

Fall 2009

Editors:

Gayle V. Fischer and
Alexandros K. Kyrrou

Inside this Issue:

Administration and History
Notes from the Chair
World History Association
Photo Essay
Profiling New Faculty
Introducing Administrative Aide
Feature Essay and Review
Faculty Research Notes
Faculty News
Salem Pioneer Village Photo Essay
Spotlight on Faculty Books
Student Essay
Student News
Salem State Historical Association
King Richard's Faire Photo Essay
Phi Alpha Theta Update
Graduate Program Report
Secondary Education
Notes and Announcements
Summer 2010 Travel Institutes
An Appeal from the Chair
An Invitation

Send news to:

Dr. Gayle V. Fischer or
Dr. Alexandros K. Kyrrou
Newsletter Editors
Salem State College
History Department
352 Lafayette Street
Salem, MA 01970

Or email:

Dr. Fischer at
gfischer@salemstate.edu or
Dr. Kyrrou at
akyrou@salemstate.edu
Please inform us of changes in
mailing addresses, telephone
numbers, and email addresses.



Newsletter of the Salem State College History Department

My Sabbatical as Dean or the Confluence of Administration and History

Emerson W. Baker, Interim Dean, School of Graduate Studies

The phone call came in late August, just as I was getting ready to finally start enjoying my sabbatical, after a busy summer of teaching. It was the Provost's office, informing me that Dean Glasser was retiring very soon due to a family illness and that the Provost would like to pick my brain about the situation – was I available? A few days and several meetings later, I found myself as the Interim Dean of the School of Graduate Studies.

Many friends across campus have asked me why I would postpone a hard-earned sabbatical for a difficult administrative job. I guess I feel it is a unique opportunity to help Salem State, and at the same time, a chance for me to hone many of the skills I use as an historian. How is being a dean or any college administrator like being a historian, you ask? They actually have lots in common.

The most obvious connection is a solid understanding of the past. It has been a year of change for our graduate programs at Salem State. In May we lost staff to budget cuts and saw the establishment of a separate office of graduate admissions, and we even changed our name from the Graduate School to the School of Graduate Studies. Amid all these changes I find myself learning as much as I can about what the graduate school did in the past, and how things have changed. Not only do our current practices rest upon this past, but we cannot figure out where the graduate school wants to go, if we do not know where it is coming from.

Perhaps the most important skill I or any historian brings to an administrative job is the ability to work with evidence or data. Historians have to be able to manage information and to use it to build arguments. Historians have to assess the arguments of

others, and to be able to objectively see all sides of an issue. Historians work with a variety of qualitative and quantitative pieces of evidence, and deans do very similar things. The data may be different – perhaps a seat report or a budget snapshot instead of the Gettysburg Address – but the process is much the same.

Historians also have to be effective communicators. While I may not have the chance as dean to present lectures or write history, I am constantly communicating with students, faculty and staff. Much of this is face to face interaction – like the one day last week I had seven hours of meetings. I have also noticed a tremendous increase in my e-mail, as I now typically get 50 or more emails a day.

Historians are well represented in the administrative halls of the ivory tower. I am often hearing of historians who serve as deans, provosts and even college presidents. For example, Harvard University's President Drew Gilpin Faust is a prominent and award-winning historian of the Civil War and the American South. Woodrow Wilson received his Ph.D. in History and Political Science and was a professor before becoming President of Princeton, and then President of the United States, and he did pretty well (ok, those Fourteen Points do seem to be a bit excessive).

The search for a new dean of the School of Graduate Studies is gearing up. So presumably my replacement will be assuming office next summer, in time for me to take that sabbatical next fall, and to return to the History department in the spring of 2011. In the meantime, I am enjoying my responsibilities and I particularly look forward to handing diplomas to some of my former graduate students next May.

NOTES FROM THE CHAIR

Come to Salem to See the World

Dr. Christopher Mauriello

Welcome to the fall 2009 edition of *Past and Present*. 2009 has been an exciting year for the History department. First, we welcome Bethany Jay to the History faculty as a full-time, tenure-track assistant professor. Bethany received her Ph.D. from Boston College in U.S. history and will be coordinating our MAT History programs and teaching courses in history teaching methods, U.S. history, and public history.

From June 25-June 28, the department and college hosted the 18th Annual World History Association Conference. Over 475 scholars and teachers of world history representing over 30 nations attended the conference. For four full days, Central and North Campus and the surrounding city were transformed into an exciting and diverse intellectual community around the theme of world history. At the center of the conference was the City of Salem itself. The conference boasted, “come to Salem and see the world” to focus attention on the much neglected role of Salem in world history. While well-known for the witchcraft trials of the 17th century, the conference celebrated the role of Salem as a busy international port during the 18th and 19th centuries and a central place for the international exchange of ideas, culture and cargo. Our own Dane Morrison, one of the co-chairs of the organizing committee, presented the first keynote address, “Citizens of the World? Salem’s Early Expatriate Communities,” that linked local history and world history through Salem. Attendees also had the opportunity to tour Salem with Dr. Emily Murphy of the National Park Service, join History faculty member Anthony Guerriero on a Salem State Alumni Association-sponsored tour of the USS *Constitution*, attend screening panels with the directors of world history-themed documentaries or attend a free public lectures in downtown Salem by eminent historians such as Dr. Morris Rossabi and Dr. William McNeil. All the while, behind the scenes history faculty, staff, students, alumni, and Salem State administrators and support staff—wearing white polo shirts emblazoned with a History department logo—provided hours of registration assistance, logistical support, technical and media support, and good ambassadorship. The conference would not have been possible without them and I wanted to thank them again publicly.

Public events such as the WHA Conference promote the quality of the department locally, regionally, nationally and internationally. President Meservey noted the History department and the WHA Conference in both her annual address to the college and at the Speakers Series in front of thousands of attendees. The *Salem Statement* published a full color page devoted to the conference. Success brings more

success. Immediately after the conference, the New England Historical Association approached us to host the Spring 2010 NEHA Conference. I am pleased to announce that we have recently accepted and will host the one-day conference on Saturday, April 17, 2010. The conference, held on Central Campus will bring over 100 regional scholars, graduate students and the public for a day of panels, keynote addresses and lunch. I know we can all pull together again to make this conference a success.

Conferences like the WHA and NEHA are part of the department’s strategic initiative to connect our faculty, students, alumni, and the college to the valuable history, resources, and historical institutions of Salem and the North Shore. In return, we would like the institutions and residents of Salem and the North Shore to see us as an important resource for local and regional history and as a strategic partner for research, internships, collaborations, grant projects, educational programming, and tourism.

You will soon see other changes prompted by our full-year program review (coordinated by Prof. Avi Chomsky) and strategic planning. In October, the History Department changed its course prefix from HIS to HST effective September 2010. This change resulted in a clear rationale for differences between courses, more survey courses offered at the 200-level, and room for more specialized courses as we hire new historians teaching new fields. For our students and alumni, this change will not negatively affect any courses you have taken, but your transcript may or may not have both HIS and HST prefixes for some time as the registrar changes over to the new prefix. Finally, in the spring 2010 semester, the department is offering six topical sections of World History I and II as part of a pilot program to revise the world history sequence. Professor Erik Jensen will be offering sections of HIS101 under the topic “Art and Power;” Professors Avi Chomsky, Robert LaSota and Jamie Wilson will be offering sections of HIS102 under the topics “Colonialism and the Third World,” “Race, Science and Politics” and “History of African Diaspora,” respectively. The department will assess the student and faculty experiences of these pilot sections against our 2008 data from traditional sections of the sequence in order to guide our revisions to the core curriculum.

These new initiatives and reforms are aimed at strategically positioning the History department to meet the challenges and opportunities of the changing makeup of our students, new faculty areas of interests and expertise, a new strategic plan for the college, and to create a more vital History department for the college, the region and the Commonwealth.

WORLD HISTORY ASSOCIATION CONFERENCE



World History Association Conference

June 25 -28, 2009

Central Campus
North Campus
Salem

FEATURE ESSAY AND REVIEW

Lionel Casson. *Libraries in the Ancient World*. New Haven, CT: Yale University Press, 2002. Pp. xii, 177. \$12.95 (paperback). This excerpted review article was originally published in *The National Herald*, 12: 609 (June 2009).

Dr. Alex Kyrou

It is not surprising that the Greeks, the first to produce philosophy, drama, history, systematic science, and the other intellectual achievements that formed the foundations of western literary tradition and civilization, were also the originators of a by-productive of their creative accomplishments—the library. Although the enormity in volume, scope, and diversity of studies on what the ancient Greeks wrote and read is virtually infinite, there is, ironically, an acute dearth of scholarship on the physical aspects of Greek writing and its contemporary preservation. ...

The scholarly progress on the history of the technology of writing has not been matched by research on libraries, the chief repositories of written work, in the ancient, especially Greek, world. This deficiency has been addressed by the publication of Lionel Casson's original and highly informative work, *Libraries in the Ancient World*. The late Lionel Casson was Professor Emeritus of Classics at New York University and a renowned author of more than a dozen books on various aspects of life and culture in the ancient Mediterranean. Originally published in hardback in 2001, Casson's *Libraries in the Ancient World* is the first book-length, full-scale study of its subject. The fascinating text, supplemented by 2 maps and 30 illustrations, is written in an engaging and lively prose. Intended for both general readers and scholars, researchers will benefit considerably from Casson's extensive notes and thorough documentation.

In this book's introductory chapter, Casson reviews the emergence of "libraries" in the ancient Near East. Readers can glean from the author's discussion that these early repositories of documentary records of government activity and religious materials linked to individual temples were more akin to rudimentary state and institutional archives than actual libraries. Moreover, the unsystematic, haphazard collections of utilitarian writings gathered by, and limited to the use of, monarchs and high priests in Assyria, Egypt, the Hittite Empire, and Mesopotamia had no appreciable influence on outside cultures and did not provide any models or foundations of libraries for subsequent civilizations to emulate or build on. ...

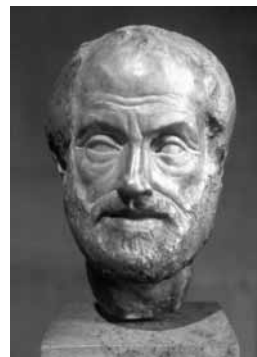
Although the Greeks' invention of the library owed little to other cultures, it was the Egyptians who pioneered the manufacture of papyrus, the earliest form of paper and a commodity obviously crucial to the production of written material. As early as approximately 3,000 B.C., the Egyptians developed the process for producing a writing surface from a plant abundant in the marshes of the Nile River Delta the local population called wadj and tjufy. The Greeks knew the plant as papyros, from which the Latin word papyrus and, subsequently, the English word paper both originate. The word Bible,

and ultimately book, is also derivative of the Greek word byblios or biblion and, likewise, connected to papyrus. Precisely because the first papyrus rolls to enter Greece were exported from the Egyptian-controlled Phoenician port of Byblos, the town and product became synonymous to the Greeks.

This book provides considerable detail outlining the economics and manufacturing of papyrus. According to the author, the Egyptians enjoyed a monopoly over the production of papyrus, which they exported in massive and steadily increasing quantities to the Greeks, their chief buyers. Once they had perfected the process, the making of papyrus was relatively simple for Egyptian craftsmen. ...

The demand for Egyptian papyrus in Greece exploded during the fifth century B.C. This development was caused by a significant occurrence—the emergence of the world's first publishing and bookselling industries. In short, a burgeoning market for "books" developed that reflected and was inexorably linked to the unprecedented creative, intellectual, and literary output of Greek society during this period. As a result, the selling of books had become a flourishing industry throughout much of the Greek world. Book dealers, who employed scribes that made copies of original writings in private shops (scriptoria), were a well established presence in Greek commerce. In Athens, for example, by the time of Socrates, the part of the Agora (the main public square where goods of all sort were sold) known as the orchestra was occupied almost entirely by booksellers' stands. Furthermore, in response to an ever more sophisticated readership and marketplace, book dealers were also involved in shipping works from one city to another, promoting widespread interest and trade in Greek literature of all sorts.

Casson concludes that these developments in Classical Greece were crucial to the origin of libraries. Indeed, "by the latter part of the fourth century B.C., the prerequisites for the creation of the public library had been met. Works on a wide variety of subjects were available. Scriptoria had come into existence for turning out multiple copies, and there were dealers to sell them. With books easily acquired, people had begun to collect them—and become aware of how useful book collections could be. All this implies a steady increase in the number of those who were not merely literate but read for pleasure and profit" (28).



Aristotle

These larger developments in the Greek world coincided with two specific events that would also be critical to the creation of the library in antiquity. The first event was the establishment by Aristotle of a large personal library. Plato's most revered student, head of his native Macedonia's royal academy, founder of the Lyceum in Athens, and one of Greece's most prolific philosophers, Aristotle was the most influential thinker in the Greek world. Through decades of study, teaching, and writing, Aristotle had amassed an enormous collection of books, a massive personal library. In fact, its size and diversity was such as to require a system of organization. The structure that Aristotle put into place for his personal library would serve as the basic model for the organization of libraries in the future.



Alexander the Great

The second event crucial to the history of libraries was the conquest of the Persian Empire by Aristotle's former student, Alexander the Great, and the consequent establishment of Greek states and the diffusion and dominance of Greek language and culture throughout the Near East. Egypt, one of the several successor states carved out of Alexander's empire by

his generals following his death in 323 B.C., was acquired by Alexander's confidant since childhood, Ptolemy I, who reigned until his death in 283 B.C., established a Greek kingdom and dynasty that would rule over Egypt until Rome's conquest of the country in 30 B.C. ...

As their capital and the center of Hellenism in Egypt, Ptolemy I and his successors sought to make Alexandria the epicenter of the Greek world. ... This goal soon led the Greeks of Egypt to produce their most celebrated creation—the Library of Alexandria.

In seeking to attract intellectuals to Alexandria, Ptolemy I established the renowned Mouseion, or Museum, a figurative temple for the muses, a place for cultivating the arts. Casson informs the reader that the Alexandrian Museum, "was an ancient version of a think-tank: the members, consisting of noted writers, poets, scientists, and scholars, were appointed by the Ptolemies for life and enjoyed a handsome salary, tax exemption, free lodging, and food... On top of their personal benefits, this pampered group had at their disposal a priceless intellectual resource: it was for them that the Ptolemies founded the Library of Alexandria" (33-34).

Casson asserts that Aristotle's library was the inspiration behind Ptolemy I's decision to create the Library of

Alexandria around 300 B.C. Demetrios of Phaleron, a disciple of Aristotle, who was familiar with his mentor's book collection, was a close advisor to Ptolemy I and suggested the creation of an enhanced version of the great philosopher's library for Alexandria. Toward this end, the Ptolemies dispatched well-funded agents to every market and center of Greek book production and distribution. "The policy was to acquire everything, from exalted epic poetry to humdrum cookbooks: the Ptolemies aimed to make the collection a comprehensive repository of Greek writings as well as a tool for research. The best-known example is the *Septuagint*, the Greek version of the *Old Testament*... Its prime purpose was to serve the Jewish community, many of whom spoke only Greek and could no longer understand the original Hebrew or Aramaic" (35-36). Promoted in particular by Ptolemy II, this translation project would have enormous implications for the eventual development of Christianity.

By the time of Ptolemy III, whose reign began in 246 B.C., there were two libraries comprising the collective Library of Alexandria. According to Casson, the rolls in the main library totaled 490,000, while the smaller library held 43,000 rolls. The major library was located in the Ptolemies' palace complex to directly serve the members of the Museum. The minor, "daughter library," was located near the Ptolemies' palace in the Serapeion, a sanctuary of the Hellenistic-Egyptian god, Serapis. Unlike the Museum's library, the Serapeion's library was open for more or less unrestricted access to the city's general population, making it the world's first large-scale public, lending library.

At the head of the Library of Alexandria's large staff of professional librarians, checkers, clerks, copyists, pages, repairers, sorters, and others, was a Library Director. The first to hold the post was Zenodotus of Ephesus, an intellectual luminary and Homeric scholar, who served the first two Ptolemies. Zenodotus put in place the Library's initial organization. Adapting the principles used in Aristotle's private collection to the new, gigantic library in Alexandria, Zenodotus pioneered library science. First, he established the system for sorting and shelving the Library's rolls according to the nature of their content. Then, he distributed holdings to rooms or parts of rooms that corresponded to specific categories of writings. Finally, Zenodotus arranged all works on the shelves by author in alphabetical order. The innovation of alphabetical order as a mode of organization represented an enormous leap forward and a monumental contribution to the development of libraries.

The next major advance in the Library of Alexandria's organization was undertaken by Zenodotus' successor, the highly gifted scholar-writer, Callimachus of Cyrene.

continued on page 6

FEATURE ESSAY AND REVIEW cont.

Appointed Library Director by Ptolemy III, Callimachus took up the immense task of cataloging the ever-increasing mountain of material accruing in the Library. Beginning around 245 B.C., he embarked on his *Pinakes* (“Lists”). Once completed, this mammoth work, comprising 120 books, was a comprehensive survey of all the books held in the Library of Alexandria, along with biographical and bibliographical details of the authors—in short, *Pinakes* was a guide to all known Greek literature up to the time of its compilation. Expanding on Zenedotus efforts, Callimachus also introduced the notion of a classification system—the forerunner of the modern Dewey decimal and Library of Congress systems—based on disciplines or fields of writing and scholarship.

Although the author devotes considerable attention to the growth of libraries throughout the Greek world and the Roman Empire, Casson’s emphasis rests squarely with the Library of Alexandria. ... Indeed, Professor Casson makes it clear that the Library of Alexandria was the first of its kind, and throughout antiquity remained the greatest of its kind.

Although the importance of the Library of Alexandria is well known, the history of the Library’s demise, like the fate of its most famous relic occupant—the sarcophagus containing the body of Alexander the Great—is very clouded. Despite the considerable confusion among the sources about the Library’s fortunes, it is increasingly clear that the Library was steadily eroded by several traumas over multiple centuries rather than by a single cataclysmic event, as legend often holds. All the same, a great disaster did befall the Library, one from which it never fully recovered.



Julius Caesar

In 48 B.C., Julius Caesar burned down much of the Library of Alexandria. ...

Caesar had not intended to burn the Library. Nonetheless, the damage, according to most accounts, was enormous. ... While some sources report that 40,000 papyrus rolls were lost in the fire, other histories suggest as many as 400,000 books may have

been destroyed. In the final analysis, although the fire of 48 B.C. was not the end of the Library of Alexandria, the great library would never recover its former importance.

According to Casson, the disaster the Museum library suffered in 48 B.C. was followed by a final, crushing blow three centuries later. The author informs the reader that the end of the Museum’s library came in 270 A.D., when the Roman emperor Aurelian, in the course of suppressing a secessionist insurgency, engaged in intensive,

brutal fighting in Alexandria. During the struggle for the control of the city, Alexandria’s palace area was laid waste, including the Museum library.

Many historians argue that after 270 A.D. the surviving Alexandrian Library—reduced to only the Serapeion library—was itself progressively damaged by a succession of violent disasters that spanned several centuries. In fact, many scholars, including Casson, assert that the Library may have survived until the Arab conquest of Alexandria in 642 A.D., when, according to multiple narratives, the Library was completely destroyed and its contents were burned by Egypt’s new Muslim rulers.

Despite the Muslim Arabs’ eventual embrace, reverence, and preservation of Greek literature and learning, the initial burst of Arab conquest in the seventh century produced considerable destruction of, among other things, libraries and their holdings in many parts of the Near East. This fact may perhaps lend credibility to the popular story found in Arab sources dealing with the capture of Alexandria and the fate of the city’s Library. According to such accounts, the conquering Arab Caliph Omar remarked on the disposition of the Library that “If these writings of the Greeks agree with the book of God, they are useless and need not be preserved; if they disagree, they are pernicious and ought to be destroyed.’ And destroyed they were, by being handed over to the city’s baths for fuel, and, the story specifies, they sufficed to feed the furnaces of all four thousand of them for six months” (138).

Regardless of its accuracy or inaccuracy, the tale of Caliph Omar is useful because it underscores the intangible, and not only material, influence and historical importance of the Library of Alexandria. From this perspective, whether the Library still existed at the time of the Arab conquest of Egypt is not as significant as the fact that the Arabs understood and appreciated the Library’s symbolism as the great repository of the Greeks’ civilization and millennium-old cultural hegemony in the Near East. Indeed, the actual historical record is irrelevant to the intended function of the original Arab chronicles. These narratives were written to justify and affirm the Muslim Arabs’ own sense of righteousness and purpose as conquerors invested with a divine mission to supplant other civilizations and ways of understanding with a new universal creed and awareness.

... This popular Arab story is instructive because it makes clear the fact that nearly a thousand years after its founding, the Library of Alexandria, even as a shadow of its former self, or perhaps as only a memory, still resonated such might that it continued to draw the world’s awe and imagination—a fact, like the importance of the Library’s historical legacy, that has grown only greater over time.

FACULTY NEWS

Publications:

Dr. **Emerson Baker** co-authored two chapters in the volume, *Essays on Northeastern North America: Seventeenth and Eighteenth Centuries* (University of Toronto Press, 2008), by John G. Reid with contributions by Emerson W. Baker.

Professor **Hope Benne**'s article, "Can Capitalism (and Socialism) Evolve into Nonviolent Economic Systems?" was published in *The Peace Chronicle: The Newsletter of the Peace and Justice Studies Association* (Fall 2009/Winter 2010).

Dr. **Avi Chomsky** is currently completing, "Unions, the Environment, and Social Justice: Mining Struggles in Colombia and Appalachia," (with Chad Montrie), for inclusion in *Transforming Places: Lessons in Movement-Building from Appalachia*, under the editorship of Steve Fisher and Barbara Ellen Smith. A chapter, "Labor History as World History: Linking Regions over Time," will soon be published in the forthcoming volume edited by Leon Fink, *Workers, the Nation-State and Beyond: Essays in Labor History Across the Americas* (Oxford University Press).

Dr. **Alex Kyrou** recently published review articles on the following books: Thanasis Aghnides, *The Ecumenical Patriarchate of Constantinople in the Light of the Treaty of Lausanne*, Lionel Casson, *Libraries in the Ancient World*; Richard Clogg, *Parties and Elections in Greece: The Search for Legitimacy*, Robert McCabe, *Greece: Images of an Enchanted Land (1954-1965)*, and United States Commission on International Religious Freedom, *Annual Report of the United States Commission on International Religious Freedom: May 2009*. The preceding reviews were published in "Biblia," *The National Herald* (June-September 2009).

Dr. **Jamie Wilson**'s book, *Building a Healthy Black Harlem: Health Politics in Harlem, New York, from the Jazz Age to the Great Depression* was published by Cambria Press in 2009. Dr. Wilson contributed a chapter, "African Americans in the Jazz Age," in Mitchell Newton-Matza, ed., *The Jazz Age* (ABC-CLIO, 2009). Dr. Wilson's

most recent publications also include two book reviews: Charles L. Lumpkins, *American Pogrom: The East St. Louis Riot and Black Politics*, in *The History Teacher*, 62: 4 (August 2009); and Charles Lattimore Howard, ed., *The Souls of Poor Folk*, in *International Social Science Review*, 84: 1-2 (2009).

Conference Papers and Lectures:

Dr. **Emerson Baker** served as a discussant for the Asia-Atlantic Network's Conference on Early Modern Imperial-Indigenous Military Conflict and Cooperation, held at the University of New Brunswick in August, 2009.

Dr. **Avi Chomsky** presented the paper, "Companies, Boycotts, and Solidarity: From the Farmworkers to the Maquiladoras" (with Steve Striffler), at the Second Annual Empire and Solidarity in the Americas Conference, at the University of New Orleans in October 2009. That same month, Dr. Chomsky participated in a roundtable on "Thinking about Colombia in the World," at the New England Council of Latin American Studies Conference, held at Union College, Schenectady, New York. In June, Dr. Chomsky served as a discussant on the panel for "The Letter," at the World History Association Conference held at Salem State College. Also in June, Dr. Chomsky presented several talks at Colombian universities, including the following lectures: "Perdida de Hegemonia de Estados Unidos" at Universidad del Atlantico, Universidad del Notre, and Universidad Libre, Barranquilla, as well as "Hacia donde van los Gobiernos Latinoamericanos" at Universidad Simon Bolivar, Barranquilla.

Dr. **Gayle V. Fischer** presented a paper, "Witches, Devils, Fairies, and Richard Nixon: Children's Halloween Costumes and the State of the United States, 1950-2001," at the New England Historical Association's Fall Conference at the University of Vermont on October 17, 2009. Dr. Fischer also presented "Mass Student Insurrection' or What Happened When Long-Haired

High School Students Challenged Authority, 1964-1969," at The Society for the History of Children and Youth 5th Biennial Conference: "Children and Youth at Risk and Taking Risks: Historical Inquiries in International Perspective," University of California, Berkeley, July 10-12, 2009.

Professor **Karen Goodno** presented the paper, "Forbidden Experiences: Women, War, and Writing," at the Western Front Association New England/New York Annual Conference at Boston University on November 7, 2009.

Professor **Anthony Guerriero** was recently invited as a guest speaker at the Revere Society for Historic Preservation, where he spoke on "Baseball & Hero Worship: A Discussion on Hall of Famer Jackie Robinson and Red Sox Legend Tony Conigliaro." Professor Guerriero also presented the lecture, "Thomas Jefferson: An American Paradox," to the Castle Island Association of South Boston.

Dr. **Bethany Jay** presented a paper, "Preservation and Reunion: Museums, the Civil War, and Slavery," at the New England Historical Association's Fall Conference at the University of Vermont on October 17, 2009.

Other Professional Activities:

Dr. **Emerson Baker** served as a consultant for *We Shall Remain*, a four part series of the television series, *The American Experience*, which premiered on PBS this past April. The highlight for Professor Baker was helping with the filming of a recreation of the first thanksgiving, which was shot on location in Salem at Pioneer Village. Dr. Baker also consulted on the documentary *The Language of America*, which premiered on PBS in July. The film looks at efforts by the Native American tribes of New England to keep their languages alive in a modern and changing world. Dr. Baker also presented workshops for three different Teaching

continued on page 8

THANKSGIVING AT SALEM PIONEER VILLAGE



American History grants in Massachusetts and Maine. In addition, he presented a workshop for the National Park Service staff from Salem and Saugus on how to interpret the Salem witch trials. Among those in the audience were Salem State History undergraduate **Nicole Estey** and graduate student **Ryan Walsh**, both of whom work for the National Park Service in Salem. Dr. Baker has taken a leave of absence from the History department for the 2009-2010 academic year in order to assume the position of Interim Dean of the School of Graduate Studies for Salem State College.

Thanks to **Arthur Burt**, adjunct history professor at Salem State College, approximately 20 World History Association conference volunteers were treated to a private social gathering at the Marine Society atop the Hawthorne Hotel. Established in 1766, the society was founded to afford relief for disabled and aged members and their families. The

society also sought to improve knowledge of local waters and to take such measures as necessary to protect the navigability of Salem and other harbors.

Dr. **Andrew Darien** was awarded a fellowship by the Aspen Institute in order to participate in the Wye Faculty Seminar on Citizenship in the American and Global Polity, held July 18-24, 2009, in Queenstown, Maryland. During the World History Association Conference held at Salem State College in June, 2009, Dr. Darien conducted an oral history project entitled, "World Historians Speak Out: Perspectives, Projections, & Pedagogy." Dr. Darien interviewed fourteen scholars who are pioneers in the field of world history to discuss the origins, evolution, and future of the field. The interviews will be available in coming weeks on the History Department web page.

Professor **Anthony Guerriero** attended the Disney Institute: Leadership in Difficult Economic Times, in Waltham

in September 2009. In January, Professor Guerriero served as a panel judge for the Profile in Courage Award National High School Essay Contest, sponsored by the John F. Kennedy Library Association.

Dr. **Paul Marsella** reports that 190 area students took the Law School Admissions Test (LSAT) at Salem State College in September 2009. Dr. Marsella has been invited by the Law School Admissions Council to facilitate Salem State as the site for future administration of the LSAT. Dr. Marsella was interviewed by two Salem High School students in the spring of 2009 as part of their National History Day presentation; the theme of the taped interview was, "Evaluation of the Presidency of Andrew Jackson." At the invitation of the Political Science department, Dr. Marsella spoke in September to several of that department's students on academic preparation for law school, as well as the value of a history education in training for a career in law.

PROFILING NEW FACULTY

Dr. Bethany Jay: Becoming an Historian in Her Own Words

I am very pleased to have the opportunity to introduce myself as the new full-time member of the History department faculty at Salem State College. Of course, if you had told me 10 years ago that I would be a history professor, I am sure that I would have been incredulous. After all, 10 years ago, I had just graduated from Connecticut College and had recently finished an exciting internship with “Late Night with Conan O’Brien.” While I am sure that my students will find it hard to believe, I was determined to be a professional comedy writer. Having witnessed television writers in action, I knew the job was both extremely challenging and fun. It even seemed to incorporate my love of history—Conan O’Brien and I had bonded (at least, I think we bonded) over our mutual affection for Abraham Lincoln and most of the “Late Night” writers had been history majors.

Fortunately, after graduation, it did not take long for me to realize the difficulty of making a living in the television industry. More importantly however, away from school for the first time in my life, I realized that I missed the intellectual challenge of academia and the “History” section of my local Barnes & Noble could not satisfy my curiosity. At the same time, I began working at a museum in Sleepy Hollow, New York, named Philipsburg Manor. As a guide at Philipsburg Manor, I found that I enjoyed talking with people about history. Becoming a history professor seemed like a natural way to combine my love of studying history with my love of teaching history. Once the idea entered my mind, I could not imagine doing anything else.

Since that time, public history and education have emerged as much more than the reasons why I became a historian. They have also become the focus of my work as a historian. While I worked at Philipsburg Manor, I witnessed the difficult questions that museums confront as they determine how to represent their site’s history to visitors. This experience sparked my interest in the issue of historical memory. Specifically, I was interested in how a specific interpretation of the past could be used as the foundation for ethnic, regional and national identities in the present. The dissertation that I completed at Boston College built on my experience at Philipsburg Manor and my interest in historical memory by examining the ways in which slavery has been represented at historic house museums from 1853 through 2000.

I was able to combine my work with museums with my interest in education as the Academic Director of Using ESSEX History, a Teaching American History grant project in which Salem State, along with Beverly Public Schools, the National Archives—Northeast—and the Essex National Heritage Commission were partnered. I served as the Academic Director of Using ESSEX History from 2006 through August, 2009. In this role, I planned

seminars for local middle and high school history teachers. These seminars introduced teachers to historical content, primary sources, and local museum resources in order to reinvigorate their history classrooms. Like museums, teachers are faced with a variety of challenges. Understanding those

challenges and helping teachers to face them strategically has become a focus of my own scholarship and has helped me to become a better teacher. As the new Coordinator of the Masters in Arts of Teaching History program at Salem State, I am happy that I will be able to continue my work with current and aspiring teachers.

Salem State College is a long way from the NBC studios at 30 Rockefeller Plaza and there is virtually no chance that I’ll run into Alec Baldwin on the elevator in the Sullivan Building. Still, I am thankful that my path has brought me to the History department and I look forward to working with the wonderful students and faculty at Salem State.



Administrative Aide

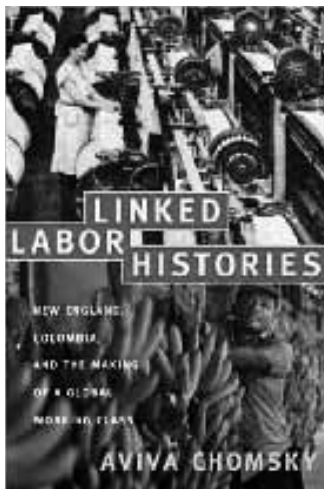
Brian Maillet introduces himself

I am pleased to be part of the History department as an Administrative Aide. I started at Salem State two years ago as a transfer student from North Shore Community College and currently enrolled as a Public History major. After graduation



I plan to move to the mountains far from classrooms and PowerPoint presentations. Until then I will be holding down the History department everyday and dutifully carrying out the tasks of an aide. I look forward to the delightful experience of interacting with all staff and faculty of the History department.

SPOTLIGHT ON FACULTY BOOKS



Dr. **Avi Chomsky's** highly acclaimed study, *Linked Labor Histories: New England, Colombia, and the Making of a Global Working Class* (Durham and London: Duke University Press, 2008), received the 2009 Best Book Prize by the New England Council of Latin American Studies, as announced below by the professional association at its Annual Meeting held at Union

College in Schenectady, New York, on October 3:

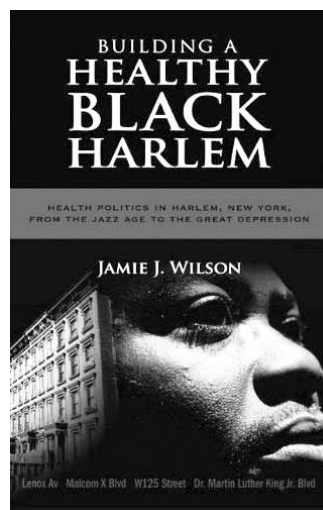
That labor is typically devalued and that workers tend to not organize, when their choices are low-wages or no job, are not revelations. Why these continue to be persistent features in Latin America, the United States, and the rest of world do demand our scholarly and critical attention, especially in these times of out-of-control CEO salaries and bonuses and diminishing wages and benefits for workers. This year's NECLAS 2009 Best Book Prize winning entry, *Linked Labor Histories: New England, Colombia, and the Making of a Global Working Class* by Aviva Chomsky is an historical study that eloquently and forcefully explains why, as she puts it, "a race to the bottom" for workers' wages and rights is taking place.

This book—about globalization's impact on labor and a critique of globalization from the perspective of labor history—is unreservedly deserving of the NECLAS Best Book prize. The volume is clearly written and very well narrated—Chomsky knows how to tell a story. Besides being fully researched, Chomsky's interdisciplinary approach brings into its purview an analysis of Colombian and U.S. histories that helps us learn, "What are the circumstances that have allowed workers to improve their conditions, and how can we as a society work to increase those spaces, and the chances, for workers to have a meaningful voice in their workplaces and communities" (301). This humanistic and social justice perspective only makes the book more urgent and compelling.

Linked Labor Histories is an impressive, path-breaking study of labor history that demonstrates how globalization has been a long-standing process throughout the 20th century and inextricably linked to the beginnings of industrialization. She interweaves history with parallel contemporary cases while retaining a wonderfully comparative outlook replete with incisive analysis. By focusing on the New England textile industry, immigrant

labor, and the role of multinational corporations in Colombia such as UFCO (bananas), Drummond and Exxon (coal), the AFL-CIO, and the IMF, Chomsky meticulously shows how labor costs are kept low and workers' efforts to successfully organize are often thwarted. But even such failures, she argues, are the very seeds of success and improvements to workers' lives.

The individual testimonies that she places at the end of each chapter add a beautifully humane touch to the march of impersonal historical forces. Moreover, the book has urgency; its issues are very much with us today. And it is the farthest thing possible from a purely academic or scholastic piece of work. This is truly excellent, historiography at its best, and in the venerable traditions of general-interest history writing.



Dr. **Jamie J. Wilson** reflects on the publication of his original, groundbreaking study, *Building a Healthy Black Harlem: Health Politics in Harlem, New York, from the Jazz Age to the Great Depression* (Amherst, New York: Cambria Press, 2009):

As a social historian of the African American experience, my teaching and

research has been primarily concerned with how African Americans create and maintain community. *Building a Healthy Black Harlem*, my recently published book, continues these ruminations about Harlem, New York, during the interwar period. Because it was the center of black cultural production and political activism, historians and writers interested in Harlem have adequately addressed topics like the Harlem Renaissance and the Garvey Movement, while the community's efforts and mobilizations around issues of health care and health maintenance have been ignored. My work seeks to remedy this problem by offering a way to think about connections among black morbidity, mortality, health care delivery, and black political engagement, to expand our historical understanding of race and politics.

In *Building a Healthy Black Harlem*, I argue that changing economic circumstances which characterized the interwar period combined with shifting municipal

politics that left Harlem residents politically and economically circumscribed in their efforts to build and fortify institutions focused on maintaining community wellness. In this larger circumscription, citywide, statewide, and nationwide politics made health for black people a politicized affair during the early twentieth century. In conjunction with the political economy of race, health was a major issue of debate that residents of Harlem could enter into despite systematic efforts by politicians and medical professionals to limit residents' political agency and regulate health services and institutions in New York City.

Building a Healthy Black Harlem is a work of African American Studies and History because it uses an interdisciplinary approach to tell the story of one African American community. Throughout the work readers will notice that I consult sociological, historical, literary, and psycho-social sources. This interdisciplinary necessity became particularly important in my discussion of individuals I term magico-religious workers: "individuals who fused ideas relating to supernatural controls and phenomena, occult practices, and religious beliefs to provide answers and directions to their clientele in all matters important to community life, including but not limited to money, family, love, and physical and mental health" (32). Because magico-religious workers commingled non-scientific methods, styles, and approaches, their work and presence in the community demonstrates a collision of ways of knowing—folk knowledge and scientific knowledge—that can only be properly understood by crossing our artificial academic boundaries.

Researching and writing the book was informative to my own intellectual development and seeking, finding, and working with my publisher has taught me negotiating skills in dealing with publishing deadlines and peer review committees. My hope is that my book helps students of African American history and life better understand some of the complexities of black life in the early twentieth century.

FACULTY RESEARCH NOTES:

Children's Halloween Costumes and the State of the United States, 1950-2001

Dr. Gayle V Fischer

A funny thing happened to Halloween on its way to national prominence in the twentieth century U.S. The holiday severed its ties to occult associations and religious experiences and became an occasion to promote community spirit and American national identity.

Not until the 1920s did costumed children begin going door-to-door to trick-or-treat; by 1950s trick-or-treating became an established ritual. In the 1970s, Halloween turned tragic as news of heroin-laced Halloween candy frightened parents and raised alarms about the safety of trick-or-treating; by 1999, 92 percent of America's children were back in costume, ringing doorbells and demanding candy.

Halloween has been described as a "plastic holiday," one that can be "mauled and molded to fit the needs of each generation." Although journalists, folklorists, and, to a lesser extent, historians study Halloween, the result has tended to be surveys from the ancient origins of the holiday to its more grandiose modern incarnations such as the Greenwich Village Halloween Parade. Other scholarly works focus on local community practices or reminiscences. Curiously, few scholars examine children's Halloween costumes and what the design choices reveal about society and consumer culture.

I gave the first public presentation of some of my Halloween research at the fall 2009 NEHA conference; the response from NEHA members and the panel commentator

reinforced my conviction that there is an audience for this research. I left the conference with thought-provoking suggestions and commentary, which will inform my Halloween project as it grows and matures. For the immediate future, I am focusing on the following: 1) homemade vs. store-bought costumes for children and how the chosen designs comment on the era in which they were worn; 2) children and adult costumes and the growth of Halloween in Salem. Thanks to a mini-research grant from the Salem State School of Graduate Studies, I am delving more deeply into local newspaper coverage of Salem's Halloween.

Halloween is fun. It is a moment when children and adults can live out a fantasy. We can learn a great deal about American culture and society by examining what children and grown-ups wore, and wear, on October 31st. If you would like to share Halloween costume pictures or personal costume stories, please send your memories along—I would be delighted to include them in my future projects [contact information is on the front page of this newsletter].



Children in Halloween costumes

STUDENT ESSAY

Identities of the Colonized Replaced with Import Industry

Molly Fitzell

The following essay—a highly original work that considers food, production and identity—was completed by Molly Fitzell as an assignment for Dr. Avi Chomsky's Honors World History course during the spring semester 2009. The course assignment invited students to think about colonialism as a force in world history, using the two sources, *Things Fall Apart* and *Sugar Cane Alley*.

There's a well known saying that people are generally familiar with, "you are what you eat." In the cases of Umuofia and Martinique (as depicted in Achebe's *Things Fall Apart* and Palcy's film version of the Joseph Zobel novel, *Sugar Cane Alley*), the native people took on the identity of the products European colonizers wanted to utilize, sometimes for eating. Colonization didn't just revolve around the enlarging of borders, but also the gain of valuable imports from the colonies. In both colonies the Europeans find value in a local supply of edible products. In Umuofia it's the palm oil, and in Martinique it's the sugar cane. The local inhabitants' lives become entirely shaped around the products they are commissioned, at unjustly low wages, to produce. This new mode of life set up by the European colonizers has currency rule with an iron fist over the indigenous people, causing their personal worth to become synonymous with the cane or palm oil they are able to reap.

In *Things Fall Apart* the reader is introduced to a village relatively untouched by the colonization movement of Europe. Their form of currency is cowries, which are used mostly to buy titles and goats for special occasions. For the most part, however, village life is sustained by each man's own sweat and toil over his own land. It is with the introduction of the white man that currency and favored trade become prominent in village life, for "he had also built a trading store and for the first time palm oil and kernel became things of great price, and much money flowed into Umuofia" (178). Prior to the white man's presence the villagers had focused on their staple crop of yams. However, once the colonizers began to inflict their own societal commonplaces the natives began to reprioritize the importance of produced goods, and so allowed the European colonizers to underpay them while they overworked. This can also be seen in the film, *Sugar Cane Alley* where the people of Martinique's main work is reaping the sugar cane crop for "whitey." They were paid very little and were not compensated for sickness or injury, causing many to fall in further despair under an unrelenting system of oppression.

This inescapable quality of life is evident considering that all of the people in Black Shack Alley are reduced to working in the cane fields with no real hope of ending this means of life. The children in Martinique drunkenly burn down the shack belonging to Twelve Toes, one of the cane

pickers. Afterwards one of the white colonist supervisors of the village asks a superior what they should do with the children. Cut to a scene of the young children participating in the gathering and bundling of the sugar cane, the youngest child appearing around the age of five. This scene so perfectly demonstrates the cycle of backbreaking labor that the Martinicans were born into and how little thought the European colonizers extended to the plight of the workers. The children are also seen at another point to be searching for sugar in one child's shack. Likewise, the people of Umuofia go from tapping palm-oil for their own formal occasions to tapping palm oil in excess; once again making a privilege the object of their downfall. This almost sickeningly depicts the way that the same substance that dictates their lives from sunrise to sunset is still seen as a desired luxury.

When a person lives to perform a task they become known and seen only for that task that they do. The Martinican people were not valued in any way other than that they supplied the hard labor that produced the much desired sugar cane. The people of Umuofia were deemed valuable for their supply of palm oil. Their identities are lost to the monotonous demands of the colony which expects the physically able to carry out these tasks until their dying moments. In *Sugar Cane Alley* Jose's spiritual father, a wizened old man named Médouze, goes off into the sugar cane fields to die. He spent his life working in those fields, and was only acknowledged by whitey as a cane worker. It was to those fields where he went to die, to illustrate the idea that not only was he actually worked to death thanks to the indifference of the colonists, but that the sugar cane field had so completely taken over their lives that it was befitting that he should die there; his means of "life" and means of death. In *Things Fall Apart* the protagonist Okonkwo hangs himself at the end after completely losing faith in his world around him which will not fight to stop the European colonists' ideas. His friend Obierika declares "that man was one of the greatest men in Umuofia. You drove him to kill himself, and now he will be buried like a dog" (208). The people of his village refuse to act with violence against the European influence and had increased trade for the palm oils that were so valued. Not liking this alternative, Okonkwo dishonorably kills himself by hanging himself from a tree. It is from the trees that his people get the palm oil that caused the interaction with the European colonists and caused them to refrain from acting in the ways they would have considered honorable before. Both sources depict the death of a people who have had their identities usurped by the exports with which they supply the colonists.

STUDENT NEWS

Recent Graduates:

The History department extends congratulations to the 34 graduate and 37 undergraduate degree recipients who comprised the graduating class of May 2009. Students having completed the Master of Arts in History were **Lucas Benson, Laura Bradbury, Julie Cafarella, Roseloiuse Corriveau, Michael Crowe, Michael Dubinsky, Pamela Foss, David Fowler, Ryan Gill, Benjamin Hanchett, Meaghann Jackson, Maureen Kelly, Felix Lagare, Jill Messeder, Erin Powers, Allison Quealy Heintz, Christopher Randall, Barbara Sanford, Hans Schwartz, Andrew Smith, Mark Staffier, Jessica Swindell, and Andrew Van Horn.** Recipients of the Master of Arts in Teaching History were **Ruth Beaton, Philip Cook, Kristen Gonet, Jeremy Greene, Gerald Hayes, David Jay, Kellie Leavitt, John Molloy, Vincent Raponi, Brian Sheehy, and David Vincent.**

Bachelors of Arts in History were awarded to **Scott Allbright, Michelle Bellavia, Jennifer Bond, Roger Bouchard, Danielle Bright, Grazia Crivello, Jay Cronin, Adam Donachie, James Doyle, Megan Duran, Eryn Fians, Erin Flynn, Connor Giard, Jennifer Gomes, Eliaquin Gonell, Gregory Hayes, Michael Herlihy, Shauna Hogan, Leslie Kulakowski, Kevin Maestranzi, Laura Marciello, Michael Marcinelli, Richard McElhinney, Steven Messina, Bryan Muise, Michael Nguyen, Vanda Parreira, Judith Pica, Stephanie Pratt, Micheala Saunders, Matthew Sidmore, Bryan Silveira, Lawrence Sokol, Margaret Steele, Nicole Visconti, Sara Whittredge, and Michael Zavarella.**

Conference Papers:

Jill Messender, M.A. in History 2009, presented a paper, "Celebrations of the 'Million Dead': The Grand Army of the Republic and the Establishment of the National Memorial Day, 1866-1869," at the New England Historical Association's Fall Conference at the University of Vermont on October 17, 2009.

Erin Powers, M.A. in History 2009, presented a paper, "Whatever Happened to Jefferson Davis? How the Johnson Administration and the North Helped Redeem a Confederate," at the New England Historical Association's Fall Conference at the University of Vermont on October 17, 2009.

Honor Society and Scholarship News:

The History department extends congratulations to **Charles (Chad) O'Connor,** the recipient of the 2008-2009 Kiefer Scholarship.

Likewise, the History department takes pride in the following students who were inducted into the Phi Alpha Theta Honor Society on April 15, 2009: undergraduate students, **Jacqueline Alongi, Wayne Bailey, Rebecca Baker, Meghan Bennett, Ashley Caruso, Antonio Ciruolo, Brenden Clocher, Stephen Crawford, Jennifer Dargie, Sarah Dyer, Rachel**

Emelock, Nicole Estey, Erin Flynn, Eliaquin Gonell, Katharine Hogan, Kainathanu Khalifa, Krisopher Masszi, Erin McAllister, Sara Morin, Charles (Chad) O'Connor, Judith Pica, Nicole Smith, Jordan Townsend, and Patrick Vitalone; and graduate students, **Lorelle Carlston, Rebecca Duda, David Jay, Maureen Kelly, Kellie Leavitt, Kimberly Margolis, Sotirios Pintzopoulos, Ryan Richman, Hans Schwartz, and Peter Spiliakos.**

Scholarship Winners:

The History department extends congratulations to the following October 2009 recipients of the Gretchen Stone Cook Award: **Jacqueline Alongi, Wayne Bailey, Jr., Jenniver Dargie, Sarah Dyer, Nicole Freeman, Eliaquin Gonell, Shaun Goulart, Katherine Hogan, Alanna Keay, and Kristopher Masszi.**



President Meservey and Dr. Mauriello with Gretchen Stone Cook Scholarship recipients

SALEM STATE HISTORICAL ASSOCIATION

Rachel Emelock, SSHA President

The Salem State Historical Association is the Salem State College's student group dedicated to the study and enjoyment of history. Although the majority of our members are history majors, we do not discriminate and our association is open to any student on campus.

As growing historians, one of our main goals on campus is to disprove the idea that the study of history is boring. All students at Salem State College are required to take World History 1 and 2; however, the misconception that students might walk away with is that these courses encompass all forms of historical studies. Or they might have been bored in class. Living in such a historical area of the country allows us the opportunity to prove to our peers that history is anything but boring. To date the events that the SSHA has hosted this year include apple orchard picking at a locale that's been in business since 1920 and a day at King Richard's Faire. Next month we are planning to take a day trip to Newport, RI, to visit the historic and beautiful Newport Mansions. Over the winter months we tend to stay local but are considering a few day trips to various museums in the area including the Peabody Essex Museum and the Museum of Fine Arts, Boston, to view the exhibition of *The Secrets of Tomb 10A Egypt 2000 BC* in the Gund Gallery. As our advisor, Dr. Erik Jensen, holds his specialization in ancient Mediterranean history this should be an excellent event.

The association also currently holds movie nights once a month, occasionally with an additional documentary during the month. Our movie nights always have a historical theme and are never Charlie Brown holiday specials. Our first movie night of the year featured "Defiance," starring Daniel Craig and Liev Schreiber, which tells the story of two "Jewish brothers in Nazi-occupied Eastern Europe who escape into the Belarussian



SSHA members Rachel Emelock, Reggie Gillis and Jessica Clafin at King Richard's Faire

forests, where they join Russian resistance fighters and endeavor to build a village in order to protect themselves and about 1,000 Jewish non-combatants" (www.imdb.com/title/tt103403). For October and Halloween we featured the movie "From Hell," starring Johnny Depp and Heather Graham, which tells the mystery surrounding the crimes of Jack the Ripper. For our next feature film we will not actually be showing a movie, instead we'll be indulging in the "Band of Brothers" miniseries on Veterans Day. We hope to be able to watch as many episodes as



Hijinks at King Richard's Faire

possible, and as classes are not running in order to respect those who fought for American lives, we felt it would be appropriate to find one of the more historically accurate accounts of a military campaign.

Future goals of the SSHA are fairly simple, to increase the membership of the organization, even though it is already one of the largest academic student groups on campus, to aid students in their academic pursuits, and as always to enjoy history in a less academic setting. That said our activities are not exclusively exuberant. This semester in addition to our non academic endeavors, we've also set up Advising Workshops for first year students and students new to the History major. These workshops and one on one sessions were available to all students, history majors or not, during the week of advising. We felt this was an important avenue that needed to be addressed. In order to help students prepare for their advising appointments this fall, the SSHA took it upon itself to fill this gap. Currently we also filled the budget gap for the Phi Alpha Theta Biennial Convention. Due to budget cuts the trip's future was in jeopardy, however, the SSHA was able to secure funding to allow for four undergraduates to attend the conference.



SSHA students at "Faire" and play



Archers Rachel Emelock and friends always hit their target

NEWS FROM THE GRADUATE PROGRAM IN HISTORY

The Program Coordinator Reports: "Education in a Time of Change"

Dr. Andrew Darien, Interim Graduate Coordinator

"There is nothing wrong with change, if it is in the right direction," Winston Churchill retorted to Philip Snowden, Labor Chancellor of the Exchequer, when the latter accused him during the Great Depression of abandoning his own free market principles. Churchill, rarely failing to outwit an opponent, identified the fundamental challenge how to address shifting realities with prudence, flexibility, and a dose of inherited wisdom.

Change seems to be the buzzword of the day, both on the national political scene and here at Salem State. Just three years ago, George Bush and Dick Cheney ran the Oval Office, Republicans controlled the Senate, Mitt Romney sat as the fourth consecutively elected Republican Governor in Massachusetts, Fox News dominated the airwaves, and pundits wondered about the relevancy of the Democratic Party. Fast forward to 2009, the Democrats control the White House, both Houses of Congress, and the governorship of Massachusetts. While many citizens are heartened by such changes, others are troubled by what this will mean for the economy, health care, and our foreign policy. Concerned citizens on the right fear that Obama, Patrick, and their fellow Democrats will worsen already deep problems. Concerned citizens on the left, fear that Obama's change will be more rhetoric than substance. Some fear, as Roger Daltry opined, that we would "meet the new boss," only to find that he was "the same as the old boss."

There is a similar sense of unease closer to home. Salem State has witnessed an equal amount of change on its campus in the past three years. Students who began our program in 2007 were welcomed by President Nancy Harrington, Vice President Diane Lapkin, Graduate Dean Marc Glasser, Arts and Sciences Dean Anita Shea, History Department Chair Tad Baker and Graduate Coordinator Li Li. Three short years later, Patricia Meservey sits in the President's office, Kristin Esterberg as Provost and Academic Vice President, Tad Baker as Interim Dean of the Graduate School, Jude Nixon as Arts & Sciences Dean, Chris Mauriello as History Department Chair, and yours truly as interim Graduate Coordinator. The History department alone has hired five full-time faculty in five years, most recently recruiting Bethany Jay to coordinate the M.A.T program. I will resist the temptation to comment upon which Salem State College regime most resembles Bush, Cheney, and & Co., but the point is that this is an inordinate amount of turnover for an institution and department that is used to continuity. Combine that with the push for university status, and the explosive growth of our graduate and undergraduate populations, one wonders where we are headed. There is a sense of

possibility in the air, but it is met by some of us with a bit of trepidation about what may, or may not, come to pass.

Many of my colleagues are hopeful about what our new administration can do to further the education of our students and streamline college processes while addressing the challenges of a budget crisis, limited resources, and an overstretched faculty. We understand that our institution, however beloved, is guilty of the same bureaucratic inertia that has riddled the political life of the Commonwealth of Massachusetts. Our faculty and staff are among the most competent, intelligent and friendly people you will ever meet, but, as our students know, our institution has not always been so competent, intelligent or user-friendly. We have all shared the frustration of filling out multiple forms for simple tasks, sitting through committee meetings that resolve to have more committee meetings, navigating the college Web site through 17 simple clicks, and waiting years to be relieved of the incessant ping of the radiator in SB 106. We embrace the opportunity to better serve our students by providing them with more resources, clearer and more transparent policies, and an intellectually rigorous education.

Yet we want to move forward in a clear and sensible direction that respects the strength of the institution: a focus on student-centered education, small class size, a sense of community and civility, and support for faculty independence. What attracted many of us to Salem State was the close student-faculty interaction, the opportunity to teach our passion in our fields of expertise, the collegiality and scholarly life of the department, the commitment to undergraduate education, and the opportunity to build a viable master's program. It would be regrettable if we failed to hold onto our enormous strengths as Salem State evolves into a more sizable, efficient, and professional university.

On the graduate level, we are fortunate that the History department's own Tad Baker is ushering us through this period of glacial change. Not only is he a friend and advocate of the Humanities, but as everyone learned during his tenure as Chair, he is eminently fair and honest. He is uniquely positioned to remind us of the historic mission of the college as we embrace a higher functioning and more user-friendly institution. As my new colleague Bethany Jay and I get our feet wet as coordinators for the M.A. and M.A.T. programs in history, we take great comfort in the continuity and good sense provided by Dean Baker. It is, one might suggest, the kind of change in which we can believe.

PHI ALPHA THETA: HISTORY HONORS SOCIETY UPDATE

Dr. Andrew Darien, Faculty Advisor

Many students view the research and scholarship of their professors as a mysterious and nebulous world, far removed from the more familiar classroom experience of lecture and discussion. The History department at Salem State College removes that mystique by asking its majors to take themselves seriously as scholars. Our students understand the discipline and see themselves not merely as consumers of fact, but rather as practitioners of the craft. We want our majors to know not merely what happened, but the process by which historians come to research, weigh evidence, examine documents, and render judgment about what happened. Our greatest satisfaction as a faculty is to witness well informed students who know the past and have acquired the tools to investigate it on their own. It is a skill set that enables some students to become outstanding academics and teachers in their own right, and empowers others to pursue careers in research, law, public policy, government, business, and education. Our young historians leave Salem State with an even more valuable resource, the capacity to make sense of the world around them, personally, politically, socially, locally, and globally.

As the faculty advisor for Phi Alpha Theta, the History Honors Society, I have had the great pleasure of witnessing the evolution of our students and their scholarship. Each year we induct our most accomplished majors and minors into Phi Alpha Theta to recognize their exceptional work. It is a well deserved honor. The most gratifying aspect of Phi Alpha Theta, however, is working with new inductees to develop the scholarship that they have produced in our historiography and research seminars so that they can present it at Phi Alpha Theta's national and regional conventions. One of the more regrettable facts of student research is that it dies shortly after the end of the semester. Students spend four months, sometimes an entire academic year, nurturing their projects. How tragic when their babies have nowhere to grow and thrive! Phi Alpha Theta provides students with an opportunity to breathe new life into their work by sending it out from the classroom into the larger community of historians. Our conventions equip students with a forum to develop their research, polish its finer points, and engage in a more public dialogue with a community of like-minded historians.

The seminal event for Phi Alpha Theta is its biennial convention, where undergraduate and graduate students have the opportunity to meet distinguished historians and to present their own research papers. Phi Alpha Theta is one of the few honor and professional historical societies that encourages student participation in all its functions. Prominent historians also appear on the program of every biennial convention, so that members of the Society have the opportunity to learn of their

contributions to historical scholarship. Students and professors have the opportunity to meet others interested in history, and in their own fields of specialization, while enjoying the social and intellectual dialogue that occurs.

Thanks to the generous support of Arts & Sciences Dean Jude Nixon, Interim School of Graduate Studies Dean Tad Baker, and the Student Government Association, we will be able to fund the research of six students to attend the 2010 Biennial Conference in San Diego. The department received many fine proposals that reflected the breadth and depth of quality research among our students. Please join us in congratulating the following students for their nomination to represent Salem State College at the 2010 Phi Alpha Theta Conference:

- **Becky Baker**, "Dating Rituals in Boston, 1880-1920"
- **Rebecca Bascom**, "Be Strong, and Quit Yourselves Like Men: A Case Study of Civil War Soldier Motivation in Beverly, Massachusetts"
- **Kristopher Masszi**, "A Satellite Nation Divided: Establishment, Dissolution, and Reemergence of the Hungarian Communist Party from 1918 to 1957"
- **Chad O'Connor**, "A Mother of the Mexican State: Understanding How Malinche's Legacy Has Shaped Mexican Women's National Identity"
- **Rachel Emelock**, "Conquest of Ireland Through Habitualization"
- **Wendy West**, "Enchanted Newbury: A Prelude to Salem's Witch Trial"



SECONDARY EDUCATION PROGRAM NOTES AND ANNOUNCEMENTS

Dr. Bradley Austin, Secondary Education Program Coordinator

On Saturday, October 17, twelve students in the "Methods" class were the invited guests of the Harvard Art Museum Education Department. We met with Judy Murray, one of the museum's educators, and spent several hours thinking and talking about how to teach historical thinking skills and content using works of art. As we considered works by Stuart, Pollack, Bellow, and other well-known (and less famous) artists, we polished our observation and discussion skills. While this was a fun and productive day, it was also more than that. We fully expect to be able to build on this experience and to establish a more formal and permanent partnership between Salem State's History department and Harvard's Art Museum.

If you want to student teach in the fall 2010 semester, remember that you need to have passed your C&L and History MTEs by early in the summer. You should check with the Office of Licensure and Teacher Placement for the last test date that can qualify you for the fall practicum.

Finally, I will be on sabbatical during the spring semester. I will be checking my email and will be happy to answer specific questions, but most general questions about the secondary education program should go to Dr. Mauriello in the main history office. He will be able to help you or to point you in the right direction.

DONATING TO THE HISTORY DEPARTMENT GIFT FUND

An Appeal from the Chair

Thanks to the generosity of the many friends of the History department, we have been able to sustain and grow the History Department Gift Fund. This fund is essential to supporting department activities including student travel to national conferences to present their research, faculty travel to support research and professional development, and activities aimed at promoting the department on campus and in the community. This year, money from the gift fund will be used to partially support four undergraduate students, two graduate students and a faculty advisor to attend and present their research at the national Phi Alpha Theta

2010 Biennial Conference in San Diego, California. This unique opportunity would not have been possible without your donations.

We need your help to continue offering such valuable student and faculty experiences. Any amount helps. If you wish to make your tax deductible donation, please send a check made out to "History Department" and mail to Salem State College Foundation, 352 Lafayette Street, Salem, MA 01970. Your donation will go directly into the History Department Gift Fund and be used exclusively for activities related to the department.

AN INVITATION

PLEASE JOIN THE HISTORY DEPARTMENT TO CELEBRATE THE SEASON AT THE

ANNUAL HOLIDAY OPEN HOUSE

Monday, December 7, 2009 - 11 am

Sullivan Building Room 110

INTERNATIONAL TRAVEL COURSE OFFERINGS

Summer 2010 Study and Travel Institutes

China—Understanding the Dragon

Beijing-Guangzhou-Yangzhou-Shanghai
July 2-13 (optional add-on July 13-16)

Join Salem State College Professors Li Li (History), Allan Swedel (Education), and Stephen Young (Geography) for the American Association of State Colleges and Universities (AASCU) endorsed study/travel seminar to China. Come with us to learn and explore China's history, culture, geography and educational system through a two week hands-on experience.



The Great Wall of China

History and Geography of WWII

July 6-20

This institute is the first part of a two-summer theme studying the history and geography of World War II. The theme of the 2010 institute is the war as it played out in England and France from 1940-1944 including the Battle of Britain, D-Day preparations, D-Day landings, Battle for Normandy and the occupation and liberation of Paris. If taking the institute for 3 or 6 undergraduate or graduate credits (history, geography and education credit available), it begins with three full days of seminars, map analysis, multimedia presentations, documentary viewing and discussion of the major events of the war 1940-1944. This in-class learning will be followed by 11 days of travel and experiential learning in England and France (can be taken separately without credit). Specific site visits include:

- London, England: Churchill's War Rooms, Buckingham Palace, 10 Downey Street, Royal Air Force Museum, Imperial War Museum, City of London Museum
- Brighton and Southampton, England: Canterbury Cathedral, Dover Cliffs, D-Day Museum
- Caen/Bayeux, Normandy, France: Peace Museum, Bayeux Tapestry, Omaha and Utah Beaches, the Normandy American Cemetery, Utah Beach Museum
- Paris and Environs, France: Mount St. Michel & Chartres Cathedral, Les Invalides (Museum of the Army) Museum, City of Paris Museum

The trip is priced at \$2,799 per person (double occupancy). Please stay tuned to the Study and Travel bulletin board outside the History department for updates and brochures. For more information about the course, the travel portion or getting on the email list, contact Professor Chris Mauriello in the History department at cmauriello@salemstate.edu or 978.542.7129 or Professor Steve Matchak in the Geography department at smatchak@salemstate.edu or 978.542.6181.



The American military cemetery in Normandy



Students in front of an American tank at the St. Mere Eglise battle site

Educating you for life

Please join the History Department

Wednesday, April 28, 2010

3:30 - 5:30 pm

in the

Martin Luthur King Jr. Room

of the

Ellison Campus Center

for the

**Phi Alpha Theta
Annual Induction Ceremony**

Kiefer & McGlynn Scholarships will also be presented

