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Letter from the Editors

Brandon R. Katzung Hokanson
Gettysburg College

Brianna O'Boyle
Gettysburg College
Class of 2018

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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 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