

## FROM THE EDITOR

Welcome to the spring 2021 edition of the New England Journal of History. Our mission is to publish historical inquiries that inform readers from novice to scholar. This goal will be met with articles that encompass the world's events, and analyses that share reflections on pedagogical strategies. Our timely book reviews examine works that expand our knowledge base. First published in 1944 as the *New England Social Studies Bulletin*, this well-rounded journal will continue to provide historical analysis for educators who seek to bring history to life for future generations through thought-provoking interpretations and the best offerings of pedagogy.

*Fascism Re-Examined* by Melvin Karpas is our current selection From the Archives. First published in 1958, Karpas begins by comparing fascism and communism to democracy, quickly moving into the history of the development of fascism in Italy and Germany. Discussing fascism, its lack of founding literature, its populist movement roots, and its development due to poverty and depression serves as a good argument for anti-poverty programs and increasing opportunities for academic growth of all.

For this edition's *Pulse*, digital editor David Brandon Dennis elaborates on the digitization of our journal, exciting new features on our website, and shares some of his favorite "digital history round-ups." David's focus and dedication to digitizing and creating new projects for the journal is gratefully appreciated and I cannot thank him enough! The list of digital resources for research are very useful for history educators, as well as those who want to maintain freedom to information, examine the influenza pandemic of 1918, or learn more about WWII in Alaska. While teaching AP Human Geography, I can attest to the usefulness of Scoop It. Please explore these sites and share your own with us!

In the Novice Corner, Will Hartl's *Writing Against the Invisible Empire: Black Newspapers' Responses to the Second Ku Klux Klan* provides a critical perspective from those most impacted by the KKK. Focusing on black newspapers to analyze the threats faced by black Americans from the second iteration of the KKK reveals the

determination of black citizens to actively repel the KKK and its ideology. Black news reporters realistically exposed brutality and white supremacy while espousing the future Malcolm X's ideology of "by any means necessary" when it comes to protecting home and family. White supremacy and the violent acts of the KKK of the 1920s are more realistically examined and outcomes more clearly understood by analyzing black newspapers and shifting the focus from the perpetrator to those who resisted.

This edition's article by Nicholas Garcia focuses on eighteenth-century Massachusetts and Oliver Peabody. "*Subdue Them Under Us*": *Oliver Peabody and the Limits of Acculturation in Eighteenth-Century Massachusetts* elucidates the hidden intentions of removing the Indian population from Natick, Massachusetts, a town originally designed to convert and establish an Indian community that would co-exist with and not threaten European culture. With Peabody's arrival, more Englishmen moved to Natick, took power out of the hands of local Indians, and ignored egregious corruptible offenses made by Englishmen. Peabody's ministerial sermons provide explicit evidence of his belief that the Indians were savages and had no place mixing among English Christians. Although Peabody was paid to care for his Indian congregants, Garcia's article explains how Peabody strategically marginalized the Indian population in Natick, leading to their eventual elimination.

Developing student insights into how history directly affects their families is the subject of this edition's pedagogy piece, *Helping Students Discover Intersections between U.S. History and their Family History*, by associate editor Darra Mulderry. As students increase knowledge about many core events in American history from 1877 to present throughout the term, Mulderry lays out a plan for the critical last several weeks of the term. During these last weeks, students receive an assignment that focuses on research on their own families in several key areas. By connecting significant historical events such as the Great Migration or the Great Depression with the students' family histories, they are to determine where family history and events in U.S. history intersect. Reading the words of Mulderry's students on the learning fostered by this insight into the lives of their family members serves as encouragement for us all to try this rewarding strategy of constructing a living history.

Book reviews in our spring edition enthusiastically explore a wide range of topics. *Slavery and Class in the American South: A Generation of Slave Narrative Testimony, 1840-1865* explores the subculture of slavery, essentially a caste system within enslaved communities by William L. Andrews. Extensively researched with endnotes provided for interested readers, Andrews' decades long experience as an author and editor focused on enslavement of African Americans in America powerfully shares the lives of known and lesser-known enslaved people as they express themselves in slave narratives. Painful gradations of access to power within enslaved communities for those on the lower rungs such as those in agriculture are presented by Andrews. He also explains that his conclusions, despite his decades of study, create more complexities and questions for which the answer is unclear. Michael Beschloss presents a timely book with his work *Presidents of War*. Directly encouraging his audience to determine the difference between a presidential war and a constitutionally structured system of war, he combines exciting vignettes of historical characters facing war with presidential portraits designed to reveal the choices faced by presidents. Beschloss raises questions surrounding the application of the Authorization for Use of Military Force (AUMF) by presidents since 1942, noting that Congress has not officially declared war since that year. Deftly presented, *Presidents at War* asks us to consider how war powers are constitutionally divided between Congress and the President in our modern age. Following the international tone, *Insurgent Empire: Anticolonial Resistance and British Dissent* by Priyamvada Gopal critiques the end of the British empire by discussing resistance to imperialism on the part of those oppressed rather than as a measure of British magnanimity to those it oppresses. Gopal notes that European historiography ignores the efforts of those colonized and instead leads the world to believe that it was the generous nature of the British people who decided to stop its imperialism. Traveling from India to Jamaica to Egypt, Gopal demonstrates how uprisings in these nations led British liberals to rethink England's colonizing actions. *Freethinker: Sex, Suffrage, and the Extraordinary Life of Helen Hamilton Gardener* by Kimberly Hamlin addresses the challenges and desires of living an independent life as a woman in 19<sup>th</sup> century America. Gardener created her name to establish a new life that abandoned her "fallen woman" reputation and allowed her to live as she envisioned a fully engaged human could. Balancing between personal freedom and female norms of the nineteenth century, Hamlin draws attention to the challenges a professional woman experienced in this time.

Continuing with book reviews, Ulrich Herbert's all-encompassing *A History of Twentieth Century Germany* establishes themes to create a focused portrait of Germany's complex history. In addition to this approach, the text is organized chronologically into five sections that support the readers' ability to connect the themes of more recent history with that of the past. Originally published in German in 2013 and translated to English in 2019, Herbert's book is the summit of a lifetime of research on German history. *Teaching History in the Digital Age* by T. Mills Kelly suggests historians become more flexible and creative in how they support the academic growth of their students. Student focus on historical issues that incorporate digitized historical pieces while learning new methods of text mining expands student understanding of the past and increases technological skill while researching. Kelly encourages teachers to alter their pedagogy and assessments to meet the new digital age realities. Anthony Riccio's *From Italy to the North End; Photographs, 1972-1982* visually depicts what has been lost during the transformation from family focused communities to today's lurid gentrification. While substantial poverty is present in the images, particularly in Boston, the question remains as to what was gained for the poor living in either Italy or Boston's North End. Riccio's photographs leave us wondering who benefited from this transition to contemporary glamor. Returning to Germany, *Designing One Nation: The Politics of Economic Culture and Trade in Divided Germany* by Katrin Schreiter argues that although East and West Germany existed, their economic cultures were intrinsically linked which resulted in a smoother transition to unity. The focus on maintaining positive economic relations between both Germanys allowed capitalist beliefs as well as Western visual styles to enter East Germany. Further, the impact of allowing East Germany to join the International Council of Societies of Industrial Designers (ICSI) suggested that East Germany would be further recognized by the western world which in turn supported unification. Analyzing the impact of the Olympic games on Los Angeles, Barry Siegel suggests in *Dreamers and Schemers: How an Improbable Bid for the 1932 Olympics Transformed Los Angeles from Dusty Outpost to Global Metropolis* that William May "Billy" Garland envisioned a dramatically different Los Angeles if the city could be chosen for the Olympics, breaking the European tradition of hosting the Olympics. The challenges facing Europe post-World War I meant that Europeans were not prepared to hold the games and Garland's persuasiveness won the day. Despite the challenges of the

Great Depression Siegel argues that Garland's efforts on behalf of the Olympics changed both the Olympics and Los Angeles.

I would like to dedicate this edition to my husband Douglas H. Morse who died unexpectedly in October 2020 while celebrating his upcoming 65<sup>th</sup> birthday with our family. His endless support of my academic, career and personal endeavors was boundless and something which I can never repay. We were high school "sweet-hearts," married young, supported each other through college, raised our daughters and were otherwise an indomitable team for 44 years of marriage. I feel immense gratitude for the lives we built and that is what propels me forward now. I would like to thank my associate editors for stepping in and seamlessly organizing and publishing the Fall 2020 journal edition. Thank you also for your friendship, emails, phone calls, walks, and hugs as I waveringly stepped out into my new life without my beloved. I am very grateful for you.

For details on submitting your articles and book reviews, please check out our Manuscript Submission Policy found at <https://www.nejh.org/general-guidelines>. We welcome all historical topics, pedagogical articles on the teaching of history/social studies, and reviews of books and permanent museum exhibits. Also, please submit any comments you may have on our articles to **editors@nejh.org**.

As we continue to study the past, let us remember the importance of historians. Their research and analysis of events and persons inform the policy and decision-making of presidents and leaders around the world. Historians influence public opinion in the classroom, through their books, via digital and social media, and as staff of public policy think tanks. They encourage us to engage in discussions of ethics, morals, and truth. Their indispensable contributions provide context for understanding current events, and allow us to observe our common flaws, our universal strengths, and our shared humanity. Historians have also been activists, shaping movements and writing books that changed society. We hope our publication will inspire readers to engage in their communities, and to follow the timeless words of Abraham Lincoln and "strive on to finish the work we are in."

Linda Morse  
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