Transnational Subjects in the Postwar United States and Mexico. For those of you who are fond of robots, Minsoo Kang’s book Sublime Dreams of Living Machines: The Automaton in the European Imagination will definitely suit your fancy. Sweeping through ancient civilization, the medieval world, the Renaissance, and the industrial age, Kang explores the ways in which Western culture confronted the concept of mechanized humanity. Because all tenure-track members of the department are active researchers, there will be more exciting publications to crow about in next year’s issue.

Despite the grim economic news nearly everywhere, we have been relatively fortunate on the fourth floor of Lucas Hall. No fulltime faculty or staff members have lost their jobs although neither have we been able to replace retiring faculty. As often happens during economic downturns, the campus has seen increased enrollments over the last several years. Unfortunately, the Department of History has not been a beneficiary. Distressingly, the number of history majors has declined slightly in the last two years. It may be that economic anxieties are steering undergraduates toward areas of study that seem to promise more remunerative careers. The boom in students concentrating in the natural and physical sciences lends support to this explanation. Nonetheless, this is a trend that we want to reverse and so we need to convince prospective majors that studying history pays off in a tangible way. Most students are aware that a history degree is good preparation for a job in K-12 social studies education or advanced graduate work in a humanities or social science discipline. Among those who don’t want to teach or pursue graduate studies, however, there is a perception that a history degree is a dead end. We know they are wrong. We maintain that the acquisition of research and analytical thinking skills, along with rigorous training in writing, can impress employers and lead to lucrative work in numerous vocations. There is no better proof of this contention than the successful careers our alumni in fields as diverse as law, politics, journalism, business, and computer science. And this is where you can help.

In an effort to market ourselves better, we will be creating a brochure to attract more majors. We would love to present some testimony from our alums about how a history degree
The theme for National History Day 2011 is Diplomacy and College Park. While I am on the subject of our alumnae, I would like to note that Terry Freerks was a 2011 recipient of the UMSL Women’s Trailblazer Award, which honors those who have forged new pathways for women and have contributed significantly to the University. After graduating Magna Cum Laude with a History BA with a History BA in 1977, Dr. Freerks went on to pursue a Master’s Degree in Education from UMSL and then a Ph.D. at St. Louis University’s School of Education. She has distinguished herself in two areas: professional family counseling and swimming. In addition to being an Olympic trial qualifier, she was the first female head coach of Clayton’s Shaw Park Swim Club. Moreover, she and her husband Stan have been extremely generous in their support of the University and the Department of History. We are proud of her as well as grateful.

Time flies and before you know it the Primm Lecture will be upon us. This is one of my favorite events of the year because it presents an opportunity to visit with old friends and enjoy an intellectually stimulating lecture all in the same evening. This year, we are honored to have as our speaker, Robert Archibald, President of the Missouri History Museum. If you have never heard him deliver a lecture, you will not want to miss the chance to hear one of our city’s great treasures. He will be speaking on the evening of September 12th and the title of his talk is, History in the Present Tense. Hope to see you there.

Sincerely,

Andrew Hurley
Professor and Chair

NATIONAL HISTORY DAY 2011 AT THE UMSL CAMPUS

By: Dr. Peter Acsay
Associate Teaching Professor and National History Day in Missouri Region V Coordinator

Almost 315 middle and high school students came to the Millennium Student Center and Clark Hall on the UMSL campus Saturday, February 26th to participate in Region V in Missouri National History Day 2011. Eighty of these students advanced to the state competition, which was held at the University of Missouri-Columbia, Saturday, April 9, 2011. The top two finishers in each category will advance to the national contest, held in June on the campus of the University of Maryland-College Park.

The theme for National History Day 2011 is Diplomacy and Debate in History: Successes, Failures, Consequences. Students created exhibits, documentaries, papers, performances, and websites on a variety of topics related to this theme. Students chose topics from early civilizations to the present day, and from the local to the most “exotic.” Among the entries were those examining Greek Myths, Galileo, the Salem Witch Trials, the periodic table, the Dred Scott case, Belva Lockwood, Edith Wilson, the Treaty of Versailles, Curt Flood and baseball free agency, Nixon in China, and 9/11.

The students came from eleven middle schools and seven high schools in St. Louis City, St. Louis, Jefferson, St. Charles, and Lincoln counties. Teachers, parents, siblings, grandparents, and friends accompanied the students to History Day, making the UMSL campus look and sound like a combination of a middle school and a high school for a day.

The entries were judged by over eighty volunteers including faculty of local colleges and universities, museum and archive professionals, and retired high school teachers and other volunteers with a love of history. Prominent among the volunteer judges were UMSL faculty, current UMSL History graduate students, and UMSL History alumnas. UMSL grads were also well represented among the sponsoring teachers, with Mary Freshley of Crystal City High School, Claire Hasemeier of Elsberry, and Dan Lamping of Mehlville High School bringing their students to their alma mater.

The American Association of University Women awarded a special prize for Women’s History in the Junior Division to Madison Kreher and Alexa Powell of Holy Infant School (Teacher Bob Stevens) for their exhibit Debating Women’s Suffrage.

The Psi Psi Chapter of Phi Alpha Theta, the local chapter of the national history honor society, held a used book sale in conjunction with National History Day. Dr. Fred Fausz of the department helped to organize and administer the sale as the Phi Alpha Theta members were deeply involved in the judging process. The sale was as great success and the area around the sale table buzzed with “historic” conversations.

If you would like to become involved with National History Day in Missouri at UMSL, please contact me at 314-516-5700 or email acsayp@umsl.edu. History Day at UMSL is a lot of fun, a great way to renew old friendships and make new ones, and helps maintain interest in history among young people in the St. Louis region. I hope to see you at Missouri Region V National History Day 2012 to be held Saturday, February 25, 2012 on the UMSL campus!

UMSL NEWS REPORTS ARRIVAL OF BIG HISTORY COURSE

By: Ryan Heinz, UMSL News

History classes often cover a lot of ground. But not like Kevin Fernlund’s undergraduate course in Big History, Professor of History and Education at the University of Missouri-St. Louis, he looks at history from the Big Bang to the Black-Berry.

Paleontologist Donald Johanson gave the inaugural Big History Lecture, Lucy’s Legacy: Our African Origins, at 7:30 p.m. on April 25, 2011, in the auditorium at the J.C. Penney Conference Center at UMSL. The event was sponsored by the Department of History, the College of Arts and Sciences, and the UMSL Chapter of Sigma Xi. The following is based on an interview conducted by Ryan Heinz, a reporter with UMSL News.
In its simplest form, how would you describe the concept of Big History?

Big History unites natural history and human history into a single, grand narrative, from the Big Bang, 13.7 billion years ago, to this morning’s breakfast.

Why do you believe it important for a course like this to take a look at the planet’s history in a larger context: from beginning to present?

The most important reason for teaching Big History is that we can teach Big History. Until just a very few years ago, big history would not have been possible. The techniques and data simply did not exist. But now scholars are finally able—using scientific and historical methodologies—to align and connect the histories of the cosmos, our planet, life, and humans. Of course, since the ancient Greeks, man has speculated that such a big history was possible. But now we can prove it, study it, and perhaps derive new meaning from it. These things are what modern big history is all about.

How does your Big History course differ from other history courses?

The biggest difference is that big history includes the non-human world. Of course, the Annales School of History in France included the non-human world and so do contemporary environmental history courses in this country. But big history goes beyond Earth, and life on Earth, to include the histories of the solar system, the Milky Way, and the cosmos. In this respect, big history stands alone.

How much of the course focuses on a time that predates man?

In a strictly chronological sense, man occupies the merest fraction of big history. Homo sapiens emerge as a distinct human species only about 200,000 years ago, a mere drop in the bucket if you consider these larger scales of time. And their tenure as the only surviving human species begins but 25,000 years ago, when the Neanderthals finally disappear from Europe, after they evidently made a long “last stand” at the Rock of Gibraltar. Moreover, if you begin human history and the rise of civilization, as is customary, with the invention of writing—hieroglyphics in Egypt and cuneiform in Mesopotamia, then history is only 5,000 years old.

That said, while Big History courses vary, especially depending on whether a scientist teaches it or an historian, a good two-thirds or more of the course is devoted to humans as the protagonists. The “Dark Ages”—those grim centuries between the fall of the Roman Empire and the amber light of the Carolingian Renaissance—receive more attention in my course, for example, than those earlier “Dark Ages”—that four hundred thousand years that elapsed between the first quantum fluctuations and the ignition of the first stars.

How much science is incorporated into the course?

Big History is an interdisciplinary course. A third of it is based on science, a third on social science, and a third on the humanities. For example, when we talked about the history of life, UMSL College of Arts and Sciences Dean, Ron Y asbin, a geneticist, gave a lecture on DNA. When we talked about the role that transportation played in linking together the world, UMSL historian Carlos Schwantes came and gave his us his insights. The guest lecturers included Berit Brogaard, Gualtiero Piccinini, Michael Fix, Erika Gibb, Patricia Parker, Rihab Sawah, Sonya Bahar, Patti Wright, William Rogers, David Rose, Ron Y asbin, Carlos Schwantes, Minsoo Kang, and Donald Johanson. For me, this collaboration is one of the biggest appeals of the course. The course brings together numerous specialists and the result is a whole far greater than the sum of its parts.

It’s my understanding that Big History is something that is not commonly taught at universities, particularly in the Midwest.

That is correct. John Mears taught the first Big History course back in the late 1980s at Southern Methodist University in Dallas. Courses on the concept were taught in a handful of universities in the 1990s. In the first decade of this century, several books and articles were published on big history, most notably David Christian’s The Maps of Time: An Introduction to Big History (2004). And the International Association of Big History was founded only this past summer by a group of scholars in Europe. But while it is new, it is growing. And it is important to note that Big History is as likely to be taught by scientists – geologists and cosmologists – as by historians.

How has the student reception to the class been so far?

Enthusiastic. Students have commented on the guest lectures and the field trips. Each week, two or more faculty members from different disciplines visit the class to add their perspective on the story of big history. And there is a field trip scheduled almost every week. We visited the Missouri Botanical Gardens, Cahokia Mounds, the St. Louis Science Center, UMSL’s Schwartz Observatory, as well as many other sites in the area.
What are your thoughts – from a big history perspective – on guest speaker Donald Johanson’s famous discovery of Lucy, one of the oldest hominid fossils?

As a big historian, I can’t think of a more appropriate topic. Big historians are interested in the history of the human species – from Toumai (Sahelanthropus tchadensis) 6 million years ago, to Lucy (Australopithecus afarensis) 3.2 million years ago, to Turkana Boy (Homo erectus) 1.5 million years ago, and finally to modern Homo sapiens. Lucy’s skeleton is important for how complete it is. It clearly reveals to us a bipedal, small-brained creature; a suite of adaptations that lasted throughout the first 4 of 6 million years of human evolution. I once asked Dr. Johanson when he thought humans became human. He said the change from animal to human was clear in the 20,000 year old Paleolithic art found in the caves in Spain and France. For a scientist to mark the invention of art as the beginning of humanity … well, that is what big history is all about.

LUCY’S LEGACY LECTURE DRAWS ATTENDEES FROM UMSL AND SURROUNDING UNIVERSITIES

By: Bonnie Faitak
Graduate Research Assistant

This year’s inaugural Big History Lecture featured acclaimed paleoanthropologist, Donald Johanson. Johanson spoke about his discovery of Lucy in Ethiopia and the long-term implications the discovery had for the study of human evolution. The lecture was a capstone lecture that ended the first semester of Big History at UMSL.

Big History is a multidisciplinary approach to looking at the connections between science, history, and the humanities in the context of the history of the universe.

This event brought together students and faculty from the UMSL community as well as from surrounding universities. The College of Arts and Sciences, the Department of History, and the UMSL chapter of Sigma Xi sponsored this first Big History Lecture.

Dr. Fernlund launched the study of Big History at UMSL in the spring of 2011. The pilot course is named Big History: From the Big Bang to the Blackberry. The study of Big History integrates the histories of the universe, the galaxy, the Earth, life on Earth, human culture and civilization. The course’s multidisciplinary approach brings together guest speakers from the sciences, humanities, and history departments. The first cohort of students came from a variety of backgrounds and represented many different majors. This diversity produced engaging classroom discussions.

UMSL NEWS REPORTS HISTORIAN EXAMINES INTERWAR AFRICAN AMERICAN SOCIAL WELFARE REFORM IN ST. LOUIS

By: Ryan Heinz, UMSL News

St. Louis was home to a dynamic group of African American social welfare reformers long before the start of the civil rights movement in the late 1950s. University of Missouri–St. Louis historian Priscilla Dowden-White provides fresh insight into this interwar community in her new book.

Groping toward Democracy: African American Social Welfare Reform in St. Louis, 1910-1949 integrates social welfare theory with social history to describe the African American community-building campaigns and organizing strategies during the first half of the 20th century. That era was flanked by two tide-changing Supreme Court cases: Plessy v. Ferguson, which upheld racial segregation laws in 1896, and Brown v. Board of Education of Topeka, which in 1954 declared unconstitutional the separation of black and white students in public schools.

Dowden-White, associate professor of history and UMSL alumna (BA history 1985), called the years between cases “the most entrenched period of institutionalized racial segregation this country has ever known.”

She added, “Given the overwhelming historical focus on the modern civil rights movement of the 1950s and 1960s, one might inaccurately assume that the preceding decades were somewhat dormant in terms of community organizing efforts pertaining to African American social welfare.”

Groping toward Democracy provides evidence that organizing for social welfare was alive and well in St. Louis. That St. Louis perhaps stood apart from other cities at the time is due in part to it being a leading member city in the Council of Social Agencies movement, Dowden-White said.

“A hotbed of Progressive era reform, St. Louis attracted an aggressive cadre of black and white social reformers who were interested in markedly improving the social welfare of the city’s African American community,” she said.
Dowden-White’s book depicts the dilemmas these organizers faced in their crusade for democracy and equality during a time when St. Louis was home to one of the nation’s largest black populations. The period covered in the book was a time when African American residents of St. Louis used separate schools and hospitals than their white neighbors. Yet governing officials and city voters, among them African Americans who retained the right to vote, funded these institutions.

“In this well-researched and carefully argued book, Priscilla A. Dowden-White reveals the hidden history of black community activism and institution building in St. Louis during the first half of the 20th century,” said George Lipsitz, author of A Life in the Struggle: Ivory Perry and the Culture of Opposition. “Groping toward Democracy shows how community leaders steeped in traditions of social welfare progressivism used the idea of ‘the community as a whole’ and the ideal of a democratic public culture to forge alliances and win victories in struggles against residential segregation and other forms of racial exclusion.”

University of Missouri Press released Groping toward Democracy this spring. It is available for purchase at St. Louis-area and online bookstores.

HISTORIAN EXPLORES ST. LOUIS’ BEGINNINGS

By: Ryan Heinz, UMSL News

J. Frederic Fausz, associate professor of history at the University of Missouri–St. Louis, set out to explore the 250-year-old mystery of why and how French St. Louis was founded. The result is his new book, Founding St. Louis: First City of the New West.

The book offers new insight into the roles people such as Pierre Laclede, the early Chouteaus, Saint Ange de Bellerive and the Osage Indians had in the founding of the Gateway City.

With Founding St. Louis released by The History Press and out now, UMSL News caught up with Fausz to discuss what his book offers that similar St. Louis history books don’t, how he got to know Pierre Laclede and why the French West seems to be ignored in American history.

Your book is billed as a “fresh interpretation of St. Louis from 1764 to 1804.” What does Founding St. Louis offer readers that other books might not?

My book is the first to reveal in great detail how and why St. Louis revived and relocated, preserved and expanded, French colonial culture after France’s American empire officially ended in 1763. Expertly planned by the last French governors in New Orleans; people by Canadians, Illinois Creoles, and immigrants from France; and prospering in the Missouri River fur trade dominated by the Osage Indians, the town quickly became a cosmopolitan French center of global commerce that prevented the British from occupying the trans-Mississippi West. I am the only American historian who has described Pierre Laclede’s early life in the fascinating province of Bearn, unraveled the mysteries of his name, and linked his later roles as city founder, fur trader, and frontier diplomat to the merchant oligarchy in New Orleans during the French and Indian War.

Did your career as a history faculty member at UMSL prepare you to write this book?

When arriving on this campus in 1991 as the first dean of the Pierre Laclede Honors College, I knew nothing about the founder of St. Louis and very little about the French heritage of the region. I grew up in “German Kentucky” and then spent 20 years in Chesapeake Bay country, earning a Ph.D. from The William and Mary College in Williamsburg, Va., and teaching thirteen years in “old colonial” Maryland. From the beginning of my professional career, I integrated Indians into my teaching of Colonial America and developed a specialty on fur trading. St. Louis proved to be a “paradise” for collecting fur trade artifacts, and in presenting public lectures throughout the region, I expanded my knowledge of the Osage Indians and became friends with several of them. Due to my extensive publications on Virginia, I was prepared to contrast the French and Jeffersonian policies on Indians and western expansion. I built on that research in annotating Auguste Chouteau’s Narrative and dating it accurately for the first time. Pursuing answers to the questions raised by that document compelled an in-depth investigation of Laclede’s life in France, New Orleans, Illinois, and early St. Louis. I learned that his greatest achievement was cultivating a significant “spirit of St. Louis” with Osage co-founders, who protected the tiny town and made it an “Indian capital” with European elegance enriched by international fur exports decades before the Louisiana Purchase.

Why do you feel the French West has been ignored in American History?

To the victors, go the spoils—including the writing of a self-serving national narrative that distorts history due to cultural and racial prejudices. After a century of intermittent warfare in North America, France lost its huge empire in 1762-1763 on both sides of the Mississippi River. However, some 100,000 French-Americans remained and offered an alternative to aggressive Anglo-American territorial expansion after the Revolutionary War. The Louisiana Purchase produced a cultural confrontation at St. Louis over differences in language, religion, legal traditions, and Indian relations. The Gateway Arch honors the Anglo-Americans under Jefferson and later U.S. presidents who transformed through conquest the peaceful, prosperous, and progressive French West that had existed for forty years. Until recently, it was considered “unpatriotic” to applaud the valuable heritage of “foreign French enemies” who found wealth in a so-called “wilderness” in partnership with invaluable “savages,” whom the U.S. also regarded as hostile foes.

Is this a good time to publish a book on French St. Louis?

Most definitely. Not only is there a resurgence of French colonial studies, but in 2014, we will celebrate the 250th
anniversary of our city. I wanted to write a book that confronted and corrected the many myths and mistakes that have obscured an accurate assessment of St. Louis’s creation and legacy for too long. Many citizens know little about what began here in 1764, because the building of the Gateway Arch buried even the outlines of the original French town under tons of earth in total disregard for that earlier heritage. Similarly, the proposed remodeling of the Arch grounds has made the 50th anniversary of that monument to Jefferson national expansion seem more significant than the 250th anniversary of the city itself. Trivializing history continues in the silly names proposed for the new Mississippi River bridge that will open in 2014. Naming it the “Founders’ Bridge” or the “Laclede-Chouteau Bridge” in that memorable anniversary year would finally honor the French contributions in founding both Illinois and Missouri.

More information: umsl.edu/~umslhistory/faculty/fausz.html blogs.umsl.edu/news/2011/05/20/frenchstl/

**FACULTY NEWS**

**Deborah Cohen**


Drawing on oral histories, ethnographic fieldwork, and documentary evidence, Cohen creatively links the often unconcealed themes of exploitation, development, the rise of consumer cultures, and gendered class and race formation to show why those with connections beyond the nation have historically provoked suspicion, anxiety, and retaliatory political policies.

Dr. Cohen also has a contract with the University of Illinois Press for another (co-authored) book, *Beyond ’68: The 1968 Mexican Student Movement and the Gendering of Political Culture*; She will also be starting another project on Zorro, *The Racialized Erotics of Banditry: Zorro, Transnational Political Imaginaries, and Grounding Myths of California*. In addition Deborah was selected to participate in a 4-year seminar from Indiana’s Center for the Study of Global Change beginning June to work on a book-length project, *Transnational ’68*.

**Fred Fausz**

Fred Fausz’s new book, *Founding St. Louis: First City of the New West* (Charleston, SC: The History Press) has been released. In his book, Fausz offers a fresh interpretation of St. Louis from 1764 to 1804, explaining how Pierre Laclède, the early Chouteaus, Saint Ange de Bellerive and the Osage Indians established a “gateway” to an enlightened, alternative frontier of peace and prosperity before Lewis and Clark were even born. Historians, genealogists and general readers will appreciate the well-researched perspectives in this engaging story about a novel French West long ignored in American history. The book has already received very favorable comments from Stephen Aron of UCLA and Jay Gitlin of Yale University.

Fausz is also delighted to report that his former student, Sharon Person, has published her M.A. Thesis as an important book that will stimulate new research. It is titled, *Standing Up for Indians: Baptism Registers as an Untapped Source for Multicultural Relations in St. Louis, 1766-1821* (Naperville, IL: Center for French Colonial Studies, 2010).

**Kevin Fernlund**

February 25-27, 2011 marked the first session of the NAHA TAH’s graduate class, *Learning, Doing, Teaching History via the Grand Canyon*. Teachers from Kingman, Page, Winslow, and Flagstaff congregated to enrich their content knowledge, while developing new strategies for teaching history in the classroom. They were joined by members of the TAH team: graduate assistant Emily Pettijohn, financial assistant and liaison Kathy Kelly, and history teacher mentor Kathy Zimski. Flagstaff Unified School District Curriculum Superintendent Dave Dirksen, Western History Association Executive Director Kevin Fernlund, and Education Outfitters evaluators Todd Braeger and Shanna Futral contributed at key moments during the weekend. *NAHA stands for “Northern Arizona History Academy” and TAH stands for “Teaching American History” grant.

Beginning on Friday, the cohort discussed what it means to “do” history. Through historical investigations of a honey-moon couple that disappeared on the Colorado River in 1928 and the nineteenth-century explorer John Wesley Powell, participants received first-hand experiences on how to conduct and teach historical inquiry while gaining insight
on how to connect local stories to national and global themes. NAU history professor Linda Sargent Wood is the lead instructor for the course.

The following day the learning continued, as WHA’s director Kevin Fernlund looked at how historians have studied and interpreted the American West. His talk and the variety of visual and film sources he employed challenged the cohort to visualize new ways to teach their students. He provided an overview of the History of Western History, beginning with Frederick Jackson Turner’s Frontier Thesis and its expression in movies such as John Ford’s, The Man Who Shot Liberty Valence with John Wayne, to current conceptions of the West by historians William Cronon, Patricia Limerick, Richard White, Donald Worster and others.

Fernlund ended his presentation with a clip from John Sayles 1996 movie, Lone Star, and engaged teachers in a lively discussion about what kind of history is taught in the classroom and how controversial and political that history can be. In all, examining the historiography of the U.S. West opened new windows to teaching academic standards and historical thinking skills. Using different perspectives and conceptions of the West’s many historical events can help students not only read and understand the past more fully, but it can help them analyze the ways that history is told and some of the agendas behind them. Fernlund is now at the University of Missouri, St. Louis, but coming to Flagstaff brought him full circle in a sense. Raised in Tucson, he gained his undergraduate and Masters degrees in history from NAU and began his teaching career at Tuba City High School and Coconino High School. He is the author of Lyndon Johnson and Modern America (2009) and William Henry Holmes and the Rediscovery of the American West (2000).

Louis Gerteis

Louis Gerteis has published The Legacy of the Dred Scott Case: The Uncertain Course of Emancipation in Missouri in David Thomas Konig, Paul Finkelman, and Christopher Alan Bracey eds., The Dred Scott Case: Historical and Contemporary Perspectives on Race and Law (Athens: Ohio University Press, 2010), 68-82.

Minsoo Kang

Minsoo Kang’s new book Sublime Dreams of Living Machines was published by Harvard University Press in February 2011.

Kang argues that to properly understand the human-as-machine and the human-as-fundamentally-different-from-machine, we must trace the origins of these ideas and examine how they were transformed by intellectual, cultural, and artistic appearances of the automaton throughout the history of the West. Kang tracks the first appearance of the automaton in ancient myths through the medieval and Renaissance periods, marks the proliferation of the automaton as a central intellectual concept in the Scientific Revolution and the subsequent backlash during the Enlightenment, and details appearances in Romantic literature and the introduction of the living machine in the Industrial Age. He concludes with a reflection on the destructive confrontation between humanity and machinery in the modern era and the reverberations of the humanity-machinery theme today.

Chuck Korr

In May, The Wall Street Journal published an article Five Best Baseball Books which designated Korr’s 2002 book, The End of Baseball As We Knew It, number three on the list. It described it as “a compulsively readable book about how a submissive ‘house union’ was transformed in the 1970’s into a union with extraordinary power... that gave ballplayers their long overdue fair share of the pie.”

On 23 June, the United States Consul General in Cape Town, Alberta Mayberry, invited Korr to give a lecture at her home as part of the 2010 South Africa World Cup events. The lecture, Sport and the Struggle Against Apartheid: The Robben Island Story, was based on his book, More Than Just a Game: Soccer v Apartheid and the film of the same name. The audience included the U. S. representative on the FIFA Executive Committee, the Prime Minister of the Bahamas, South African politicians and media, former Robben Island prisoners, and Brian O’Connell, the Rector of the University of the Western Cape. Korr started his research for the book when he was teaching at the University of the Western Cape as part of the UM/University of the Western Cape Academic Exchange Program.
The 2010 James Neal Primm Lecture in History was delivered on Monday, September 8 at 7:00 pm in the Mercantile Library on the University of Missouri-St. Louis campus. The guest lecturer was Professor David Blight of Yale University. Dr. Blight’s numerous publications include Frederick Douglass’ Civil War: Keeping Faith In Jubilee (1989), Race and Reunion: The Civil War in American Memory (2001) and Beyond the Battlefield: Race, Memory and the American Civil War (2002). The title of Dr. Blight’s lecture was Has Civil War Memory Divided or United America?

**MERCANTILE LIBRARY NEWS**

**CURRENT EXHIBITIONS:**

**Missouri Splendor: St. Louis Artists and the Landscape**

This exhibition celebrates the St. Louis artists—both resident and visitors—who remain a treasured part of the city’s cultural heritage. This is an ongoing exhibition in the first floor gallery.

**Bruce and Barbara Feldacker Labor Art Collection**

Assembled by St. Louis lawyer Bruce Feldacker, the collection consists of approximately 250 paintings, prints, drawings and sculpture on the theme of labor and the role of the laborer in America. While focusing on this theme as the primary guide for acquisition decisions, Bruce also gave weight to local and regional artists in selecting works for the collection. As a result, the collection has a remarkable breadth of style as well as a chronological depth; both of which contribute to its strength as a teaching tool in the areas of American art and American labor history.

Artists in the collection with ties to St. Louis and the region include Thomas Hart Benton, Joe Jones, Wallace Bassford, Frank Brangwyn, Carol Carter, Paul Harney, Ed Karasek, Larry Pogue, Kyra Markham, Jessie Beard Ricky and Joseph Vorst. Other nationally-known artists in the collection include Ben Shahn, Don Freeman, Hugo Gellert, Rockwell Kent, Otto Kuhler and Harry Sternberg.

In 2004 Bruce and Barbara Feldacker designated the collection as a promised gift to the St. Louis Mercantile Library at the University of Missouri - St. Louis. A portion of the works currently on display in the Mercantile Library constitute an initial installment of the gift. The Mercantile Library is pleased and honored to make the Feldacker Collection available to the public for research, study and enjoyment.

**WHIST’S SEMI-CENTENNIAL CELEBRATION**

The 50th annual Western History Association conference took place October 13th-15th in Lake Tahoe, Nevada. This year’s theme was Many Wests and included over 50 sessions. This year’s conference proved to be very popular with over 700 registrants participating in the conference activities.

The week was loaded with exciting program sessions, special events, and tours highlighting the host city and state. Conference attendees were able to relax on a dinner cruise around the scenic Lake Tahoe and tour the Stewart Indian School historic site.

John Wunder, the outgoing WHA president, discussed the importance of the WHA’s mission at the annual WHA banquet, which ended with the ceremonial passing of the pelting knife to the new president, Quintard Taylor. The WHA is gearing up for the next conference to be held October 13th-16th in Oakland, California. If you would like more information regarding the conference, please visit the WHA website at www.westernhistoryassociation.org.
Enclosed is my contribution of $ ____________ ______. Yes I work for a matching gift Corporation.

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Professor Andrew Hurley
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