Discovery Five Hundred Newsletter of the International Columbian Quincentenary Alliance Volume IV, Number 3, July 1989

**COLUMBUS INFORMATION VIA COMPUTER**

**Millersville University to Provide Information on Columbus and the Age of Discovery via a CIRS (Computerized Information Retrieval System)**

By Dr. Thomas Tirado

*In an earlier edition of Discovery Five Hundred (Vol. III, No. 3, Oct. 1988, page 7) we reported that Millersville University, Millersville, Pennsylvania, was named an Affiliate Institution by the ICQA. Dr. Thomas C. Tirado of the Millersville History Department was an early proponent of scholarly involve- ment in the Quincentenary by his University. As he looked forward to 1992 he contacted the ICQA and requested permission to computerize the data in the Christopher Columbus Annotated Bibliography prepared by ICQA President, Joseph Laufer. Dr. Tirado expanded the bibliography to include book reviews. As the project developed and University support became a reality, the scope of the project was expanded. Dr. Tirado has prepared a description of the project and we are pleased to publicly announce this joint project of the ICQA, Millersville University and other Quincentenary agencies.*

*This was the way that an article about this innovative Columbus Quincentenary project was introduced in 1989. Fast forward to the year 2012 and the following Item appeared on the Millersville University website, announcing the demise of the CIRS (Computerized Information Retrieval System on Columbus and the Age of Discovery). This Newsletter had been posted on CIRS and was fortunately recovered, as were all the issues of Discovery Five Hundred, thanks to the help of Dr. Tirado. Here then is the explanation for the removal of the CIRS system from Millersville’s server (followed by Dr. Tirado’s original article in 1989 announcing the project.*

In 1989 as its contribution to the forthcoming Columbian Quincentenary, Millersville University created and installed an innovative, online dial-in text retrieval system known as The Computerized Information Retrieval System (CIRS) on Columbus and the Age of Discovery. Ahead of its time even as commemorations began for the 500 th Anniversary 1992, CIRS became one of the first academic projects of the newly created Internet. Recognized as an official project of the U.S. Christopher Columbus Jubilee Commission, Spain92, as well as several other countries, CIRS received national and international recognition including the accolade of being “a model for all future historical databases” by the AHA. Also, it became an integral part of the “Kids Safe” EdSITEment learning program of the National Endowment for the Humanities.

For more than twenty years the Columbus Database served the academic community with access to over 1100 text original articles, speeches, letters and other written, visual and audio materials. Clearly, for the historians and other social studies teachers the database contained a wealth of information about "who we were" and "what we thought about" in 1992.

Unfortunately, Millersville University can no longer maintain the current project as a viable online database of information. This is due in large part to the expiration of many of the original letters of permission which had granted copyright privileges to the university. Furthermore, the steady decline in the use of the database over the years has made it difficult to justify its continued existence as an open system. Accordingly, we have made available an index containing the major works along with bibliographical information for those want to continue research on their own.

Finally, the Project Director, Thomas C. Tirado, Ph.D., has granted the university permission to make available his scholarly work including the main biographical entry on Columbus from Microsoft’s **ENCARTA Encyclopedia** as well as several keynote addresses in English and Spanish which he presented at international conferences. Also available are the English and Italian articles of the Italian-born Columbus scholar Maurizio Tagliattini.

To reach Dr. Tirado on matters related to this work, visit his web site at: <http://tctirado.com>

AND NOW, BELOW, WE PICK UP FROM THE INTRODUCTION POSTED AT THE TOP OF THIS EDITION OF THE NEWSLETTER WITH DR. TIRADO’S ORIGINAL ARTICLE ANNOUNCING AND DESCRIBING THE PROJECT:

What is a Computerized Information Retrieval System (CIRS), what is its application to the Columbian Quincentenary, and how can you use it?

The following description will not only answer those questions but may even provide you with a model for the management of your own research material now that many of you have access to a PC of your own or a mainframe computer.

In the simplest form, the CIRS is a text-based electronic information system accessible remotely by MODEM-assisted telecommunications. Although the title chosen for our system is Columbus and the Age of Discovery, the design of the CIRS makes it easily adaptable to any topic, and any body of information can be stored in it. As stated in a letter to the local school districts of the Lancaster-Lebanon area of Pennsylvania, "The CIRS is one of several programs the University will offer to commemorate the 500th Anniversary of the European Discovery of the New World. It is a new and exciting project which incorporates both textual information and computing into an electronic database which will allow quick and easy access to information on a variety of topics related to Columbus and the Age of Discovery."

Initially designed to provide a "dial-in" service for the local school teachers, the **CIRS** will be offered soon to a wider audience through the Millersville University Computer Services. Several organizations, including **The Conference on Latin American Studies** (San Diego University) and the **International Columbian Quincentenary Alliance**, have inquired about obtaining space on it for the distribution of information and the posting of general announcements. And since there is no national database estab- lished as a clearinghouse for information on Columbus anywhere in the U.S., we plan to register the **CIRS** as an official project of the U.S. Christopher Columbus Quincentenary Jubilee Commission.

Only authorized users who have passwords will be able to access the system by MODEM, and each user will have E-Mail privileges, which will include a private member-to-member mail- gram service as well as electronic bulletin board posting for the entire membership. The success of the **CIRS** will be determined largely by the number of contributors who offer "papers," articles, etc. One should think of the **CIRS** as an edited book of readings, with the important distinction that text, digitized maps and other information will be converted to machine readable input for electronic access. Once the system is fully operational, that is, running on the University mainframe, we plan to let universities, learned societies, libraries, and other organizations know about it and to solicit from them information regarding Columbus and the Age of Discovery.

Although we would prefer receiving material written in machine readable format (e.g. electronic media), we will use a scanner to "read" hard copy into the system. Short articles, "papers", term papers, biographical sketches, bibliographies, synopses, and announcements are ideal material, but book-length documents will be accepted as well. Since all textual information will be public--and therefore, available to all users--contributing authors must give written permission before their material will be added to the **CIRS**. Copyright laws will be respected and users will have to acknowledge a "log-on" message reminding them of their obligation not to use the material for commercial purposes or without giving proper credit to the original authors. Also, we plan to copyright the **CIRS** **on Columbus and the Age of Discovery**, thus offering enhanced protection to contributing authors. In other words, users would be obligated to treat the **CIRS** in the same way that they treat articles in an edited book of readings.

All primary text files will be written in WordPerfect 5.0 format, but ASCII files will be available to the non-IBM compatible user. Other word processing formats may be available in the future, depending upon demand. Because of its flexibility, the CIRS will be able to accommodate nearly every type of user and handle English, Spanish, and Portuguese text. Except for an inexpensive "start-up" package (which will include a short instructional manual and, for those who need it, a diskette containing a basic communications package and initial start-up codes), the **CIRS** will be a "fee-free" service for local school teachers and the MU academic community.

Thus far, generous grants from Millersville University have enabled us to create a "Micro" version of the **CIRS** and to operate in on an IBM PS/2 model 60 with one telephone line. The University mainframe computing system, however, which is linked state- wide by a network, will give access to a much larger area than the local community. Subscription rates have been set $15 per year or $50 for four years for individuals, and $60 per year or $200 for four years for institutions.

Finally, the **CIRS** will continue to expand with each addi- tional contribution and operate through 1993. We plan to do a minimal amount of editing, e.g., descriptions of the material, but a lot of file management; and we will post notices to new users on "how-to." When users log-on, they will be presented filenames along with brief summaries of their contents. If, for example, a user wants to download files which contain the "electronic string" "Ferdinand and Isabella," he/she may select a search procedure which will identify only those files which contain that reference. Many menu choices will be offered initially but others will be determined by demand.

*For more information, contact the History Department or Dr. T.C. Tirado at Millersville University, Millersville, PA 17551-0302, Telephone (717) 872-3555.*

**DISCOVERY FLY-OUT**

A historic moment will occur at the Bahamian Island of Long Island on October 22, 1989 when a monument marking the landfall on the third island of the Bahamas visited by Christopher Colum- bus in 1492 will be officially dedicated. This island, originally called **Yuma** by the Arawak Indians, was renamed **Fernandina** by Columbus.

The occasion will be the third annual **Discovery Fly-Out**, a unique Quincentennial event, sponsored as a joint project of the Nassau (Bahamas) Flying Club and the Nahamas Chamber of Commerce, which will take place annually until the 500th anniversary of Columbus' arrival in the Bahamas is observed on October 12, 1992.

The **Discovery Fly-Out** is actually a flying competition among Nassau Flying Club pilots, who gain points by following a specif- ic route and set of clues to arrive at the destination. Points are awarded for fuel calculation, spot landing, time en route and sighting of clues. The Nassau Flying Club is the voice of private aviation in the Bahamas, and its members emphasize safe flying and organization while enjoying their hobby.

However, the **Discovery Fly-Out** is more than that; it is an adventure into the history, culture and island life of the islands Columbus first visited in 1492. On Saturday, October 21, 1989 the third annual **Discovery Fly-Out** will depart Nassau for San Salvador, Columbus' first landfall in the New World, where an urn will be filled with sand from the beach where the Spaniards first stepped foot. This urn will be taken in 1991 to Santo Domingo to rest with the remains of the Admiral there. Later that afternoon, the Fly-Out will depart for Long Island to spend the two nights of October 21 and 22 at the beautiful resort of Stella Maris Inn. On Sunday, October 22, apart from the dedication ceremony, there will be many other activities planned, including visits to caves where Arawaks lived. The return to Nassau will be on the Morning of Monday, October 23.

Over 80 people and 20 light aircraft participated in the 1988 Discovery Fly-Out, and, while this year there will be more seats available, only a limited amount are open to foreign participants. These seats will be reserved on a first-come basis.

*More information may be obtained by writing: Discovery Fly- Out Committee, P.O. Box N-665, Nassau, N.P., Bahamas.*

**WORLD COLUMBIAN STAMP EXPO IN CHICAGO**

**The World Columbian Stamp Expo**, a major philatelic event, will be held in Chicago, May 22-31, 1992. The venue will be the O'Hare Expo Center, site of Ameripex '86, an earlier major philatelic event.

According to Charles Berg, President of the organizing group, "The exhibition theme will be 'Exploring the World Through Philately' and will not only honor Columbus, but other explorers as well. The event will be under the patronage of the United States Postal Service. It will be a truly international show approaching Ameripex '86 in scale, but with a somewhat reduced number of philatelic exhibits.

"National and International stamp societies are urged to hold their 1992 national meetings in conjunction with the event. Meeting rooms will be available without charge, on a first-come, first-served basis and it is planned to make space available, at nominal cost, to philatelic organizations, in the exhibit halls."

"The Officers and Directors of The World Columbian Stamp Expo were all actively involved in the planning and management of Ameripex '86 as well as many other philatelic exhibitions. This experience, along with the enthusiasm and level of cooperation that has always been provided by Chicago area philatelists, will assure the success of this event," he added.

*Further information about this event may be obtained by contacting Exploring the World Through Philately, 7137 West Higgins Road, Chicago, Illinois 60656*.

**COLUMBUS' CREW**

**Teaching aid makes first voyage come alive**

For the past three years, Joe Laufer has been conducting school assemblies about Christopher Columbus. Having learned a long time ago that to hold the attention to two hundred 6th, 7th, and 8th graders, you have to have a gimmick, Joe came up with one that works. His gimmick is to put 90 of the kids in his audience on Columbus' three ships.

Joe has prepared 90 cards in four colors, there are 39 blue cards, 26 Orange cards, 24 yellow cards and one green card. The one green card is Christopher Columbus; the 39 blue cards represent his fellow crew members on the *Santa Maria*; the 26 orange cards represent the crew of the *Pinta* and the 24 yellow cards, the crew of the *Nina*. As the kids enter the auditorium for the assembly, Joe hands out the cards. The only one he holds for a "special" person is the green card. It always goes to a redhead in the audience--Columbus is believed to have had red hair in his youth. The only break with history is that Joe gives the cards to boys and girls indiscriminately--explaining that were Columbus alive today, he would have had women on his first voyage.

When Joe first started using the card system, his intention was only to give the students a vivid impression of the size of the crew of each of the ships. He would ask all the students with the blue cards to stand (with Columbus). The kids were impressed when they saw 40 of their classmates standing. They didn't take up as much space as they thought they would. Then Joe asked everyone to visualize these 40 kids standing on a tennis court--the approximate size of the Santa Maria. The picture became clearer: a small crew squeezed on a small ship. The *Santa Maria* crew was then asked to sit down and the call was made for the holders of the orange cards to stand: the 26 crew members of the *Pinta*. Then, the yellow card holders: the 24 crew members of the *Nina*. Then all 90 were asked to stand at one--the entire crew of the first voyage of discovery to the New World. Only 90 men on three tiny ships! The message was driven home and indelibly imprinted on the minds of the kids: the size of the ships and the size of the crew--extremely small compared to what they had originally imagined.

Meanwhile, on a large screen behind Joe there is a slide showing the outline of the 3 ships and their crew members--shown in different colors, representing the different roles they played on the ships. In a desire to involve the kids even more, Joe took his idea to the next level and began to include data on the cards.

He fed his computer with following data for each card:

* Name of crew member
* Ship
* Duty or assignment
* Town or area of origin
* Unique contribution

In addition, 38 of the cards have a green dot on them--these are the 38 men who were left behind at *La Navidad* after the *Santa Maria* was shipwrecked on Christmas Day, 1492.

This part of the project was the most difficult to organize and required that Joe exercise a little bit of poetic license in providing the specific data for each card. There is no universal agreement on the precise names of the crew members, their tasks on the ships or even the specific ship on which they sailed. On a recent trip to Spain, Joe decided that he could deal with the problem much as the designers of the monument to the crew members in Columbus Plaza, Madrid had. They simply took the best list available and went with it. The names of the crew members are engraved on huge stones in a majestic tribute to their daring. Joe's final source was the recent edition of **The Log of Christopher Columbus** by Robert Fuson. In a chapter on the crew, Fuson provides several well-research lists. Joe's task was to refine these even further for use as the basis for his crew cards. Since there will never be universal agreement on the names and assignments, for educational purposes, Joe had to pick 90 names. He compares his dilemma with that of the Iberian International Commission for the Quincentenary. With all the controversy over where Columbus landed (Samana Cay or San Salvador or wherever), the commission simply decided that for purposes of the Quincentenary, they'd stick with San Salvador.

With the additional data on the cards, during his assembly Joe now asks: "Will Martin Alonso Pinzon please stand?" The child with the Pinzon card stands and Joe chides him for sailing away from Christopher Columbus in search of gold for himself. He tells the assembled students that "he got his" when he returned to Spain shortly behind Columbus--when he died within hours of his return.

When Rodrigo de Triana stands, Joe explains how Columbus cheated him out of the reward for having cited land first. And so on, as each of the ship's Pilots are asked to stand, the surgeons, the boatswain, and so on through the crew. The four "criminals" who were granted amnesty because they joined the project are pointed out (to show that the whole crew wasn't made up of criminals, as some contend). All the "seamen" stand up, then the "ships boys", to give Joe an opportunity to explain their jobs on the voyage. Then he asks all the sailors from the town of Palos to stand. This gives him a chance to tell them about this quaint little town in southern Spain which Joe recently visited in order to get the full flavor of the entire Columbus enterprise. Joe explains how Martin Alonso Pinzon recruited most of the crew for Columbus and how the people of Palos honor Pinzon, not Columbus, by a statue and a street named after him. Sometimes has several individuals stand and coordinates a kind of "dialog" between them--for instance, the Pinzon brothers, Martin and Vicente, or Columbus and Pinzon.

Teachers who witness this assembly rave at how history comes alive during the process. Many anecdotes that would be lost during mere narration or explanation are remembered by the students long after the assembly because they are associated with real people playing real roles.

Joe startles the students after the visualization of the voyage of discovery by asserting that these 90 men were far braver than any astronaut who went ot the moon and asks them to give him reasons why he would make such an assertion. The reasons come back from all parts of the auditorium and Joe is satisfied that he has attained his goal of making history come alive.

Before his assembly, Joe has the teachers administer a ten question objective test (true and false, multiple choice) on Columbus trivia. As the assembly progresses, the correct answers to the ten questions unfold and at the end of the assembly, the children marvel at how little they knew before the assembly and how much they now know.

The ship crew visualization exercise is only a part of the total assembly. Joe uses other props: a huge world globe to demonstrate distances and the way people visualized the earth before Columbus--contrasting it with a slide of "spaceship earth" as photographed from an Apollo mission, as we visualize it today. He claims to have the largest collection of Columbus slides "anywhere"--and uses about 80 of them in his assembly.

*Because of the many inquiries he's had about his assembly, Joe has made available the "Columbus Crew School Assembly Kit". The kit consists of a set of 90 computer-generated labels con- taining data on each of the crew members and 90 cards in the four distinct colors mentioned above. In addition, there is a color slide of the ships and crews, and a booklet of instructions and anecdotes dealing with the crew members and the voyage of discovery in 1492. It is available for $35.00 through the ICQA. Because the ICQA is a not-for-profit organization, the proceeds will aid future educational projects of the organization. Please include $2.00 for postage and handling.*

**COLUMBUS CONFERENCE IN FORT LAUDERDALE**

The Phileas Society will hold a two-day conference on Christopher Columbus at Pier 66 Resort & Marina in Fort Lauder- dale November 10-12.

"The conference is designed to be of special interest to teachers, librarians, curriculum planners, writers, etc. as well as the general public," says Phileas President Frederick G. Ruffner. "We shall present many of the top experts in the world on the subject of Columbus as we look forward to the Quincen- tennial celebration in 1992 of Columbus' famous voyage."

Subjects at the conference will include: Columbus: the Man and the Myth; the Ships of Columbus and His Four Voyages; the Confrontation of Cultures; the Americas that Might Have Been; the Old and New Worlds of Columbus; the Spanish Presence in Florida and the Southeast; Building Replicas of the Nina, Pinta, and Santa Maria; and Preparations for the Quincentenary in the U.S., Spain, Italy and the Caribbean.

The persistent controversy about Columbus' first landfall in the New World will be addressed in a formal debate, with protagonists for each of the major sites--Samana Cay, San Salvador and Grand Turk--presenting their individual arguments, supported by corroborative evidence and visual materials. The debate, and other key presentations, lectures and seminars, will be video- taped to provide unique archival reference and teaching tools.

Study guides and supplementary bibliographic lists will be made available and there will be displays of Columbus-related materials including documents and books, maps and artifacts.

Noted international experts participating in seminars and informal meetings will include official representatives of the Italian, Spanish and Dominican Republic governments who have been intimately involved with preparations for the Quincentenary, and recognized authorities. They are: Dr. Mauricio Obregon, professor of the University of the Andes and Colombian Ambassador to the Caribbean; Dr. Michael Gannon, director of the Institute for Early Contact Period Study, University of Florida; Dr. Wilcomb Washburn, director of the Office of American Affairs, Smithsonian Institution; Dr. Julian Granberry, Bahamas Archaeological Team and editor of the "Encyclopedia Caribbeana;" Dr. Foster Provost, professor emeritus Duquesne University and author of the "Columbus Bibliography and Dictionary;" Frederick Guardabassi, member of the U.S. Christopher Columbus Quincentenary Jubilee Commission; and Admiral William Lemos, Chairman of Geo-Arts Project to Construct Replicas of the *Nina, Pinta* and *Santa Maria*.

The conference will open on Friday with registration, followed by afternoon sessions, an evening reception, and the landfall debate. Lectures and seminars will continue all day Saturday, and that night there will be a banquet and presentation of the annual Phileas Prize by Ruffner.

The Phileas Society, based in Fort Lauderdale and Detroit, was orgainzed in 1985 and is headed by President Frederick G. Ruffner and Executive Director Robert W. Tolf. It has held previous convocations in Boca Raton, Florida; the Dominican Republic; Seville and La Rabida, Spain; and Genoa, Italy, bringing together experts and officials involved with the Quincentenary and gathering useful, academically sound material for dissemination by the society.

Current projects include a six-part video series on Columbus, part of the society's Great Explorers program, and publication of a "Columbus Dictionary," a "Selective Columbus Bibliography" (with the John Carter Brown Library), "The Encyclopedia Caribbeana," and an English-language catalogue of the official Genoese documents pertaining to Columbus.

*For additional information call the Phileas Society at (305) 524-3511 or write: Phileas Society, 2400 E. Las Olas Blvd., Fort Lauderdale, FL 33301.*

**COLUMBUS IN THE CLASSROOM**

On two successive Monday evenings, Sept. 18 & 25, Burlington County College, Pemberton, New Jersey, will offer a course on Christopher Columbus, the Man, the Myths, the Jubilee, 1992. Joseph Laufer, Editor and Publisher of Discovery Five Hundred will conduct the course which is aimed at providing teachers with curriculum materials in anticipation of the Quincentenary. The program will also appeal to the general public. Mr. Laufer also teaches a Freshman Seminar around the theme of Columbus and the Age of Discovery.

**COLUMBUS' GREAT EXPERIMENT**

by Michelle Wolfson

An exhibition, participatory planetarium program, and a collection of essays entitled "Columbus' Great Experiment" are currently being planned thanks to a grant from the National Endowment for the Humanities. The project will lead to a permanent exhibition opening in 1992 at the Lawrence Hall of Science on the campus of the University of California at Berkeley, where visitors will be able to examine the interaction of science, technology, and cultural forces in Columbus' voyages of discovery. A version of that exhibition and the planetarium program will travel to additional museums and science centers around the country.

Visitors will be invited to ask questions about Columbus' four voyages to the Americas and to discover the answers them- selves. The formats of the new exhibits will include a variety of interactive modes, from solving problems by handling and comparing artifacts to the use of computer simulations. The planetarium program will also be interactive, consisting of audience activities and guided discussions during the program.

To understand how exploration is shaped by science, technology, and cultural factors, visitors will be able to work on such problems as:

* What evidence did Columbus select to support his view that it was feasible to sail westward across the "Ocean Sea" to reach the Indies?
* What were Columbus' views about the size of the earth and its land masses? What were the views of various scholars and common seamen of the day?
* What impact did economic and international competition have on Ferdinand and Isabella's eventual decision to fund Colum-bus' experiment?
* What technology enabled Columbus to make his voyages? What new technological problems in cartography, mathematics, astronomy, ship building, and instrument design were created by the age of exploration which include Columbus' voyages?
* What questions about today's exploration of the solar system are suggested by the experience of world exploration in Columbus' day?
* What was the impact of Columbus' experiment on the native peoples who lived in the "New" world?

*For more information, contact Cary Sneider at the Lawrence Hall of Science, University of California, Berkeley, CA 93720, or call (415) 642-0552.*

**ACADEME AND THE QUINCENTENARY**

The April 12, 1989 issue of the *The Chronicle of Higher Education* carries an article by Jamil S. Zainaldin. president of State Humanities Councils, who sees the Quincentenary strengthening a network of "parallel schools", consisting of libraries, historical societies, museums and state humanities councils. He anticipates that the Quincentenary will bring about "a closer relationship between scholar and community, in which the com- munity's need to know and understand our past will become part of the scholar's quest for new knowledge." He also sees the actual festivities in 1992 as a manifestation of the quiet revolution that is taking place in the way Americans celebrate national events. "The change will represent a victory for the humanities in making our public celebrations occasions for serious thought and reflection as well as for pageantry."

**BOOK REVIEW**

**Treen, Maria de Freitas. *The Admiral and His Lady: Columbus and Filipa of Portugal*. New York: Robert Speller & Sons, Publishers, 1989. 133 pages. illus. $17.95.**

It is difficult for Columbus experts to agree on those people places and events which had the greatest influence on the development of his ideas and plans. Maria de Freitas Treen makes a good argument for the importance of the Portuguese period in his life in her new book, The Admiral and His Lady. There is little doubt that the period between 1476 and 1485 was extremely important in the formulation of Columbus' "Enterprise of the Indies". While most books about Columbus deal with this period, they are, of necessity, sketchy, as they want to get on with the details of the voyages of discovery and the subsequent problems which faces Columbus from 1492 onward.

The importance of this work is not so much what it does to shed light on the relationship between Christopher Columbus and Filipa Moniz Perestrello, but what it does to describe the Portuguese influence on Columbus during his stay in Lisbon, Porto Santo and Madeira prior to going to Spain. In fact, the book's title is misleading. If the reader is interested in new and detailed information about Filipa Moniz Perestrello and her life with Columbus, he or she will be greatly disappointed. Because of the absence of information about Filipa, the author is forced to make assumptions about what might have been--which is vividly illustrated on page 22, where there appears a portrait of the author's mother which "shows how Filipa might have looked". The author is well-equipped to make these assumptions, because her family traces its ancestry to Madeira and she herself spent childhood summers on the Portuguese islands of Madeira and Porto Santo. In 1973 she returned to these islands and met the late Reverend Eduardo Pereira, author of **Columbus in Porto Santo and Madeira**. In effect, Father Pereira was the primary source for the details of the courtship and marriage of Columbus and Felipa. His information came from the rich oral history and tradition of the islands and from the **Vasconcelos Columbus Library** on Madeira, a library dedicated solely to Columbiana, which contains some 3,000 volumes related to Columbus. It is unfortunate that Mrs. Treen's work is not documented (there are no footnotes). It is nevertheless a valuable work, because the author and her chief source, Father Pereira, had access to a rich oral tradition and were familiar with the places in Porto Santo and Madeira where Columbus and Filipa had lived, loved and worked for almost a decade.

The bulk of the work is dedicated to the role of Portugal in Columbus' formation. The author herself states it best in her introduction: "...it was during this time--immersed in the intellectual ferment of Lisbon, the world center of oceanic exploration, imbued with the adventurous spirit of Prince Henry the Navigator and the knowledge of Portuguese mariners, sailing on Portuguese ships, and studying in his father-in-law's Porto Santo library--that he prepared his great Enterprise of the Indies. In fact, without all that he learned in Portugal, it is doubtful that Columbus could have conceived and carried out the voyages that Spain was ultimately to sponsor.

" In ten chapters, the author covers Columbus's birth in Genoa, his arrival in Portugal, meeting with Filipa, marriage, birth of Diogo (Diego), death of Filipa, meeting with John II, departure from Portugal, arrival in Spain, meeting with Beatriz Enriquez de Harana, birth of Ferndinand, discovery of the New World and the death of Columbus. Her style is very personal, and, especially when dealing with the relationship between Columbus and Filipa, she is forced to create situations that are not necessarily historically verifiable. For example, on page 41 we find this description of the wedding: "The wedding of Columbus and Filipa was brief, held in the early morning with a few friends and relatives in attendance and the reception simple, with Madeira wine and the Portuguese honey cake called bolo de mel. Filipa probably wore a hand-embroidered gown that she had worked on herself." There are many other descriptions like this one, which, based on the author's familiarity with the customs of Madeira and Porto Santo are probably correct, but which could never be corroborated.

The most helpful material in the book deals with the role of Prince Henry the Navigator in the history of exploration in Portugal and in the life of Columbus, even though he had been dead for 16 years when Columbus came to Portugal. The author is most emphatic: "Without Prince Henry's leadership in solving the problems of transoceanic voyaging, Columbus and the other famous navigators of the 15th century could not have accomplished what they did." The author shows how, in Lisbon, in Madeira, in Porto Santo, and in the library of his father-in-law, Columbus was able to participate in the legacy of Prince Henry.

The importance of Columbus' marriage to Felipa is explored by the author, as Columbus gleaned many benefits from it:

* his marriage into the nobility enhanced his credibility and gave him entree to the court;
* his marriage into the Perestrello family gave him access to the navigational library of his father-in-law and
* access to the family properties in Porto Santo and Madeira, where he was able to study the winds and the sea from a very unique vantage point.

She provides many insights into these aspects of the marriage which were to prove so important in the future achievements of Columbus.

The author includes information about some of Columbus’ travels during the Portuguese period in little more detail than the general works on Columbus. The book’s final chapter, “*Diego: The Legacy of Filipa*” provides details on the life of Columbus’ son, Diego, which seldom appear in treatises on Columbus

This, then, is not so much a work about Felipa Moniz Perestrello as it is a work about Portugal, Porto Santo and Madeira and their influence on Columbus. As such, it is a valuable resource in the arsenal of works on Christopher Columbus and his legacy. It is important, however, that anyone who picks up this work will have already read a general biography on Columbus, such as Morison or Granzotto.

As the quincentenary approaches, it is important that the influence of Portugal on Columbus not be overshadowed by that of Italy and Spain. The author's concluding words say it quite clearly: "...to recognize the important part that Columbus's connections to Portugal played both in his personal life and in his career will not take away one iota from Spain's importance. For as much as Columbus was a product of the land of his birth and the land where he died, he was a true son of seagoing Lusitania (Portugal) and inheritor of the pioneering spirit of Prince Henry the Navigator."

**Reviewed by Joseph Laufer, ICQA.**