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Letter from the Editors

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Letter from the Editors

Abstract

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. [*excerpt*]

Letter from the Editors

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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