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Front Matter

Gettysburg Historical Journal

Volume XVI ~ ♦ ~ Spring 2017

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Letter from the Editors

The *Gettysburg Historical Journal* embodies the History Department's dedication to diverse learning and excellence in academics. Each year, the Journal publishes the top student work in a range of topics across the spectrum of academic disciplines with different methodological approaches to the study of history. In the words of Marc Bloch, author of *The Historian's Craft*, "history is neither watchmaking nor cabinet construction. It is an endeavor toward better understanding." In the spirit of this maxim, our authors strive to elucidate the many facets of human societies and cultures. Whether this research is focused on politics, religion, economics, environmental history, or women, gender, and sexuality studies, the editorial staff is consistently proud of the diverse subject matter we select for publication.

With the assistance of the *Cupola*, Gettysburg College's online research repository, and the distinguished college faculty, our authors' work has received both serious scholarly attention and national accolades. Past authors have gone on to publish follow-up work in refereed journals, and to present their work at undergraduate and professional conferences. The *Gettysburg Historical Journal* is primarily a student-run organization, and as such, it provides undergraduate students with a unique opportunity to gain valuable experience reviewing, editing, and organizing academic articles for publication. In all cases, authors and editors have also had the opportunity to apply these skills to their future careers, or to their work as graduate students.

This sixteenth edition of the *Gettysburg Historical Journal* continues the tradition of scholarly rigor of past volumes, while broadening both the diversity of historical perspectives and the

methodologies employed by each author. Each of the following works selected for this edition exemplifies the varied interests of the History students at Gettysburg College.

In his article, "The Nazi Fiscal Cliff: Unsustainable Financial Practices before World War II," Parker Abt analyzes the powerful but ultimately unsustainable methods used by the Nazi government to transform the weak German economy they inherited from the Great Depression.

Abigail M. Currier's article, "A Different Way of Touring Europe: One Aid Man's Journey Across Europe During World War II," examines the memoirs of Robert Bell Bradley in order to highlight the experiences of one American veteran of World War II who participated in the D-Day Invasion of Normandy and was later taken captive by German troops.

Matthew D. LaRoche discusses divisions within the African American community that arose in response to the media's portrayal of black soldiers at home during and after World War I, and the country's inability to respect the liberties of the soldiers in his article "From Crusaders to Flunkies: American Newspaper Coverage of Black First World War Soldiers from 1915 and 1930."

In his article, "Helpers in a "Heathen" Land?: An Examination of Missionary Perceptions of the Cherokees," Andrew C. Nosti deconstructs traditional views on the relationship between missionaries and Cherokees in order to reveal a far more complex interracial and intercultural dynamic in the Early Republic of the United States.

Kaylyn L. Sawyer's article, "A Divided Front: Military Dissent During the Vietnam War," examines the ideological disunity among soldiers during the Vietnam War. She traces these divisions to a changing culture within the United States in the years and decades after World War II, as well as revelations about the government's dishonesty about the nature of the war.

This edition of the *Gettysburg Historical Journal* also includes an article featuring responses given by four professors within the History Department at Gettysburg College given in answer to the following question: What figure, event, or idea inspires your interest in history?

Collectively, these articles demonstrate the hard work and careful research of our student authors, and exemplify the diverse interests of our students and faculty in the study of history.

The General Editors,

Caitlin T. Connelly

Julia K. Deros

Brianna O'Boyle

Acknowledgements

The staff of the *Gettysburg Historical Journal* would like to thank all the professors of the History Department for encouraging our history majors to produce excellent work. In particular, we would like to thank Professor Timothy J. Shannon for providing guidance to the Journal staff as our faculty advisor; Janelle Wertzberger for her support and assistance in helping us manage an undergraduate journal; Ryan Nadeau for his vital help in publishing the journal; and Clare Crone and Samantha Isherwood, our administrative assistants, for their help in preparing the Journal for publication.

Featured Piece

This year the General Editors decided to create a feature piece to show our appreciation for the History Department. We selected four professors from the faculty to answer a question about history: what figure/event/idea inspires your interest in history? Reading their responses helped give us insight into the thoughts of these brilliant minds and further help us understand their passion for the subject we all share a common love and interest in. We hope that you enjoy reading their responses as much as we did.

Dr. Timothy Shannon

Dr. Timothy Shannon teaches Early American, Native American, and British history. He received his BA from Brown University and his PhD from Northwestern University. His book *Indians and Colonists at the Crossroads of Empire: The Albany Congress of 1754* (Cornell, 2000) won the Dixon Ryan Fox Prize from the New York State Historical Association and the Distinguished Book Award from the Society of Colonial Wars.

I first became interested in early American history as a child. I grew up in a suburban Connecticut town that had a green and a couple of Congregational churches at its center. One of those churches had a cemetery that dated back to the mid-eighteenth century, and in my comings and goings, I always enjoyed pausing to read the names and epitaphs that were still legible on those weathered gravestones. They told me about people who had walked in my steps two centuries before, long before paved roads, automobiles, and bicycles, and that sense of time gone by gave me an appreciation for where I was from, even if my town looked like all the other towns around it.

Later on, as a high school and college student, I was drawn to the study of history because it was a subject I seemed to do well in without much effort, as opposed to math and other quantitative disciplines. I did not read much historical fiction, but I liked biography and other genres of non-fiction, even the scholarly books I was assigned in my college history courses. As impending adulthood forced me to think about ways to make a living, I considered law school, a common path for many history majors, but was also drawn to teaching. When I thought about the kind of life I wanted to have, my college professors struck me as a useful model. They certainly weren't rich, but neither did they appear to be starving, and they all seemed to enjoy their work. Of course, I had very little idea of what they actually did when they were not in the classroom (committee work is something best hidden from the young and innocent), but I was impressed by the fact that they wrote books and articles in addition to teaching their classes. The idea of writing history appealed to my creative side, and it still does. I have never exhibited much interest in the visual arts and my enthusiasm for making music far outpaces my ability to do so, but historical research and writing perfectly balance my aspirations with my abilities, and so here I am.

Dr. Ian Isherwood

Dr. Ian Isherwood specializes in modern history with a focus on the history of war and memory studies. He has taught in both the English and History Departments at Gettysburg College and serves as the academic coordinator for the Civil War Era Studies minor. He is a Gettysburg College alumni having received his BA here, he received his MA from Dartmouth College and his PhD from University of Glasgow. He is the author of *Remembering the Great War* (IB Tauris, 2017) and his articles and book

reviews have appeared in *First World War Studies*, *War, Literature and the Arts*, *The Journal of Military History*, and *War in History*.

I am going to take something of a dodge on the question of what figure/event inspires me from history. With the limitations of space here, not to mention the attention spans of readers, any attempt for me to define and discuss either the many historical figures that I find inspirational or the many events that I find moving, might seem flippant. So, I am going to withdraw my forces in an orderly way, reestablish a line of defense, and attempt to outflank the question.

I am often intrigued by the fact that so many of my students wince when I say the word ‘historiography’. The word itself is neutral – it has no inherent negative and certainly no positive connotations – but it is a word that is immediately associated with rigor, boredom, and an undue amount of stress. Yet, this word, or shall I say what it means – process – is what I find most inspirational in being an historian. Facts, figures, and events are the moving parts of history, but they require a researcher and a writer – a working and curious mind - to actually make sense of their meaning. It is that role in which the historian has the honor of playing.

The play itself has three acts: Act 1 (Setting: The Dorm Room/The Graduate Suite/The Faculty Office) the struggle with one’s topic, to create an inference/idea, to gather and read one’s secondary sources; Act 2 (Setting: The Archive) working with piles of documents and uncovering new ways of thinking about the subject based on a new reading of the documents; Act 3 (Setting: The Computer Screen) he struggle to write with sense, clarity, and purpose – crafting and layering one’s work through revision. (Note

to self: dramaturgical analogy is not the best way to make this point).

So why do I find so much enjoyment in the process of interpretation and writing? I think it is because somewhere between my eighteenth and twentieth birthdays, I grew fatigued by the Gradgrind approach to history – rote memorization and all the ‘well actually-ing’ that can come in our discipline. It seemed like this – trying to own the past by hoarding minutia - was missing the forest for the trees. Thankfully, I was taking methods at the time and through that and my senior seminar later on Eisenhower (and really all my history classes at GC), I grew to appreciate the ways in which historians interpreted and argued and I was able to get my hands dirty with documents. I learned that history was malleable and imperfect, which I found liberating.

Later, in graduate school – surrounded by brilliant professors and peers – I learned over and over again the value of humility and the limitations of my own knowledge. As professor, I have learned just how difficult it is to convey complex ideas and differing approaches with clarity to students who oftentimes want answers (and not more questions). At every level of my historical training, what has driven my interest is not just the people and events of the past, but how to interpret these things to make them seem relevant. This – the making of history from imperfect sources – is what I find to be the most inspirational part of our art for it poses a daily challenge to the way we see the past in our present.

Dr. Jill Titus

Dr. Jill Titus's work focuses on 20th-century African American history, civil rights and public history. She is particularly interested in the intersection of African American history and public memory. She received her BA from Taylor University and both her MA and PhD from University of Massachusetts. Her first book, *Brown's Battleground: Students, Segregationists, and the Struggle for Justice in Prince Edward County, Virginia* (UNC Press, 2011), was a finalist for the Library of Virginia Literary Award.

As is probably true for most people, my answer to this question is continually in flux. As a child, my interest in history was kindled by visits to Colonial Williamsburg and Gettysburg, and countless hours lost in the orange-bound pages of the *Childhood of Famous Americans* series, both of which resonated with me deeply, albeit in different ways. Ultimately, though, I think the takeaway for me was that history was made up of stories, lived by people whose lives were very different from my own, but who sometimes felt some of the same emotions that I did. I wanted to understand these people, and “see” the world they saw.

As I got older, stories continued to resonate with me, but I became more and more interested in the relationship between historical “events” and lived experience, and in the way the same event could be experienced differently by different people. I became fascinated by the idea of perspective – and I clearly remember the way it began. Having loved *Johnny Tremain*, I was thrilled to find a book called *Redcoat in Boston* in my school library. The main character was the same age as Johnny Tremain, and both books dealt with the same events, but *Redcoat in Boston* encouraged readers to empathize not with the Sons of Liberty, but with the British soldiers. I was astounded at how differently the familiar story of pre-Revolutionary tension in

Boston came across when approached from a different perspective.

Books have always played a really important role in shaping my historical interests, so the figures and events that inspire me have shifted based on what I'm reading. In and after college, I read a lot of Civil War and colonial American history, which I combined with stints at Gettysburg NMP and Independence NHP. By the time I began my graduate work in history, I was fascinated by the relationship between religion and politics in the founding era. But not long after that, my interest in modern civil rights history, kickstarted by an unforgettable class in college, reignited, and for the past 15 years, has supplied the fuel for my interest in history. It all fascinates me – the tactics, the personalities, the multiple fronts, the shifting alliances, and most of all, the unyielding determination to challenge injustice. I care deeply about this field, in no small part, because it connects so profoundly with the present.

Dr. Scott Hancock

Dr. Scott Hancock's interest focuses on the African American experience from the mid-seventeenth century to just before the Civil War. His work considers African Americans' engagement with the law, and incorporates other disciplinary perspectives such as law & society and geography. He received his BA from Bryan College and both his MA and PhD from University of New Hampshire. Some of his work has appeared in the anthologies *Paths to Freedom*, *We Shall Independent Be*, and *Slavery, Resistance, Freedom*, and more recently in the journal *Civil War History*.

In 1975, when I was 13 years old and living in Heidelberg, West Germany, when comic books were 25¢—when kid math was

still easy, four for a buck—and when the Amazing Spiderman was still Amazing, I collected comic books avidly (that’s right, we called them books, not magazines.) That spring my mother, my brother and I rode a train into West Berlin—my father, an Army intelligence officer, wasn’t permitted into East Germany because, as he claimed, his brain was a weapon that knew too much. Soon after we arrived, we took a bus to East Berlin, through the Berlin wall at Checkpoint Charlie. East German guards inspected our stuff...and took what seemed to me a sinister interest in my Spiderman comics. What I remember is that they confiscated them. It is entirely possible this is a memory colored by what came after; maybe they simply examined and returned them. Regardless, the question it generated was why? Why are they like this?

What came after seemed a stark contrast to sections of West Berlin we had seen, which were vibrant, westernized, shiny and modern. East Berlin was drab, run down, almost stifling. The few people we saw with seemed (to a 13 year-old American army brat) at best indifferent and at worst depressed. That it was a grey overcast day didn’t help. For me, the why question stuck: what had happened to produce what appeared to be two such starkly different worlds, side-by-side?

That day alone didn’t spark my interest in history. I already had intense interest in World War II, especially aerial warfare. And though I was mixed race, I never identified as white, and started developing interest in stories of Black pride and power. But looking back, the experiences of moving from a working-class, racist white neighborhood in Baltimore to a military community in West Germany during the Cold War, of growing up with an outspoken Black woman (my mother), of seeing the effects of anti-American terrorist groups targeting American military

installations, of being the child of white man who served three tours in Vietnam...that one day of moving through the Berlin wall may have coalesced a variety of questions into two: why do people do the things they do? And what might get them to do things differently?

Answering those questions requires a sankofa experience: understanding what came before in order to effectively move forward.

Author Biographies

Parker Abt '19 is a sophomore majoring in History at University of Pennsylvania. His primary interest is the intersection of American legal and economic history. Last summer, he worked at the American Enterprise Institute where he published research on violent crime and opioid abuse. This summer, Parker will pursue independent research on the history of underserved communities along the American-Mexican border known as colonias.

Abigail Currier '17 is a Senior Spanish and History double major who is honored to have her piece selected to be in this year's history journal. This rather long essay was written for her senior capstone, which focused on the various American experiences of World War II and she used resources and materials from both the college's archive, Special Collections, and from the Army Heritage Center in Carlisle. As the title of her piece suggests, it focuses on one soldier's experience in World War II from fighting in France to being captured and his life as a Prisoner of War. Abigail really enjoyed both learning about this topic and writing this piece.

Matthew LaRoche '17 is a senior, with a major in History, and minors in Civil War Era Studies, Writing, and Peace and Justice Studies. This year, he had the honor to serve as an editor for the historical journal. Last year, he had the honor to serve with the Journal of the Civil War Era. For the past three years, he has participated as a Civil War Institute Fellow, and as a Pohanka Intern at Harpers Ferry NHP, Gettysburg NMP, and Gettysburg College Special Collections. In the coming years, he will be pursuing a PhD in Intellectual History, and an MFA if time allows.

Andrew C. Nosti '18 is a junior with a double major in History and English with a Writing Concentration. He has worked with the *Gettysburg Historical Journal* since his sophomore year. Andrew also works as a peer learning associate for the history department and a tutor in the Writing Center. He wrote this paper in Dr. Michael Birkner's "The Early Republic" class.

Kaylyn Sawyer '17 is a senior History Major with a double minor in Civil War Era Studies and Public History. She is one of the fellows for the Civil War Institute, treasurer of the campus reenacting unit (26th PCG), and a member of Alpha Phi Omega, the service fraternity. She will be working in Richmond, Virginia this summer and then take a gap year before graduate school.

Editor Biographies

Jesse Campana '18 is a junior and History major at Gettysburg College. This is his first year as an editor for the *Gettysburg Historical Journal* and proud to be a part of the team. He is currently the Vice President of the Gettysburg College Civil War Club and an affiliate of other historical clubs on the Gettysburg College campus. He is an avid living historian, portraying the American soldier throughout numerous eras. Currently working as a seasonal park ranger with the New Jersey State Park system, Jesse will be continuing his time at Monmouth Battlefield State Park and return to Gettysburg College this fall.

Caitlin Connelly '17 is a senior History Major with a double minor in Spanish and Classics. She has been a part of the *Gettysburg Historical Journal* since her Junior year. This year she served as a Co Editor-in-Chief. She is also a student employee at Musselman Library and a Peer Learning Associate for the History Department.

Abigail Currier '17 is a senior Spanish and History double major who is excited to be working on the *Gettysburg Historical Journal* for the first time. When she is not reading papers for the journal, she fills her time with a variety of jobs around campus. From supervising an after school tutoring program twice a week to doing technical work at the two theaters owned by the college; Kline Theater and the Majestic. In the fall, Abigail will be traveling to Indiana to attend Indiana University in Indianapolis to get her masters in Library Science.

Julia Deros '17 is a senior with a double major in History and Environmental Studies with a concentration in Earth system science. She has been a part of the *Gettysburg Historical Journal* since her junior year, and this year has served as an Editor in Chief. She has also been a member and secretary of the Phi Alpha Theta history honor society since her sophomore year as well as a member and officer of the 26th Pennsylvania College Guard reenactment group. Next year, she will be attending Indiana University-Purdue University, Indianapolis for a dual degree M.A.-M.L.S program in Public History and Library and Information Science.

Keira Koch '19 is a sophomore History major and Public History minor. This is her first year serving as an editor for the *Gettysburg Historical Journal*. Besides being an editor for the journal she is also a student office aid for the History and Classics Department, Musselman Library Digital Scholar, and Resident Assistance for Rice Hall. Keira is very grateful to work with such wonderful writers and editors, she would like to thank them for all their hard work.

Matthew LaRoche '17 is a senior, with a major in History, and minors in Civil War Era Studies, Writing, and Peace and Justice Studies. This year, he had the honor to serve as an editor for the *Gettysburg Historical Journal*. Last year, he had the honor to serve with the Journal of the Civil War Era. For the past three years, he has participated as a Civil War Institute Fellow, and as a Pohanka Intern at Harpers Ferry NHP, Gettysburg NMP, and Gettysburg College Special Collections. In the coming years, he will be pursuing a PhD in Intellectual History, and an MFA if time allows.

Jeffrey Lauck '18 is a junior History and Political Science double major with minors in Civil War Era Studies and Public History. He has been on the editorial staff of the *Gettysburg Historical Journal* since his sophomore year and is the co-Editor-in-Chief of the Gettysburg College Journal of the Civil War Era. He is also the current managing editor of The Gettysburg Compiler, a student-run blog run by the Fellows at the Civil War Institute at Gettysburg College.

Andrew C. Nosti '18 is a junior with a double major in History and English with a Writing Concentration. He has worked with the *Gettysburg Historical Journal* since his sophomore year. Andrew also works as a Peer Learning Associate for the History Department and a tutor in the Writing Center.

Brianna O'Boyle '18 is a junior East Asian Studies Major with a Concentration in Chinese along with a double minor in Spanish and History. This is her second year working with the *Gettysburg Historical Journal* and her first year as a Co-Editor-in-Chief. She is also an editor for SURGE, Gettysburg College's Social Justice blog. She will be working in Shanghai this summer tutoring students in English.

Meghan O'Donnell '18 is a junior at Gettysburg College majoring in History and French. She began working as an editor of the *Gettysburg Historical Journal* this spring. She also works as a Peer Learning Assistant for the History Department and is the student assistant for The Jack Peirs Project.

