

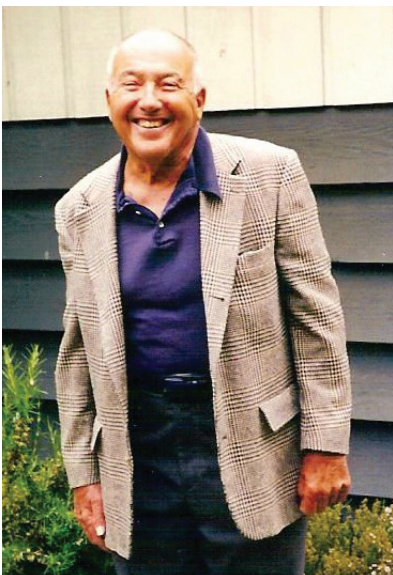
DEPARTMENT
OF
HISTORY

Spring 2012

In this issue

- 4 Message from the Department Chair, John Eglin
- 5 New Departmental Workshop to Honor Professor Ken Lockridge
- 6 History Welcomes New Faculty Member Professor Chris Pastore

Professor Emeritus Jules Karlin, who died in January of this year, was not only part of the History Department, but part of its history. We begin with this tribute by George M. Dennison, BA 1962, MA 1963, President Emeritus, of the University.



Jules A. Karlin, 1998; photo provided by & used with permission of the Karlin family.

IN MEMORIAM:

Jules Alexander Karlin (1914-2012)

Professor of History

The University of Montana 1945-1976

I entered The University of Montana as a transfer student, fresh from Custer County Junior College in Miles City, in the fall of 1960. On arrival, I indicated that I intended to major in History, with a minor in Mathematics, so the Department assigned a recently retired Professor as my advisor. Having reviewed the course schedule, I felt fairly certain about the courses I wanted, but my advisor cautioned me to reconsider the course on American Constitutional History taught by Professor Jules Karlin. In my advisor's view, it made good sense to gain and secure some intellectual grounding before taking on too much. I wondered about the caution but ignored it.

A bit of background will help. I arrived on the campus after four years in the U. S. Navy and two years at CCJC. I had

pretty much decided to go into the Foreign Service or teach high school after graduation, since I knew little about anything else. To support my wife and two boys while attending college, I got a job selling ladies' shoes at the Missoula Mercantile and played in a band on week-ends. I knew I wanted something different from all I had encountered to that time, but really had no firm direction except to learn. I had always done well in school and had no doubt whatsoever about my ability to handle most any course I attempted. As a result, I paid little attention to the gentle warning from my advisor.

I must confess at the outset that I had never in my life experienced anything like a Karlin classroom. On the first day, with about a dozen students in attendance, he outlined the readings he expected us to digest during the quarter, mostly court cases but also including a few books and the records of the Constitutional Convention of 1787 – in all, a good bit of reading. He explained he intended to lecture periodically to cover the interstices between the readings and the discussions, but that he conducted class using the Socratic method. I had only a vague notion of what that meant. He clarified that he intended to talk little except to ask questions and do the periodic lectures, and that the students had to carry the discussions. As a result, he expected us to read the assignments prior to showing up for class, warning us not show up otherwise. He also explained that two absences required the absentee to drop the course, and that he allowed to each of us for the quarter just one response of “I don't know” when asked a question or given the nod to open the discussion during class. A second such response required the offender to drop the course. I left the first class not quite certain whether he meant what he said, but hesitant to inquire. As it turned out, he did.

Taking no chances, I read the first assignment focused on the Convention of 1787, underlining and commenting to myself as I went, and arrived early for the class still not certain of what to expect. Only five students showed up for the first regular session – the others had dropped the course -- which began as all subsequent sessions except when Jules lectured. He entered the room right on time, walked over to the table at the front of the room, deposited his coat and bag, removed his wristwatch and laid it on the table beside him, perched on the table, and then looked directly at me. Taken aback, I had the presence of mind to realize he intended for me to open the discussion of the assigned reading. Stumbling a bit, I summarized my views of the reading, and he looked at another student to comment. Within a few minutes, the two of us had a fair argument going and Jules interjected questions occasionally to keep us on track or to challenge our views. He also addressed queries to the other three students, none of whom had anything to say. They subsequently dropped the course, and the two of us who remained met with Jules for the remainder of the quarter. I remember ten weeks of challenging interaction and debate, and still recall to this day the excitement of actually using and reformulating what I learned as I learned it.

This experience captured me. I anticipated class, carefully developed my responses to the readings and tried to imagine and anticipate how my colleague in the class would react or the questions Jules would raise. The daily interactions always brought surprises, since my colleague tended to differ with me and Jules pushed us to explore the implications of positions we took. By the way, he never looked at his wristwatch again after taking it off each day and laying it beside him on the table. But he always paid

close attention to the arguments and assertions and called us to task, if we failed to question each other. I still remember the debates we had and his mischievous smile when he caught us off guard intellectually.

Two weeks into the quarter, Jules asked me to come by his Office after class. Wondering why, I showed up a bit nervously. He announced abruptly that he intended to serve as my advisor, and instructed me to go to the Department Office and inform the Secretary of that fact. I did as told and returned to his Office. He invited me to sit for a while and then said bluntly, in these words: “People will tell you I'm a son-of-a-bitch, and I am. But stay with me and you will do well.” As it turned out, he more than lived up to his promise. No individual I have ever met had as much influence on me as a person and a student. I remain a student today in the Karlin mold.

But I hope you will indulge me a bit longer to tell you about Karlin's unique approach to course exams. He gave only a final in his courses, but a comprehensive final covering the entire course, and the exam might include one or more questions, with no choice to the student. Moreover, he set aside four hours for the final, and he expected students to use the time allotted. To assure complete security and to avoid any hint of favoritism, he provided the “blue books” we used to write the exams, and instructed us to mark the books with a random number we recorded on a piece of paper inserted into an envelope which he then sealed and opened only after he had read and graded the exams. Finally, he monitored the exam himself, sitting at the front of the room grading papers from other courses he taught. I mention this personal monitoring, since it provided to the students writing an exam a chance to observe his reactions to the work of students

in other courses. The assumed silence for concentration and writing was shattered not infrequently by explosive mutterings of "My Gawd!" or "Incredible!" and the like. We certainly had fair warning.

I will illustrate a Karlin exam by using the final he gave to the five of us enrolled in the first quarter of his Political Thought and Theory course, a two-quarter course with the first quarter covering the Greeks through Locke. At the time, Jules taught both Political Science and History. In this course, we read and discussed (debated) the works of the great theorists. He handed out the exam and informed us there were two questions for us to answer, but that we should focus on them in sequence. The first question, paraphrased but very closely: Hobbes died and went to Heaven, tennis racket in hand, tennis being the only sport allowed in Heaven. He was met at the Pearly Gates by St. Peter accompanied by Plato, Aristotle, St. Augustine, Cicero, St. Thomas, Machiavelli, Filmer, and Locke. St. Peter informed Hobbes that to get into Heaven he had to justify his political theory to this group of judges. Write the dialogue. And the second question was very simple: How did Machiavelli get in? Write the dialogue.

I have imposed upon my readers with this extensive description of the impact of an amazing man, personality, and intellect. My words simply cannot capture the intellectual excitement and stimulation I and others felt because of the attention and interactions. In a very real sense, Jules made it feel a high honor that he believed us capable of good work and accepted nothing less of us. More than any other person, Jules Karlin influenced my life in ways that I still find surprising. I tried throughout my career as a student, professor, and administrator to emulate him as professor and Socratic mentor. For me, Jules

Karlin exemplified the intellectual curiosity and excitement that makes life in the academy such a wonderful and life-long obsession and challenge.

George M. Dennison

JULES ALEXANDER KARLIN (1914-2012) Obituary

MISSOULA - Jules Alexander Karlin, professor emeritus at the University of Montana, passed away in Missoula on Jan. 13, 2012, at the age of 97. Jules was born in New York City to Alexander and Lee Karlin. He was the eldest of three children.

He was preceded in death by a sister, Ruth Ford. Surviving Jules are his sister, Marjorie R. Karlin Henry of Normandy Park, Wash.; and nieces Elizabeth "Betsy" Klampert of Scarsdale, N.Y., and her children Amanda and Andrew; Julia Anne Henry of Seattle; and Alexandra Simons of Houston. Other survivors include Ruth's children, Dennis, Joan and Jean.

Jules was a graduate of Woodmere High School (Long Island, N.Y.), Georgetown University (Washington, D.C.), University of North Carolina (Chapel Hill) and the University of Minnesota (Minneapolis). He joined the history department of the University of Montana in 1945 and taught for many years before retiring in 1976. His specialty was American diplomatic history.

His writings include "Joseph

M. Dixon of Montana, Part 1: Senator and Bull Moose Manager 1867-1917" and "Joseph M. Dixon of Montana, Part 2: Governor versus the Anaconda, 1917-1934," published in 1974. He also wrote "The Anti-Chinese Outbreak in Tacoma, 1885" and "The Anti-Chinese Outbreaks in Seattle, 1885-1886" and articles on Montana politics and elections.

In addition to his professional career, Jules was a lifelong tennis enthusiast. He was a member of his high school team and the Georgetown University tennis team. He became the first coach of the University of Montana men's tennis team in spring 1946 and later coached women's tennis. He liked coaching women's tennis because, as he explained, "They listened." He played tennis, taught it, and attended the U.S. Open (New York), French Open (Paris), Wimbledon (London) and the Australian Open (Melbourne) as well as many, many other matches.

He was also a regular attendee of the University of Montana football and basketball games and other university sporting events.

Jules was learned, witty, and a devoted brother, uncle, and friend to many, all of whom deeply mourn his passing.

The family suggests contributions in his memory to a favorite charity.

**Posted in The Missoulian Online:
Wednesday, February 1, 2012
12:00 am. Used by permission of
the Karlin family.**

DISPATCHES FROM THE HOT SEAT: John Eglin, Chair of the Department

I'll never forget the department commencement ceremony after which the mother of a new graduate asked me, "What makes the History Department special?" I think she was taken aback when instead of pausing and reflecting, I immediately responded, "our hiring." I explained that when it comes to the question of recruiting new faculty, the History Department does what we're supposed to do -- we hire the best faculty we can in national searches conducted in good faith

-- and not just because federal law, in fact, requires us to do exactly that.

Hiring is a particularly apposite subject of late because the department is poised to do a lot of it. We are undergoing a rapid generational transition, and expect to be hiring behind three to five known or anticipated retirements in as many years. Academic positions in history are still a buyer's market, even though top graduate programs have been curtailing their enrollments for years now. We have, for example, been able to hire faculty of astonishing quality and ability even for temporary "visiting" appointments.

But who is "best"? Those candidates are "best" who clearly demonstrate extraordinary promise as teachers and as scholars in their chosen fields of study. Our choices are constantly

vindicated -- only in the past few weeks, a record number of history faculty have won awards and fellowships for their teaching and scholarly work. Departments are often tempted to choose for their colleagues candidates who "fit" a particular "atmosphere" or "culture" either within a given department or program, or on campus as a whole. We have never been particularly interested in replicating a "campus culture" -- I can remember my colleagues waving away impatiently one candidate's interest in mountain biking, or another's interest in rock climbing. The institution, after all, does not necessarily need one more cross-country skier or wildlife photographer. Rather, it needs solid citizens of the Republic of Letters who unite the institution to the academy beyond it. These links, in turn, add value to the degrees our graduates earn.



K. Ross Toole, 1975; photo #75140-35, from Archives & Special Collections, Mansfield Library, the University of Montana.

K.ROSS TOOLE: Remembrances by a Former Student

Back in the middle 60's I was accepted at the University of Montana to work for a Master of Arts in Frontier History. Dr. K. Ross Toole became my advisor. Eventually, due to Dr. Toole's guidance, I produced the thesis, "Early Administration of the Flathead Indian Reservation, 1855 to 1893." The document is 316 pages in length. That is rather long for a Master's Degree. Each week I reported to Dr. Toole. He would read what I had written and invariably said, "Keep writing."

All of my work was from original sources, mostly from the University of Montana files but I also went to the Jocko Reservation and researched their documents. Once Dr. Toole told me to go to Helena and research

the newspapers, but he changed his mind desiring that I spend all my research time with the above mentioned sources.

His once a week discussion group sessions were especially valuable. I took some courses but he told me to simply read. He

gave me twenty books to do so, books like, *Old Jules*.

As often happens in universities, there were jealousies among the faculty members. Even when he was quite ill, Dr. Toole protected his students from such rivalries. In all of my eight years of

advance education, no one ever came close to the compassion, fairness, and consideration that Dr. K. Ross Toole provided to his students.

Richard D. Seifried



Ken Lockridge, Professor Emeritus.

LOCKRIDGE HISTORY WORKSHOP

Beginning in the Fall Semester, 2011, the History Department convened an academic workshop for graduate students, faculty, and visiting scholars to present works in progress. Named to honor Professor Ken Lockridge, a recently retired member of the department, the Lockridge Workshop meets at least five times each semester and serves as the department's main forum for public intellectual exchange. Presenters pre-circulate drafts of research proposals, scholarly articles, and chapters of longer works. Participants read these drafts before the workshop and provide presenters with constructive comments, questions, and general feedback. Thus far we have had great turnouts and

lively discussions. Here's a look at this past year's schedule:

Fall Semester 2011

9/9 - David Brooks, PhD Candidate, UM "Footing the Bill: Liability at Milltown and a New Superfund Law"

9/23 - Tobin Shearer, Assistant Professor of History, UM "An Innocent Exchange: Rural Hosting Programs and Civil Rights, 1955-1968"

10/14 - Virginia Summey, MA Student, UM "Redefining Activism: Judge Elreta Alexander Ralston and Civil Rights Advocacy in the New South"

11/4 - Bradley Naranch, Visiting Assistant Professor of History, UM "Scientific Martyrdom & the National Media"

11/18 - Shawn Bailey, PhD Student, UM "Compromise(d): Resource Development and the Creation of Glacier National Park, 1885-1910"

12/2 - Cody Ewert, MA Student, UM "Training the 'Grand Army of the Public Schools': Teachers, Students, and the Influence of Patriotic Education, 1890-1920"

Spring Semester 2012

2/3 - Gillian Glaes, Associate Professor of History, Carroll College "Post-colonial Pan-Africanism?: Decolonization,

African Immigration, and Political Activism in the Ile-de-France, 1960-1981"

2/24 - Heather Mulliner, MA Student, UM "Terms of Engagement: Love and Compromise in the Correspondence of Robert Line and Louise Chapman, 1918"

3/9 - Randall Williams, PhD Student, UM "'Prime Mover': The Boon and Crocket Club and the Bear-Cattle Wars of Kodiak Island"

3/23 - Jonathan Hall, PhD Student, UM "Rabid Republic: Men & Mad Dogs in Early America"

4/20 - Chris Pastore, Visiting Assistant Professor of History, UM "Shoveling Dung Against the Tide: Plantations and the Improvement of an Estuary"

We are looking for scholars to present at our workshop in the 2012-13 academic year. If you are going to be in the Missoula area and are interested in offering a paper, please contact Professor Kyle G. Volk at kyle.volk@umontana.edu

The History Department thanks Dean Christopher Comer for supporting our workshop in its first year. We are currently seeking financial support for next year's workshop. If you are interested in giving to the History Department to support our intellectual community and to honor Professor Lockridge, please contact Professor Kyle G. Volk.

A NEW FACULTY HIRE: Welcome Chris Pastore

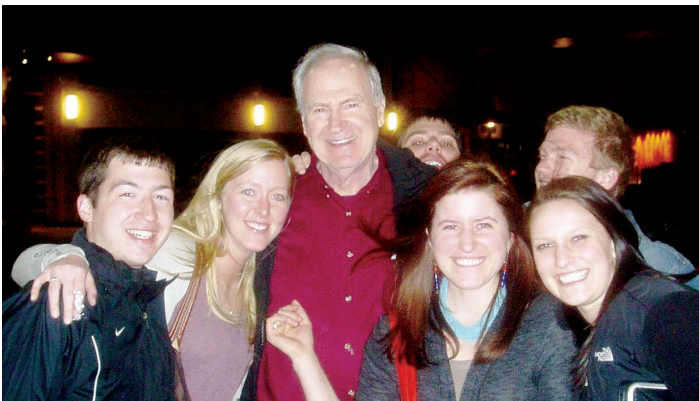
After a national search, the History Department offered the position of Assistant Professor of the Atlantic World to Christopher Pastore, who earned his Ph.D. from the University of New Hampshire in 2011 and has been Visiting Assistant Professor of History at UM this year, also after a national search. Dr. Pastore has accepted the position. He will teach courses in early America, the Atlantic World, and environmental history. We are delighted to have such a promising scholar, dedicated teacher, and congenial colleague remain with us.

**by Anya Jabour,
Search Committee Chair**



Professor Chris Pastore with wife Susan, daughter Rose & son Abe.

ΦΑΘ PHI ALPHA THETA: News & Events



Professor Harry Fritz and UM history majors celebrate in Spokane, WA. (Pictured from L to R: Tyler Warner, Molly Caraway, Harry Fritz, Kyle Burke, Eva Cloud, Kelsey Olson, Matt Podolinsky)



Graduate students Ben Sherry and Randall Williams were two of the four UM students nominated for "Best Paper" prizes at this year's Phi Alpha Theta conference.

In April 2012, Professors Harry Fritz, Kyle Volk, and Robert Greene accompanied ten undergraduate History majors and five History graduate students to the annual Phi Alpha Theta Pacific Northwest Regional Conference in Spokane, Washington. All fifteen students presented original research essays

and four were nominated for best paper prizes: undergraduates Kayla Blackman and Tyler Warner, and graduate students Bennett Sherry and Randall Williams.

Phi Alpha Theta is the International Honor Society in History. The Beta Psi Chapter at UM, chartered in 1948, has

enrolled one thousand young historians. The basic requirement for membership is the completion of at least twelve credit hours in History with a 3.1 or higher GPA in History and a 3.0 or higher overall GPA. Eligible students interested in joining should contact Professor Kyle Volk for more information.

“MUDDY; OR MR. SOUKOUP’S CAR & MEMORIES OF THE BIGHORN RIVER”: Oral History Research *By Shawn Bailey*



Yellowtail Dam and Recreation Area Sign.

In 1961, the Bureau of Reclamation and its team of contractors began construction of the Yellowtail Dam at the northern end of the Bighorn Canyon on the Crow Indian Reservation in south-central Montana. When complete, this concrete marvel stood 525-feet tall and created a seventy-mile reservoir that stretched into northern Wyoming. According to its proponents, the Yellowtail promised economic progress for this region of the northern Great Plains, including hydroelectric development, irrigation, flood control, tourism, and outdoor recreation. In short, the Yellowtail Dam attempted to harness the silty, mercurial waters of the Bighorn River, a stream one local fishing guide described as

“too thick to drink but too thin to plow.”

Fifty years later, the National Park Service approached the University of Montana history department with a proposal. They wanted a team of graduate students to conduct oral history interviews on both the construction of the Yellowtail Dam and memories of the Bighorn River. Under the guidance of Dan Flores, and armed with the best recording equipment amazon.com had to offer and a few thrift store ties, Jon Hall and I spent much of last summer conducting more than forty interviews. Besides being a wellspring of local knowledge about the dam, the river, and the region, these interviews helped

reaffirm two important points regarding primary source research for academic historians.

Oral interviews offer historians an opportunity to inject both vibrant detail and underrepresented voices into their work. An afternoon in the Bureau of Reclamation’s Billings archives will provide any researcher with the factual knowledge necessary to describe the dam—the dam’s height, width, and thickness, the size and depth of the Bighorn reservoir, a list of the winning low-bid contractors, and the date laborers poured the millionth yard of concrete on the site.

This documentary evidence, however, often ignores the very human story of the building of the Yellowtail



Shawn Bailey at Yellowtail Dam.



Jon Hall at Bighorn Canyon.

Dam. Over the course of the summer, Jon and I interviewed a cast of fascinating characters, including Reclamation engineers, disgruntled laborers, homesteaders who lived along the river, whitewater enthusiasts who floated the canyon, artists, big game hunters, secretaries, and uranium miners. These men and women chronicled tales

of hardscrabble childhoods, of dodgy rafting adventures, of life in company towns, of beer-fuelled camaraderie, and of tragic loss. Their memories help fill in the social history of the Bighorn River and the construction of the Yellowtail Dam.

Historians interested in this social history, however, would be wise to heed the words of Studs Terkel. In the preface to his

famous work on the oral history of the Great Depression, Terkel advised his readers that "[t]his is a memory book rather than one of hard fact or precise statistic...In their remembering are their truths. The precise fact or the precise date is of small consequence." Within the oral history project on the Yellowtail Dam and Bighorn River, the story of Mr. Soukoup's car helps illustrate this important point. During one of our first interviews, a former laborer, admittedly unhappy with his work experience on the dam, told a fascinating tale of jobsite revenge. Phil Soukoup, the project manager of the Yellowtail Dam, was a domineering, unpopular figure for many workers interviewed on the project. According to this story, several discontented laborers stole Soukoup's new car, and pushed it over the canyon wall into the murky Bighorn River below.

After hearing this tale, all successive interviews included the important historical question: "Do you know what happened to Mr. Soukoup's car?" And while many people recounted memories of motor vehicles finding their final home on the bottom of the Bighorn, no single remembrance matched the original anecdote. For some, it was simply an accident caused by faulty brakes. According to another, the car belonged to a Bureau of Reclamation engineer and not Phil Soukoup. One interviewee believed it was an overloaded delivery truck that tumbled into the river. These stories all contain intriguing memories of the construction of the Yellowtail Dam on the Bighorn River, but few incontrovertible facts. For Studs Terkel that might not matter. But for academic historians, these sometimes muddy memories offer both opportunity and obstacles for research and writing.



Photo of Sheila Skemp

SPOTLIGHT ON HISTORY

Department Alumnus Sheila Skemp By Anya Jabour

Sheila Skemp has done her alma mater proud. After completing her B.A. in history at UM in 1967, she went on to earn her M.A. and Ph.D. in history at the University of Iowa, joining the vanguard of “new social historians” with her dissertation on the social and cultural history of colonial Newport, Rhode Island. After publishing on religion, reform, and riots in early Rhode Island, she found herself drawn to the emerging field of women’s history. She co-edited a landmark collection of essays on *Sex, Race, and the Role of Women in the South* (1983) and began research for her magnum opus, a biography of an eighteenth-century essayist and pioneering feminist. *First Lady of Letters: Judith Sargent Murray and the Struggle for Female Independence* was published in 2009. Dr. Skemp also trained her sights as a biographer on important men in early America,

including Benjamin Franklin. Her newest book, *The Making of a Patriot: Benjamin Franklin at the Cockpit*, is forthcoming from Oxford University Press.

Dr. Skemp is not only an accomplished scholar but an excellent teacher as well. Her commitment to the classroom is evident not only in the multiple awards she has received for her teaching, but also in her publication of several texts for classroom use from Bedford Books, including *Benjamin and William Franklin: Patriot and Loyalist, Father and Son* (1994) and *Judith Sargent Murray: A Brief Biography with Documents* (1998).

Since 1980, Dr. Skemp has been a member of the faculty at the University of Mississippi, where she has served as the acting director of the Sarah Isom Center for Women and currently holds the Clare Leslie Marquette Chair in American History. However, she has remained closely connected to our own U of M, visiting campus for Homecoming, giving public lectures, and even teaching summer school.

Dr. Skemp attributes her loyalty to UM to the “top notch education” the History Department gave her. “The Department of History at UM literally made me into someone who would spend the rest of her

life as a professional historian,” she attests, adding that “the professors all looked out for us” and “nourished us,” but at the same time, “were incredibly demanding.” Indeed, she recalls, when she later went on to graduate school, the faculty at Iowa were surprised to learn that she had attended a state school rather than an elite private school. “Obviously, UM did something right!” she laughs.

Although she always loved history, Dr. Skemp credits Professor Jack VanDeWetering with giving her “a lesson in possibilities” and encouraging her to attend graduate school in history. “Until that time,” she reflects, “I assumed that I would teach high school. All good, reasonably smart ‘girls’ at the time taught either high school or grade school. The Department helped me realize how much more was out there.”

Dr. Skemp also values her memories of her college years. “This place gave me experiences I will never forget,” she muses. “I was here during the late sixties, when anti-war protests were just heating up on this campus and many others throughout the nation. Becoming involved in a small little peace committee, helping to organize protests and marches, I learned to express myself politically, to question authority, to value my own opinions.”

In her repeated visits to campus, Dr. Skemp has been impressed by how much both the university and the department have grown. “Course offerings are more diverse,” she notes, adding, “we did not have programs in Women’s Studies or African American Studies when I was here.” In addition, the current students strike her as “less conservative” and “more environmentally aware” than they were in the 1960s. Some things, however, have remained the same, and Dr. Skemp is glad of it: “The commitment to students, especially to undergraduates, the willingness to go the extra mile to encourage bright and promising students seems to be as alive and well now as it was when I was a student here.”

INDIVIDUAL NEWS

Undergraduate Students



Nolan Franti

The History Department's Outstanding Senior this year is Nolan Franti from Rice Lake, Wisconsin. In addition to maintaining a 3.95 GPA, Nolan has spent the last year as a Research Assistant for a project co-sponsored by the Maureen and Mike Mansfield Center and the Maureen and Mike Mansfield Library designed to highlight Senator Mansfield's leadership in public policy and to encourage use of the Mike Mansfield archival collection at UM. Nolan has authored eight essays on different aspects of Senator Mansfield's public career, from his role in the Civil Rights Act of 1964 to shaping U.S. foreign policy in East Asia. These essays will be presented in an online exhibit accompanied by images of relevant photographs, letters, and documents that Nolan selected from the Mansfield archives.

Blake Reynolds, a senior History major, Classics minor, and Davidson Honors College student

from Brentwood, Tenn., was awarded the Ludvig G. Browman Fellowship in Museum Studies at Fort Missoula, where he is currently conducting research on Japanese and Italian internment during World War II. In addition to digitizing and annotating the Fort's internment camp photo archives, Reynolds will also serve as Assistant Curator for a new exhibit featuring World War I and World War II propaganda posters.



Blake Reynolds

Graduate Students

Rosalyn LaPier, PhD Student (Department of Native American Studies Adjunct Instructor) received a three-year, \$935,000 grant from the U.S. Department of Health and Human Services Administration for Children and Families for the private, nonprofit Piegan Institute on the Blackfeet reservation. The Piegan Institute's goal is to prevent the demise of the Blackfeet language by increasing the number of children who learn and speak it.

Ian Stacy, PhD Candidate won a Grey Towers Fellowship (at the Gifford Pinchot family home in Pennsylvania, managed by the U. S. Forest Service) and a Wilbur R. Jacobs Fellowship at the Huntington Library in LA, both of which are dissertation-writing fellowships.

Happy Avery, PhD Student successfully completed her comprehensive exams. She was also selected to represent the University of Montana at the Newberry Consortium in American Indian Studies (NCAIS) 2012 Summer Institute, where she will participate in a month long seminar on "Territory, Commemoration, and Monument: Indigenous and Settler Histories of Place and Power." She will also conduct dissertation research in the Newberry's Ayers Collection.

Alumni

Greg Gordon, PhD 2010, is a lecturer at Gonzaga University; he recently published a book review in the *Western Historical Quarterly* 12:1 (Spring 2012): 104. His own book, *Money Does Grow on Trees: A. B. Hammond and the Age of the Lumber Baron* is under contract with University of Oklahoma Press.

Faculty

Dan Flores, Hammond professor, won the High Plains Book Award in November 2011 for his 2010 book, *Visions of the Big Sky: Painting and Photographing the Northern Rocky Mountain West*. As part of the ceremonies, he did a talk from it at the Yellowstone Art Museum in Billings in early November. In April, PBS will broadcast nation-wide a documentary titled *Facing the Storm: The Story of the American Bison*, for which Professor Flores serves as a principal talking head. And also in April, he will do a public lecture on the campus of West Texas State University on the wild horse trade of the early American West.

Linda Frey, professor, co-authored a monograph with Marsha Frey: *"Proven Patriots": The French Diplomatic Corps, 1789-1799* (St. Andrews, Scotland: St. Andrew

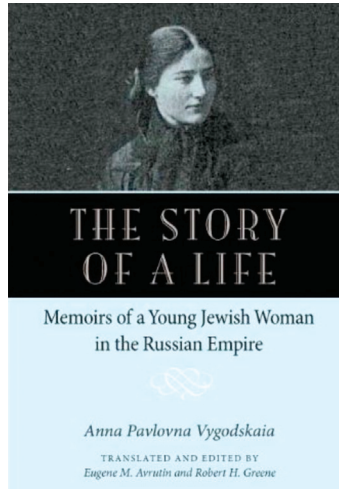
Studies in French History and Culture, 2011.) Also available online: <http://research-repository.st-andrews.ac.uk/handle/10023/1881>. Also with Marsha Frey, she reviewed an Oxford University Press bibliography on the War of the Spanish Succession. Professor Frey published a number of book reviews and participated in several conferences, as follows:

- Review with Marsha Frey of *The New Road to Serfdom: A Letter of Warning to America* by Daniel Hannan, in *The Montana Professor*, 22 no. 1 (Fall 2011): 21-22.
- Review with Marsha Frey of *Regeneration and Hegemony: Franco-Batavian Relations in the Revolutionary Era, 1795-1803* by Raymond Kubben in *Law and History Review*, vol. 30, no. 1 (February 2012): 299-301. <http://journals.cambridge.org/rep0A844xliv>.
- Review with Marsha Frey of *The Insurgent Barricade*, in *Journal of World History* vol. 23 (March 2012):224-225.
- Reviewer for Department of Scientific Programs, Shota Rustaveli National Science Foundation, Tbilisi, Georgia, November-December 2011.
- Chair and commentator, "Education in the Atlantic World," Consortium on the Revolutionary Era, 1750-1850," Baton Rouge, Louisiana, February 24, 2012.
- Participant, "Law, Liberty, Property and Resistance in the Writings of John Locke," Liberty Fund, Tucson, Arizona, December 1-4, 2011.
- Chairman, "Crossing the Borders of the French Revolution," Western Society for French History, Portland, Oregon, November 11, 2011.

- Participant, "Liberty and Responsibility in Jouvenel's On Power," Liberty Fund, Savannah, Georgia, September 22-25, 2011.

Robert H. Greene, associate professor, has just published a major translation, together with Eugene Avrutin, Anna Pavlovna Vygodskaja's *The Story of a Life: Memoirs of a Young Jewish Woman in the Russian Empire* (N. Illinois UP, 2012).

Originally published in 1938 and never before available in English



translation, *The Story of a Life* is a rare and fascinating historical account of Jewish childhood and young adult life in Tsarist Russia. Anna Pavlovna Vygodskaja was born in 1868 and spent the formative years of her life in the very heart of the Pale of Settlement. As a young woman, Vygodskaja dreamed of attending the Higher Women's Courses in St. Petersburg to achieve the independent, purposeful life she so desired. At a time when the vast majority of Jews continued to reside in small market towns in the Pale, Vygodskaja liberated herself from that world and embraced the day-to-day rhythms, educational activities, and new intellectual opportunities in the imperial capital of St. Petersburg.

In her young adult life, Vygodskaja was not drawn to revolutionary politics or tempted by the allure of emigration but

chose instead to integrate herself into an emerging civil society. Vygodskaja's determination to become a "useful person" and work for the greater social good shaped the future course of her personal and professional development. Eugene M. Avrutin and Robert H. Greene offer a faithful and readable translation of Vygodskaja's autobiography and an introductory essay that illuminates the historical context of her world.

Anya Jabour, professor, has been awarded a 2012 National Endowment for the Humanities (NEH) Summer Stipend to support two months of full-time research and writing on her current book project, "The Work of the World": Sophonisba Breckinridge and Social Justice in Modern America. In January, she presented a paper, "Spheres of Influence: Sophonisba Breckinridge and Social Activism in Modern America," at the annual meeting of the American Historical Association (AHA) in Chicago. She also gave an invited lecture, "The Education of an Activist: Sophonisba Breckinridge's Kentucky Childhood" at the University of Kentucky, while on a research trip in January. Professor Jabour has published several articles, chapters, and book reviews, as follows:

- "Relationship and Leadership: Sophonisba Breckinridge and Women in Social Work," *Affilia*, Vol. 27, No. 1 (February 2012), 1-16.
- "'Days of lightly-won and lightly-held hearts': Courtship and Coquetry in the Confederacy," in *Weirding the War: Stories from the Civil War's Ragged Edges*, ed. Stephen Berry (Athens: University of Georgia Press, 2011), 95-121.
- "'Grown Girls, Highly Cultivated': Female Education in an Antebellum Southern Family," (reprint) in *The Girls'*

History and Culture Reader: The Nineteenth Century, ed. by Miriam Forman-Brunell and Leslie Paris (Urbana and other cities: University of Illinois Press, 2011), pp. 31-68.

- Review of *Madeline McDowell Breckinridge and the Battle for a New South*, by Melba Porter Hay, for *Kentucky Historical Register*, Vol. 109, No. 1 (Winter 2011), pp. 75-77.
- Review of *The Big House After Slavery*, for *Journal of American History*, by Amy Feely Morsman, for, December 2011, pp. 840-841.

Chris Pastore, assistant professor and our most recent hire, has been selected as a Carson Fellow at the Rachel Carson Center for Environment and Society, which provides a year-long residential fellowship at Ludvig-Maximilians-Universität in Munich, Germany. The Center is an international and interdisciplinary think-tank that hosts approximately ten Carson Fellows each year in support of its mission to strengthen the role of the humanities in current political and scientific debates about the environment.



Jody Pavilack, associate professor, has won two major awards for her book *Mining for the Nation: The Politics of Chile's Coal Communities from the Popular Front to the Cold War* (Pennsylvania State University Press, 2011).

At the May 2012 Congress of the international, interdisciplinary Latin American Studies Association (LASA), she will receive the Bryce Wood Book Award, given to "the outstanding book on Latin America in the social sciences and humanities published in English" between January 1, 2010 and June 30, 2011. *Mining for the Nation* has also been awarded the Thomas McGann Prize for outstanding book by the Rocky Mountain Council for Latin American Studies, an interdisciplinary regional area studies association.

Tobin Shearer, assistant professor, won the 2012 Paul Lauren Undergraduate Research Faculty Mentor Award of the Davidson Honors College, University of Montana. He also gave the plenary address at the University of Montana Undergraduate Research Conference, on April 13, 2012, entitled "Prayer, Guns, and Civil Rights: How to Craft New Research Questions." At the Black Student Union on February 22, 2012, he presented a lecture entitled "Black Religion: Where Went the Gods of Africa?" And, Professor Shearer has published two recent articles, as follows:

- "A Pleasing Observation." In *Chronicle of Higher Education* (2012). Published electronically March 6, 2012. <http://chronicle.com/article/A-Pleasing-Observation/131074/>.
- "Protest and the Power of Images: From Birmingham in 1963 to Davis in 2011, Those Who Repress Dissent Are Put on Public Display." *The Missoulian*, Tuesday, November 29, 2011, 4.

Research Faculty

Ted Catton, associate research professor, received a Fulbright Research Award in New Zealand for the first half of 2012. His research focuses on the history of natural resources management in Arthur's

Pass National Park. The study will result in a comparative history of Arthur's Pass and Glacier National Park, and nature protection in the national parks in New Zealand and the U.S. generally. Diane Krahe, assistant research professor, is collaborating on the project with a focus on the Ngai Tahu, the indigenous Maori tribe of South Island.

Diane Krahe, assistant research professor, published "The Ill-Fated NBS: A Historical Analysis of Bruce Babbitt's Vision to Overhaul Interior Science," in *Rethinking Protected Areas in a Changing World: Proceedings of the 2011 George Wright Society Biennial Conference on Parks, Protected Areas, and Cultural Sites*, Samantha Weber, ed. (Hancock, Mich.: The George Wright Society, 2012).

Emeritus Faculty

Dave Emmons, professor emeritus, on a pro bono basis, researched and wrote the report on which an amicus brief in the PPL v Montana case was based. That brief went to the U.S. Supreme Court and was part of the argument that resulted in a 9-0 SCOTUS decision in support of PPL's position. His book, *Beyond the American Pale: The Irish in the West*, was runner-up for the James S. Donnelly Prize awarded by the American Conference for Irish Studies. Together with the winner of the prize, it was the only title publicly recognized and publicized. He will give the 5th annual Lawrence McCaffrey lecture at the University of St. Ambrose on April 10 of this year. He was invited by the Irish-American Crossroads organization of San Francisco to join a three person panel at their annual Irish-American festival. The panel presentation is scheduled for March 25 at the University of San Francisco. An article based on his 2010 Ernie O'Malley lecture at Glucksman Ireland House, NYU, is scheduled for publication in the recently re-named *American Journal of Irish Studies*, issued by the NYU Press.