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Front Matter

Gettysburg Historical Journal

Volume XVII ~ ♦ ~ Spring 2018

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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 seventeenth 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 ~ 5 ~ 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.

Kevin Aughinbaugh’s article, “The Castle of Intelligence,” provides a look at the role that Camp Ritchie, Maryland played in training intelligence soldiers during the Second World War. It explores the paths of three men who were trained at this camp: Karl Hornung, William H. Bilous, and Edmund Winslett.

Lauren Bradford’s article, “Through the Eyes of Children,” discusses the experiences of three Berlin native child survivors of the Holocaust through analysis of their oral testimonies. Their unique voices help shed light on the various ways in which lives were forever changed for those who were legally identified as Jewish in Nazi Germany by way of social oppression.

Brandon Katzung Hokanson’s article, “Saving Grace on Feathered Wings,” explores the role of pigeons and their handlers as important tools on the battlefield during the First World War. It primarily focuses on the rigorous training and brutal combat that pigeon and man had to endure during the conflict.

Douglas Kowalewski’s article, “European Jazz,” demonstrates that interwar Parisians were not always receptive of African Americans that played jazz, and that the citizens of the Weimar Republic were more aware of and interested in the African American culture that permeated jazz in the 1920s and 30s.

Jeffery Lauck’s article, “A Divided Generation,” dives into the many divides within groups like Students for a Democratic Society and Young Americans for Freedom during their heyday in the Vietnam War Era. Based on original primary source research on the “Radical Pamphlets Collection” in Musselman Library

Special Collections, Gettysburg College, this study shows how these various student activist groups both overcame these differences and were torn apart by them.

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,

Brianna O'Boyle

Brandon Katzung Hokanson

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; Ryan Nadeau for his support and assistance in helping us manage an undergraduate journal; and Clare Crone, the administrative assistant for the History Department for her help in preparing the Journal for publication.

Featured Piece

This year the General Editors continued the tradition started last year by creating 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.

Professor Abou B. Bamba

Professor Bamba is an associate professor of history and chair of the Africana Studies department at Gettysburg College.

My interest in history came through my earlier academic focus in college on languages and American Studies. While at the university of Cocody (Abidjan, Ivory Coast), I took several courses in U.S. history. Even though my Master's degree was ultimately on African American playwright Lorraine Hansberry, I never lost interest in the historical dimensions of studying the United States. Then in 1996, the American president Bill Clinton visited several countries in West Africa, including Senegal, Ghana and others. I was intrigued by the visit, especially the fact that Ivory Coast was not part of Clinton's itinerary. For someone who grew up in the context of the revival of multiparty politics in Ivory Coast and was in tune with leftist intellectual activism, I longed for explanations, all the more so because I thought Ivory Coast was a major regional partner of the United States. In contrast, many opposition newspapers in the country were arguing that the Clinton

administration was demonstrating that Ivory Coast meant nothing for Washington. What was more, by skipping Abidjan, political commentators also suggested, Clinton was demonstrating his dissatisfaction with the pace and directions of Ivorian democratic reforms in the 1990s. It was in this context that I thus decided to embark on a post-Master's research project whose aim was to understand the historical basis of U.S. foreign relations with Africa. More crucially, I was interested in mapping the historical role and place of Ivory Coast in the American policy with regard to Africa.

So I did not start my academic career as a “history buff.” Rather, contemporary social/political issues led me to embrace the study of the past in the hope that it would allow me to better understand the present. With hindsight, I must say that I am glad about the choices I made in college and in graduate school. Studying foreign languages (English and Spanish) in college gave me the critical skills and tools that have allowed me to engage primary sources in their original language(s). The numerous archives and repositories that I use for my historical research today would have been impossible to exploit had it not been my initial training in languages. As for the study of literature, it provided me with a deeper understanding of the significance of narratives and storytelling in the production of meaning.

Professor William Bowman

Professor Bowman is the Johnson Distinguished Teaching Professor in the Humanities and is a professor of history at Gettysburg College.

A series of events during my junior year abroad in Innsbruck, Austria inspired me to study history in graduate school and beyond. While there, I had the opportunity to take a wide

range of classes in European history, philosophy, and religion. As almost all of the courses were in German, it was a huge academic challenge. I enjoyed it immensely and knew that I wanted to further my studies. At the time, I gave little thought to future careers in history; I just knew that I wanted to keep on learning more about Europe's past.

While in Innsbruck, I was also able to travel extensively in Central and Western Europe. A group of friends and I traveled to Rome to attend midnight mass celebrated by the then Pope John Paul II. While in Italy, we also visited Venice, Florence, and Verona. Later, a close friend, my brother, and I set out on a month-long trip crisscrossing as many countries as we could take in, including France, Spain, Portugal, the United Kingdom, the Netherlands, and Germany. It was a typical American college student abroad adventure; we slept on trains, in parks, and, occasionally, in cheap hostels and hotels. We learned about short-term strikes in the Spanish rail system, slurped coffee from bowls in Paris, and rendezvoused with friends studying at Oxford. That trip also opened my eyes to a wide range of European cultures, languages, cuisines, and customs. By the time I returned to Innsbruck, I was exhausted, but also hooked on the idea of studying Europe and its history as deeply as I could. Those experiences influenced me greatly and continue to inspire me to this day as a professor of European history. They are also why I am such a strong advocate of study abroad, anywhere in the world, for Gettysburg College students.

Professor David Hadley

Professor Hadley is a visiting assistant professor of history at Gettysburg College.

Recently, I had the opportunity to host a discussion forum on the Confederate Flag and its legacy at an event in town. The passion and interest evident in that discussion, over a flag that first appeared in Gettysburg with an invading army more than 150 years ago, is a reminder of how important understanding history is; a whole universe of meaning surrounds people, events, symbols, and more that would be lost without a grasp of history.

I first began to grasp that on my first trip to Gettysburg as a boy. While a third-grader, I was told we were taking a family trip here. I was initially suspicious because, when I was younger, my father was in the habit of telling long stories about the Civil War and also retelling stories from *The Lord of the Rings*; having found out Middle Earth did not exist, I was skeptical about the existence of Gettysburg. Seeing the battlefield first hand was a transformative experience, though. It was the Peace Light, especially, that captured me, that symbol of peace overlooking a field that witnessed intense slaughter. Even as I developed a more complicated understanding of the costs and injustices involved in post-Civil War reconciliation, that monument remains my favorite place to go on the battlefield.

It is somewhat ironic that it was as a student here at Gettysburg that I began to expand my historical understanding beyond the Civil War. I took a senior thesis seminar with Professor Birkner, focused on President Eisenhower. We studied the CIA-sponsored overthrow of Iran's government in 1953, a topic that aroused fierce debate within the classroom about U.S. activities in the world. This experience helped drive my main areas of interest – the Cold War and intelligence history. As I studied, I saw more and

more resonances between the topics I was studying in the past and the present day. Questions about privacy, foreign intervention, fears of foreign influence – none of these are new questions. Whether the Civil War or the Cold War, the blue and gray at Gettysburg or the shades of grey of espionage – the weight of history lies upon us all. It is inescapable. Rather than cause despair, this fact has always entranced me, as I hope it does my students, because it means history is not just a dry catalog of events; it is understanding the shaping of the world.

Professor Magdalena S. Sánchez

Professor Sánchez is a professor of history at Gettysburg College.

I've had some excellent history teachers since I was in high school, and I'm an historian because of them. In my first semester at college, a western civilization course taught by a dynamic professor with a dry sense of humor spurred my intellectual curiosity. His courses and his example led me to a history major. In college I also studied art history, and thinking about graduate school, I deliberated between history and art history. My adviser pointed out that because history was more encompassing, it would give me greater flexibility. I took his advice, and have never looked back.

I chose to study Spanish history without ever having taken a Spanish history course. Though I was born in Cuba, my mother's family came from Spain, my father taught Spanish literature at Seton Hall University, and as a family we had visited Spain. It helped, too, that I was fluent in Spanish. I was lucky to choose the Johns Hopkins University for graduate studies; unknown to me, it had one of the best programs in the country for early modern European history. My mentor there was Richard Kagan, the leading American historian in early modern Spanish history. At the

time he was one of few historians teaching early modern Spain in the United States, but he would go on to train a whole generation of scholars now teaching throughout the country and beyond.

I discovered that I love archival research – the challenge of locating sources and the excitement of finding primary documents overlooked by others. My research allows me to travel frequently to Europe, and I've worked in archives in Spain, Italy, Austria, Switzerland, England, and Belgium. Entering graduate school in history, I had no idea how fulfilling my career choice would be, but it certainly has been, and my research continues to motivate and excite me every day. I hope that my love of research will infect at least a few of my students, and inspire them as my own teachers inspired me.

Author Biographies

Kevin Aughinbaugh '18 is a senior Environmental Studies and History double major. Kevin is the Spring 2018 Special Collections Billings Intern, and has worked with Special Collections and College Archives for the past two years. Additionally, he works in the user services department of Musselman Library. He is also a member of the history Honor society Phi Alpha Theta. His paper "The Castle of Intelligence: Camp Ritchie and the MITC during WWII" was written for his history capstone course "The U.S. and World War II" with Professor Michael Birkner.

Lauren Ashley Bradford '18 is a senior History and German double major with a minor in Judaicl Studies. She has worked as a book conservator in Gettysburg College's Special Collections and Archives since her sophomore year and spent a semester working as a Peer Teaching Assistant for the German Department. Lauren Ashley studied abroad for two spring semesters in Berlin, Germany where she was able to intern with NPR Berlin and conduct her own independent research study. She is a member of the history honor society Phi Alpha Theta, the German honour society Delta Phi Alpha, and the leadership honor society Omicron Delta Kappa. Her paper "Through the Eyes of Children: Social Oppression Under Nazi Rule from 1933 to 1938, Reflections of Three Holocaust Survivors" was written for one of her independent studies in Berlin with Professor John Roper.

Brandon Katzung Hokanson '20 is a sophomore History-Anthropology double major. This is his first year as an editor as well as co-editor in-chief for the Gettysburg Historical Journal. He currently works as an office assistant in the Civil War Era Studies office, served as a student volunteer in an excavation on the

Gettysburg Battlefield conducted by Professor Benjamin Luley, and is a member of the history honors society Phi Alpha Theta. Brandon's paper, Saving Grace on Feathered Wings was nominated to be included in this year's copy of the journal. It covers the training and combat experience that homing pigeons and their trainers from a variety of nations endured during the First World War. It was written for Professor Ian Isherwood's course, The Great War. Brandon would like to extend a thank-you to Professor Isherwood for encouraging and helping him throughout the project.

Douglas Kowalewski '18 is a senior Psychology & History Double Major at Gettysburg College, with a Minor in Music. His passion for music has brought him to play saxophone in a number of Sunderman Conservatory ensembles, including the Wind Symphony, Saxophone Quartet, Bullets Marching Band, Jazz Dispatch, and the Jazz Ensemble. He is also the President of the Jazz Appreciation Society, a student-led organization dedicated to bringing jazz to the campus community. In addition, Doug is a member of Phi Alpha Theta, Psi Chi, Omicron Delta Kappa, and Phi Beta Kappa national honor societies. He is also a Lincoln Scholar Mentor, a Lab Supervisor for the Aggression Research Lab, and is Program Director for 91.1 WZBT Gettysburg. His Paper "European Jazz: A Comparative Investigation into the Reception and Impact of Jazz in Interwar Paris and the Weimar Republic" was written for his history course "Europe, 1914-1945" with Professor William Bowman. Next year, Doug will attend the State University of New York at Albany to pursue a PhD in Social/Personality Psychology.

Jeffrey Lauck '18 is a senior History and Political Science major with minors in Civil War Era Studies and Public History. He has been on the Gettysburg Historical Journal board since his

sophomore year, and has served as a Co-Editor-in-Chief of the Gettysburg College Journal of the Civil War Era since his sophomore year. Jeffrey is a Fortenbaugh Intern in Gettysburg College's Special Collections and College Archives, a Civil War Institute Fellow, and a Peer Learning Associate for the History Department. Jeffrey is a member of the history honor society Phi Alpha Theta and the national honor society Phi Beta Kappa. His paper "A Divided Generation: How Anti-Vietnam War Student Activists Overcame Internal and External Divisions to End the War in Vietnam" was written for History 350: Modern Black Freedom Struggle with Dr. Jill Titus.

Editor Biographies

Jesse Campana '18 is a senior with a major in History. He has been a part of the historical journal since his junior year, and this year served as an editor on the staff. Jesse is also a Civil War Era Studies and Public History minor, in which he will be sustaining an interest in these fields after his graduation this spring. Jesse currently works for the New Jersey State Park Service at Monmouth Battlefield State Park and is looking forward to his future after graduating from Gettysburg College.

Brandon Katzung Hokanson '20 is a sophomore History-Anthropology double major. This is his first year as an editor as well as co-editor in-chief for the Gettysburg Historical Journal. He currently works as an office assistant in the Civil War Era Studies office, served as a student volunteer in an excavation on the Gettysburg Battlefield conducted by Professor Benjamin Luley, and is a member of the history honors society Phi Alpha Theta.

Keira Koch '19 is a junior at Gettysburg College, studying both History and Indigenous Studies. She has been a part of the historical journal since her sophomore year and is happy to serve as an editor for the 2018 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, member of Phi Alpha Theta, and Community Adviser for Musselman Hall. Keira is very grateful to work with such wonderful writers and editors, she would like to thank them for all their hard work.

Savannah Labbe '19 is a junior with a double major in History and Religious Studies. She also minors in Civil War Era Studies and Public History. This is her first year editing for the journal. She works as a Peer Learning Assistant for the History Department

and also works as a fellow for the Civil War Institute, writing for their blog the *Gettysburg Compiler*. She is also an editor for the Civil War journal on campus and is the treasurer for the history honor society, Phi Alpha Theta.

Jeffrey Lauck '18 is a senior History and Political Science major with minors in Civil War Era Studies and Public History. He has been on the Gettysburg Historical Journal board since his sophomore year, and has served as a Co-Editor-in-Chief of the Gettysburg College Journal of the Civil War Era since his sophomore year. Jeffrey is a Fortenbaugh Intern in Gettysburg College's Special Collections and College Archives, a Civil War Institute Fellow, and a Peer Learning Associate for the History Department. Jeffrey is a member of the history honor society Phi Alpha Theta and the national honor society Phi Beta Kappa.

Abigail Major '19 is a junior with a double major in History and Classics and a minor in Environmental Studies. This is her first year serving on the editorial board of the Gettysburg Historical Journal. In addition, she is also a Peer Learning Associate for the History Department, student assistant in Special Collections & College Archives, Civil War Institute Fellow, Peer Research Mentor, and tour guide for admissions.

Brianna O'Boyle '18 is a senior East Asian Studies Major with a Concentration in Chinese along with a double minor in History and Spanish. She has worked on the Gettysburg Historical Journal since her sophomore year, and this is her second year serving as a Co-Editor-in-Chief. She has also worked as both an editor and writer for SURGE, Gettysburg College's Social Justice blog. She is also a member of the history honor society Phi Alpha Theta. She plans on taking a position teaching English in Shanghai once she graduates.

Meghan O'Donnell '18 has been an editor for the Gettysburg Historical Journal since her junior year. She is a double major in History and French with a minor in Peace and Justice Studies. Meghan is a member of the honor society for history (Phi Alpha Theta), the honor society for French (Pi Delta Phi), and the national honor society (Phi Beta Kappa).

Zachary Wesley '16 is a sophomore with a double major in History and Anthropology and a double minor in Civil War Era Studies and Public History. He is also an editor for the Journal of the Civil War Era, a Civil War Institute Fellow, and a member of the history honor society Phi Alpha Theta.