

The Institute for Historical Study Newsletter

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Spring 1996

ANNUAL MEETING

President Georgia Wright (presently on an extended working trip in Europe) opened the sixteenth annual meeting of the Institute for Historical Study shortly after 10 a.m. on Saturday, 24 February, in the Chancellor's Room of the Laurel Campus of UCSF, with some forty members in attendance.

Nancy Zinn's membership report, seeking to balance good news with bad news, leaned somewhat toward the latter: we had gained six members in the past year but lost six members. The board had recently created a student membership category, with annual dues of \$15, and it was hoped that this would encourage an infusion of new blood. To that same end, Jules Becker offered a weekend at his Lake Tahoe cabin to anyone who brings in three new members.

Joanne Lafler's report on the work of the History Play-Reading Group, however, suggested that the old blood still pulses. Beginning their past year's productions with Shakespeare's *Coriolanus*, in deference to the current Roman immersion of the ancient historians group, the play-readers, by a logic known to themselves, proceeded to Gunter Grass's *The Plebeians Rehearse the Uprising*, "a historically-based play that explores what might have happened," Joanne explained, "if Brecht had been rehearsing a production of his adaptation of *Coriolanus* during the workers' uprising in Berlin in June of 1953." This led, of course, to a reading of Brecht's *Life of Galileo*—or rather, readings, as the group got involved in the history of the three versions in which that play appeared. Then back to Rome by way of Albert Camus's *Caligula*. In the next few months the group plans to read plays by two of its members—Kathleen Casey and Judith Offer—and later, perhaps, Susan Sontag's "historical fantasy about Alice James, *Alice in Bed*."

The group that set off several years ago to seek roots among Early Historians, on the other hand, seems (from the brief report by Nancy Zinn) to have gotten swamped in Rome. In the past year they tasted of Suetonius, Tacitus, Plutarch, Livy, and are now engaged with Josephus's *Jewish Wars*. A heroic attempt was made to break out of this historic mother lode by reading the Han dynasty historian, Ssu-ma

Ch'ien. The problem was, if the writer may inject his own opinion, that lacking any background in Chinese imperial history, we had no shelving on which to store the rich pyrotechnics of the material encountered. Perhaps some member or friend with knowledge in that area will come forth.

Masha Zakheim reported that the California History Roundtable continues its practice of holding quarterly meetings, during which its members discuss their ongoing work. She herself prepared an event to commemorate the centennial of the birth of her father, the muralist Bernard Zakheim. It was planned for the evening of 10 April and included a viewing of his murals in Toland Hall at UCSF.

Patricia Swensen reported on the Works-in-Progress, undoubtedly the most useful of the Institute's activities (to its members). Eleven were presented in the past twelve-month period. Ellen Huppert commented on the benefit she gained from experience as a presenter—both from the comments of those who attended and in having to put her thoughts together for the Work-in-Progress. Peter Mellini thanked Patricia and Georgia Wright for having convinced him to present his work on *Punch*, revealing that it had led him into new areas of thought and publication, including a piece for the *Encyclopedia of the Twentieth Century*. Bogna Lorence-Kot, referred to the issues raised by Ellen Huppert's talk on family history, proposed the creation of a study group for those working in that area. We'll stay tuned.

Joanne Lafler reported on the growth of the National Coalition of Independent Scholars, with which the IHS is affiliated, and announced that she plans to resign from the NCIS Board of Directors in May after six years of intense involvement. Our liaison with the Coalition will then be conducted by Ellen Huppert.

Lorrie O'Dell, who has assumed the burden of the Institute's mailings, raised the matter of the need to keep nonmembers on the mailing list to insure our status as a public service organization, and to keep in touch with others to whom our work might be relevant. The question of using e-mail for Institute business was also addressed.

Then President Georgia Wright took the floor, standing in for Treasurer Daniele Le Croy, and used

the occasion to castigate everything inside the Washington Beltway (and numerous people and events outside it) and warning of the dire consequences for scholars. The substance of the report was that although we are at present some twenty members short of being able to maintain a balanced budget, we do have \$9,800 in our operating fund and can therefore continue our existing programs well into the next century.

With that settled, Mike Griffith reported for the Nominating Committee, presenting its slate of nominees to fill the five vacancies on the Board of Directors: Oscar Berland, Catherine Ann Curry, Frederick Isaac, Rose Scherini, and Nancy Zinn. They were all elected in due form, as was a new Nominating Committee: Mike Griffith, Anne MacLachlan, Lorrie O'Dell, Myrna Smith, and Nancy Zinn.

This was followed by a delicious "make your own" sandwich lunch catered by Bob O'Dell from Lucca's Delicatessen.

The afternoon's topic, "Debating the National History Standards," was moderated by Lyn Reese; panelists were Sunny Herman, Bogna Lorence-Kot, Lorrie O'Dell, and Bill Strobridge. Leader of audience analysis and participation was Ellen Huppert. The IHS audience followed the arguments closely, and by the time the Wine and Cheese Hour was announced, many burning questions were left unanswered. An informal poll established that the topic was a winner and all participants did a superb job.

Ellen introduced the topic, speakers, and methodology of the session, and Lyn Reese. Lyn, herself a specialist in standards, provided the background and context for the current national debate: these standards were the creation of the Bush administration's Goals 2,000 program, inaugurated and promulgated by Lynn Cheney, and did not just "drop out of the sky." Too many headlines in the 1980s had shown that American school-children could not read, write, or count—or even identify Abraham Lincoln. The Clinton administration picked up the idea, with more than \$200 million committed for educational reform. The current Republican mania for budget-slashing conveniently overlooks their own initiation of the issue.

History is one of many subjects for which national voluntary standards of what students should know have been developed for school systems to adopt or "embody." With the involvement of the entire national educational and academic community, including teachers of history and the social sciences, history standards have already gone through five drafts prepared by the National History Center. Lyn reviewed recent developments: negative reactions from liberals and liberal reformers; moves by others, such as Republican state governors, to restrict funding on the basis that standards would only mean

unwanted government control. Yet work on history standards has progressed, stressing accuracy, and asking "what and whose" history should be taught, with five standards identified, as well as knowledge of specific content for grades 5-6, 7-8, and 9-12.

At present, there is discussion among educators; teachers are weighing the issues, and at least history is being debated in terms of "what should we teach?"—all of which has enlivened the field. Furthermore, standards are being written at the state level, and California's framework of history standards is being looked at by other states. The theory that textbooks are written around standards as they are developed is becoming accepted, albeit slowly. The entire topic will be aired thoroughly at the OAH Conference to be held at SFSU in May.

After this background had been presented, the IHS panelists confronted the questions: "Are the standards useful? Are they appropriate?" Lorrie stated that the very existence of the arguments is good in and of itself. Bogna pointed out that "objective" history, especially in totalitarian systems, presents special dangers. Bill brought down the house by explaining how his grandchildren had bragged to their teacher that he was a Civil War Veteran. He then told of his own volunteer work in a local inner city school where the notion of standards would have to compete with drugs and sex, gunplay and mayhem. Everyone agreed that other realities might make the issue of history standards irrelevant to certain city schools. Sunny reminded us that the lack of knowledge among community college students (to whom history has frequently been taught by athletic coaches) is appalling.

This first round led to a second set of questions—"Can one mix the difficult circumstances of certain schools and students with standards? What about the issues of flexibility, teacher creativity, etc.?" Bogna surmised that only about 5%—the students with grades of A and B—could deal with the standards. Sunny stressed the need for teacher training, and said that the main problem was in the implementation of any set of standards. Bill maintained that "an environment where you [the teacher] don't have to shout" must be created as a first step.

Other related issues were then raised: "What should be the goal of history education in K-12? Is the role of history to develop patriotism? Where does world history fit in? Should the teacher emphasize skill or content? What about television as a tool?"

Lively panel participation continued, but time was called in order for the audience to participate. Ellen handed out a typical example suggested by the history standards for a more general discussion by all. Many good points were raised: Peter Mellini suggested that "guidelines" instead of "standards" should be the term used; Fred Isaac expressed great

frustration because the complexity of the issues is so great; Mike Griffith thought that national standards are too controversial; Frances Keller brought up the problem of class, in that private schools don't have this dilemma, because their students usually have stronger academic backgrounds than their inner city counterparts, and the teachers are freer than public-school teachers to exercise individual creativity; Lyn reminded us that "it's what is in the textbook that counts," not the classroom teacher's choices. Many others in the audience made excellent points in the spirited debate.

The level of enthusiasm inspired Georgia Wright and Jules Becker to suggest that IHS might help with the problem; Jules moved that an ad hoc committee be formed to examine the problem of whether standards are advisable or workable. The motion passed, and Jules commented that this project might give the Institute a new sense of purpose. Ellen and Lyn received a rousing round of applause and the day ended on a very high note.

—Oscar Berland (morning session)

—Wolfgang Rosenberg (afternoon session)

Addenda to the Annual Meeting

1) Page Putnam Miller, Director of the National Coordinating Committee for the Promotion of History (of which the Institute is an affiliate) reports the following action by the House of Representatives regarding the National History Standards:

"On January 25 [1996], Representative Lamar Smith (R-TX) introduced H.Res.348, a resolution expressing the House of Representatives' disapproval of the standards proposed by the National Center for History in the Schools for the teaching of United States and world history. The resolution, which has been referred to the House Committee on Economic and Educational Opportunities, has 96 co-sponsors, all but four of whom are Republicans. The resolution expresses the sense of the House but has no statutory authority. It is unclear whether there will be hearings on this resolution. Some doubt that with the tight schedule of this election year the resolution will reach ... a vote.

"A similar resolution passed the Senate on January 18, 1995 by a vote of 99 to 1; however, the circumstances for the Senate vote were very different from that in the House. In the Senate this legislation first appeared as a binding amendment to the Unfunded Mandates Bill. It would have prevented further funding to the National Center for History in the Schools and would have prevented the Department of Education's Goals 2000 project from developing voluntary history standards based on the work of the Center. After a lengthy Senate debate in which a number of Senators, including Republicans, supported the his-

tory standards, the Senate leadership arrived at a compromise that involved the passage of a resolution that was not binding and did not have statutory authority. The strong bipartisan Senate vote indicated the compromise nature of the measure and the fact that it was not binding. On October 11, 1995, the Council for Basic Education released the results and recommendations of two independent panels that reviewed the national history standards. The two panels recommended some refinement but endorsed much of the work undertaken by the National Center for History in the Schools."

2) As discussed at the annual meeting, the Institute would like to take full advantage of the possibilities of e-mail as a means of communicating with its members. If you have not yet sent your e-mail address to P.O. Box 5743, Berkeley, CA 94705, please do so; or you can send it to calmar@ccnet.com. We hope to notify you of Work-in-Progress programs by e-mail beginning within the next few months, thereby saving a decent amount of postage.

WORK-IN-PROGRESS

Celeste MacLeod

On Sunday, 21 January 1996, at the home of Lyn Reese, Celeste MacLeod presented a Work-in-Progress entitled "Australia in a Different Light: From British Outpost to Multicultural Innovator." Her projected book promises to be a many-faceted work of considerable complexity, and Celeste has already researched her subject extensively here and during several months spent in Australia. It is, as is all history, a story of change, social and cultural rather than only political, acted out against the background of a harsh, beautiful, and geologically fantastic land. Her main concern is how Australia's population gradually became diverse, changing the country from a British outpost to its present multicultural makeup and expanded international outlook.

In analyzing this change, Celeste concentrates on three interrelated movements: from a British colony to an Asian-Pacific nation; from a policy of "protection" of its indigenous Aboriginal population to one of self-determinism, and finally, from a tacit but never official "White Australian" policy to one that admits immigrants from all countries and encourages them to retain their ethnic heritage while becoming loyal Australians. She is convinced that one must understand that the peoples of Australia are more broadly based ethnically than is generally recognized. There are: Aborigines, a small, poorly organized percentage of the population; the British, including many Irish, who came initially as convicts to Botany Bay; and large Italian and Chinese popula-

tions that came because of the gold rush in the mid-nineteenth century. World War II brought a further vast immigration of Europeans of many sorts. Nor were these groups monolithic within themselves. The British and Irish were split between convicts and other settlers from their first arrival, and they both suffered a complaint common to colonists—they were isolated from, and to a degree looked down upon, by those in the mother country.

The way that Australia, both by government policies and social structures, has sought to deal with the problems of multiculturalism forms a major part of Celeste's work. Initially, immigration policies tended to be rigid—Asians, for example, were excluded, not by law, but by carefully structured social restraints. However, events and conditions within Australia itself tended, over time, to mitigate these attitudes and to cause Australians and their government to rethink the position of the Aborigines. As early as the 1930s, self-help groups had sprung up among these native peoples. After World War II, the need for workers to man a growing industrial economy became apparent, and immigration was encouraged. With the civil rights movement of the 1960s, certainly not limited to the United States, new opportunities for all ethnic groups as well as appreciation for native culture expanded. Labor unions had developed late in the nineteenth century and had already given the worker an awareness of his power in this nation that needed strong arms and willing minds. These and other factors have resulted in a society with remarkably advanced social programs. Australia was one of the first nations to provide pensions and social services for its people. What has emerged is a society of many hues and races able to appreciate the possibilities of its diversity. In Adelaide, for instance, there is an Ethnic Parade. Problems still exist, of course. One example is the question: What will be the role of Australia within the Commonwealth? There is a Republican movement that favors breaking away from the Commonwealth and going it alone.

Finally, Celeste stresses that Australia is a vastly underappreciated force in the Pacific, possessed of natural resources, immense energy and creativity, and the assets brought to society by her diverse peoples.

—Patricia Swensen

Work?—Progress?—Who, Me?

The Editor has received no Work-in-Progress reports for the sessions presented on 18 February and 17 March. YOU, the presenters, know who you are. If you arranged to have someone write up your presentation, please contact him or her and have the reports sent to me before the deadline for the next *Newsletter*, which is on the last page of this and every issue. For

those of you who are about to give a Work-in-Progress, I realize that often you are nervous or rushed, but PLEASE take the responsibility of getting some member of the audience to write a brief report of your presentation. All of us who read the *Newsletter* but who are unable to attend the Works-in-Progress are fascinated by the interests and work of our fellow members and eagerly read the accounts of fields of interest that are either totally different from or perhaps closely related to our own projects. Another big advantage to having your program publicized is that oftener than you might think, another member, absent from your presentation, might have ideas, information, or resources of which you are unaware. Note the comments of Ellen Huppert and Peter Mellini in paragraph six of the Annual Meeting report, above, and Joanne Lafler's experience under Membership News, below. That's what the Institute is all about—sharing knowledge. Thanks to all presenters for your future cooperation.

A JANUARY WEEK IN OSLO

From the 23rd to the 31st of January 1996 I was in Oslo as the guest of the Norwegian Labor Organization (LO) on the occasion of the publication of my biography of Norwegian-born Elise Ottesen-Jensen (1886–1973), sex law reformer, sex educator, and co-founder of the International Planned Parenthood Federation. In addition to financial support for translation of the manuscript into Norwegian, LO, in cooperation with the Labor Party Women's Organization, is using the book as a part of an educational effort—study circles in particular—to maintain public support for Norway's free choice abortion law and the governing Labor Party's positions on bioethical issues relating to that law. The most influential lobbyist on behalf of liberalized abortion legislation during the 1940s and '50s, in both her adopted homeland, Sweden, and in Norway, Ottesen-Jensen helped pave the way for the free abortion legislation adopted in both countries in the 1970s.

Norway's Prime Minister from 1986 to the present, Gro Harlem Brundtland (a medical doctor whose activities merged with politics in the early '70s in order to help achieve enactment of a free abortion law) was greatly influenced in her youth by the example of Elise Ottesen-Jensen, in the fields of both abortion reform and the promotion internationally of reproductive rights and sexual hygiene. Her keynote address at the 1994 UN population conference in Cairo and the closing address at the 1995 UN women's conference in Beijing have brought her international attention for her commitment to these aims. The foreword she has written for my book makes plain how Ottesen-Jensen's example helped

shape her medical career specializations and also the major themes of her political career.

On 25 January, Prime Minister Brundtland was the major speaker at a day-long abortion conference sponsored by LO and attended by 165 politicians and health and social workers from all parts of Norway. The conference opened with a video of Elise Ottesen-Jensen being interviewed on Norwegian television in 1966, after which I gave a brief speech explaining how I became interested in doing a biography of her and her historical significance. Brundtland spoke next, commencing with a description of a memorable encounter with Ottesen-Jensen at an international family-planning conference in Beirut in 1970. She concluded with an explanation of abortion law revisions made advisable by recent biotechnical developments.

The proceedings continued with a debate among four women M.P.s from various political parties, two of them for and two opposed to various aspects of current abortion law and the proposed revisions, followed by audience participation. Yes, there was a lunch, including delicacies such as herring and smoked reindeer, which I regretfully bypassed in order to sign books and make contacts relating to speeches when I return to Norway in late May. I also obtained leads that day and during the course of my visit about the subject of another biography project—Aase Lionaes, the foremost Norwegian woman politician of the 1930s–'60s.

Meanwhile an English-language version of the Ottesen-Jensen story, will be published with the title *Crusader for Sex Education*, has been published this year by the University Press of America, in time for display at a Scandinavian studies conference at William and Mary College 2–4 May. I will be giving a paper there on the Scandinavian founders of the UN Commission on the Status of Women.

—Doris Linder

BOOK REVIEW

Ilse Sternberger, *Princes Without a Home: Modern Zionism and the Strange Fate of Theodor Herzl's Children, 1900–1945*. Bethesda, MD: International Scholars Publications, 1994, 513 pp., photographs, index, \$29.95.

There is, somewhere in our minds, the idea that heroes always lived at the height of their greatest achievement. The sad fact, of course, is that our idols only existed at that plane for a brief moment. Even more tragic is the realization that they were sad figures, their lives filled with misery.

Theodor Herzl was a well-known playwright and essayist when he moved to Paris as correspondent for Vienna's *Neue Freie Presse* in the early 1890s.

Raised in the upper reaches of Austrian Jewish society (which thought itself protected from anti-Semitism), he was struck by the virulent French hatred of the Jews that culminated in the trial of Captain Alfred Dreyfus in 1894. "The Jewish Question" became Herzl's passion, and the creation of modern Zionism his monument.

As Ilse Sternberger's book shows, however, Herzl's triumph never reached into his own family. His early death, brought on by exhaustion, plunged his children into a world that they were neither prepared for nor capable of responding to. Part of the problem may have been genetic. Herzl himself suffered breakdowns and spent time in sanatoria and spas. His wife Julie was subject to raging tempers and perhaps psychotic behavior patterns. Within a year of their wedding, Herzl had already contemplated divorce. Although they remained married, his desire to avoid conflicts and the demands of his work meant that they lived together only sporadically for the next fourteen years. Their three children, Pauline, Hans, and Trude, were raised as members of wealthy society, and as the heirs of a hero. The height of their childhood was the scheduled daily half-hour with their father (when he was home); when he traveled they wrote him letters and poems and told him stories. After Herzl's death in 1904, however, things changed; his will placed his family under the care of his friend David Wolffsohn (whom the children called "Daade") and other "guardians" who oversaw their lives.

Pauline, the eldest, was most like their mother, volatile and given to hysterics. After Julie's death, in 1907, she became a hellion, unmanageable by her family or the guardians. Her marriage to a solid young man quickly collapsed, and she began a life-long series of affairs and possibly drug addiction. Out of touch with her family for extended periods, she returned to Vienna only when she required money or to rest between adventures. Even those short contacts were difficult; no one could predict her behavior or tolerate her for long stretches. At one time her brother Hans proposed psychoanalysis with Freud, but Pauline rejected the offer. Only as she lay dying in Bordeaux in 1930 did she begin to reconcile with Hans.

Theodor Herzl's will decreed that Hans be educated in England. The boy (thirteen at the time) soon became solemn and solitary. Alternately wanting to succeed in this new environment and to build on the Zionist achievement, but overwhelmed by his own memories and his father's heroic image, he suffered several near breakdowns and at least one full collapse during his school years. After serving in the British army in World War I (he had become a naturalized British citizen), Hans endured a meager existence during the 1920s as an essayist, translator, and

editor of his father's papers. Questioning his religious beliefs, he joined a Baptist church, was tutored in Catholicism, and then attended a Liberal synagogue in London. His confusion, feelings of inadequacy, and self-denial came together in surrender after Pauline died. Blaming himself for her death, Hans committed suicide a few days later.

After their mother's death, Trude suppressed her own character and became the "good daughter," in contrast to Pauline's scandalous behavior and Hans's chronic depression. After the death of their "Aunt Frummet" Wolffsohn, in 1912, she lived with "Daade" Wolffsohn until his death two years later, and was applauded at the Tenth Zionist Congress. He was the only Herzl offspring to attend a Zionist Convention.

The stress on Trude was immense; like the others she suffered breakdowns and spent time at spas and sanatoria. Her introduction to Richard Neumann, a married womanizer [later divorced] almost thirty years older than she, provided fuel for her sublimated passions. They secretly corresponded, and were married in 1917, at the height of the war. A year later she had a son, but after his birth Trude fell into a manic-depressive cycle and fought her demons for the rest of her life. After the deaths of Pauline and Hans, she was institutionalized almost full time until she was transferred to the Theresienstadt concentration camp, where she died in 1943.

The tragedy continued: Trude's son Stephan was sent to England (as his Uncle Hans had been) and was educated there. Also like his uncle, he adopted British citizenship, and served in World War II. In 1943, more by chance than by plan, he visited the Holy Land. During his first three-day stay he toured Jerusalem and visited the Herzl Room, where his grandfather's study had been preserved. On a second short trip he visited a Kibbutz and attended the Habima, the National Theater Company. After the war, Stephan was sent to Washington D.C. as a scientific staff member of the British Embassy. On November 25, 1946, at age 28, he too committed suicide, concluding the family's anguished history.

The fate of Theodor Herzl's family is one of the greatest "what-ifs" of our century. The death of David Wolffsohn led to the emergence of Chaim Weizmann; in addition, this book raises questions for future scholars: "How did the lack of a competent heir affect the Zionist movement? Did the Herzl children's absence from the scene delay the creation of the State of Israel?" By showing us their lives for the first time, this book raises questions and creates a new field of inquiry for historians.

Ilse Sternberger enhances her chronicle with hundreds of quotes from the children and others (especially Wolffsohn, their beloved "Daade") about them. Hans's depression as he slogs through the university,

and Trude's exultation during her tumultuous courtship of Richard Neumann, are clearly drawn through their diaries and letters. Their worries, passions, and caring weave through the text. And when sources fail, the author provides "informed guesses" about important events, especially Pauline's disastrous marriage and Hans's last days in Bordeaux.

The primary lack throughout the book is the author's neglect of chronology. Biography readers need to comprehend the connection between events. Not knowing when events took place makes sequences and relationships more difficult to follow. Notwithstanding this deficiency, it does not undermine the power of Sternberger's story. Whether one sees it as a misfortune or a catastrophe, a series of accidents or the result of genes and history, the tale of the Herzl family—and thought of what might have been if they had taken on their father's mantle—remains one of Zionism's greatest paradoxes and a powerful story by any standard.

—Fred Isaac

ANNOUNCEMENTS

Call for Papers

A joint IHS and International House [UC Berkeley] program on "Immigration to California" will be held **17 October 1996** at International House. If you are interested in participating or have ideas about the program, please contact Anne MacLachlan. If you are interested in giving a paper, a one-page abstract would be very much appreciated. Anne MacLachlan, (510) 652-4054, acadsol@emf.net, or 3857 Howe St., Oakland, CA 94611.

The annual meeting of the American Society for Ethnohistory will be held in Portland, Ore. **7-10 November 1996**. Deadline for abstracts is **31 May**; contact Jacqueline Peterson, Dept. of History, Washington State University, 1812 E. McLoughlin Rd., Vancouver, WA 98663

"The 'Church' and the City," a conference to examine the aesthetic, architectural, historic, and social impacts and contributions of religious institutions and structures on American urban life will be held **15-16 November** in Cleveland. Deadline for proposals: **1 June**; contact Patricia Burgess, the Urban Center, Levin College of Urban Affairs, Cleveland State University, 1737 Euclid Ave., Cleveland OH 44115.

Conferences

"A Woman's Place Is . . . in the Curriculum," is the theme of the National Women's History Project's training session on incorporating women's history into all areas of the K-12 curriculum. It will be held

14-18 July. For details, contact the Project at 7738 Bell Rd., Dept. P, Windsor, CA 95492.

MEMBERSHIP NEWS

Michael Black is teaching again at Mills College, as a Visiting Associate Professor of Government. He is organizing a panel for a conference on conserving fisheries, to be held in Victoria, British Columbia the end of April. The panel is "Strategies for Achieving Sustainable Use of Fish Resources." He also co-authored a chapter entitled "History," in *Greening the College Curriculum: A Guide to Environmental Teaching in the Liberal Arts*, edited by Jonathan Collet and Stephen Karakashian. Michael is also active on the steering committee of the California Studies Association.

Henry Cohen has a review of the *Memoirs of Leni Riefenstahl* in the Winter 1996 issue of *The Psychohistory Review*.

Betje Klier has really been busy! She published an article on the Considerant family in San Antonio during the mid-nineteenth century in the May 1995 issue of *The French Review*, the Journal of the American Association of Teachers of French. She also gave a slide presentation at the annual meeting of the same Association in San Antonio in July. Titled "The Republic of Texas: the Revenge of Champ d'Asile," her presentation was based on the art and literature of Champ d'Asile. The Summerlee Foundation of Dallas awarded Betje a grant to defray research expenses for "The History, Art, and Literature of Champ d'Asile," which she is preparing for publication by the Texas Historical Association.

Joanne Lafler's article, "The Will of Katherine Maynwaring: An Autobiographical Reading," has been accepted for publication by *Biography*, an interdisciplinary journal published by the Center for Biographical Research at the University of Hawaii. About five years ago, Joanne first discussed the will, written by an Anglo-Irish gentlewoman between 1764 and 1779, at an Institute Work-in-Progress. Later, when she had prepared a draft of a paper on the same topic to be presented at the Western Association of Women Historians meeting, she again gave a Work-in-Progress. Both times she received suggestions, help, and encouragement from IHS members. The article is a critical/theoretical interpretation with a solid historical basis. Work on this article made Joanne realize how much she enjoys working on biography, especially women's. Joanne will also give the President's Dinner Address at the annual meeting of WAWH, to be held at the Huntington Library 17-19 May. Her topic will be "The Unexpected Growth Industry: Independent Scholarship in the 1990s."

Bonda Lewis's new show on Amelia Jenks Bloomer, "With Trousers as Her Costume and *The Lily in Her Hand*," was first performed in December and is now available to libraries, schools, clubs, and private groups. A version for children aged nine to twelve will be ready later this spring. As a part of the Equality Day celebration at the Women's Heritage Museum of San Francisco, Bonda was asked to write and perform a short presentation on Sara Bard Field, American poet and women's rights activist. Field proved so interesting that Bonda is now at work on a full-length show on her life, tentatively titled "We Cannot Fail." Field's daughter Katherine Caldwell and granddaughter Sara Caldwell are supporting Bonda's work by giving her extensive interviews, sharing stories of their lives, and showing her family photographs.

In January, Peter Mellini presented "'NOT the Guilty Men!' Mr. Punch and Appeasement, 1933-1939" to the Seminar on Contemporary History at the Institute for Historical Studies, University of London, and to the Cartoon Seminar at the Center for the Study of Cartoons and Caricature, University of Kent, Canterbury. A revised version will appear in the May 1996 issue of *History Today*. The Punch Library and Archives in London is open to scholars, but an appointment must be made before visiting.

Irena Narell's new book, *History's Choice: A Writer's Journey From Poland to America*, has just been published. It is a collection of essays and short stories, mostly autobiographical. She will be giving a talk on the book the evening of 26 June at Black Oak Books in Berkeley.

In March, the Institute and the San Mateo County Historical Association presented a program in association with the Historical Association's newest exhibit: "Through the Lens: Images of Victorian Women: the Van Court Photo Collection." Among the speakers who discussed their research in women's history and the use of historic photography as a tool to historical inquiry was Peter Palmquist.

Ilse Sternberger gave a talk in March on her historical biography, *Princes Without a Home*, at a Clean, Well-Lighted Place for Books in San Francisco.

NEW MEMBERS

Joan Murray received her BA in Anthropology with honors from UC, Santa Cruz. She also holds a certificate to teach English as a second language (ESL). Her work on a study in ethnography, "Russian Elites in Manchuria and China, 1900-1949," sparked a continuing interest in elite theory. Joan is also interested in education theory and practice, especially cross-cultural issues, and also central European medieval art, specifically the church murals of Saint

Laslo. She is a member of NCIS and learned about IHS from Joanne Lafler.

CALENDAR OF EVENTS

May	19	Work-in-Progress—Mike Griffith.
June	16	Work-in-Progress—Anne Richardson
July	21	Work-in-Progress—Jules Becker
September	15	Work-in-Progress—Fred Isaac

EDITOR'S NOTE

The Editor wishes to make her deep apologies to Joanne Lafler for miscalculating the amount of British pounds sterling spent at auction for a collection of historical playing-cards. My insertion (in her *Newsletter* article) of an amount in American dollars was only off by over \$100,000! Moreover, when the announcement was made in the same issue that Joanne is our new book review editor, I failed to acknowledge and thank Peter Browning for his years of often unappreciated service in the same position.

The deadline for contributions to the next issue of the *Newsletter* is **1 JULY 1996.**

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