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# German Studies Association

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## Newsletter

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Volume XI

Number 1

Spring 1986

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## GERMAN STUDIES ASSOCIATION

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## NEWSLETTER

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**German Studies Association**  
**NEWSLETTER**

**Volume XI**  
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## **SECTION I**

### **ASSOCIATION NEWS**

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#### **Tenth Annual Conference Scheduled**

The Tenth Annual Conference of the Association is scheduled for September 26, 27, and 28 in Albuquerque, New Mexico, hosted by the University of New Mexico. Conference paper proposals have been received by the Program Director, Jennifer Michaels (German, Grinnell) and the Program Committee. The Conference Program will be printed and mailed by August to all members registered as of that date.

#### **GSA Challenge Endowment Fund**

The Association announces the creation of a Challenge Endowment Fund. The activities of the Association - printing the journal and Newsletter, holding annual conferences, and related programs - become more expensive with each year. Replacement and modernized equipment for our office likewise escalates the price. Communication delays tend to arise from fund shortages. Hence, the Association is going to create a Challenge Endowment Fund to provide a steady, additional source of income for these and related needs, as well as to expand the functions already under way. This is your opportunity to help.

Your donation is tax deductible. If you, or someone of your acquaintance, may wish to help the Association in this drive, send a check, made payable to the German Studies Association, with a letter indicating that it be applied to the Challenge Endowment Fund, to Secretary-Treasurer Giles. Your contribution may be in any amount. Foreign members are urged to deposit their contributions in our German account, and to send the letter and bank transfer copy to Secretary-Treasurer Giles.

#### **Institutional Memberships**

Secretary-Treasurer Giles would like all those members who have developed institutional memberships for their university in GSA to contact him. He is trying to put together a new list so that we can get our billing completed for 1986. It is important that this be done as soon as possible.

#### **German Studies Review - Report from the Editor**

We have received a grant in the amount of \$11,000. This will be very helpful in covering the partial costs of a subscription drive to increase the number of library subscriptions. If your institution library does not now subscribe, and may be



willing to do so, contact your serials acquisition librarian immediately and inform him/her of our special offer arising from this grant. We can offer a limited number of libraries a one-year free subscription to the GSR for 1986 if they will consider a subscription for subsequent years. In addition, if they take advantage of this free subscription and do place an order for a regular subscription during this calendar year, we will add a special bonus. They can order complete back sets at a discounted price. We want to make GSR available to all institution libraries where we have members - this will make articles and book reviews available to your students and colleagues without your having to xerocopy them from your personal issues. The generous grant enables us to do this. Unfortunately, the terms of the grant restrict the offer to institutions in the United States.

### **Expanded Political Science Reviews**

Members of the Association who are interested in assisting us to expand the Political Science and Government section of the Book Reviews in *German Studies Review* should pass the enclosed membership form to a colleague who may be interested in joining.

### **1988 Conference**

The Association is considering sites for the 1988 conference. It is not too soon. In fact, because of hotel bookings, this is the time to begin making plans. If you would like to host the Association at or near your institution, contact Kleinfeld as soon as possible for an information kit.

### **German Studies Programs Guidelines Proposed - Member Response Requested**

We are publishing proposed guidelines for German Studies programs, drafted by a Task Force of the German Studies Association. To make sure these guidelines are fully representative and satisfactory, we are requesting your comments. Your comments are important and will help us prepare the final guidelines.

The need to form a consensus about German Studies programs was expressed already in 1982 when *Monatshefte* published a series of articles and a survey of academic German Studies programs in the U.S. and Canada (*Monatshefte*, 74.3). Several informal meetings by groups of interested colleagues followed, but it was not until 1985 when the first concrete steps could be taken.

During a German Studies Conference celebrating the 10th anniversary of the *Deutsche Sommerschule von New Mexico* in Taos, a number of those later constituting the GSA Task Force started the drafting process by producing an initial document which was called the "Taos Theses." These were discussed by conference participants and edited; they later formed the point of departure for the present document.

The work of the Task Force was made possible by a generous grant of the "Ständiger Ausschuss Deutsch als Fremdsprache." The "Washington Working Papers" were drafted in two intensive days preceding the 1985 conference of the German Studies Association. Besides the undersigned active participants, a number of invited guests took part, among them Ulrich Littmann of the German Fulbright Commission, H.-Michael Schmidt of the DAAD New York office, Eleanore Linsmayer and Hans-Dieter Heumann of the FRG Embassy in Washington, and Jackson Janes of the German Marshall Fund in the U.S. Robert Monson of Arkansas could not participate but provided his comments later. The original draft has gone through two internal revisions; the version we are publishing is the second revision.

To provide a home for the project, the GSA has formed an Ad Hoc Committee on German Studies Programs. Its members are: Albrecht Holschuh (Indiana U.), Konrad Jarausch (U. of North Carolina), Meredith Lee (U. of California, Irvine), Walter Lohnes (Stanford U.), Charles McClelland (U. of New Mexico), and Valters Nollendorfs (U. of Wisconsin, Madison), Chair.

The important task now is to obtain opinions about the "Washington Working Papers." These will be reviewed and as far as possible taken into account when the Task Force will resume its work 24 and 25 September preceding the 1986 GSA Conference in Albuquerque, New Mexico.

We hope that the final document, incorporating a broad consensus, will form the basis for reviewing existing and developing new German Studies programs in American schools, colleges, and universities as well as provide the rationale and practical aims for these programs.

We need your comments by *30 August* so that we can duplicate and distribute it to the members of the Task Force. Please send your comments to: *Professor Valters Nollendorfs, Department of German, University of Wisconsin, Van Hise Hall, 1220 Linden Drive, Madison, Wisconsin 53706.*

## GERMAN STUDIES PROGRAMS

### Preamble

The following proposal is primarily addressed to educational institutions and their faculties interested in German Studies programs: both those with existing programs and those considering the development of future programs.

Significant recent developments mandate concerted action to maintain and develop strong and sound German Studies programs in educational institutions in the United States.

The German-speaking peoples of Europe play an important role in European and world economic, political, and strategic affairs. Relationships with Europe and its German-speaking areas will therefore continue to be vital to the United States. The Federal Republic of Germany is the third major trading partner of this country and a linchpin in the European Community. The German Democratic Republic is a crucial element in the East European economic and political system. The two neutrals, Austria and Switzerland, also perform significant functions in European and world affairs.

At the same time, the United States is experiencing a shortfall of well-trained and experienced specialists to represent its interests. The generation of Americans involved in immediate post-World War II relations with Europe is retiring from public and academic life. Existing academic programs are not able to produce adequate replacements, and schools of business are under pressure to provide their students with the means to compete favorably in the international marketplace, in which trade with Europe and its German-speaking areas is a major factor. Unfortunately, the number of students in German has been decreasing at an alarming rate, just as German-speaking countries have gained in international importance. It is therefore important to develop a comprehensive plan to address the critical need to supply the United States with competent specialists.

Fortunately, the last decade has seen the development and institutionalization of German Studies. There are now over 100 academic programs with new ones being added each year. This growth has been accompanied by scholarly conferences, publications, and the success of the German Studies Association.

The rapid growth of German Studies programs has been a mixed blessing. Many are quite small or have responded primarily to a need to bolster sagging enrollments in German without clearly outlined academic or professional goals. A great variety as to purpose, fluency of German required, composition of courses, and administrative structures proliferates. The programs vary greatly. There is little consensus even concerning the term German Studies.

While recognizing the inherent diversity in American higher education and the need to work within institutional limits, we believe that it is important to arrive at a consensus about German Studies programs in order to a) assure the achievement of clearly defined academic and professional goals; b) assure reasonable compatibility, cooperation, and resource sharing among programs and transfer-ability of students from program to program; c) establish general standards for students completing programs either with a view toward graduate study or toward entering a business or a profession; d) provide guidelines and models for the establishment of future German Studies programs.

The proposed guidelines are based on a study of a number of existing German Studies programs and should be compatible with most of them.

## **I. Definition**

**German Studies** comprises the interdisciplinary field of study concerned with the contemporary cultural, social, economic, and political life and the historical development of the German-speaking peoples and their interaction with other peoples.

## **II. Rationale**

1. The German-speaking areas of the world have enduring political, economic, and strategic importance.
2. The German-speaking peoples have played a decisive role in modern history.
3. The German-speaking peoples have made major contributions to Western civilization in general and to American culture in specific.
4. While English is widely used in international communications, intercultural competence and the ability to speak foreign languages is a significant asset for mutual understanding and the development of lasting relationships, personal and professional. German is the only language bridging the East/West separation in Europe.

## **III. Educational Goals**

By developing, refining, and strengthening programs in German Studies, American institutions will:

1. make a significant contribution to liberal education;
2. help develop intercultural competence;
3. prepare students for professions and careers, both in the United States and in international settings;
4. prepare future high school and college teachers;
5. enrich disciplines participating in German Studies;
6. foster interdisciplinary research;
7. educate and inform the general public.

## **IV. Secondary Schools**

1. German Studies on the secondary level must be closely integrated with the language-learning process. The classroom should reflect the culture of the target area in an up-to-date, realistic fashion. Since, for many students, the high school German class may be their only exposure to the German-speaking countries, they should learn about these countries as they learn their language. Students should be made aware of cultural diversity and be encouraged to think about their own culture in relation to the world around them. The approach should be comparative,



moving from the familiar home environment to the environment of the other culture.

2. The following topics should be addressed.
  - a. Home, family, school, leisure time.
  - b. Patterns of social behavior (at home, in business, in public).
  - c. Occupations, economics, standard of living, social stratification.
  - d. Environment. Natural and man-made environment and geography.
  - e. Traditions, history, major trends of politics and structure of government.
  - f. Literature, the arts, and architecture.
  - g. German-American relations and contacts. German immigration to America, with special concern for local ties.
3. Curricular and extra-curricular activities should reinforce a realistic picture of the contemporary German scene. The concept of a "fairytale" Germany should be minimized. As far as possible, students and teachers should establish contacts with peer groups abroad.
4. German teachers should work with colleagues in social studies and the arts to plan joint activities and to develop cooperative teaching units. German studies elements, should be integrated with simultaneous learning experiences in other classes (e.g. European history-German history).

## V. Teacher Training

1. The primary responsibility of the high school German teacher is to teach the German language, and the teacher must be prepared accordingly. Since the German teacher also has the main responsibility for German studies instruction, and may be the only person in the school or the community with expertise in the area, his/her preparation must reflect that requirement. Therefore, the German teacher must be trained in the methodology of second culture education and must have a German studies background in addition to preparation for teaching the language. Ideally, he/she should have extended residence in a German speaking country and be familiar with current events. To remain current, the teacher should participate in in-service training on German Studies subjects, make use of summer seminars abroad, or take related courses at local colleges or universities.

## VI. College Undergraduate Education

There is a great variety of undergraduate programs in German Studies and with German Studies as a component part or option. The parameters of these

programs are to a great extent determined by: a) institutional German Studies resources; b) the framework of academic requirements; c) the traditional disciplinary-departmental boundaries; d) limitations of financial resources. A successful German Studies program will maximize resources by fostering cooperation among departments as well as among institutions in the same area.

# 1. German Studies Component in Introductory Courses.

- a. No language learning should take place in a cultural vacuum.
- b. The subject areas mentioned in the secondary education section (IV) should also be integrated into college-level German language courses.
- c. College language teachers, especially teaching assistants, should be trained in German Studies and be familiar with current affairs of German speaking countries.
- d. Authentic, up-to-date materials and teaching aids should be employed.
- e. Students should be informed about and encouraged to use current sources of information about German speaking countries (e.g. gathering information from local and national newspapers and magazines, attending lectures and presentations, bibliography and library assignments, etc.)

# 2. German Studies Within General Education Programs

- a. Inclusion of a German studies unit in general courses satisfying humanities, social sciences, and arts requirements and cultural options.
- b. Specific German Studies courses in English toward the fulfillment of general requirements or as electives.
- c. Correspondence and continuing education in German Studies.

# 3. German Studies within other (degree) programs (notably West European/European studies, international relations/studies, international business/economics) should have the following minimal requirements:

- a. German language competency extending beyond the second year college or equivalent high school work (appropriate standardized certification of competency through ACTFL, *Zertifikat Deutsch als Fremdsprache*, *Deutsch als Wirtschaftssprache*, or Goethe Institute testing is to be encouraged;
- b. In a German Studies unit, program core courses dealing with Europe;
- c. A block of courses in German Studies (both in the department of German and in other department) should be required.

In addition, study/work study/internship experience in a German speaking country is desirable.

4. German Studies minor or certificate recognizing completion of a specified program in combination with a major in a traditional discipline (e.g. German, history, political science) should have the following requirements:
  - a. A German language competency as in 3a;
  - b. A block of German studies courses selected from two or more departments with the following limitations:
    1. no more than two-thirds in any one department,
    2. no more than one-third dealing with German literature and
    3. no more than one-half dealing with general European rather than specific German topics;
  - c. An integrative aspect, such as a senior paper or project, and independent study course, a comprehensive examination, or a senior seminar;

In addition, study/internship experience in a German speaking country is recommended.

5. The German Studies major should have the following requirements:
  - a. German language competency in terms of courses equivalent to that of traditional (literature) German major (this will usually mean language course beyond the third college year and certification as outlined in 3a at the appropriate competency level is urged);
  - b. maintenance of course ratios of German Studies inside/outside the German Department and German Studies/literature as in 4b;
  - c. integrative aspects as in 4d, with a senior seminar considered indispensable;

In addition, a semester or more of study/work study/internship experience in a German speaking country is to be highly recommended.

## 6. German Studies and Teacher Preparation

Teacher education programs in German should be designed to prepare teachers as outlined in V1.

## 7. Double or Combined Major

The combination of a German Studies major with a major in another discipline is to be encouraged.

## 8. Administrative Arrangements

The following administrative arrangements either are now in effect or seem feasible in the future.

- a. Separate German Studies program administered by an interdisciplinary committee.
- b. A German Studies program administered by a department. The establishment of an (advisory) German Studies committee consisting of faculty members from other cooperating departments is urged.
- c. A German Studies component/option within another interdisciplinary program administered by a program committee. This program committee should include German Studies representatives.

## VII. Graduate Education

### 1. General considerations

- a. Graduate work in German Studies offers preparation primarily for research, teaching, public affairs, and international commerce or relations.
- b. All activities should be interdisciplinary in curriculum and administration, providing linkages across fields.
- c. Development of comprehensive programs should be guided by a realistic appraisal of available resources. At present, funding, expertise, and the pool of available participants will support only a limited number of such programs.
- d. The format of summer seminars and other short-term courses offers a promising alternative to regular degree programs. Instruction may be offered on an American campus or in a German speaking country.
- e. The effectiveness of international exchanges, internships, and other overseas experiences in fields such as journalism, business, law, etc., is enhanced by German Studies training.
- f. All programs should require German-language competence commensurate with their aims and materials. In most cases this will include high reading skills in subject-matter areas (e.g., of primary

books on politics or history, and of newspapers) and oral skills needed in courses or discussions in German.

## 2. M.A. Programs

- a. As in undergraduate training, there should be interdisciplinary faculty cooperation and a graduate German Studies Committee.
- b. The program should include faculty and courses from several departments.
- c. An individual student's course of study should have an interdisciplinary thematic focus.
- d. The program should be integrated through colloquia, independent study courses, and/or through a thesis.
- e. Initiatives for a German Studies component in professional degree programs should be developed through cooperation with professional schools. Examples would be intensive language courses, interdisciplinary summer seminars or special courses or workshops and internships.

## 3. Doctoral Programs

- a. Before German Studies have established themselves as a strong interdisciplinary field at other levels of instruction, the establishment of doctoral programs with German Studies as their main focus is not recommended.
- b. Doctoral-granting institutions with graduate expertise in German Studies should be encouraged to grant doctoral candidates a secondary field in German Studies.
- c. The German Studies field could take the form of a certificate or a German Studies minor or, if neither is available, a minor in a related discipline.
- d. The integrative aspects of German Studies which are spelled out in VII, 2d also apply to doctoral programs. In addition, the dissertation, based on the major discipline, should reflect work in the secondary German Studies field.
- e. The doctoral program should provide training for the teaching of German Studies at the college level.

## VIII. Research

1. Graduate programs in German Studies will encourage research efforts of a broader focus than traditional disciplinary fields. They will foster cooperation of scholars in interdisciplinary research projects and research by individual scholars in related disciplines.

2. Funding agencies should be urged to give special attention to interdisciplinary German Studies projects.
3. In the absence of an integrated German Studies methodology, the methodologies of the component disciplines should be employed. The development of interdisciplinary methodologies is encouraged.

#### **IX. Educational Experiences in German-speaking Countries and Exchange Programs**

Educational experience in German-speaking countries and contacts with people from those countries in the U.S.A. are indispensable for all students, teachers, and scholars in German Studies. Therefore

1. Programs providing educationally sound study, work, or internship opportunities for students in German-speaking countries should be expanded and supported.
2. Opportunities for faculty study and research in German-speaking studies must be available on a regular basis.
3. Students and faculty from German-speaking countries are an important enriching element on campus or in schools. Programs supporting their visits to the U.S.A. need to be strengthened.
4. Faculty exchange programs with institutions of higher learning in German-speaking countries are indispensable.
5. Additional opportunities for funding programs outlined above through foundations, granting agencies and appropriate public and private organizations should be pursued.

#### **X. Cooperation and Coordination**

##### **1. German Studies and Related Interdisciplinary Fields**

The relationship of German Studies to related interdisciplinary fields, such as Women's Studies, German-American Studies, Exile Literature Studies, GDR, Austrian, Swiss Studies, etc. should be developed on the basis of cooperation at institutional and organizational levels.

##### **2. Institutional level.**

Given the interdisciplinary nature of German studies, it is necessary for individuals and units within each institution undertaking a German Studies



program to enhance cooperation and coordination. There should be appropriate interdisciplinary German Studies committees at all institutions with existing or contemplated German Studies programs.

### 3. Regional level

Regional cooperation among institutions or regional associations is to be encouraged. Promising initiatives in regional information exchange, organization of special courses and workshops, and provision of access to educational and research opportunities on a cooperative basis in the region should be vigorously pursued.

### 4. National level

- a. The German Studies Association should create an Advisory Committee on German Studies Programs for the purpose of fostering discussion, disseminating information, assisting institutions in creating and developing programs, establishing networks among scholars and institutions, and conducting other appropriate activities. Membership should be interdisciplinary and representative.
- b. Cooperative efforts in promoting German Studies among professional organizations such as the GSA and the AATG, should be encouraged.
- c. Communication and cooperation with government agencies, the business and professional communities, and the public at large should be promoted.

### 5. International level

Communication and cooperation with scholarly organizations, individual scholars and groups of scholars, research, exchange, and information agencies as well as private organizations with aims related to German Studies should be encouraged.

Working papers drafted by: Karen Achberger (St. Olaf); Erhard Bahr (UCLA); Albrecht Holschuh (Indiana U.); Konrad Jarausch (U. of North Carolina); Eileen Johannson (Nicolet High School, Glendale, Wisconsin); Gerald R. Kleinfeld (Arizona State U.); Meredith Lee (U. Ca.--Irvine); Walter Lohnes (Stanford U.); Helga Madland (U. of Oklahoma); Charles McClelland (U. of New Mexico); Valters Nollendorfs (U. of Wi.--Madison), Chair; Eberhard Reichmann (Indiana U.); George Romoser (U. of New Hampshire); Ray Schaub (Eastern Michigan U.); Gerhard Weiss (U. of Minnesota).

February 1986 version edited by: Valters Nollendorfs and Gerald R. Kleinfeld.

## SECTION II

### OTHER CONFERENCES AND SYMPOSIA

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#### Taos German Studies Workshop

Advanced undergraduate and graduate students in all fields relating to German Studies, as well as teachers of German, are invited to join this six-day interdisciplinary workshop which will focus on dissent in the Federal Republic and its roots in recent history. Distinguished guests with expertise in German history, law, political science, education, and literature will present and discuss the topic with approximately 30 student participants in an informal, seminar setting. Evening presentations, films, and excursions will supplement the program. The workshop will take place July 12-17, 1986. While basic proficiency in German is required, both English and German will be used during the workshop. Students can earn two undergraduate or graduate semester credits from the University of New Mexico. All participants will be housed in the Thunderbird Lodge, one of Taos Ski Valley's premier hotels located high in the Sangre de Cristo mountains of northern New Mexico.

Cost of the workshop is \$280 for full room, board, and tuition. A number of full stipends are available to qualified applicants and will be awarded on a competitive basis.

Students wishing to attend should submit a letter of application which must include the following information (all applicants will be considered for a full stipend): name, address, and telephone number; current status as a student or occupation; a brief description of background in German Studies; an indication of German language proficiency; the name, address, and phone number of one reference. The deadline is April 30. All applicants will be notified by May 15. Accepted applicants will receive detailed information about the workshop and advance material by June 1. Address letters of inquiry and application to: Professor George Peters, Director, Taos German Studies Workshop, Department of Modern and Classical Languages, University of New Mexico, Albuquerque, New Mexico 87131.

#### Call for Papers

*The Simon Wiesenthal Center Annual*, a serial publication in the United States, focuses on the scholarly study of the Holocaust. The editors' definition of the Holocaust in its widest context includes: Nazi Germany and the Final Solution, 1933-1945; European Jewry during World War II; refugees, rescue, and immigration; displaced persons and postwar trials; and modern antisemitism. They invite papers from every academic discipline for Volume Four and subsequent

volumes. Manuscripts are accepted on a year-round basis and should be submitted to: Gerald Margolis, Managing Editor, Simon Wiesenthal Center, 9760 West Pico Boulevard, Los Angeles, California 90035.

### **"Study Abroad: Austria and the United States"**

A conference on Academic Programs and International Studies sponsored by The Fulbright Commission, The U.S. Embassy in Vienna, and the University of Graz will be held in Graz, June 12-14, 1986. The purpose of the conference is to bring together individuals working with academic programs abroad sponsored by U.S. and Austrian institutions of higher learning. The conference will address organizational, administrative and academic aspects of such programs. For information, contact Prof. Jürgen Koppensteiner, Department of Modern Languages, University of Northern Iowa, Cedar Falls, Iowa 50614-0504.

### **The Sixth Symposium on Literature and the Arts**

"The Age of Goethe Today: Critical Reexamination and Literary Reflection," will be the topic of the symposium sponsored by the College of Humanities and Fine Arts and the Department of German, which will be held March 4-8, 1987, at the University of Houston - University Park Campus. Papers which focus on the contemporary critical assessment of the Age of Goethe or on its reflection in the literature of today are invited. September 15, 1986 is set as the deadline for submissions. The time limit for each submission is 20 minutes. Direct papers and inquiries to Theodore Gish or Gertrud B. Pickar, Department of German, University of Houston - University Park, Houston, Texas, 77004.

### **Annual Spring Symposium of the Center for Austrian Studies**

This year's theme will be, "The Jews of Austria." The symposium will be held May 7, 8, and 9, 1986 at the University of Minnesota in Minneapolis. They will discuss the following topics: historical background; the role of Jews in Austrian culture, arts, sciences, and government; origin and composition of the Viennese Jewish community; and, observations on current Jewish life in Vienna. Papers will be presented by Austrian and North American scholars. For more information, please contact Professor William E. Wright, Director, Center for Austrian Studies, 712 Social Sciences Building, West Bank Campus, University of Minnesota, Minneapolis, Minnesota 55455, (612) 373-4670.

### **Berlin Seminar**

"Dichter - Schriftsteller - Gesellschaft und Staat: Kultur und Politik in BDR und DDR," is the topic for the seminar, which will be held July 21 through 26, 1986. Partial stipends are available. For more information, please contact: Prof. Lieselotte Kuntz, Department of Germanic and Slavic Languages, The University of Georgia, Athens, Georgia 30602; or, Prof. Johanna W. Roden, Department of

German, Russian, and Classics, California State University, Long Beach, California 90840.

### ***Tel Aviv Jahrbuch für deutsche Geschichte***

The new editorial board wishes to introduce its plans for the future orientation and reorganization of the *Tel Aviv Jahrbuch*, beginning 1987. They invite new contributors, and solicit original research papers in the field of German History, with a special emphasis on new directions of research and current historiographical issues. Beginning 1987 each volume of the *Tel Aviv Jahrbuch* will focus upon one central theme. The coming three volumes will be structured around the following themes: 1987, vol. XVI, "Germany a European Perspective. Studies in Comparative History"; 1988, vol. XVII, "The Weimar Republic: A Democracy in Crisis"; and, 1989, vol. XVIII, "The French Revolution. Historiography and Public Reception in Germany." In addition to contributions falling within these central themes the *Tel Aviv Jahrbuch* will also publish other articles of historical interest. Scholars who wish to participate in forthcoming volumes are invited to write to the editors and send manuscripts or short summaries of their projects. Manuscripts, proposals, and requests for subscription should be addressed to: *Tel Aviv Jahrbuch für Geschichte*, Institute for German History, Tel-Aviv University, Ramat Aviv, Tel-Aviv/Israel.

### **Seminar**

"Lit. und Landeskunde im Deutschunterricht," is the topic of a seminar to be held in West Berlin July 21- 26, 1986. Partial stipends are available. For more information please contact: Prof. U. Beitter, Loyola College, 4501 North Charles Street, Baltimore, Maryland 21210.

### **Call for Papers**

Women in German (WIG) is preparing a two-volume publication on film entitled *Women's Voices/German Film*. The first volume is a collection of analyses of individual German films and is intended for classroom use. They are interested in feminist perspectives on relations between German film and the voices of women - both at the level of filmic production and critical reception. This volume will include essays incorporating women film makers, lesbian and gay issues, GDR films, and films from all periods - Third Reich, Weimar, New German Cinema, etc. The second volume will address film pedagogy: topical overviews (e.g. surveys of genres, subject matter, historical periods, cinematic techniques); syllabi; classroom materials; and articles on teaching methodologies. Please submit papers of 10-12 page length, MLA format. Papers will be refereed and should be prepared for blind submission (name and institution only on separate title page). Send completed manuscripts by August 1, 1986 to Sandra Frieden, German Department, University of Houston, Houston, Texas 77004.

### **Coalition of Women In German**

The Eleventh Annual Conference of the Coalition of Women in German will take place October 23- 26, 1986, in Portland, Oregon. Conference sessions are: "The Women in Our Lives," "Recent Trends in Women's Movements in the USA and the FRG," "A Feminist Evaluation of New Methods and Approaches in Language Teaching," "Feminist Literary Theory: Critical Approaches and Applications," "German Women Filmmakers." For more information, contact Kathryn Strachota, Department of German Studies, Stanford University, Stanford, California 94305 or Jan Emerson, 2703 Southeast Main Street, Portland, Oregon 97214.

### **German Update: Summer Seminar In German Society**

German language teachers at the secondary or university level are invited to take part in a study/travel experience in Germany during July 1986. German Update: Summer Seminar in German Society, a 23-day program including seminars at Bonn University, school visits and independent travel, is administered by the Council on International Educational Exchange (CIEE) in cooperation with the American Association of Teachers of German (AATG). The program will be held from July 6-29, 1986. The application deadline is April 30, 1986. For further information, including price and applications, please contact: CIEE, Continuing Education Programs, 205 East 42nd Street, New York, New York, 10017, (212) 661-1414.

## SECTION III

### PROFESSIONAL NEWS AND EVENTS

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#### German Historical Institute in Washington

In a cabinet meeting on 6 November 1985, the Government of the Federal Republic of Germany decided to establish a German Historical Institute in Washington, D.C. The Federal Minister for Research and Technology was given the responsibility for implementing the decision in concert with recommendations of scholars in history and political science. A *Beirat*, composed of German and American scholars, was envisaged for the Institute and should be in place this year.

The official announcement stated:

Das Institut soll sich langfristiger Forschungen annehmen. Eines der Hauptziele ist, eine kontinuierliche Zusammenarbeit mit der US-Wissenschaft sicherzustellen und zu einer dauerhaften Vermittlung der deutschen Forschung in den USA - und umgekehrt - beizutragen. Damit soll der Gefahr provinzieller Verengung in der Geschichtswissenschaft und den Sozialwissenschaften entgegengewirkt werden.

Das Historische Institut in den USA soll die folgenden Aufgaben wahrnehmen:

- Erforschung der politischen, wirtschaftlichen und kulturellen Beziehungen zwischen Deutschland und den USA,
- Forschungen zur amerikanischen Geschichte im europäischen Vergleich unter besonderer Berücksichtigung der demokratisch verfassten Industriegesellschaft mit Schwerpunkt in der Zeitgeschichte,
- Vermittlung von Quellen aus amerikanischen Archiven und Bibliotheken, sowie als Serviceleistungen
- Organisation von Tagungen, sowie Beratung deutscher und amerikanischer Wissenschaftler.

Auf diese Weise kann sich das Institut zu einem geisteswissenschaftlichen Zentrum entwickeln und einen wichtigen Teil der Aufgaben übernehmen, die bisher von der nun abtretenden Emigrantengeneration wahrgenommen wurden.

Der Wissenschaftsrat, der vom BMFT um ein Gutachten zu dem Gründungsplan gebeten wurde, betont in seiner Stellungnahme die hohe Aktualität der



Forschungsgegenstandes. Die Geschichte der Vereinigten Staaten, die Entwicklung ihrer Verfassung und ihrer Gesellschaft, ihre Rolle in der Weltpolitik des 19. und 20. Jahrhunderts, sind für historische und sozialwissenschaftliche Forschungen in Europa ein Gegenstand von ausserordentlichem Interesse. Darüber hinaus hat die Entwicklung von Demokratie und Industriegesellschaft seit dem 19. Jahrhundert in den USA für die historische Forschung hohe Bedeutung, weil sie dort in besonders raschem Tempo fortgeschritten ist und oft die Entwicklung der gesamten westlichen Zivilisation vorgezeichnet hat. Für die historische und sozialwissenschaftliche Forschung in der Bundesrepublik Deutschland, die sich mit der demokratisch verfassten Industriegesellschaft beschäftigt, sind daher die USA ein Forschungsobjekt besonderen Ranges. Bedeutsam sind in diesem Zusammenhang auch die engen politischen und wirtschaftlichen Bindungen zwischen beiden Ländern sowie die vielfältigen wissenschaftlichen und persönlichen Beziehungen, die teils durch die Emigration im Dritten Reich und in der Nachkriegszeit, teils im Zuge des Wiederaufbaus der deutschen Hochschulen und Forschungseinrichtungen in der Bundesrepublik Deutschland seit 1949 entstanden sind.

Ferner befindet sich in den USA reichhaltiges und ständig anwachsendes Quellenmaterial zur deutschen und europäischen Geschichte in Gestalt von Akten, Handschriften und privaten Aufzeichnungen. Seine Auswertung durch die deutsche Forschung stösst wegen der räumlichen Entfernung auf Schwierigkeiten, weil bisher ein umfassender Überblick über die an verschiedenen Orten gelagerten Beständen nicht existiert. Für den mit den Verhältnissen nicht vertrauten deutschen Wissenschaftler ist der Zugang damit ausserordentlich erschwert.

Mit dem neuen Institut in den USA stehen der deutschen Geschichts- und Politikwissenschaft vier vom BMFT finanzierte Forschungseinrichtungen im Ausland zur Verfügung: Deutsches Historisches Institut Rom, Deutsches Historisches Institut Paris, Deutsches Historisches Institut London sowie die Neugründung in Washington. Mit dem neuen Institut wird die Politik zur Stärkung der Grundlagenforschung und der internationalen Zusammenarbeit fortgesetzt. Zudem soll das Institut zum Ausbau der Kooperation in der Forschung beitragen.

**Second Pacific Workshop on German Affairs**  
**April 19 and 20, 1985**  
**California State University, Long Beach**

The Second Pacific Workshop on German Affairs brought about 100 people to the Long Beach campus in Southern California for two spring days devoted to the discussion of German society and politics. While most participants came from universities and colleges, there was also a significant representation from policy institutes, the business community, and government. Like its predecessor two years earlier, the 1985 Pacific Workshop was an adaptation of the regional model developed for New England by George Romoser and others. Accordingly, the

bulk of the participants were from the western part of the country, but almost one fourth travelled to the meeting from the eastern states of Germany. An unusual element for a scholarly conference was the considerable number of younger people, both German and American, in attendance.

The general theme of the conference, "Post-Industrial Challenges to German Society and Politics," was explored in speeches, panels with roundtable discussions, and informal exchanges. In his keynote speech, "The German Neurosis," British social historian Richard J. Evans challenged some usages of historical analogy by interpreters of contemporary West German politics. Peter Merkl, who had also given the opening address at the First Pacific Workshop, introduced the conference with a political overview entitled "West Germany - Forty Years After the Surrender." His speech explored the concerns and frustrations of some "angry Germans," both young and old, and men as well as women.

The four panels successively examined four important issues: 1) Toward a post-industrial society? Cultural and political change in the Federal Republic of Germany; 2) Whatever is happening to the *Wirtschaftswunder*? The readjustment of the West German economy to a changing society and Market; 3) Education to what end? The deadlock of higher education reforms in the Federal Republic of Germany; and 4) Germany between the superpowers: The impact of domestic and international developments on Germany's East-West relations.

At Friday's banquet, the Consul General of the Federal Republic of Germany, Dr. Günter Joetze, spoke on "East-West relations from a German perspective." The final workshop session, chaired by Gerald Kleinfeld on Saturday afternoon, was a roundtable discussion on "Youth and Politics" in Germany and the United States. Dr. Norbert Lammert, a young member of the Bundestag (CDU), began the discussion. Other young speakers responded or reflected upon the meaning of their own political involvement as members or supporters of one of the West German parties.

The Pacific Workshop on German Affairs drew on material and ideal support from many sources within the University as well as in the Greater Los Angeles and Long Beach communities. Mr. K. Erik Baur, president of the Salen Shipping Agencies, Inc., must be singled out for the generous grants which he and his company gave in both 1983 and 1985. The University's president, Dr. Stephen Horn, backed the project decisively and helped to mobilize campus resources on its behalf. Special mention must also be made of the strong support given by the students of the University, both individually and through their organizations. The Goethe Institute (Los Angeles), with its director Dr. Richard Schneider, backed the Pacific Workshop with publicity, ideas, and material support. Dr. Maurice Harari, Dean of the University's Center for International Education, introduced the two-day meeting and took an active part in the program as moderator of the panel on educational reform. Finally, the Departments of Political Science and

German supported the project in various ways. Several colleagues from these and other academic areas became involved as members of the Program Committee.

Plans are now being aired for a Third Pacific Workshop on German Affairs, to be held in April 1987. Coming three months after the Bundestag election of January 1987, the projected conference should be of great interest to anyone concerned with the study of German society and politics.

For further information, please contact the coordinator of the Pacific Workshop on German Affairs: Professor Christian S  , Department of Political Science, California State University, Long Beach, California 90840.

## SECTION IV

### COMPUTERS - BYTES, BITS, AND SOFTWARE

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#### Macintosh Upgrades

Apple has announced upgrades for its Macintosh line of computers and accessories. The 512K Macintosh has been reduced in price, and a new Macintosh Plus has been announced. The MacPlus has a number of new features, some of which are useful to academics.

The MacPlus comes standard with 1mb of memory, rather than the previous 512K. It is also upgradable to a full 4mb. This is quite a bit, since the IBM, due to limitations of the current DOS, can only address 640K. Of course, the various "above boards" allow the IBM user to have 1mb or more, for which the excess memory can be used as a RAM disk, but that is also possible in the MacPlus now as well and the MacPlus allows the user to access all of the memory directly. The MacPlus also comes standard with a double-sided drive, as opposed to the previous single-sided drive. This means 800K on a disk instead of the previous 400K. A new keyboard with cursor keys and a numeric keypad and a new, industry standard SCSI port are also there, and also a variety of other features.

First, if you own the 512K Mac, you can upgrade for a reasonable price. You may not want to, so read on.

If you do not own a Macintosh and are thinking of a computer, does the new MacPlus represent a better buy than the IBM or IBM-compatibles for your use? That is what I shall address here.

The expanded memory should make it possible to make the software already available more sophisticated. It will also make it possible to introduce more sophisticated software in the future. Some of the features of Microsoft Word for the IBM, for example, have not been available on the product for the Mac. They should now be coming. The new hierarchical file system should make the available hard disks, now in 10mb and 20mb sizes, much more useful for the academic. The second disk drive, for those who do not want a hard disk, is also 800K. This is more than twice the capacity of the 360K floppy on the standard IBM-PC. However, there is still no sign of statistical packages for you quantifiers, such as a version of SPSS-PC+ or the like. Quantifiers will still want to stick with the IBM-PC. For the rest of us, those who deal largely with word processing, the MacPlus is a delight to use. The new Imagewriter Plus printer gives fairly near letter quality, but printwheel letter quality is available on other printers, and MacPlus can interface.

I like *Microsoft Word* for the Macintosh, and the MacPlus should allow further upgrades. This is a good word processor and very easy to use, as I have indicated in this column earlier. It allows all German and other accents on the screen, and you can even create custom fonts. It also allows you to mix graphs, charts, and the like in with the text. The upgrade allows you to store more on a disk, and the increased memory allows the use of background programs for the first time. Thus, a spelling checker, a Thesaurus, and notepads can be added on to your program disk, for additional utility. These two features - upgrades to programs and background programs - form the most advantage for the academic using the computer for a writing machine. They may not be enough for you. You may want to stick with the 512K Mac and perhaps upgrade your disk drive. That is your decision.

Apple has decided to go the route of semi-IBM compatibility, and it appears that the MacPlus is an intermediate stage to a compatible Mac later on. Do you need compatibility? No editor can tell what computer you wrote your manuscript on. You need it only if you are going to interface your computer with a mainframe or with some other computer. If you are only going to send out printed text, you do not need it. You can even send your text over a modem without compatibility. The IBM is more versatile, with more programs and options, but the Mac is a breeze to use. The IBM is ubiquitous, and you may find that hard disk cards and compatible small portables make it more advantageous for you. So, choose the computer for your own needs.

### **No More IBM-PC?**

Rumors abound that IBM will be discontinuing the basic PC, in favor of the XT and AT. No one can predict what will come out of Boca Raton, witness the absolute failure of anyone to predict who would get the IRS contract for lap-tops. Everybody thought it would be IBM. Zenith got it. Well, what do you know about that? No problems for anyone, since the PC and its upgrades will be serving us well. Do you have to worry? No. There will still be options, and there are more all of the time.

### **Cheaper and Cheaper**

Advertisements are beginning to sound like canary language - cheap, cheap. IBM is dropping the price of the basic PC again, probably to help clean out inventory, and there is a flood of foreign (mostly Asian) imports at low prices. What should you do if you are ready to buy and haven't made up your mind yet? Well, the standard IBM-PC is still excellent, and you might want it. The AT&T is a fine machine, ergonomically designed, and a pleasure to use. Did you know that you can get it for even less than the University discount rate by using "Opportunity Calling" discount coupons which you get from AT&T by using their long-distance service? Ask. They provide a refund. One colleague got as much as \$500 below the official university price.

The Zenith is also a good buy. It is well made, though I would not buy the Model 148, which is not expandable. Try the next one up, the 158. It has expansion slots. A good many people are buying Korean imports. The most popular is the Leading Edge Personal Computer, made by Daewoo. It lists for \$1495 and is a very hot seller. Your Editor recommends, without liability - you understand - the Kaypro instead. The new Kaypro IBM-PC compatible sells for about the same price as the Leading Edge, and has more parts made in the USA. Why not keep the dollars here if we get the same result? A colleague has a new Kaypro and is absolutely delighted. It comes with software, typically a Kaypro feature, but do you really want Wordstar? The latest fad is private label PCs, sold by your local computer store or made in a local garage from imported parts. They are as cheap as \$900. If you are really out for a surprise, try the new Kamerman Labs PC for \$999; it is an AT! I haven't tried it, but it does not seem to be made with chewing gum.

### Lap-Tops Again

Summer is a-comin' in and many of us are thinking about that research trip to Europe. What to take with us? The best bet is still the Radio Shack Model 100, which sells for \$499, discounted to \$400 for university faculty if you ask and insist (right now there is a special deal: it goes for \$399, discounted to \$320). For \$25 from Purple Computing, you can upgrade it to 32K. Then, for an additional \$199, you can get a disk drive that will store all you need in blocks of 32K. You can bring it back, and port your whole research over to the IBM using a simple communications program such as PC-Talk. Nothing fancy; it is not compatible, so all you get is text and no underlines, boldface, or fancy programs. If you want more than that, you must look at a bigger investment. Do not look at Radio Shack 200 or 600 models, both more expensive and with more features than the 100. The features are things that you do not want, and you even lose some flexibility. For example, the 200 has a bigger screen, but keeps its memory on in 24K batches. The 600 has a disk drive and *Microsoft Word*, but is not compatible, and costs \$1399.

Good to think about is the Datavue. This is a fabulous machine, which has two disk drives, is fully IBM-PC compatible, and you can use all of your home programs and disks in it. The screen on the basic model is very readable, and the gas screen is fantastic. However, it has a one hour battery life and costs \$1595 list, more for the gas screen. You have to plug it in.

Better for battery life is the Zenith 171, which the Internal Revenue Service has just adopted, and bought 15,000 of the little ones. It has a battery life of four hours, and you can take along a second battery pack for only \$69. Alas, the backlit LCD screen is really not too good, and I don't find it good enough to recommend wholeheartedly, in spite of the IRS. That is its only drawback. It has two disk drives that take regular IBM disks, and is completely compatible. Thus,



you can use your programs and data from home and vice versa. There is enough memory to operate with a RAM disk and save power. The battery charger has an internal switch setting that you can change over to 220V for German current. It easily sits under your airline seat, and has a strap for handy carrying.

Highly touted is the new Toshiba, which is a copy of the Hewlett-Packard, except that it is IBM-PC compatible and sells for \$1995 list. It packs a 3.5 inch disk drive, a not too bad old-fashioned LCD screen, and 256K. It is battery operated, and good. The modem is extra and the serial port is not out yet, but the IBM compatibility makes it more worthwhile than the Tandy 600 and it is less expensive if you think of the expanded memory it offers. On the other hand, the 3.5 inch disk drive means that you have some difficulty porting over your data.

The Kaypro has not been heard from much lately, but they also have an IBM-PC compatible that uses 3.5 inch disk drives, and sells for \$1995. It is a classy little lap-top, and you can port your data over to the IBM just like the Toshiba. They do have an IBM size external disk drive, but that is just more bulk and not worth the investment. The Toshiba does, as well, and I would not advise it for either. The Kaypro salesmanship is incredibly poor, or else they have just introduced it and expect it to sell by word of mouth, but it deserves better marketing. I have tried to get my hands on one after playing with it at Comdex, and have had some enlightening talks with Kaypro representatives, but I will tell you more when I see one closer up.

IBM is supposed to be just about to introduce its own lap-top, codenamed "Clamshell." They are so tight-lipped about it at Boca Raton, that it should be called "Clam Up." Latest rumor, and you can take that for what it is worth, is that it will list for about \$1995 and will be very uninspiring. An ordinary LCD screen with 3.5 inch disk drive and a version of DOS that helps you transfer from 5 inch to 3.5 inches. It will be battery operated. AT&T is supposed to be readying one also. Since Zenith won the IRS contract with its Z-171, IBM and AT&T have both delayed introduction of their lap-tops, probably until next year.

Meanwhile, Compaq has just come out with a smaller version of its portable, which has mostly everything the standard model does but is 25% smaller and lighter and costs 35% more. How's that for economy? The standard "luggable" fits under an airline seat, but is heavy to drag around. This one isn't exactly a featherweight, but it does save your back and take up less space. It will not operate on German current without a specially made transformer regardless of what Compaq tells you. The transformer can be made for you in Germany in about an hour by any transformer shop and should sell for about DM 150. Zenith has done pretty much the same, except that theirs is selling for \$999 in some stores and \$1059 to faculty on campus discounts. It has a flat screen, a 220V switch in the back, and two disk drives. There is only one expansion slot for an optional \$60 more, but it is fully IBM compatible, and weighs about five pounds less than the standard Compaq. The screen is only seven inches, and fairly sharp, with

good brightness. If you could not get the IBM portable special at \$1000 when they were offering it, I recommend the little Zenith 138 as a second computer to take to Europe for those who want a full-fledged model with a CRT screen. For a little more money, you could get the Datavue with the gas screen, and even have an hour or so of battery life. That one is nine pounds lighter still.

### **Portable Printer**

With all of the above, you probably are wondering about a good printer to take along. There are two that I would recommend. Both are battery operated. The first, TTX, sells for \$99 and is a thermal printer, needing special paper, and not terribly compatible. It weighs two pounds! Is about the size of a twelve inch ruler! Really! It does text in reasonably readable type, and should serve in a pinch.

The best bet is the Hewlett-Packard Think-Jet ink jet printer. It sells discounted for \$380 and uses its special paper, which you can buy here or in Germany, since Hewlett-Packard is everywhere there. It carries a charge for at least 150 pages, operates 150 characters per second, and has the complete German character set. The battery model is available only with HP's interface. A 220V switchable model is available for an extra fee of \$60 in standard IBM parallel port configuration. The print quality is just shy of perfect letter quality. It weighs five pounds, and fits easily in your suitcase. One caveat - it cannot use single sheets, just continuous feed paper, because it has no platen, only the pins. It does boldface, underline, italics, and the lot, but not superscripts. I have one, and like it. The battery charger costs \$25. Warning: do not use the battery charger in Germany! There is a special 220V battery charger which you can order from HP or buy in Germany. It also sells for about \$25. I have used it and colleagues who have taken it to Germany agree: a good printer.

### **Hard Disk Cards**

A new wrinkle for IBM-PCs and compatibles is the hard disk on a card. You can buy a 10mb or 20mb hard disk on a card. Keep your floppy drives, and don't worry about installing it. It is a breeze. All you do is remove the four screws from the back of your PC, slide out the insides, unscrew the slot protector (diagram provided), and plug the card in the slot. Just like putting in a light bulb. Then, put it back together. Run a program using the disk supplied, and you have a hard disk! Drawback? They cost about \$300 to \$400 more than a standard hard disk. The average list price for Hard Card or Plus, is about \$1099, but you can find them discounted for \$799. I have seen clones for \$599. For the standard hard disks, you may not want to fool around installing it yourself. Installation would cost about \$75. This allows you to decide how to upgrade your PC to a hard disk machine.

## Text Base

I have written a column about *Nutshell* before, but I keep getting inquiries about disk-based 3x5 cards. Standard question: how do I keep note cards on a disk and recall them according to key words? Can I keep 2000 cards on a disk and recall only those which deal with Stresemann, or Stresemann and Locarno, or the like? Yes, you can, and for \$55. *Nutshell* sells for \$55 discounted, and will do all of that. How?

First, you set up your format. I recommend a standard bibliographical listing, with author's last name, first name, title, publication details, and a section that I call "Notes." Your notes can be up to 500 words long without delaying your search. You do not have to select any key words. For *Nutshell*, all words are key words. Just enter record (card) after record. When you wish to search for records (cards) that pertain to a particular theme, call the "find" menu and go to the field you have labelled "Notes." Insert the word you want to use as your search key. Hit the plus key on your keyboard. In a flash, the program will find all records which contain your keyword. You can have more than one key word.

You can ask *Nutshell* to print your found records, or you can export them to your word processor, where you can keep them in a file, and flip through them in a separate window, while you write in another. *Nutshell* is produced by Leading Edge.

Two additional features: you can use it to print a bibliography and sort on any field; you can recall your records in any format, and keep several different formats on file for different uses.

Warning: *Nutshell* is not compatible with all printers, though an upgraded version has been in the works for more than a year. If it is not compatible with your printer, it will print, but not so that you can control whether it will be letter or draft quality. Also, it does not support German characters.

## IBM Wheelwriter

This is a new printer that has an add-on keyboard, so that you can use it like a typewriter. A useful system if you want both a computer and a typewriter. It is letter quality, made in the USA, and very well built. It sells for \$799 in a 35 character per second version.

## Word Perfect Upgrade

The latest upgrade of *Word Perfect*, version 4.1, contains useful new features as well as a Spelling Checker and a Thesaurus. There is expanded windowing, end notes as well as foot notes, and a completely redone manual. This is a very

useful academic word processor, and a special university price makes it affordable.

### ***Nota Bene***

*Nota Bene* is a unique word processor. Especially written for scholars, researchers, and those in related occupations, it has a remarkable battery of features. It is expensive, costing far more than the average word processor, and is not available to university faculty at the steep discount offered by *WordPerfect* or the comfortable discount price of *Xy-Write III* or *Volkswriter 3.0*, for example. The MLA discount does not chop very much off the total, and MLA moved very swiftly in recommending it, without discussing other alternatives. As a user of *Xy-Write III*, I was anxious to see what *NB* can do. It can do quite a lot.

Installation is easy. The program asks a number of questions, which you answer by pressing the appropriate keys, and you have copied it to your working disks. You can install more than one printer, so that you can switch from dot matrix draft output to the letter quality you may use for manuscript submissions.

*NB* comes with a manual, a tutorial, and a reference guide. The manual is quite thick and complex, but the tutorial is brief and excellently written. In fact, this is one of the best tutorials I have seen. It actually takes you through a number of the features of the program simply and quickly, using a sample letter of recommendation (which of us hasn't written many of these) and a research paper or manuscript. With the manuscript, the tutorial shows you how to access a test base and integrate notes retrieved from the text base. It then shows you how to do footnotes and to assemble a bibliography. It shows you how *NB* formats the bibliography according to the style sheet you have selected. If you buy *NB*, go through the tutorial carefully. It will save you time and frustration. In other words, walk yourself through this program. There are a great number of commands to learn, and you will be better off proceeding this way. Then, read the manual thoroughly. It adds important information and describes other commands that you will need to know. The reference guide is a handy little tome as you move along.

The program loads as you turn on your computer. It creates its own RAM disk (volatile memory, which disappears as soon as you turn the computer off) as a drive *C:* and then loads some files there. The remainder stays on drive *A:*, while you put your working or data files on a disk in drive *B:*. You may go directly to creating a new file, or opening one, or you may ask for a menu and go from there. Alternatively, you can access help. The program looks very much like *Xy-Write II Plus*, on which it is partly based (see copyright acknowledgement to Xyquest Inc.), but has changed and enhanced some of the features. It retains one problem of the original, however, that has been fixed in the latest *Xy-Write III*. *NB* does not permit the accessing of "background" programs, such as spelling checkers, a thesaurus, or the like. The developers appear to be working on that

for a later upgrade. A spelling checker is useful for proofreading, while a thesaurus is excellent as an aid while writing. When you pass the initial screen, you are in the main writing screen. At the top is a command line, followed by a prompt line, and a ruler line for tabs. The remainder of the screen is blank.

You can set tabs very easily, just by pressing a key to take you to the command line and typing "ts" for "tab set" (many of the commands are mnemonic, which is an enormous advance over *Wordstar*) and then indicating where you want them placed. You will see a delta symbol in the text area, representing the tab stops. If you place the cursor over the delta, you will see what the delta symbol stands for on the prompt line. You may then go to the command line again and issue a command to indent paragraphs, "ip" (not difficult to forget), and tell it how many spaces to indent. By pressing the "execute" key, "F10," you will return to the text and a second delta will appear. You may also execute a number of other commands, or set them up in advance. At this point, you begin to type.

The program has easy centering, flush left, and right commands, as well as block moves, bold face, underlining, and other bells and whistles that one comes to expect with the finest word processors. It is a WYSIWYG ("what you see is what you get") program, which displays these on the screen. Most of these are executed from the function keys or the command line. There are also windowing possibilities. You can open a window back to back, vertically, or horizontally, to observe, write in, or read another file simultaneously. It is a pleasure to type in *NB*, because you can move very swiftly, and input the features you want as you go along. Footnoting is a snap. A simple command causes the lower half of the screen to go blank, and you type in your footnote. Press "F2" and the note disappears, while the number is automatically placed where your cursor has rested. If you insert text with a footnote or another footnote at an earlier place in your document, the program will automatically renumber all subsequent notes.

Foreign language characters are simple, and do not have to be separately installed. One way to do it is to press the "escape" key and then a letter. "Escape S," for example, yields the "ß."

You can also write an entire phrase to a keystroke combination. For example, if you close all of your letters with "Very truly yours" followed by three carriage returns, your name, a carriage return, and your title, you can have all of that remembered as a combination, and the program will enable you to have it typed by a single keystroke combination.

The program searches rapidly, exceedingly rapidly, through a file to find a given word. It will also rapidly change one to another. Let us say, as in the tutorial, that you have written a letter in which you have mentioned "Ms. Miller," but you really wanted to say "Susan," instead. You type "cv/Ms. Miller/Susan/" at the command line, and the program will find each occurrence and wait for you to verify whether you want to change that one. If you omit "v" for "verification," it will be automatic.

One of the most fascinating features of *NB* is its ability to format a bibliography automatically according to the style you have selected. The program goes through a number of gyrations when you give it complicated commands, while you just stare and watch the screen go blank, characters, numbers, and symbols flash on and disappear, followed by more of the same, and finally, the end product emerges. Formatting a bibliography happens right before your eyes, as the words and names move around and seek their final resting place. Your part is relatively simple. You just give the commands. The program takes over from there.

The text base feature is truly remarkable. Not only can you create a text base that is completely free form (all words are key words and are indexed accordingly), but you can create a text base in other formats as well, with specific key words, for example, but you can also make a previously written text into a text base. Just as a jaunt, I took an article that I had written on *Xy-Write* and asked *NB* to make it into a text base. To do this, you exit to "DOS" and load the text base program by pressing "tb" (yes, for "t"ext "b"ase). Then, you follow the menu commands, which instruct you to name, date, and characterize the text base you are setting up. A prodigious amount of disk swapping results (if you do not have a hard disk, more on that later), and you have an index and text base. Now, you go back to the manuscript you are writing (just type "exit" and you are back) and ask *NB* to access your new text base. You do this by pressing "Control" and "Alt" and "F1." You are then confronted with a menu, press "F3" to select your text base, and then type in the key word you are seeking. In my manuscript, I wanted to find the paragraph in which I had written about Walter Leisler Kiepp, so I typed "Kiepp." In a flash, the text base had found the paragraph, I switched over to my new manuscript, and I could insert it where the cursor was or place it in a window for reference. This was admittedly a bit of a jaunt, but you can create a very lengthy text base, with notes over a long time, and dealing with a number of topics within a general theme, and then have *NB* find specific ones for you. You can create a text base that will replace boxes and boxes of 3x5 cards with notes from months of research. The program will search through its base, the equivalent of your boxes of cards, and look for a key word or words or combination of words that you have selected, and retrieve just those which fit the specifications you, the writer, have demanded. It will then build your bibliography with those as well. An example of notes taken from journals and books is provided in the tutorial. It works excellently.

What are the negative features? Well, it does help to have a hard disk. I really think that *NB* ought to be used with one if you are going to do much with a text base. It is not necessary, you understand, but helpful not to have to swap disks every once in a while. On the other hand, I would emphasize that it is not essential. The word processing functions certainly do not require one. If you do not have a hard disk, you can add one yourself, or plug in a hard disk card (see what I have written about them), or just go with the two floppy disk drives. Also,

there are a great many commands. Not as many as *Wordstar*, that is to be sure, and they are a lot easier to learn than that venerable program, but there are many. This is because *Nota Bene* is a Porsche among word processors. After a few hours, you should certainly be able to do the basics. By the end of a week, you should be text basing with the rest of the happy users. The more sophisticated features take a bit longer to learn, and the manual is not that easy to manage. But the tutorial helps powerfully. Do I recommend it? If you are prepared to pay for it, and want the text base feature, yes, it goes on my list of recommended word processors. If you will not use the text base feature, you still have the advantage of the style formatting applications. These will cost you hundreds of dollars more than a word processor that will do most of the other things. Do you want that? That is up to you. It is a bit like taking a Porsche out for a spin on one of those flat, straight, Arizona highways that go out to the horizon and then running it at 55 mph. Actually, *Microsoft Word* has a number of features that are good, too, and also costs far less. But, no other word processor is written for scholars and researchers with built in MLA and University of Chicago Press style formatting features plus a text base and foreign language characters slap dash on the keyboard like this. Take the time to learn it and pay the price? You have a really good one with floppy swapping. Run *Xy-Write* or *Word* or *Word Perfect*, and you have much class with less price and more ease. What is your choice?

## SECTION V

### GRANTS AND STIPENDS

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#### German Academic Exchange Service (DAAD)

*Name of Program:* Study Visits

*Type:* Grants for research projects in the Federal Republic of Germany lasting up to three months.

*Eligibility:* Scholars wishing to apply must hold a Ph.D. degree. They should have been engaged in teaching and/or research for at least two to three years after receipt of the doctorate. It is recommended that the applicants include evidence of contact with the German host institution or copy of the letter of invitation. Applicants must be U.S. citizens.

*Financial Data:* The grant consists of a monthly allowance of up to DM 2,900 to defray the cost of living. A further DM 300 will be awarded for travel within Germany but international travel costs will not be covered. No extra allowance can be given for any dependents who might accompany the grantee during the visit.

*Duration:* Up to three months.

*Deadlines:* October 30, January 29.

*Inquiries:* German Academic Exchange Service (DAAD), New York Office, 535 Fifth Avenue, Suite 1107, New York, New York 10017; telephone: (212) 599-0464

#### German Academic Exchange Service - Canadian Members Only

*Type:* Exchange fellowships in any field of study, except for pharmacy, medicine, and dentistry tenable at universities, technical universities, scientific institutions, and academies of art or music in the Federal Republic of Germany and West Berlin.

*Eligibility:* An applicant must be a Canadian citizen, have obtained at least a bachelor's degree, and not be more than 32 years of age in the year of competition. A language proficiency certificate from a recognized teacher of German is required. A working knowledge of German is required of those who study arts; others may receive an additional scholarship for language training since the final admission of selected candidates to a German university is conditional upon passing a language examination at the host institution. Applicants must also submit one complete handwritten curriculum vitae in German or English, as well as three typewritten copies in English. Applicants in fine arts, music, and architecture are required to submit samples of their works. Candidates may not hold concurrently any other awards.

*Financial Data:* DM 940 to DM 1,400 per month (depending on the candidate's level of previous training); return fare, as well as baggage allowance, tuition,



course fees, university examination fees, and social fees. An initial allowance of DM 200 will be given at the beginning of the fellowship for additional expenses together with a book purchase allowance of DM 100 for each semester. In addition, a monthly allowance of DM 300 will be given for a married student accompanied by spouse.

*Number of Awards:* Seventeen.

*Duration:* Ten Months, commencing October 1.

*Deadline:* October 31.

*Inquiries:* Foreign Government Awards, Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa, Ontario, Canada K1P 5N1; telephone (613) 563-3502.

### **Austrian Institute**

*Type:* Fellowships for advanced study at an Austrian institution of higher learning.

*Purpose:* To increase mutual understanding between the people of the United States and people of other countries by means of educational and cultural exchange.

*Eligibility:* United States citizens are eligible to apply. Demonstrated academic ability and capacity for independent study are required as is proficiency in the German language. Applicants must have two years of previous graduate work or will have such experience by the date of departure under the terms of the fellowship.

*Financial Data:* Fellowships provide 5,000 Austrian schillings per month for regular students, 5,500 Austrian schillings per month for those working on their Ph.D. dissertations, and Austrian health insurance for nine months beginning October 1.

*Duration:* Fellowship support is for one year of academic year of study.

*Deadline:* Applications must be received by October 30 for fellowships to become tenable the following academic year.

*Inquiries:* Study Abroad Programs, Institute of International Education, 809 United Nations Plaza, New York, New York 10017; telephone (212) 883-8266.

### **Alexander Von Humboldt Foundation (AVH)**

*Type:* Postdoctoral research fellowships for independent academic research projects in any field of endeavor to be conducted at a German university or research institute and up to four months of fellowship-period at another European research institute. Follow-up program sponsoring research at home institution.

*Purpose:* To encourage young outstanding scholars to pursue advanced research in Germany.

*Eligibility:* Highly qualified and well-recommended scholars who are citizens of any country other than Germany are eligible. Applicants must have completed their academic training and have achieved an academic grade comparable to the

German doctorate or have attained a comparable academic qualification through research, teaching, and academic publications. They should furnish proof of experience in independent research at a university or research institute and should furnish scholastic or scientific publications on the results of their work. Age limit: 40 years. A good working knowledge of German is requested for applicants in the humanities, social sciences, and medicine.

Candidates must submit a detailed research plan containing full details of the academic work the applicant wishes to undertake at a German research institute, of the methods and aims of the project, and of previous work in the respective fields. The research plan should be discussed with the intended German host institute and be commensurate with the facilities available at that institute.

The selection of the fellows effected by a special Selection Committee every four months is exclusively based on the academic qualifications and standard of the applicant in a world-wide competition.

*Financial Data:* Research fellowships carry monthly stipends of DM 2,100 to DM 2,900, according to qualifications, as well as monthly dependency allowances. Travel expenses are provided for the fellow except if borne by institutions in the home country. Grants for two to four months German language course prior to commencement of the fellowship are available.

*Total Amount of Support:* Approximately DM 40,000,000.

*Application Information:* Official application materials may be obtained from the Foundation at the address given below or from German diplomatic or consular offices and branch offices of the German Academic Exchange Service (DAAD). For U.S. applicants, through; German Academic Exchange Service, One Fifth Avenue, New York, New York 10003. Applications should be sent directly to the Foundation's office.

*Duration:* Initial support is for a period of six to twelve months with extensions of up to two years possible.

*Deadline:* Complete applications should be submitted five to seven months before the start of the planned research stay.

*Inquiries:* Alexander von Humboldt Foundation (AVH), Jean-Paul-Straße 12, D 5300 Bonn 2, Federal Republic of Germany; telephone Bonn 36 30 21.

### **University of Vienna Summer School**

*Name of Program:* Summer School of the University of Vienna, St. Wolfgang, Strobl Campus.

*Type:* Lectures in English on social sciences, international relations, and Austrian culture. German language course for beginners, intermediate, and advanced (intensive and regular).

*Areas of interest:* Fine arts, history, language and literature, music, cultural relations, education, international studies, business and economics, law, political science.

**Eligibility:** Students applying must have completed at least two years of college work or an education equivalent to one or two years in a European university.

**Financial Data:** Scholarships granted by the Austrian government are available only via the Austrian Institutes and Embassies abroad.

**Application Information:** Application forms should be accompanied by applications for scholarship, two letters of reference, a transcript of grades, official statement of proficiency in English, and two passport photos.

**Duration:** Six weeks, nonrenewable.

**Deadline:** March 1, 1986 for scholarship applications; June 1, 1986 for regular applications.

**Inquiries:** Gabriele John-Stowasser, Secretary and Registrar, University of Vienna Summer School, A 1090 Vienna, Währingstraße 17, Vienna, Austria.

