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INTRODUCTION

CLIO, the muse of history, is published by the Sigma Eta Chapter of Phi Alpha Theta (the International History Honor Society), in cooperation with the Western Connecticut State College History Club. This issue of Clio was financed by Student Government Association funds and is free of charge to any member of the student body. The editor of the first issue of Clio is Richard Dacoy, President of the Sigma Eta Chapter of Phi Alpha Theta.

This journal would not have been possible without the cooperation of many individuals. In particular we would like to thank Mr. Clare Ingham, who designed our cover and assisted in the printing of Clio; Dr. Herbert Janek, Chairman of the History Department, for his encouragement and support; and the History professors, Mr. David Peterson and Mr. John Leopold, who took time out from their faculty duties to write articles for us. Dr. Leopold is also the faculty advisor for both Phi Alpha Theta and the History Club. Finally, recognition must go to the many students who volunteered for hours of extra work in an attempt to make WESCOON a better school.
HISTORICAL RESEARCH: THE INTERVIEW

RICHARD GALLAGHER

The novice interviewer will find such a project challenging and frightening, but also bearing the potential of considerable rewards. Many students ignore interviewing as a research tool because the logistics problems appear, at first glance, to be immense. Furthermore, the popular concept of an interview implies that the interviewee must be a celebrity. In fact, while interviewing very prominent persons may indeed be fruitful, it is an axiom that the best subjects are often relatively obscure.

Depending upon the topic under investigation, a historian may wish to interview persons from various walks of life. The best subject for your interview might be a former government official, but it could also be your next-door neighbor. The prudent historian explores all possible sources of information.

Granting that the potential for oral history is all around us, how does one arrange and conduct an interview? The first prerequisite is to have a clear idea of your goal. An interview may be a tool for gathering material for a larger project, or a finished product in itself. The next logical step is to contact the person whom you wish to interview. While this might be done any number of ways, writing a letter is the preferable method. Many individuals cannot or will not make such decisions over the telephone. A letter permits the subject time to consider the merits of your request, and affords an opportunity to consider when you can be worked into his or her schedule. When requesting a person's time, common
courtesy should be uppermost in your mind. The purpose of the proposed interview should be clearly presented. State, as fully as possible, what topics you wish to cover in the interview. Your subject may want to do some memory refreshing if your questions are going to cover events which occurred long ago. Allow maximum leeway in requesting a date and time for the interview. Be prepared to alter your schedule, but do not expect a stranger to go out of the way to accommodate your project. Most people are flattered when requested to give interviews, so let your subject know that you consider his observations to be of importance. Finally, be sure to enclose a stamped, self-addressed envelope with your letter. It is the height of impudence to expect someone to foot the cost of doing you a favor.

Once the logistics of the interview have been settled, you must ensure that you are well prepared for the task. Be sure that you are thoroughly familiar with the topics you plan to discuss. If you cannot ask intelligent questions, the entire project will be a waste of time. It is not advisable to make up a list of questions in advance. Pre-written questions tend to put an interview into a strait-jacket. It may be helpful, however, to jot down a brief list of the topics you wish to cover. This will ensure that you remember to explore everything of importance. Whether or not you tape the interview will depend upon your preference and upon your goal. If the interview is to be a project in itself, then taping is a must. If, on the other hand, you are merely gathering information for a larger project, then taping becomes optional. It is possible that a tape recorder will inhibit your subject. Knowing that his words are being preserved for posterity, he may be overly cautious and hedge his remarks. At the other
extreme, he may become thestrical. If you eschew the tape recorder in
favor of notes, you may find that to be equally distracting for your
subject. Note-takers also run the risk of overlooking subtle points which
may be made in the course of the conversation. Any type of tape recorder
will do a satisfactory job, but you may find that cassette recorders are
the easiest to work with. Use long-playing tape; it will be distracting if
you have to change it every half hour. It is also wise to bring along an
extension cord in case there is no electric socket within reach. Experiment
with the recording level beforehand. If the interview is done properly, your
subject will be talking to you, not into the microphone. You must also
take into consideration the possibility of noises interfering with the
recording. Set your recording level high enough to compensate for the
sounds created by air conditioners, highway traffic, etc. Your primary
concern should be for clarity, not technical perfection.

When your interview begins, try to maintain a conversational
atmosphere. Chances are that your subject will be as nervous as you, so
it will be your task to overcome these jitters. When you ask a question,
allow the interviewee the opportunity to give a full answer. Do not
interrupt unless he is completely digressing from the subject matter. You
may find that he will bring up points that are vital, but which you never
thought to ask about. On the other hand, it is your responsibility to
control the general direction of the interview. There is a fine distinction
between appropriate anecdotes and going off the track completely.

Be adaptable. Do not let yourself be tied to your notes or
preconceived notions. If your subject brings up something interesting, but
unexpected, pursue the matter until it is exhausted. Great historical
insights have been obtained through off-the-cuff remarks. Discourage your subject from reading to you. The purpose of an interview is to discover new material, not to rehash facts which are already in print. If you see that your subject is getting tired, propose a break for a short while. This may be absolutely essential if your subject is an elderly person. If you see that the interview is running over the allotted time, do not impose on your subject. He may be willing to continue, but courtesy demands that you propose to meet again at a later date. If you are going to have the interview transcribed, offer to send a copy to your subject. Some people, in fact, will demand to receive a copy, as they may insist on having some portions deleted. You must keep in mind that an interview is the property of the interviewee, and must be treated as such.

Finally, do not be disappointed if your interview does not sound as smooth or well organized as one from, say, Playboy. Published interviews are always extensively edited and rearranged. The purpose of oral history is to shed light on subjects of historical interest. If your interview accomplishes this, then it will be a success.
THE KOREAN CONNECTION: OR, DEALING WITH THE
"STUDENT DIRECTED STUDY"

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DAVID W. DETZER

In the spring of 1973 four of us worked together on a single historical enquiry -- Who began the Korean War? Most Americans have assumed that the North Koreans attacked the South without warning, but a few historians have suggested that the South Korean government secretly initiated the fighting. We tried to discover which of these two ideas was correct.

The idea for the project came slowly. For some time now I have been doing research on events around the year 1950 and have been puzzled by a few unanswered questions; the enigma of the Korean War was one of them. I had already begun searching for a solution to the riddle at about the time several students came to me to ask about the new "student directed study" program the school was offering. I knew all three quite well, for not only had they been my advisees for several years but we had gone out for coffee together many times and had become good friends. I told them that this new independent research program allowed them to take up to six (or more) credits, concentrating on one topic they couldn't get in class, and that it did not necessarily involve writing a paper. I suggested that we all work together on the subject I had already begun. They might learn something about research methods, and I would obviously benefit by their efforts.
We began on January 2nd, three weeks before the semester started, by putting together a complete bibliography -- the only one on this topic in existence. For the next several months we separately studied certain key subsidiary points, although we got together at least once a week to talk about our progress. One student examined a particular military action that occurred in the first few hours of the war. Another read through the diplomatic records of the week or so just before the shooting began. The third checked into rumors that a particular group of Chinese had prior knowledge of the event and had profited from it. I tried to coordinate all our efforts and lay the groundwork for each succeeding step we would follow.

We worked at Yale and the University of Connecticut; we checked into manuscripts at West Point; and during spring vacation we drove to Washington to study at the Library of Congress, the Archives, and the Department of Commerce. On the way back we stopped for two days at the army research center in Carlisle, Pennsylvania.

At the end we didn't have any definitive answer, and today I'm still struggling with the question. But I think we all learned something, and I know we all enjoyed it.

The three students have now graduated. One went on to McGill University in Montreal where he is now trying to learn Canadian and British history. Another is studying forestry in the graduate school at Syracuse. The third is out of academic life entirely. None of them is specifically using the knowledge he gained by researching the Korean War, but they all insist that the project was very valuable and worthwhile from a personal point of view. It was for me.
ADMISSION TO LAW SCHOOL:
IMPRESSIONS AND IDEAS

RICHARD E. DUCEY

I have discovered that the process of trying to gain admission to law school can indeed be a very disheartening one. Through lack of information easily available to the students, many interested in law school do not meet certain deadlines or perhaps become exasperated early in the "struggle". The obstacles can be conquered, however, and with the aim of shedding some light on how to reach this goal I would like to enumerate a whole list of my impressions and ideas.

The most conspicuous aspect of the process which causes great anxiety for many students is with regard to the undercurrent of intense competition, with an increasing number of students each year applying for a small number of openings. Consequently, it is becoming commonplace for law schools to give equal worth both to one's cumulative grade point average primarily during the first three years of college, and also to the score earned on the Law School Admission Test (LSAT). This means a colossal affront to any genuine accomplishments achieved outside the confines of the classroom. The weeding-out process in the area of admission dilutes the student's record to the point of insipidity. There are exceptions to this trend because some schools maintain a certain integrity by also utilizing a comprehensive inquiry into the important outside activities and areas of involvement that have contributed to the student's liberal education. The important factor to remember is that even without a superior grade point
average and/or LSAT score, one's outside accomplishments might aid in getting admission to several schools.

No pre-legal program of study is required for admission to law school, though many colleges and universities have the advantage of such a program. What is desirable is a student with a broad liberal education - you know, the well-rounded student. From my own experience I know that the absence of courses in statistics and economics creates a great deficiency.

I want to turn now to the important "sending away for" phase which should begin the summer before the senior year. First, send for the Pre-Law Handbook. It can be obtained from the Educational Testing Service, Princeton, New Jersey 08540. The Handbook includes materials on the study and practice of law, a sample LSAT, and invaluable information on the law school application process. The major part of the Handbook deals with an individualized profile of admission standards for most schools, plus estimates on costs, availability of housing, and other important bits of information. Be careful not to become discouraged by the charts listed in the book that calculate one's chances for admission to a particular school based on grades and the LSAT score. I am familiar with two cases where students were admitted to schools when their chances appeared to be nil. Also, disadvantaged students often receive special consideration.

Second, send for the Law School Admission Bulletin (same address as the Handbook). This includes important information on registering for the LSAT.

Third, send postcards to the schools that interest you, asking for information bulletins and application forms. Be conscious of deadlines for the applications, fees, etc.
The LSAT can really be quite a traumatic experience. It has been the worst ordeal in the process as far as I am concerned. If one is blessed with a computer-like mind for solving problems, the test will pose no difficulty. Do not put too much emphasis on any of the various books of practice tests that are published, because they can be misleading. I found the books handy in acquainting me with the directions at the beginning of each section of the test and thus saving several precious moments for answering the questions. It is also to your advantage to guess when you do not know the answer to any question on the LSAT.
Archival research is a solitary but satisfying experience. The very nature of the work demands a painstaking examination of documents. Everyone working at an archive pursues his individual topic with the persistence of a physical scientist who spends long hours peering through the lens of his microscope. In busy research centers such as the Federal Archives at Koblenz, a spirit of camaraderie may develop among the researchers, but most of the day is spent in self-directed study. Just holding the original documents and perusing private correspondence can be an engaging experience best understood perhaps by arm-chair detectives, voyeurs and paper fetishists.

Before he approaches the archive, the scholar must have thoroughly previewed his topic by exhausting the printed sources. For me this meant a careful examination of German political and economic history during the late Wilhelminian era and the Weimar republic. The man whose career I chose to analyze was Alfred Hugenberg (1865-1951). As a founder of the Pan-German League and as director of the famous Krupp firm, as the organizer of a vast newspaper chain and film syndicate and as chairman of the German National People's Party, Hugenberg was a substantial figure in German affairs through 1933 when he was a member of Hitler's cabinet. Historians seemed to agree that Hugenberg was a political spokesman for heavy industry, that his newspapers favored the rise of Hitler and that his film syndicate contributed to the success of Nazism.

Before I could enter the archive at Koblenz, I had to prove that I was a graduate student and a serious scholar. German archives demand that a student reserve a research seat and that doctoral candidates - undergraduates are usually denied admission - produce a
letter of recommendation from their Doktorvater, i.e., their dissertation director. Once he is admitted, the student discusses his topic with archival specialists. These men direct the researcher to Findbücher, i.e., search books which summarize the contents of archival volumes. Certain collections of documents such as the papers of General von Schliecher are painstakingly arranged. Others such as the records of the Ufa film concern are less conveniently organized. Of course, the latter are more likely to contain new information. After hours of reading old correspondence and diligently taking notes, the student might find one real gem. Some days, pages and pages of old letters reveal nothing. For instance, the papers of Hans-Ernst von Lindeiner-Wildau, an associate of Bagesberg, contained nothing but old bills and requests from his sons for money. The papers of Leo Wegener, on the other hand, were a veritable Fundgrube, i.e., a "gold mine" of information.

Koblenz is probably the most used archive in the Federal Republic of Germany. Its counterpart in the German Democratic Republic is the German Central Archive at Potsdam. Entrance into this research center depends on a multitude of factors. Fortunately 1967 was a good year for Americans to apply and I was permitted to work there for two weeks. Because of political differences with the West, researchers are not permitted to use the search books at Potsdam. The archivist lists those volumes which he considers pertinent. Technically, the scholar can order not more than ten archival volumes a day. Since these may contain nothing more than old electric bills, this could be a real disadvantage. Fortunately the archive does not enforce this rule. The necessity of rapid work is made clear at Potsdam. Researchers are encouraged not to take notes, but to have the desired documents microfilmed. With the pressure of time, the scholar is forced to
scan rapidly and order copies which can be studied at a more leisurely pace later. This is a practical, efficient and, if one counts hotel costs, relatively inexpensive way to use any archive.

The approach that I learned at Koblenz and Potsdam was valuable for work in regional archives at Schleswig, Aurich and Cux- brink and particularly useful when I began examining newspapers published by the Hugenberg concern. Since his press published three papers in Berlin and at least fourteen in the provinces, my task was considerable. The remains of these publications were preserved in cities scattered throughout Germany (and happily at the annex of the Bibliotheca Nationale in Versailles). Microfilming was invaluable for taping the memory bank of those papers.

However, some archives, such as the Institute for Social History in Amsterdam do not permit microfilming of documents. At the same time, the analysis of news reels and feature films produced by the Hugenberg concern demands a more traditional approach to note taking.

Up to this point, access to information had been relatively easy. The most difficult problem in any archival research is the problem of securing entry to private collections. Owners of such material frequently fear that the documents will be "misused." Fortunately, friends were able to convince certain archivists that I was a careful, unbiased scholar. The historical archive of the Gusto Hoffnungsditte A.G. in Oberhausen was the first to permit me to examine its holdings - an opportunity so unique and weirdly exciting as vacationing in the vaults of I.T.T. Once a researcher secures entry to one industrial archive he is more liable to gain access to others. Archivists at the (formerly I.G.) Farben-Fabriken A.G. (Leverkusen) and the August-Hessische A.G.
(Duisberg) subsequently allowed me the opportunity to examine their records. Unfortunately the firm of Krupp, apparently distressed by the work of William Manchester, has closed its archives. However, the decision of the Hagenberg family allowing me to examine the personal papers preserved on the family estate at Rohbraken more than compensated for this disappointment.

From liquor store boxes crammed with notes, a new picture of Hagenberg is being distilled. The old image of the man must be changed fundamentally. Not only was Hagenberg not a spokesman for heavy industry, but he had bitter enemies in the Ruhr. His papers did not encourage readers to vote for Hitler and his films did not want the cause of the Nazi party. Only an analysis of original sources permits the historian to challenge old interpretations and reconstruct the past accurately. Archival research may be solitary, but its rewards are many – not the least among them are the opportunities to travel and follow leads into ever broader fields of interest.
THE LIBRARY OF CONGRESS

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BARBARA LETTA COLE

The Library of Congress is divided into two buildings: the Main Building and the Annex. The Main Building contains books and the Annex stores newspapers and periodicals. As for location, the buildings are behind the Capital with the Main Building first and the Annex second.

To reach the Main Reading Room in the Main Building, one walks through the first floor entrance. Directly ahead there are double doors; these doors lead to the Main Reading Room. In this room there are desks arranged in a circular pattern around the main desk. Beyond the main desk is the card catalog, this catalog extends into three additional rooms. In the third room there are xerox machines.

After one locates the desired books or periodicals in the card catalog, one fills out request forms which are in small boxes on the tables in the card catalog rooms. These forms want the book number, volume or date, author, title, your name and address, and your desk number. After the slips are completed, place them in the assigned area at the main desk. It will take about one hour for the first book to be delivered to your desk by a library attendant.

Since the Main Building houses only books, if newspapers or periodicals are desired, go to the Jefferson Reading Room on the fifth floor of the Annex. The desks in this room are arranged in rows and divided into smoking and non-smoking areas. The desks are also numbered. The request
slips for the Jefferson Reading Room can be found in the Local History and Genealogy Room. This room adjoins the Jefferson Reading Room. These slips want the same information as the Main Reading Room request slips. Deposit the completed slips at the main desk and wait for approximately one hour.

If one has either problems in locating titles in the card catalog or questions, there are reference librarians to aid you. The reference librarians for the Main Reading Room are found in alcoves four and five. These alcoves are on either side of the small hall between the Main Reading Room and the rest of the card catalog. In the Jefferson Reading Room, the reference librarians are located on the right side of the Local History and Genealogy Room.

For basic information about the Library of Congress consult the pamphlet displayed in alcoves four and five. The pamphlet is entitled Information for Readers: Library of Congress. This pamphlet explains all the policies of the Library and contains floor plans of both reading rooms.

One should also be prepared to have briefcases and/or knapsacks searched. However, the guards are quite polite and one should have no trouble.

If you should ever use the Library of Congress, good luck and happy hunting.
This issue of Chio marks the advent of Phi Alpha Theta as a contributing member of the Western Connecticut State College literary scene. Chio is offered as a vehicle of expression for all students, including alumni, and faculty of Wesconn, and is designed to include articles on all areas and aspects of History.

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The second edition of Chio will be a special retrospective issue commemorating the tenth anniversary of the assassination of President Kennedy. Short essays are needed for this issue. It need only be three or four typewritten pages, and a book on the Kennedy years will be offered as a prize for the best essay. It should touch on where you were when you first heard about the assassination, what your reactions were, and how you feel about Kennedy now, ten years later. Please submit your essay to Gary Kozak, Box 823, by December 1.

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Phi Alpha Theta is the International History Honor Society. The campus chapter, Sigma Eta, will be accepting letters of application two weeks into the spring semester. Requirements for initiation into Phi Alpha Theta are a 3.1 cumulative average in two thirds of all other courses.

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During this semester, history students and faculty have met in two open forums to explore ways of improving the history program at Wesconn. A good deal of the discussion centered on possible revision of the history curriculum. At the last meeting three committees were set up to explore the idea of mini-courses, the history major's requirements, and the possibility of "Group D" revision. If you are interested in serving on any of these committees, please contact Doctor Janick.

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For the spring semester, a visiting historian will offer History 201 - Colonial History. Doctor John Ikovic, a graduate of Fordham University, will teach this course on Tuesday and Thursday evenings from 8:15 to 9:30. Doctor Ikovic has a M.A.T. from Yale University and a Ph.D. from the University of Virginia, where he studied under Merrill Peterson, the Jefferson biographer. His special area of interest is early American history.

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