idea of the dimensions, process, and composition of the emigration itself. These aspects are traceable more exactly for only a few critical periods: 1748-54, 1781-84, and 1800-1804. Much data on the subject could be found in local sources, mainly church records, but the list of emigrants to America, whose names Adolf Gerber found in 1928 at various locations, show how incomplete these results can be.

Furthermore, the passenger lists of Philadelphia, frequently cited, were of limited usefulness in research on Württemberg emigration to North America because they do not give exact data on the origin of the immigrants. The same is true for the impressive compilation on emigration from southwestern Germany to southeastern Europe by Werner Hacker, especially as Hacker omitted the duchy of Württemberg.

Opportunities for research on emigration from Württemberg since 1815 are far greater. A large number of records from the central authorities, especially Home and Foreign Office, have been deposited at the Hauptstaatsarchiv in Stuttgart. Not only is it possible from these records to reconstruct clearly the emigration policy of the Württemberg government, but also to gain knowledge of the emigration propaendas of various countries, the activities of emigration agents, and questions of transportation. Based mainly on this material, G.F. Brossier has re-evaluated Württemberg emigration policy. At the Staatsarchiv, Ludwigsburg, a large number of registers and resignation deeds have been collected. These supply information about emigrants who made known to authorities their decision to leave the old country and who gave up Württemberg citizenship.

Unfortunately, the controlling authorities, the so-called "Oberämter", of which 64 existed in the kingdom of Württemberg, did not have much regard for the interests of later historians. They filed the records in quite different ways. There is a considerable difference (the balance struck between the surplus of births and the actual rise in population) between the number of emigrants registered by the authorities and the number of people who really departed. From 1823 to 1871 the numbers in the official records do not run even up to 60% of the factual emigration (about 210,000 to 364,000 persons). There is every indication that those who left the country without registration were to a great extent young, unmarried men, that most of them belonged to the lower classes, and that a particularly large number of them went to the United States of America. Opportunity there to settle down and climb socially was extremely good compared to other possible destinations, even for emigrants of moderate means.

The emigration records and resignation deeds mentioned above contain personal data capable of use for quantitative analysis of the emigration structure: surname and first name; date of emigration permit; the male emigrant's (single or married) profession; his hometown and his age (but usually not for the rest of the family); the adult emigrant's sex (but often not the sex of the children) and his personal status; the property he was taking along and means of support he had received; his destination (usually the country); his religious confession; and the reason or reasons for emigration.

In my essay on emigration in the 19th century, the records of the five "Oberämter" in the Neckar district for the period 1817-1960 have been analysed (about 8,500 emigration permits with about 17,500 people involved), with the help of the SPSS computer program. To find out if the results obtained were significant for wider areas in Württemberg it was necessary to integrate them into the general patterns of emigration. As early as 1929-30, M. L. Hansen tried to sum them up and develop these patterns. It is highly probable that at least until the middle of the 1850s, the push factors of material need in the old home places were much stronger than the pull factors (especially to the United States). In order to check the connection between emigration and socio-economic structures and developments, a number of data were registered and analysed, with the help of maps and correlation analyses by the "Oberämter." Such data are: density of population; cultivation (crop, importance of vintage and potatoes); taxes; distribution of real estate; proportion of craftsmen to the total population; percentage of the poor who received means of support; number and development of hands available, etc., as well as emigration intensity for the period 1813-1867 and for several peak years.

In the following paragraphs some of the results will be outlined, particularly those concerning emigration to America. It is to be noted that much more research has been done on the so-called "Ostwanderung" than on the emigration with the highest number of people involved.

In the 18th century, emigration from Württemberg took place in short-term waves to a much greater degree than in the 19th century. Even during the brief periods of acute crisis not more than 0.5% of the total population left their home places each year. The subsequent industrial age made life much easier in respect to cost, speed and regularity of news, transport and traffic, and for a large number of people it evidently increased chances of mobility. In the
19th century emigration to America flourished also because there were no serious military actions going on either in Europe or elsewhere except for the American Civil War. During the 18th century wars between France and England, the War of Independence and the Revolutionary wars time and again complicated or even blocked passage to America. Moreover, during the 18th century the ducal government did everything in its power to make emigration difficult or to prevent it. Since 1815, however, the government granted freedom of emigration virtually without restriction.

During the 18th century the duchy of Württemberg was divided in emigration tendencies between that to North America (from the Palatinate) and to the newly won territories of the Hapsburg Monarchy in the Danube area. These people came almost exclusively from the Catholic regions of southwestern Germany, but both rushes exerted some influence on the Protestants of Württemberg. There was also temporarily some emigration to Prussia (Pomerania, the Polish provinces) which for reasons of religion were often preferred to the Danube area. Finally there was an emigration movement to Russia at the beginning of the 19th century. Not until the middle of the 18th century is there evidence as to the number and distribution of people in each of the emigration waves. At that time about 60% of the 4,500 to 5,000 emigrants took the risk of crossing the Atlantic Ocean, and about half as many went to "Prussian Pomerania." The emigration rate to North America after 1754 seems insignificant, as there were attractive opportunities of settling down nearer by in the East (Prussia, the Hapsburg Monarchy, Russia). Even during the first emigration crisis, when the Napoleonic Empire had collapsed, in 1816-17, as far as Württemberg was concerned, Russia still was preferred to the United States as a destination (1817: 54% to 35%). But in the 1830s at the latest, the United States took the lead. In the early 1850s, more than 90% of all the officially registered Württemberg emigrants went overseas. Only in a couple of years before 1871 did the rate fall below the 60% mark (at that time moving from one German state to another was also registered as "emigration"). Taking secret emigration into account, the percentage was probably even higher. The fact that passage to America had become less dangerous, and that increasing numbers of friends and relatives had made the trip, made the United States more attractive.

There is no doubt that circumstances influenced and altered emigration structure to a high degree. In the 18th century, emigrants usually were whole families or groups of people. Until the middle of the 19th century this was the prevailing kind of emigration. But about the 1850s young unmarried people of both sexes prevailed in the emigration records. In the period 1817-1854 their proportion increased from 10% to 30%. At least this is true for the five "Oberämter" whose records have been particularly examined. The number of men is larger than for women: 100 female to 159 male bachelors. The rate of male Württembergers who actually departed between 1823 and 1871 amounts to almost 60%.

The data about the age of the fathers of families show that both in the 18th and the 19th century mainly younger families emigrated. The percentage of men older than forty-four is rather low. As far as the fragmentary material allows any conclusion, it can be said that the average age of unmarried men and women has a sinking tendency between 1817 and 1860. Moreover the average age of emigrants to the United States is a full year below the total average. Concerning the distribution of professions, only a fairly rough sketch can be drawn. Many small farmers and craftsmen seem to have made up their minds to go overseas to improve their modest living conditions. Any interpretation of the data of the 18th and 19th centuries must consider the close connection of agricultural work and craftsmanship, especially in the "Realtungsgebiete" of southwestern Germany. In the 19th century the proportion of emigrants who are craftsmen in the total population was still remarkably high. Families or persons without or with only a little land (rural craftsmen, small land owners, day workers), most of them from rural areas, formed the main body of emigrants. In the professional sector, both in the 18th and the 19th century, the typical mass trades prevailed: cloggers and tailors, bakers and butchers, construction workers and weavers. The assumption that in the 19th century a great number of craftsmen emigrated who suffered from the growing industrial competition can be only partly corroborated for the period in question. From 1854 to 1871 the trades of construction, clothing and food preparation figure about average among the officially registered Württemberg emigrants, i.e. branches of economy with little industrial competition. The same is true for the records of the five "Oberämter". Unfortunately it is impossible to determine the difference in distribution of professions from the officially registered emigrants.

Although the data on the "official" emigrants' property cannot always be relied upon, they give an instructive impression of the economic situation of the whole group. They show a kind of affluence hierarchy among the professions, which agrees with a widespread impression. Furthermore, the data prove that the average property of emigrants to the United States was distinctly below the total average of property of all emigrants registered, and that it dropped remarkably during periods of economic crisis.

To what degree emigration to the United States was an outlet for short or long term economic problems in Württemberg (as in all of southwestern Germany) can be concluded from such analyses, but also from the high correlation between the average cost of corn and officially registered emigration, at least between 1814
and 1855. This correspondence seems to vanish later on with the rise of wages and slowly beginning industrial growth.

Analysis of the geographic distribution of emigration and evidence of economic structure seeks to find out about push-factors which exerted a long-term influence. It is already clear that emigration density from the "Realsiedlungsgebiete" of the Neckar area, as well as the crisis-prone hill areas such as the Black Forest and the Swabian Alb, was far above the state's average emigration rate.

The facts presented above must be carefully interpreted of course. The same is true for the problem of the influence exerted on the old homelands, for example the diminishing of the excessive labor supply, shift in the sex ratio, and intensification of economic relations between Württemberg and the United States. The interpretation of these facts will be the subject of the longer essay that is still in preparation.

FOOTNOTES


BIBLIOGRAPHY AND ARCHIVAL PRESERVATION OF NON-ENGLISH-LANGUAGE LABOR AND RADICAL NEWSPAPERS AND PERIODICALS IN NORTH AMERICA, 1845 TO 1976

Dirk Hoender
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The intention of the "Labor Newspaper Preservation Project" is to provide a comprehensive bibliography and microfilm collections of the non-English-language labor periodical publications of the United States and Canada for and by immigrants and residents whose first language is not English. This will serve as a basis for a comparative cultural history of the North American working class whatever their social origin in their respective culture of departure.

The importance of newspapers as sources for historical research has been recognized in recent years, so that there is no need for an extended discussion of their value. The newspaper preservation project developed by the organization of American Historians testifies to this; so do the efforts by ethnic organizations and research institutions to collect the respective groups' periodicals.

The project concentrates on labor newspapers and other periodical publications. By a labor periodical we understand three distinct categories of periodical publications, though specific newspapers may fall into more than one of the categories or shift from one to the other in the course of time: labor union, radical, reform papers. Because of the almost cyclical economic recessions and depressions they were particularly shortlived; because of their lower class public and because of the general disinterest of libraries and archives they are in a worse state of preservation than other periodical publications. Within the group of labor newspapers we exclude the English-language publications, covered fairly well by existing bibliographies. As to the
quantity of the materials to be covered, an estimate has been made on the basis of the following information. Figures for the total foreign-language publications are available for the period 1884 to 1920 (Park), 1930, 1940, 1950 and 1960 (Fishman), 1940 (Chys), 1970 and 1975 (Wynar). Figures are also available for the total foreign-language radical publications in 1919 (Dept. of Justice) and for the radical and labor press in German, Finnish, Italian, Polish, Swedish. Based on these figures, corrected for the a-typical 1919 and German figures, the number of labor periodical publications, 1845-1976 would stand somewhere between 950 and 2400. The question has been raised whether to include all ethnic newspapers into the project. The argument is in line with the trend toward a history of society: it is impossible to write about the working class without knowing the rest of society (though scholars have been feeling for centuries that they could write about the middle and upper social groups without taking into account the lower ones). However, the sheer quantity of a program like that would make it unrealistic, though one part of this project, the compilation of lists of all foreign-language periodicals from general bibliographies, is a step toward the larger goal. Cooperation with ongoing comprehensive periodical preservation programs for specific ethnic groups is assured. The chronological limits are 1845 and 1976. The first non-English-language labor newspaper was published in 1845 (German). In 1976 the second edition of Wynar's *Encyclopedia of Ethnic Newspapers* gave as complete as possible a listing for the U.S. ethnic press. Since Ayer's Directory (less complete) listed a mere 14 labor periodicals in its former language section for both the United States and Canada in that year no serious omission will occur if the same cut-off date is used for Canadian publications.

The most important period is that of the "new immigration", 1894-1917/24. There were only very few labor periodicals published in non-English languages before 1884. The foreign-language press in the U.S. passed its high mark as to total number of papers published in 1917, its high mark of dailies in 1930. The political repression following upon World War I and the Russian Revolution had particularly severe consequences for labor and radical periodicals. (Because of emigration from fascism the Italian periodicals do not conform to this pattern.)

In the period under consideration, a change in character of the "foreign-language" press took place that is reflected in a change in terminology: The European and Asian immigrant press (for and by foreign-born and foreign stock with at least one foreign-born parent - Census definition) became an ethnic press (third and fourth generation immigrants, native American-born). The French-Canadian, the Mexican-American and Puerto Rican-American presses developed a migrant section in addition to periodicals in the area of origin: French-Canadian workers migrated to the U.S., Puerto Ricans to the mainland, Mexican-Americans from the Southwest and from Mexico to urban centers in the Northeast.

Geographically the project covers immigrants in both the United States and Canada and the native French and Spanish-language cultures. As to cultures of origin, newspapers and periodicals from all European, Asian and South American language groups will be included.

The project is to be handled internationally in order to use the advantage of scholars' locations in the original cultures of the emigrants. Secondly, this provides an opportunity to institutionalize international cooperation which - excepting the Scandinavian colleagues - has had only rudimentary existence. The result, increasing availability and accessibility of the important newspapers, is of course only a stepping stone for cross-cultural comparative studies.

**General Plan of Research 1970-1985:**

**Stage 1:** Preparatory Work by Bremen Staff, 1979-1981:

   - **Result:** Lists of foreign-language periodicals, which can also be used as basis for general bibliographies of an ethnic group's press. They will be made available to other scholars and institutions interested. (This part is completed.)

2. Search for specialists in ethnic studies to find cooperating scholars for each language group, preferably in the culture of origin.
   - **In progress**

**Stage 2:** Bibliographic Work for each language group, 1981-1983 by cooperating language specialists and field staff.
   - **Result:** Microfilmed checklists of labor and radical periodicals by language group.

**Stage 3:** Search for and acquisition of periodicals, 1983-1984, by cooperating language specialists and field staff.
   - **Result:** Consolidated holdings of collated runs of periodicals in major deposit libraries, required to make copies of the microforms available to other institutions at cost.

**Stage 4:** Publication of bibliography, mapping of a strategy for further research on a comparative basis, 1985.

In March 1981 at a conference at the University of Bremen a number of cooperating language specialists and outside experts have approved the project, finalized the guidelines for the bibliographic work and mapped a strategy to obtain funding in addition to the support for the coordinating office obtained from the University of Bremen. Cooperating scholars are still needed for the following languages: Albanian, Armenian, Egytian, Estonian, French, Greek, Icelandic, Lithuanian, Russian. For further information write to Prof. Dr. Dirk Hoederer, Universitat Bremen, Postfach 33 04 40, D-2800 Bremen, West-Germany.
Theodore Saloutos, professor emeritus at UCLA and a founder and past president of the Immigration History Society, died suddenly in Los Angeles on November 15, 1980. He is survived by his wife of 40 years, the former Florence Schwefel, two children and two grandchildren. Born in Milwaukee, Wisconsin of Greek immigrant parents in 1910 he was educated at the then Milwaukee State Teachers College (B.E., 1933) and the University of Wisconsin, Madison (M.P.H. '38, Ph.D. '40). He taught in the public schools of Waukesha, Wisconsin, in the UW extension system, at Oberlin College and, from 1945, at UCLA.

He was a leading scholar in two separate sub-fields of U.S. history: the history of immigration and of agriculture. In the latter field his major publications include: Agricultural Discontent in the Middle West, 1900-1939 (with his mentor, John D. Hicks); Farmer Movements in the South, 1885-1935 (1960); and his presidential address to the Agricultural History Society, "The Professors and the Populists" (1966). A major work, The American Farmer and the New Deal, is currently in press at Iowa State University.

As an immigration historian his chief works are the path-breaking They Remember America (1956), a significant study of the phenomenon of immigrants who repatriated, and the definitive The Greeks in the United States (1964). At his death he was at work on a project that united his subfields: a history of the Greeks in California agriculture.

Himself the product of a distinguished line of historical scholarship - Hicks was a student of Frederick Jackson Turner's - Ted Saloutos was proud of the twenty five Ph.D.s who worked under his direction. That direction was demanding but supportive: he was always ready to give of his most precious possession - time - to his students. While most of them wrote on agricultural or immigration topics, others treated subjects as diverse as the importation of ex-Kazi scientists, racism in the South, black migration to Los Angeles, and native fascism. At the undergraduate level he regularly taught the U.S. survey, economic history, and, perhaps his favorite lecture course, "Reformers and Reform Movements".

He contributed to and was honored by his profession, serving as chairman of the UCLA department, on the board of several journals and as a consultant to university presses and foundations. At his death he was president of the Pacific Coast Branch, AHA. He held both Fulbright Research Fellowships (Athens, 1952-53, 1966-67) and a Teaching Fellowship (Freiburg, 1959-60) and was the recipient of the Distinguished Alumnus Award of his Milwaukee alma mater in 1977.

He also gave service to the community at large as an officer of the local Democratic Party, as chairman of the educational committee of the Order of AHFPA, and was twice elected president of the Hellenic University Club of Southern California. On the last night of his life he attended a dinner for the Greek ambassador which he had helped to organize under the auspices of the Save Cyprus Council of Southern California.

Ted Saloutos' mark on the historical profession - and on immigration and agricultural history in particular - is indelible. We shall miss him.

Roger Daniels
University of Cincinnati

ORGANIZATIONS

The annual meeting of the IHS was held in conjunction with the meetings of the AHA in Detroit, April 2, 1981. The treasurer-editor reported a balance on hand as of February 28, 1981 of $4,536.69. Because of increased printing costs, he proposed an increase of dues to $4.00, but subsequently withdrew this motion in view of the decision to combine membership dues with subscriptions to the new Journal. The Editor of the Journal of American Ethnic History, Ronald Bayer, reported subscriptions and contributions to date of $6,030, including $1,500 from patrons and institutional members. He also reported that material is now on hand for the first issue and part of the second. In the ensuing discussion of our dues structure, Elliott Barkan moved that a single procedure for collecting both dues and subscriptions should be instituted by offering new members and renewing current members a choice between full membership including the Journal, and membership without the Journal but including the Newsletter. This arrangement is to be instituted when and if the President determines that it can be done at a modest and manageable cost. The motion was adopted.

The chairman of the program committee, Leonard Binetstein, reported that one IHS session has been unofficially accepted by the AHA; one has been accepted by the Western Social Science Association, and another will be submitted in the near future to the Duquesne University History Forum.

The Board adopted a resolution by Rudolph Vecoli to give full support to the campaign of the Coalition to Save Our Documentary Heritage. Accordingly, the Secretary of the IHS will express to the U.S. President and Congress our desire that the life of the National Historical Records and Publications Commission be extended and that it be funded with at least three million dollars in FY 1982.

Instead of a luncheon meeting, the IHS enjoyed on April 5 a superb middle-eastern dinner at the Sheik Cafe, adjacent to the convention hotel. Its owners, Janet and Esther Michaels, were given an ovation. Robert Warner, Archivist of the United States, delivered a paper on the resources
of the National Archives for research in ethnic history. The IHS is grateful to Professor Weinstein of Wayne State University, Mark Soloriz, our secretary, and the editor-treasurer for arrangements for this dinner.


The National Archives reports that it is taking steps to have the 1910 census population schedules released in April 1982.

The Center for the Study of American Catholicism and the University of Notre Dame Press are sponsoring a competition to select for publication a manuscript pertinent to American Catholic experience. The award will be $500, and publication by the UND Press. The deadline for manuscripts is September 1, 1981. Two copies of the manuscript should be submitted. Address the Center at 1109 Memorial Library, University of Notre Dame, Notre Dame, IN 46556.

The Center for the Study of American Catholicism announces a new program for research scholars. Research grants ranging from $1,000 to $2,000 will be made to scholars engaged in projects which are related to the study of American Catholicism and require substantial use of the library and archives of the University of Notre Dame. Applications for grants during 1982 should be made before December 1, 1981. The names of the recipients will be announced in January, 1982. Further information and requests for applications should be addressed to Jay P. Dolan, Director, Center for the Study of American Catholicism, Memorial Library, University of Notre Dame, Notre Dame, Indiana 46556.

The annual meeting of the American Jewish Historical Society will be held on May 15-17, 1981 in New York. Inquiries should be sent to Professor Stephen J. Whitfield, Brandeis University, Waltham, MA 02254.

An endowment of $100,000 has been made available for Scandinavian Studies at Luther College, Decorah, Iowa, 52101. A conference on Scandinavian literary life will be held at Luther College, October 30-31, 1981. Address inquiries to Dean Glenn Nelson at the college.

The Fairleigh Dickinson University Press, Madison,
NJ 377-4700 is conducting competitions for best manuscripts in ethnic studies, with a prize of $2,500 and publication of the manuscript. Address Harry Keyishian, Editorial Committee, at the University.

The Immigration History Research Center, 826 Berry St., St. Paul, MN 55114, is sponsoring a symposium on Louis Adamic, his life, works, and influence on May 28-30, 1981 at the International Institute, St. Paul. Direct inquiries to the Center.

The Danish American Heritage Society requests that all information as to materials relating to Danish immigration be sent to Thorvald Hansen, Danish American Archives, Grand View College Library, 1351 Grandview Ave., Des Moines, Iowa 50316.

The Social Science Research Council's Committee on Ethnicity, Chairman Cynthia R. Enloe, Clark University, reports in the SSRC Annual Report, 1979-1980, p. 41, that it is focusing on "ethnics in the international economy" and on "the role of the state in the mobilization and demobilization of ethnic groups."

The University of Toronto announces for 1981-82 two Chinese-Canadian History and Culture Fellowships for graduate students or post-doctoral students. The latter are for $6,000; the former for $9,700. Address the Office of Student Awards, Simcoe Hall, University of Toronto, Ontario, Canada.

The University of Toronto also announces the Ivey Research Grant in support of graduate fellowships in the fields of immigration and ethnicity. Grants do not exceed $2,000. Deadlines for applications are October 15 and March 15. Contact Anne McCarthy, University of Toronto Ethnic and Immigration Studies Program, 43 Queen's Park Crescent East, Room 102, Toronto.

The Irish American Cultural Institute, 683 Osceola Ave., St. Paul, MN 55105 has received a matching grant from the NEH. It has also received a grant from the American Irish Foundation.

For information as to papers at the Missouri Valley History Conference and Central Slavic Conference, March 12-14, 1981 in Omaha, Nebraska, write Oliver B. Pollek, Dept. of History, University of Nebraska at Omaha, Omaha, NE 68182.

Augustana College, Rock Island, Illinois announces establishment of the Swenson Swedish Immigration Research Center, financed by a half million dollar gift by Dr. & Mrs. Birger Swenson of Rock Island.

The Italians in Chicago Project of the University of Illinois, Chicago Circle (NEH financed) has resulted in an exhibition at the Randolph Gallery in the spring of 1981. For program information write the Department of History, University of Illinois at Chicago Circle, Box 4348, Chicago, IL 60680.

The Fifth Berkshire Conference on the History of Women, at Vassar College, Poughkeepsie, NY, June 16-18, 1981, among a vast number of sessions has one on Jewish immigrant women, another on Black and Mexican-American women, and one on Indian and white women on the Minnesota frontier. For the program write Sheila Gilbert, Berkshire Conference, Box 186, Vassar College, Poughkeepsie, NY 12601.

The Balkan Institute for Ethnic Studies has recently completed the arrangement and description of four manuscript collections with the support of a grant from The National Endowment for the Humanities. (Seven additional collections are scheduled for processing under this grant.) The four collections are papers, 1927-1976, of Mr. and Mrs. Veniamin Zaimov, Bulgarian communist; papers, 1923-1954, of Nicholas Vangelov, active in several Greek-American organizations in New York City, including the National American-Czech Democratic Association; and papers, 1919-1947, of Vladimir Hruran, Czechoslovak ambassador to the United States. The Balkan Institute has also completed microfilming of 26 files of ethnic newspapers. A list is available on request.

RESEARCH IN PROGRESS

John J. Bukowczyn (Wayne State University) has completed his doctoral dissertation at Harvard University on "Steeple and Smokestacks: Class, Religion and Ideology in the Polish Immigrant Settlements in Greenpoint and Williamsburg, Brooklyn, 1880-1929."

Joseph K. White has completed a dissertation at the University of Notre Dame on "Religion and Community: Cincinnati Germans, 1816-1870." A summary is published in American Catholic Studies Newsletter, Fall 1980.

Mark Wyman (Illinois State University, Normal) is writing a history of displaced persons of the post-World War II years.

William Wolovich, 12 Plant Ave., Hudson, MA 01749 is preparing a regional study of inter-ethnic and inter-religious accommodation tentatively entitled "Immigrant Catholics in Protestant Nashoba Valley, Massachusetts: Irish, French-Canadians, Poles, Lithuanians and Italians, 1845-1945." Publication expected in fall 1981.

Steven Zobelik, Pomona College, has begun a study.
of two communities of Swedes, one the ceramics manufacturing town of Höganäs, Sweden, and the other, Worcester, Mass. to which many of the Höganäs Swedes emigrated to work for the Norton Company, manufacturer of abrasives.

A major study of all ethnic groups in Minnesota is scheduled for publication in October 1981. Address the Minnesota Historical Society Press, 690 Cedar St., St. Paul, MN 55101.

Dirk Hoerder, University of Bremen, has been engaged in a "Labor Newspaper Preservation Project", for which he is currently preparing a general bibliography in anticipation of funding for a major effort to collect labor newspapers. A conference of labor historians worldwide has been proposed. For information write him at Universität Bremen, Postfach 33 04 40, D-2800 Bremen 33, West Germany.

Dirk Hoerder's current research is on "German Police Agents among German immigrant radicals, 1880-1917" and "The ethnic working class press."

Ryan Rudnicki (State University College, Oneonta, NY) has completed his dissertation (Penn State) on "Peopling Industrial America: Formation of Italian and Polish Settlements in the Manufacturing Heartland of the United States, 1880-1930."

Thomas E. Blantz' manuscript on "A Priest in Public Service: Francis J. Haas and the New Deal," follows Haas' career from his immigrant homestead in Wisconsin to his tenure as Bishop of the Diocese of Grand Rapids, Michigan. It is the winner of an annual competition in American Catholic Studies sponsored by the Center for the Study of American Catholicism at the University of Notre Dame. Blantz (Ph.D. Columbia, 1968) is a member of the department of history at Notre Dame.

Maxine Seller is completing a book on "Ethnic Theater in the United States" to be published by the Greenwood Press.

The Pennsylvania Ethnic Studies Newsletter, Winter 1981, reports three dissertations: Jennifer King, "Illusions of Success: The Uncertainty about Class and Ethnicity in American Politics" (UC-Berkeley); James O. Castagna, "Patterns of Ethnic Group Assimilation and Conflict in Carbon County, Pa., 1754-1954" (Case Western Reserve U.); Deborah Padgett, "Settlers and Sojourners: A Study of Serbians Adaptation in Milwaukee" (IW-Milwaukee).

Professor John J. Appel (Michigan State University), 219 Oakland Drive, East Lansing, MI 48823, requests that members of the IHS send him ethnic jokes, either of disparagement or complimentary. The former have been common; the latter perhaps less so. Professor Appel states that he cannot acknowledge contributions immediately but eventually the sender will be thanked.

PUBLICATIONS


1980 World Refugee Survey. United States Committee for Refugees, 20 W. 40 St., NYC 10018. $5.00.


Carlos Cortes, ed., Hispanics in the United States. 33 books. NY, Arno Press, 1980. $9.38.00


Western Historical Quarterly 12: 94-95 (Jan.

1981), "Immigration, Ethnicity and Race." Articles.


Ethnic Forum: Bulletin of Ethnic Studies and Ethnic Bibliography. School of Library Science, Kent State University, Kent, OH 44242. $10 institutions, $8 individuals.


The *Newsletter* of the American Italian Historical Association, Western Regional Chapter, February 1981, contains much information concerning research projects, publications, and activities. Write AIHA/WRC, 2753 Piedmont Ave., Berkeley, CA 94705.


Kennard Strickland, *The Indians in Oklahoma.* Norman, University of Oklahoma Press, 1980. $9.95ha, $3.95ps

*Kaleidoscope Canada,* January, February, March 1981. Contains much information regarding contemporary activities of ethnic groups in Canada. Address Box 826, Station B, Ottawa, Ont. K1P 5S9, Canada.

of emigration, with accounts of pioneer Norwegian settlement in the Middle West and especially in Texas. A highly influential publication in Norway in the 1840s and after.


NEW MEMBERS SINCE NOVEMBER 1980

Denis Browne
Dept. of Slavic Languages
Cocke Hall
University of Virginia
Charlottesville, VA 22903

Addenda: elected to Executive Board - John Appel, Naomi Cohen, Robert Harney
QUESTIONNAIRE

1. Please list your publications since May 1979.

2. Research in progress.

3. Organizational activities.

4. Statement as to a proposed historiographical/bibliographical essay for the Newsletter.

5. Names and addresses of prospective members. Please include ZIP.

6. Correction of your address.

Please mail this questionnaire or a Xerox copy of it, together with your 1981 dues, if you have not already paid, to Carlton C. Qualey, Minnesota Historical Society, 690 Cedar Street, St. Paul, MN 55101.