BILINGUAL EDUCATION IN AMERICAN SCHOOLS:
A BIBLIOGRAPHICAL ESSAY

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Some five million youngsters in the United States come from homes in which the generally spoken language is other than English. Estimates based on samplings in various states suggest that there are an estimated 3.6 million pupils in the country who need bilingual education to enable them to manage the regular school curriculum. Bilingual education is best defined as academic instruction in two languages, i.e., the child's language and English. Particular approaches used vary considerably, but most bilingual practice in the United States is transitional. Use of the child's native language as a medium of instruction will enable the student to learn cognitive skills in the language he understands, and prevent academic retardation; English taught as a second language will, in time, move the student to an English language proficiency, and end the need for instruction in the native language; and continuing attention to the child's heritage and culture (i.e., bicultural education) will build self-esteem, stimulating both comprehension and motivation.

Most introductory texts on American bilingual practice provide information on historical backgrounds, descriptive definitions of programs, and varying theoretical paradigms. Representative introductory texts include Cordasco, Bilingual Schooling in the United States; Henry T. Trueba and Carol Barnett-Mizrahi, Bilingual Multicultural Education and the Professional; Luis
Ortega, ed., *Introduction to Bilingual Education*; and Francis W. von Halt, *Living and Learning in Two Languages: Bilingual-Bicultural Education in the United States*. A clear and forthright statement on transitional bilingual practice is the *U.S. Commission on Civil Rights' A Better Chance to Learn: Bilingual Bicultural Education*; and a lucid consideration of conflicting theories surrounding bilingual practice has been written by Christiana B. Paulston in *Bilingual Education: Theories and Issues*. The Center for Applied Linguistics has published a succinct multivolume *Bilingual Education: Current Perspectives*, intended to "answer some of the complex questions about bilingual education's past, present, and future": vol. 1 (Social Science); vol. 2 (Linguistics); vol. 3 (Law); vol. 4 (Education); vol. 5 (Synthesis).

Bilingual education is a promising pedagogical tool, but it is not without controversy. The passionate debates that accompany the controversy derive from a complex set of factors. The implementation of bilingual programs is perceived as poor; and this charge is not easily rebutted; there have been few evaluation studies, and many bilingual programs were hastily undertaken without regard to the adequacy of staff training, the diagnosis of children's language needs, and appropriate curricular materials. Popular support for bilingual education has been lacking. In the past, public education has served as the chief vehicle for the assimilation of immigrant children into the mainstream of American society; English had always been the sole language of instruction in the schools. Bilingual education's use of native languages in the schools reversed what was perceived as a national policy; and to this there was (and continues to be) serious resentment by the progeny of earlier immigrants who see the new policy of bilingual education as the first step toward the official recognition of multilingualism extending from the schools across all public institutions of American society.

But the most dynamic element in the controversy surrounding bilingual education is the popular perception that it is a strategy for ethnic employment related to the social, political, and economic aspirations of Hispanic minorities. Alan Pifer of the Carnegie Corporation of New York has, in his *Bilingual Education and the Hispanic Challenge*, addressed this issue directly: "The programs have been strongly promoted by Hispanic organizations, and the educational, political, and administrative leadership for bilingual education has been mainly Hispanic. Indeed, bilingual education, as a vehicle for heightening respect and recognition of native languages and culture, for fighting discrimination against non-English-speaking groups, and for obtaining jobs and political leverage, has become the pre-eminent civil rights issue within Hispanic communities. This development, coupled with the fact that Hispanics, through natural increase and immigration, are growing rapidly in numbers, has made the issue more visible and politicized than it might otherwise have been. Bilingual education is no longer regarded strictly as an educational measure but also as a strategy for realizing the social, political, and economic aspirations of Hispanic peoples." (p. 5) Given this background, bilingual education cannot be considered without reference to larger frames in which it has evolved, and it remains vulnerable to political criticism with continuing need to justify itself educationally. In *Language, Ethnicity and the Schools*, Noel Epstein, critical of bilingual education, proposes a set of policy alternatives for bilingual-bicultural education; but Epstein's strictures should be evaluated alongside the views expressed by A. Bruce Gaarde in his *Bilingual Schooling and the Survival of Spanish in the United States*; in the dimensional overviews afforded in *Case Studies in Bilingual Education* edited by Bernard Spolsky and Robert L. Cooper, as well as in their companion volume, *Frontiers of Bilingual Education*; and in Francesco Cordasco, ed., *Bilingualism and the Bilingual Child: Challenges and Problems*.

Actually, bilingual education is not new in the United States: in a nation as diverse in origins as ours, this should not be surprising. English has not always been the only language used in American schools. School laws in the 1880s in Ohio (1839), Wisconsin (1845), Colorado (1867), Oregon (1872), Maryland (1874), and Minnesota (1877) dealt directly with the language issue in the curriculum either as a medium of instruction or as a subject to be taught.

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. Only the political tensions of World War I ended their history. The rationale given by German immigrants to support the use of the German language in the schools of the 19th century is essentially that given to justify the existence of modern "maintenance" programs in bilingual education. They argued that German was important as an international language, and that its use in schools made sense for children from German-speaking families, and that it was also very enriching for children from English-speaking families. Leonard Covello advanced much the same views in recommending the use of Italian for Italian-speaking children in the New York City schools during the period of heavy Italian immigration (c. 1880–1920) and he outlined a program in his massive *The Social Background of the Italo-American School Child*. The German experience in American schools is extensively documented in Louis Vierne's *German Instruction in American Schools* which includes a wealth of material on the German bilingual public school
systems in Cincinnati, Baltimore, Indianapolis, Cleveland, and other American cities. Vierereck's report was originally published in The Annual Report (1900-1901) of the United States Commissioner of Education, and appeared in a German edition as well, "Zwei Jahrhunderte der Unterricht in den Vereinigte Staaten" (Braunschweig: Vieweg, 1903); it has been reprinted in Arno Press's core collection of texts, *Bilingual Bicultural Education in the United States*.

In Louisiana, French was used as the medium of instruction, and in New Mexico, Spanish was used. 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 differing 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.

Information on the more than 100 ethnic groups who live in the United States (ethnically, the most heterogeneous nation in the world) is most conveniently available in the Harvard Encyclopedia of American Ethnic Groups which provides entries on the history, culture, and distinctive characteristics of each of the ethnic groups, and a series of thematic essays that clarify the key facets of ethnicity. Wayne Miller's *A Comprehensive Bibliography for the Study of American Minorities* includes 29,300 entries on English language materials for most American ethnic groups; a companion volume, *A Handbook of American Minorities*, reprints the preliminary bibliographical essays for each of the minority groups in the parent work. Additional useful general instructional resources include: John D. Boonker and Nicholas C. Barkle, *Immigration and Ethnicity*; Francesco Cordasco, ed., *A Bibliography of American Immigration History*; Richard Kolm, ed., *Bibliography of Ethnicity and Ethnic Groups*; U.S. Cabinet Committee on Opportunities for Spanish Speaking People, *The Spanish Speaking in the U.S.: A Guide to Materials*; and Paul Wasserman and Jean Morgan, *Ethnic Information Sources of the U.S.*

Francesco Cordasco's *Immigrant Children in American Schools* is a comprehensive bibliography of some 1500 titles, largely annotated, with selected source documents. In a broad frame of reference, Einar Haugen's *Bilingualism in the Americas* is a synthesis of the extensive literature in ten languages on the nature of the various languages in the Western hemisphere, contact among languages, the bilingual individual, and the bilingual community.

Bibliographies on individual ethnic groups abound. A few of the more useful (for research in American ethnic bilingualism) include:


Over the last decade a number of bibliographical works dealing specifically with bilingualism and bilingual education have appeared. A massive annotated bibliography for most of Volume I (pp. 169-243) of Theodore Anderson and Mildred Boyer's *Bilingual Schooling in the United States*, Francesco Cordasco and George Bernstein's *Bilingual Education in American Schools: A Guide to Information Sources* is intended "as a selective guide to the vast extant resources on bilingual education in the United States, its history, programs, curricula, administration, staff and teacher training, and the federal and state legislation which have governed its evolution, as well as the indices of tests, evaluation and measurement which have been employed." William F. Mackey has produced a basic bibliographical resource in *Bibliographie Internationale Sur le Bilinguisme* which is a computer printout of an alphabetized and indexed checklist of 11,000 titles; a Supplement lists additional 9000 titles. Ivan Pino's *A Bibliography of Bilingual and Bicultural Education* is a convenient register of recent materials (1970-1974); and Henry T. Trueba's *Bilingual Bicultural Education for the Spanish Speaking in the United States: A Preliminary Bibliography* is arranged by topical index categories which "represent the major disciplinary and theoretical concerns of scholars in the field of bilingual education."

The modern revival of public bilingual education in the United States did not originate in the area of foreign language teaching. It evolved within the context of minority rights which in various forms defined the critical social issues of the 1960s. As part of the social awareness inherent in the Johnsonian war on poverty, it was felt that ethnic poverty, exacerbated by unilingual teaching in English, seriously impeded the educational opportunities of non-English-speaking children, since education was a basic right, it was argued that the schools had an obligation to use the native languages of non-English-speaking children as the medium of instruction.

It was in a context of evolving equity-oriented legislation that the Bilingual Education Act of 1968 was passed by Congress as Title VII of the amended Elementary and Secondary Education Act which had been enacted in 1965. The political support for the Bilingual Education Act came out of the large Mexican American community of the Southwest, and its sponsor was Senator Ralph Yarborough of Texas, eventually joined by others in the Congress. The aims of Title VII were
modest: the Act provided funds for the planning 
and implementation of programs "designed to meet 
the special needs of children of limited English-
language capability in schools having a high concen-
tration of such children from families . . . 
with incomes below $3000 per year." Hannah N. 
Geffert, et al., The Current Status of U.S. Bilingual Education, provides a complete overview 
of federal, state, and other "American" legislation in effect as of April 15, 1975, and 
updates Heinz Kloss's Laws and Legal Documents Relating to Problems of Bilingual Education 
in the U.S. which was published in 1971. Developments since Geffert's 1975 work can be traced in 
Abigail M. Thernstrom's Language, Issues and Legislation in the Harvard Encyclopedia of 
American Ethnic Groups.

The Bilingual Education Act was renewed in 1974 and again in 1978, and is due for renewal 
in 1983. Federal support has ranged from $7.7 
million in 1969, supporting 76 projects reaching 
about 26,000 children to $107 million, 
supporting some 575 projects, and reaching some 
315,000 children. Bilingual education has been 
strengthened by the decision in Lau v. Nichols (414 U.S. 563, 1974) in which the U.S. Supreme Court ruled 
that LESA (Limited English Speaking Ability) 
children were entitled to some sort of remedial 
instruction; the Court held "under these state-
imposed standards there is no equality of treat-
ment merely by providing students in the same 
facilities, textbooks, teachers, and curriculum; 
for students who do not understand English are 
effectively foreclosed from any meaningful edu-
cation." Lau v. Nichols was a class-action suit 
filed on behalf of some 1800 non-English-speaking 
Chinese students against the San Francisco 
Unified School District. The intricacies of the 
Lau decision and its effect on the 1974 bilingual 
amendments are detailedy studied by Susan G. 
Schneider in Revolution, Reaction or Reform: 
The 1974 Bilingual Education Act.

In 1971, Massachusetts was the first state 
to legislate the establishment of transitional 
bilingual programs; until that time no state had 
mandatory bilingual education legislation. By 
1978, some ten states had enacted similar bi-
lingual education statutes, but not without some 
considerable struggle and with continuing con-
trast. A vivid and painstaking account of the 
struggle in New York City by the Puerto 
Rican community in behalf of its children is 
chronicled in Tsaura S. Santiago's A Community's 
Struggle for Equal Educational Opportunity: 
Aspira v. Board of Education.

ESL (or more properly TESOL, i.e., "Teaching 
English to Speakers of Other Languages") is 
not, technically, bilingual education. In the 
United States, ESL has become an ancillary com-
ponent of transitional bilingual programs. ESL 
is related to Americanization and Immigrant 
Naturalization programs in which English ac-
quisition remained an integral part; as such, ESL 
is part of a tradition which, unfortunately, had 
as some of its major objectives the eradication of cultural differences, language suppression, 
and an ethnocentrism essentially inimical to 
immigrant aspirations. The structural-functional 
(S/F) approach is the position (if not 
explicit, almost tacitly assumed) of the 
ESL advocates in the ESL vs. Bilingual Education 
controversy. Clearly, it is the position of the 
United States government. S/F theorists focus on 
the homostatic or balancing mechanisms by 
which societies maintain a "uniform state." In 
such a paradigm ESL is an integral component of 
bilingual education programs.

The huge bibliographical resources of ESL 
theory and practice in Virginia F. Allen and 
Sidney Forman's English as a Second Language: 
A Comprehensive Bibliography (a subject-category 
listing of some 1500 titles) constitute the 
special English as a Foreign or Second Language 
Library in the Teachers College, Columbia Uni-
versity, Library. Wallace L. Goldstein's Teaching 
English as a Second Language: An Annotated 
Bibliography is a decennial review (1965-1975) 
which includes an author and a key-word index. 
Robert Lado's Annotated Bibliography for Teach-
ers of English as a Foreign Language Lists 750 
items covering the period 1946 to 1953. A mas-
sive resource, Swapi Ohamansian, and others, 
Reference List of Materials for English as a 
Second Language, includes annotated entries for 
(1) texts, readers, dictionaries, tests, and 
(2) background materials, and methodology; a 
Supplement, ed. by Dorothy Podtke, should be 
consulted.

A wide range of texts on ESL theory and 
practice is available. The best introduction 
is that by Muriel Saville-Troike's Foundations 
for Teaching English as a Second Language. 
Saville-Troike (author of Bilingual Children: 
A Resource Document, and with Rudolph C. Troike 
of a widely used Handbook of Bilingual Educa-
tion), is adamant in her assertion that "not 
only is ESL an essential component of bilingual 
education, but also instruction and explanation 
in the native language contribute significantly 
to the effectiveness of ESL." Practical strateg-
ges for ESL are available in Mary Finocchiaro's 
English as a Second Language: From Theory to 
Practice, and in her Teaching English as a 
Second Language. Reference should also be made 
to Harold E. Allen's Teaching English as a Second 
Language, and to his Survey of the Teaching of 
English to non-English speakers in the United 
States which describes teachers, teaching situa-
tions, aids and materials, and problems and 
needs in ESL. Useful additional references in-
clude Anne Newton, ed., The Art of TESOL: 
Marjanne Celce-Murcia and Lois McIntosh, eds., 
Teaching English as a Second or Foreign Language: 
James E. Alatis and Kristis Twaddell, English 
as a Second Language in Bilingual Education; and 
Muriel Saville-Troike, ed., Classroom Practices 
in ESL and Bilingual Education. A valuable 
guide to training programs is Charles H. Blatch-
ford, TESOL Training Program Directory. 

The New York City Board of Education issued
a number of pragmatic manuals for ESL of which the two most important are Teaching English to Puerto Rican Pupils in the Secondary Schools and Educating Students for Whom English is a Second Language; the Board's Puerto Rican Study was a heavily funded (one million dollars) four-year study of the problems of the education and adjustment of Puerto Rican children. The Study, and its related curriculum bulletins (Resource Units and Language Guide Series), furnished a detailed description of Puerto Rican children, devised a scale to rate English-speaking ability, and constructed a detailed program for the inservice education of teachers. Essentially an ESL document, the Study is the fullest examination ever made of the Puerto Rican educational experience on the mainland, and in a broader sense, it remains one of the most comprehensive statements yet made, not only of Puerto Rican school experience, but of the educational experience of the non-English-speaking minority child in the American school.

There is no dearth of evaluation instruments and tests for use in bilingual education. The Dissemination Center for Bilingual Bicultural Education has published Evaluation Instruments for Bilingual Education: An Annotated Bibliography whose 250 entries include material from commercial and nonprofit sources as well as from programs funded under Title VII. Instruments in eight languages, including English, are listed.

The extensive and sustained testing of bilingual children has been, and how obsessive the pursuit of intelligence-testing of bilingual children, is amply attested in Francesco Cordasco, ed., The Bilingual-Bicultural Child and the Question of Intelligence whose materials span a half-century and include investigations on the intelligence of immigrant children (and their parents); early hereditarian-oriented views; the perplexing issue of cross-cultural testing; the contemporary testing of Puerto Rican, Mexican, and other bilingual children; and, in a dimensional sense, the overall effects of bilingualism on intelligence.

A wide range of doctoral dissertations in the areas of evaluation, testing, and measurement in bilingual education have been completed, and these are noted (including abstracts) in Bilingual-Bicultural Education: Titles and Abstracts of Doctoral Dissertations. A number of these dissertations (by Robert R. Galvan, Solomon H. Flores, Amelia C. Medina, Juan C. Rodriguez-Mungui¿, Rosemary Salomone-Ley, and Paul R. Streff) have been published in the Arno Press core collection of materials entitled Bilingual-Bicultural Education in the United States.

In a very real sense, evaluation techniques have been enhanced by the sharpened perspectives of sociolinguistics which probed the interrelationships between language and social behavior and in which a recurring theme is the importance of social, linguistic, and psychological context to the effective understanding of speech and writing. The best introductions to the complexities of the linguistic domain for the student of bilingual education are Andrew H. Cohen, A Sociolinguistic Approach to Bilingual Education, and Joshua A. Fishman, Sociolinguistics: A Brief Introduction. The rich rewards of sociolinguistic orientations are illustrated in Einar Haugen's massive The Norwegian Language in America: A Study in Bilingual Behavior; in Eduardo Hernandez-Chavez, ed., El Lenguaje de los Chicanos; and in Lawrence Bondi's specialized monograph, The Italian American Child: His Sociolinguistic Acculturation.

Early materials developed by the New York City Board of Education are not without value, particularly the Board's Developing a Program for Testing Puerto Rican Pupils in the New York City Public Schools; and Herschel T. Manuel's Tests of General Ability and Reading and Development of Inter-American Test Materials are pioneer efforts in the testing of general ability and reading for the bilingual child.

It must be conceded that sophisticated techniques of evaluation and testing are available in the recent works by L. G. Kelly, Description et Mesure du Bilinguisme/Description and Measurement of Bilingualism; Robert J. Silverman, et al., Oral Language Tests for Bilingual Students; Bernard Spolsky, et al., A Model for the Description, Analysis and Evaluation of Bilingual Education; Stanley F. Wamat, ed., Issues in Evaluating Reading; and Randall Jones and Bernard Spolsky, eds., Testing Language Proficiency. Yet there is a compelling scarcity of hard data regarding the effectiveness of bilingual education programs, and the continuing vulnerability of bilingual education lies in this crucial area.

In 1976 the United States General Accounting Office (G.A.O.) issued its Bilingual Education: An Unmet Need. A report to the Congress, the G.A.O.'s study maintained that the United States Office of Education (U.S.O.E.) had made little progress in identifying effective means of providing bilingual education instruction, in the training of bilingual education teachers, and in developing suitable teaching materials. A damaging evaluation, commissioned by the U.S.O.E., extending over four years and examining the progress of 11,500 Hispanic students, was published in 1978. The evaluation was done by the American Institute of Research (AIR) and submitted under the title, Evaluation of the Impact of ESBA Title VII Spanish/English Bilingual Education Program: An Overview of Study and Findings. It concluded that most of the children did not need to learn English; that those who did were in fact not acquiring it; that with few exceptions the programs aimed at linguistic and cultural maintenance; and that the degree that children were already alienated from school, they remained so. The Center for Applied Linguistics published a Response to the AIR Study, but the AIR evaluation forced the reorientation of bilingual programs as reflected in the renewed but amended Bilingual Education Act of 1978.
amended 1978 Act placed a ceiling of 40 percent on the number of English-speaking children who could be included in the programs; placed a new stress on parental involvement; instructed local schools to use personnel proficient in both the language of instruction and English; and described eligible participants as children with limited English proficiency (as opposed to limited English-speaking ability), thus expanding the meaning of linguistic deficiency to include reading and writing. These 1978 modifications have not succeeded in quieting the controversy which continues to surround bilingual education.

The Bilingual Education Act is due to expire in 1983, and, at this point, its future is uncertain. However, it would be a mistake, whatever the future of the Act, to believe that bilingual education will disappear. A variety of other federal and state legislative acts fund bilingual education. Ten states have made bilingual education mandatory, and 16 others have enacted legislation that generally authorizes the development of bilingual programs. Bilingual components are parts of important and influential federal acts, among which are the Emergency School Aid Act, the Vocational Education Act, the Adult Education Act, and the Higher Education Act. The law remedies entangle both judicial decisions and regulatory guidelines which make even more complex any efforts to end, or even curtail, bilingual education programs. And there is little doubt that academicians are aware of the perilous state in which American bilingualism finds itself, as is attested in the recent judicious overview of all aspects of bilingual practice in James E. Alatis, ed., Current issues in bilingual education. At this juncture, the most salutory view may well have been voiced by Alan Pifer: "What is needed, now, is a determined effort by all concerned to improve bilingual education programs in the schools through more sympathetic administration and community support, more and better trained teachers, and a sustained, sophisticated, and well-financed research effort to find out where these programs are succeeding and where they are failing and why."

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NINETEENTH CENTURY CHILD IMMIGRATION TO CANADA

Nothing in this list naturally readable.
the children once they had arrived in Canada. It was not until the 1880s when the concern for children and the fear of the street children became widespread that the idea of child migration became widely accepted. This was the era of Barnardo. A good deal of labouring children is devoted to Barnardo. While Barnardo himself remains a shadowy figure, it is clear that the success he did enjoy came despite hardship, opposition (some would say harassment) from the Catholic Church, the continued unsuitability of city children to agricultural life and concern for the welfare of children by various groups. In all, Barnardo brought 20,000 children to Canada by 1925. The scheme ended only when post-war attitudes in Britain and Canada changed. British officials began to oppose sending youth overseas while Canadians began to argue that street children were not necessarily the most desirable citizens. 

Gillian Wagner is more directly concerned with Barnardo. An outgrowth of a graduate thesis which centered upon one controversial aspect of Barnardo's life, this is a stated attempt to correct and complement the older biographies. Miss Wagner's thesis, to greater objectivity than many of the earlier writers may seem spurious once one learns in the introduction that she works for the Barnardo Association. Yet Barnardo here is totally human, capable of error, guilt of pride and falsehood and yet sufficiently dedicated to his religion to endure severe beatings when selling Bibles in taverns. We also get an impression of Barnardo the showman. This was a necessary attribute in an era when fund-raising was often done on a dollar-for-dollar basis i.e. philanthropists would only match the amount of money generated from the general public. At first Barnardo was a tent revivalist complete with reformed drunkard. Eventually he was able to buy one of the local gin mills and convert it into a permanent revival centre. Unfortunately once in business full time, Barnardo's enthusiasm sometimes overcame his sense of good taste. Until public opinion forced him to quit, he sold 'before and after' photos of the street children. To gain credibility, he also claimed a medical degree that he had not yet earned. Several other schemes were not dishonest but did end in failure. The Children's Treasury was an initial success but ended in failure. A second effort at a child's magazine, Our Darlings, from which proceeds were to be given to the orphans, cost rather than earned money throughout its lifetime.

Perhaps the most telling revelation in the book is that Barnardo was on the list of suspects in the Jack the Ripper case. As a trained medical man who frequented the same slum areas as the Ripper's victims, it was inevitable that this would be the case. It was the sort of thing, however, which made Barnardo's life more complicated than it should have been.

Of the three works, Kenneth Bagnell's account of the Barnardo children is the most readable, although some readers will criticize the lack of scholarly apparatus except in the final chapter. Based on interviews, as well as archival sources, Bagnell covers much of the same ground as Parr and Wagner. He then attempts to recreate the reception given to the children in Canada. What is most apparent is that while the government may have accepted them, the Canadian public was not to be so easily swayed. In Toronto, the populist dailies and a local magazine waged a concerted campaign against the importation of what they described as mentally inferior paupers who had a natural inclination to crime. Barnardo was aware of these objections but was so convinced that life in Canada was superior that he often took children from British foster homes, where they were loved, happy and well cared for, to become domestics in Canada. One such case involved Margaret Crocke who, once in Canada, was shuttled from place to place and sexually harassed. Despite her several suicide attempts, the Barnardo Foundation believed she was better off in Canada than in Britain.

Other similar tales lend an air of poignancy to the book. Farmers were understandably upset about being sent young farm labourers who had never seen a cow. Yet there was the rationale for sending children to school in a Canadian winter without shoes or forcing a child to live in a dog house in the yard and share table scraps with the family pet. Thankfully these tales are offset somewhat by those of foster parents who, if not loving, were at least gentle and by the accounts of those who made the child-immigrants a welcome and loved family member.

Each of these works has merit. Labouring Children provides the necessary overview. The Wagner book makes an understanding of Barnardo possible and Little Immigrants provides the other aspect of the story. Each is, in its own right, a valuable source. As complementary works the authors have collectively made a significant contribution to the study of immigration history.

NOTES
1. See for example, Mrs. Barnardo and James Marchant, The Memoirs of the Late Dr. Barnardo (London, 1907); John Batt, Dr. Barnardo: Father of Nobody's Children (London, 1904); J. Wesley Breacy, Dr. Barnardo, Physician, Pioneer, Prophet: Child Life Yesterday and Today (London, 1930); A. R. Neuman, Dr. Barnardo As I Knew Him (London, 1914).
REVIEWS ESSAY: MINNESOTA'S ETHNIC WAY

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It will not quite surprise the readers of this Newsletter to learn that its esteemed editor was responsible for initiating and in large part directing a uniquely ambitious research enterprise that has at last reached fruition in this very handsome book. Nearly a decade ago, Carlton Qualy persuaded the Minnesota Historical Society, which has graciously housed the THS's Newsletter since 1973, to launch the Minnesota Ethnic History Project. The Society promptly enlisted the generous support of the Bush Foundation, the National Endowment for the Humanities, and the Minnesota legislature, and moved ahead with vigor and dispatch. Marshalling its own collections and the resources of the state's regional and local research centers and of such notable depositories as the Immigration History Research Center of the University of Minnesota, a massive fund of historical materials relating to all ethnic groups who have lived in the state from 1850 to 1980 was systematically assembled. These materials came to constitute the basic demographic and geographic framework for the projected history of ethnic Minnesota. As no state in the nation has been so early identified with the study of the immigrant experience as an integrally American one, what might be called the ethnic way, as has Qualy's native Minnesota, They Chose Minnesota is inevitably the first work of its kind. Ably edited by the Minnesota Historical Society's assistant director for publications and research, the late June D. Holquist, it is a tour de force from which historians and other scholars in the remaining 49 states and the world's over 150 nations may have much to learn.

A succinct Introduction by the editor defines and outlines the book's contents, supplies a summary of the reasons for emigration, details the migrants' travel routes, and provides a de facto capsule history of the state that focuses on those episodes and events critically related to an understanding of Minnesotans' response to immigration, to specific immigrant groups, and to one another.

The body of the text consists of thirty-two richly annotated chapters, prepared by twenty-seven authors portraying the experiences of sixty-five ethnic groups. Divided into four parts, the text is organized along broadly geographic lines linked to the areas or countries of origin of the state's population groups. With the notable exception of the Mexican-Americans, this schema roughly corresponds to the chronology of the state's initial group and individual migration and settlement patterns. First come five essays portraying the primarily native-born North Americans, "led by the 'old stock' native people" (17), the Dakota (Sioux) and Ojibway (Chippewa); French Canadians and French (Minnesota's first European settlers); the Old Stock Americans—Yankees, Yorkers, Midlanders, and Southerners; Blacks; and Mexican Americans. Part Two includes a series of ten essays on the British—English, Scots, Welsh, and British-Canadians; the Irish; the Germans; Belgians, Netherlands, and Luxembourgers; the Swiss; the Norwegians; the Swedes; the Danes; the Icelanders; and the Finns and Swede-Fins. Part Three depicts Central and East Europeans in eleven discrete essays: the Baltic peoples—Estonians, Latvians, and Lithuanians; Czechs; Slovaks; Poles; South Slav—Bulgarians, Czechs, Croatians, Montenegrins, Serbs, and Slovenes; East Slav—Russians, Ukrainians, Russians, and Belorussians; Hungarians; Romanians; Italians; Greeks, and Jews. The fourth and final part consists of six essays, one on the Middle Easterners—Syrians, Lebanese, Armenians, Egyptians, Iraqis, Palestinians, Turks, and Afghans, and five essays on the Chinese, Filipinos, Japanese, Koreans, and the Indo-Chinese-Vietnamese, ethnic Chinese, Hmong, Laot, and Cambodians, respectively.

Contrary to a commonly held belief, the Swedes and the Norwegians have not been the two leading ethnic groups in the North Star state but have ranked behind the Germans who have comprised the most numerous ethnic group in both the state and in St. Paul, its proverbial Celtic capital. Appropriately, the Germans, Swedes, and Norwegians apparently were allotted the greatest space in the text, with essays running approximately from 20,000 to 30,000 words. The essays on the Low Countries, the South Slavs, the Irish, and the Italians each run from about 10,000 to 15,000 words. All ethnic groups, however, receive generous coverage in a book where for the first time the variety and complexity of ethnic Minnesota has been put on record.

Among the contributors, historians predominate, but geographers, and language and literature specialists are also well represented. Among the well-known historians who have contributed important essays are Hyman Berman (the Jews), Carlton Qualy (the Norwegians), Frank Renkiewicz (the Poles), the late Theodore Saloutos (the Greeks), M. Mark Stolarik (the Slovaks), and Rudolph J. Vecoli (the Italians). Among the historical geographers, the most notable contributors are Nildegaard Binder Johnson (the Germans) and John G. Rice (Old Stock Americans and Swedes). Some of the other researchers and scholars whose talents were imaginatively enlisted are: Louis M. deGracey (Low Countries and Romanians), Ann Regan (Irish, Icelanders, and Danes), Sarah R. Mason (most of the Asian peoples), Deborah L. Miller (all the Middle Easterners), Sarah P. Rubinstein (who French Canadians, French, and British), and Mitchell E. Rubinstein (Dakota and Ojibway).

Richly supplementing the text are 85 statis-
tical tables and graphs which summarize data gleaned from a great array of sources, most notably the federal and state manuscript schedules and printed census reports from the first detailed federal census of 1850 to the scant preliminary data available for 1980. (In a succinct appendix, Jon A. Gjerde lucidly explains the methods for compiling the statistical data and the pitfalls connected with the use of these sources.) Sixty-one maps provide basic information on the region or country of origin of all ethnic groups, their patterns of migration, and for some groups, their patterns of urban and rural settlement in Minnesota, as recorded in the federal census of 1880, the state census of 1905, or both. In addition, some one hundred and forty superb photographs illustrate the text. As in the case of the tables, charts, graphs, and maps, the photographs are integrated into the text and appear in appropriate places throughout the book. Regrettably, for reasons of economy, no comprehensive or even selective bibliography is included. Finally, a comprehensive seventeen-page index invites readers interested in topics that extend across group lines to locate the information they seek. Topics and themes that catch this reader's eye are acculturation, Americanization, brain drain, discrimination, education, foods and cooking, farming, naturalization, politics, remigration, and urbanization as well as architecture, art and artists, dancing, housing, music, newspapers, push factors, pull factors, railroads, temperance, theater, World War One and World War Two.

The editor and contributors to They Chose Minnesota have made no special effort to explore or to define within the parameters of the Minnesota experience the theoretical problems of ethnicity, pluralism (omitted in index, undoubtedly because the concept is so central to the book), assimilation, and the other contradictions that have proverbially bemused sociologists, officials of the Census Bureau, and most Americans. Published by the Minnesota Historical Society to gratify "the interest present day members of each population stock have in their group's role in the story of Minnesota" (vii), They Chose Minnesota appears to have done so most successfully. Again, in the editor's modest words, in stressing the role of the book as a beginning work, "we know that we have not said the last word", but "are pleased that so many chapters have been able to say a first word." (vii) Scholars concerned with attaining a more nuanced understanding of the ethnic way - the impact of diverse ethnic groups upon one another, the accommodation and conflict among successive generations, the interplay between private and public selves, and the more subtle expressions of ethnicity, will also find the first word and more in this valuable work of collective scholarship. It is truly a great beginning book for all.

The annual meeting of the Immigration History Society was held in conjunction with the meetings of the Organization of American Historians in Philadelphia, April 2, 1982, at The Balch Institute, 18 South 7th Street. Arrangements were made by our secretary, M. Mark Stolarik, director of The Balch Institute. The executive board met at noon, followed by a meeting of the editorial board of the Journal. Following an OAH panel on "Immigrant Churches," there was a tour of the Institute. The annual meeting was held in conjunction with the annual dinner in a restaurant near The Balch Institute. John Higham, President 1979-82, delivered the address on "Current Trends in the Study of Ethnicity in the United States," calling for a more integrative approach. Elected to office were Victor Greene, vice president; executive board: John Bodnar, Betty Boyd Caroli, George E. Pozzetta, and David M. Reimers. The treasurer reported on the two IHS accounts, one at the Minnesota Historical Society with a balance as of March 1, 1982, of $3,058.73; and one at the St. Anthony Park Bank, St. Paul (chiefly for Journal funds), as of April 5, 1982, of $2,914.01. The mailing list of the IHS Newsletter as of March 1, 1982, was 664, including 448 paid individuals, 74 paid institutional, 65 paid foreign (both individual and institutional), 28 exchanges, and 49 complimentary to the AHQ, JAH, WQ, the Library of Congress, and certain foreign institutions.

Ronald Bayor, editor of the Journal, reported that the second number will be mailed in April, to a mailing list of 566. A mailing list of 730 is needed to break even. Recruitment of institutional members seemed of prime importance, despite the reluctance of libraries to add new serials. A vote of thanks was given to the retiring president, John Higham, and to Carlton Qualey, Ronald Bayor, and Elliott Barkun, the latter for his vigorous promotion campaign. The thanks of the IHS to the Minnesota Historical Society is continuous. And for hosting the IHS meetings, thanks went to its secretary, M. Mark Stolarik and The Balch Institute, especially for the sumptuous ethnic dinner, attended by 64 people, the largest number ever. For the 1983 IHS meetings in Cincinnati, Roger Daniels reports that there will be a German dinner.

Officers of the IHS, with dates of expiration of term, are:

Rudolph Vecoli, President (1985) University of Minnesota
Victor Greene, Vice President (1985), University of Wisconsin-Milwaukee
M. Mark Stolarik, Secretary (1984), The Balch Institute
Carlton C. Qualey, Treasurer (1984), Minnesota Historical Society

Executive Board
Roger Daniels (1983), University of Cincinnati
Executive Board (continued)

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Maxine Seller (1983), SUNY-Buffalo

John Appel (1984), Michigan State University

George Pozzetta (1984), University of Florida

Robert Harney (1984), University of Toronto

John Bodnar (1985), Indiana University

Betty Boyd Caroli (1985), Kingsborough, CUNY

David Reimers (1985), New York University

Presidents emeritus

Moses Rischin, San Francisco State University

John Higham, The Johns Hopkins University


Inquiries concerning the exhibit entitled "And They Call Us a Problem: The Immigrant Child, 1890-1930," mentioned in the November 1981 Newsletter, should be directed to the Statue of Liberty National Monument, Liberty Island, New York, NY 10004. Tel. 212-732-1236.

On November 9-11, 1981, a conference at Jagiellonian University, Krakow, Poland, organized by Andrzej Brozek, a series of papers was presented on the theme "Emigration from Northern, Central and Southern Europe: Theoretical and Methodological Principles of Research." Papers were by scholars from Poland, Hungary, Finland, West Germany, Yugoslavia, U.S.A., and Sweden. For information write to Professor Brozek at his university, Rynek Gl 34, 31-010, Krakow, Poland.

The Center for Historical Population Studies, Univ. of Utah, is sponsoring a conference on "Relocation and Redress: The Japanese American Experience," January 27-29, 1983. Proposals for papers should be sent to Sandra Taylor, Dept. of History, Univ. of Utah, Salt Lake City, Utah 84112.

The Charles and Margaret Hall Cushman Center for the Study of American Catholicism and the University of Notre Dame Press are again sponsoring a competition to select for publication the best manuscript in American Catholic studies. To be
eligible for publication, manuscripts must be pertinent to the study of the American Catholic experience. Since the series is not limited to studies in any one discipline, manuscripts from both the historical and social studies disciplines will be considered; unrevised dissertations normally will not be considered. The author of the award-winning manuscript will receive a $500 award and the award-winning book will be published by the University of Notre Dame Press in the series, Notre Dame Studies in American Catholicism. Scholars interested in entering the competition should send two copies of the manuscript by September 1, 1982 to: Director, Charles and Margaret Hall Cushwa Center for the Study of American Catholicism, 614 Memorial Library, University of Notre Dame, Notre Dame, IN 46556.

Edward R. Kantowicz has been named winner of the 1981 Cushwa competition. His subject was "Corporation Sole: Cardinal Mundelein and Chicago Catholicism." Kantowicz is associate professor of history at Carleton University, Ottawa.

The Cushwa Center for the Study of American Catholicism announces a new program for research scholars. Research grants ranging from $1,000 to $1,000 will be provided 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. Application for grants during 1983 should be made before December 1, 1982. The names of the recipients will be announced in January, 1983. Further information and requests for applications should be addressed to Jay P. Dolan, Director, Cushwa Center for the Study of American Catholicism, 614 Memorial Library, University of Notre Dame, Notre Dame, IN 46556.

The Center for Migration Studies of New York has completed an NEH funded project to microfilm two Italian archival collections important for the study of Italian emigration and of Italian immigrant life abroad; they are: the records of the Office of the Commissioner of Immigration 1901-1927 and the records of the Emigration Office of the Italian Episcopate 1920-1950.

The first collection reproduces on 18 reels of 16mm microfilm 46 boxes of Commissioner of Emigration records housed at the Foreign Ministry Archives in Rome. Included are materials on (1) migration and immigration legislation, both Italian and foreign; (2) Office activities; (3) Office personnel; and (4) field offices operating in border towns and port cities.

The second collection holds on 28 reels of 16mm microfilm the contents of 1,500 dossier files of individual missionaries working with Italian immigrant communities around the world. The documentation not only traces the careers of these clergies, but also reports first hand on Italian immigrant life in such countries as Argentina, Brazil, Canada, Germany, England, Romania, Switzerland, and the United States. The collection includes, moreover, materials pertaining to the "Pontificio Collegio per l'immigrazione Italiana," established in 1914 to train priests for pastoral work among immigrants.


The microfilms (5 reels at a time) will be made available to qualified researchers through interlibrary loan.

Baltic-Scandinavian relations will be the theme of the Eighth Conference on Baltic Studies to be held June 17-19, 1982, at the University of Minnesota in St. Paul. Contact Lori Craven, Program Coordinator, Molte Center for Continuing Education, 315 Pillsbury Drive, S.E., University of Minnesota, Minneapolis, MN 55455, Tel. (612) 373-5361.

The library of The Balch Institute for Ethnic Studies, Philadelphia, has received a $240,000 grant from the Pew Memorial Trust. The grant will fund a three-year retrospective cataloging project, including the purchase of an OCLC terminal and the acquisition of additional staff. The project will allow the library to provide improved subject access to its extensive collection of books on immigration and ethnicity. The project will also make the library accessible to other OCLC libraries and approximately 20,000 titles will be cataloged during the period of the grant. The project will concentrate on recent publications, although it will include some out-of-print and ephemeral material as well.

A Chair in Academia Studies has been established at the University of Monckton, New Brunswick.

Donald K. Watkins (Univ. Kansas) has undertaken editorship of The Bridge, Danish-American Heritage Society, effective Fall 1982.

The 11th World Congress of the Czechoslovak Society of Arts and Sciences will be held at the University of Pittsburgh, October 28-31, 1982. A call for papers has been issued by Zdenka Fospil, Professor of Art History, Southern Connecticut State College, 501 Crescent Street, New Haven, CT 06515.

The Graduate School of the University of Florida’s Social Science Monograph Series announces a new publication award competition for unpublished works on any theoretical and/or empirical scientific topic. In addition to offer of
publication, the author of the winning manuscript will receive a cash prize of $500. Typecripts should be ca. 125-225 pages double-spaced. Applicants should first submit a brief prospectus. Deadline for submission of finished manuscripts is November 1, 1982. Write Professor George E. Pozzetta, Dept. of History, University of Florida, Gainesville, FL 32611.

The Harvard Encyclopedia of American Ethnic Groups has been awarded the AHA's Waldo G. Leeland Prize, 1981, for "the most outstanding reference tool in the field of history" in the five years ending June 1, 1981.

The Center for Migration Studies, 209 Flagg Place, Staten Island, NY 10304, held the Fifth Annual National Legal Conference on Immigration and Refugee Policy, March 25-26, in Washington, DC. For information write to the Center.

Victor Greene (U. Wis.-Milwaukee) was awarded the Harran Medal by the Polish American Historical Association, in December 1981.

The program committee of the AHA has approved a session, jointly sponsored by the IHS, on ethnic encyclopedias, with papers by Stephen Thorstrom on the Harvard one and Carlton Qualey on the Minnesota volume, for the AHA meetings in Washington, DC, December 28-30, 1982.

The Western Jewish History Center of the Judah L. Magnes Museum in Berkeley has been awarded a grant by the NEH for a two-day symposium, October 17-18, 1982, to be held in Berkeley-San Francisco, entitled "The Life and Legacy of Judah L. Magnes: An International Symposium." Magnes (1877-1948), born in San Francisco, was the first native-born westerner to be ordained as a rabbi, the first chancellor and president of Hebrew University, Jerusalem, and an ardent advocate of Arab-Jewish reconciliation. The Harvard University Press will publish this year Daseiner in Zion: From the Writings of Judah L. Magnes, edited by Arthur Koren, Hebrew University.

On Thursday and Friday, September 22-24, 1982, the Swenson Swedish Immigration History Research Center, Augustana College, Rock Island, IL, and the Swedish Pioneer Historical Society will hold a conference on Swedish-American Research Resources at the center. Twenty-five invited authorities will participate. For further information address the Swenson Center, Denkmann Memorial Library, Augustana College, Rock Island, IL 61201.

For information concerning the proposed development of the Ellis Island Immigration Center, address F. Ross Holland, Jr., Associate Director, Cultural Resources, National Park Service, U.S. Dept. of Interior, Washington, DC 20240.

RESEARCH IN PROGRESS

Randall M. Miller (Saint Joseph's University) has received grants from the American Philosophical Society for research on immigrants in the American South, and from the Center for the Study of American Catholicism, University of Notre Dame, to continue work on Catholic immigrants in the South. These grants were inadvertently attributed to Edward Shemak in the November 1981 Newsletter. Our apologies to all concerned.

Michael W. Tripp (San Francisco State U.) has completed a master's thesis on "Russian Routes: Origins and Development of an Ethnic Community in San Francisco," January 1981. He is continuing research on Russian immigration and would welcome information from others working in this field.

J. Donald Wilson (University of British Columbia) is preparing a booklet on "Fins in Canada: A Historical Survey," for a series sponsored by the Canadian Historical Association.

John D. Buecker (U. Wis.-Parkside, Kenosha), has completed two essays, one on "Mainstream America and the Immigrant Experience" for Stanley Cohen & Lorman A. Ratner, eds., The Development of an American Culture (St. Martin's Press, 1982), and another on "Coalition and Conflict: Evangelistic Modernizers and the Immigrant-Machine Complex," to be published in 1982 in Lee Benson & David Thelen, eds., American Political Process: History as Public Advocacy.

Earl J. Hess (2601 Soldiers Home Road, Apt. 9B, West Lafayette, IN 47906) is engaged in research on military contributions of immigrants in the Union Civil War effort, especially the role of Germans, such as Franz Sigel, in editing the letters of Henry A. Kircher of the 12th Missouri Infantry, in connection with his article on the German-American "The 12th Missouri Infantry: A Socio-Military Profile of a Union Regiment" in Missouri Historical Review, October 1981.


J. F. Donnelly of New York University is working on a dissertation entitled "Catholic New Yorkers and New York Socialists, 1870-1920."

Mary Boros-Kazai of Indiana University, Bloomington, is working on a dissertation examining migration policy in Hungary prior to World War I and comparing it to the policies of other European countries. She is also serving as Research Consultant for the Hungarian Ethnic Heritage Project of the American Hungarian Educators Association.
Frank B. Roman of the Polish American Historical Association is collecting bibliographies on Polish-American studies.

Mark Stolarik presented a paper on "Slovak Migration to North America in Historical Perspective," at a conference on "Migration from Northern, Central and Southern Europe: Theoretical and Methodological Principles of Research" at the Jagiellonian University in Krakow, Poland, on November 9-11, 1981. The conference was organized by the Polonica Research Institute.

Joanne Bock (U. MI) has returned from Romania where she did research for her dissertation on "Romanian American Folk Art."

Richard H. Platkin (UCLA, Sociology) is doing a dissertation on contemporary American nativism, especially overt anti-Semitism. He is currently in Israel.

David Gerber's (SUNY-Buffalo) essay, "Modernity in the Service of Tradition: Anti-Religious Catholic Laymen at Buffalo's St. Louis Church," will be published in the June, 1982, issue of the Journal of Social History, which last year published an essay of Gerber's on the structure of Black and immigrant politics in America, with Michael Dowdowski, Gerber is editing a volume of essays on anti-Semitism in American history for which he has written an essay on the origins of discrimination against Jews in commerce. This volume will be published by the University of Illinois Press early in 1984.

John F. McClymer (Assumption College, Worcester, MA) is doing a book-length study of the Americanization movement and American political culture. He is also engaged in an interdisciplinary community studies program of Worcester ethnic neighborhoods.

Dirk Hoederer, University of Bremen, continues to assemble a bibliography of labor-ethnic newspapers. It is urgent that he receive further financial aid in this gigantic enterprise.

PUBLICATIONS


Bill Hosokawa, M.D., The Quiet Americans. NY, Morrow Quill, 1981. $5.95.


International Migration, XIX, No. 1/2, 1981; "Situation and Role of Migrant Women." 292 p. Highly recommended. T.C.M., P.O. Box 100, CH 1211, Geneva 19, Switzerland.


Lubomyr R. Wynn & David Reith, eds., Ethnic Nationality, and Foreign-Language Broadcasting
and Telecasting in Ohio: Directory and Report. Center for Ethnic Studies, School of Library Science, Kent State University, Kent, OH 44242. $5.


Carol Williams, The Swissers. A novel concerning colonial Swiss Americans. SAHS, c/o Mrs. E. Schmid-Ackermann, 111 Hicks St., 23-A, Brooklyn Heights, NY 11211. $6.60.


Migrations Internationales: Guide des sources documentaires en France. 20F. Centre de Documentation Sciences Humaines, 54, boulevard Raspail, BP140 75260 Paris Cedex 06.


Randall M. Miller, "Catholics in the Old South: Some Speculations on Catholic Identities" in Working Papers of the Center for the Study of American Catholicism, University of Notre Dame, series 9, Spring 1981.


Directory of Italian and Italian American Organizations and Community Services in the Metropolitan Area of Greater New York. Center for Migration Studies, 209 Flag Place, Staten Island, NY 10304. $9.95.


John F. Sutherland, "Cheney Brothers was the World. Migration and Settlement in Manchester Connecticut at the Turn of the Twentieth Century" in Proceedings of the New England-St. Lawrence Valley Geographical Society, 10:10-14 (October 1980).


Stanley Lieberson, A Piece of the Pie: Blacks and White Immigrants Since 1880. Berkeley, Univ. of California Press, 1980. $34.50cl. $11.50pa.


MIORITA. A Journal of Romanian Studies. Semiannual. Published jointly by the New Zealand Romanian Cultural Association and the Department of Foreign Languages, Literature and Linguistics, University of Rochester, NY 14627. U.S. editor is Charles M. Carlton, University of Rochester.


Bulletin, Czechoslovak Society of Arts and Sciences. Three times annually. R. Bunsar, 75-70 199 Street, Flushing, NY 11366. $4. to non-members.

Swedish-American Newspapers. A Guide to the Microfilms held by the Swedish Swedish Research Center, Augustana College, Rock Island, IL, $3.00.

Newsletter, Swiss American Historical Society, XVIII, No. 1. February 1982. The subject of the essays in this number is Albert Gallatin.


Greenwood Press, 88 Post Road West, P.O. Box 5007, Westport, CT 06881, plans to publish a series of Directories of Ethnic Material Culture. One on Germanic culture, compiled by Margaret Hobbie, has been published.

Harney, John Modell, June Alexander, and Frank Renkiewicz.

David M. Katzman and William M. Tuttle, Jr.,
Plain Folk. The Life Stories of Undistinguished Americans. Urbana, IL, University of Illinois Press, 1982. 75 autobiographical and biographical sketches, including many of immigrant-Americans and Blacks.

J. Antonio Alpalhão and Victor M. P. Da Rosa,

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