



Newsletter

Volume 37, Number 3 • August 2009

In Memoriam

Remembering OAH Past President Kenneth M. Stamp

James Oakes

Kenneth M. Stamp, one of the towering figures of our profession, died on July 10, 2009, just shy of his ninety-seventh birthday. Physically robust until well into his nineties, Ken's health began to fail only a few years ago. Yet he remained intellectually sharp until, a week before he died, his heart failed him, he fell, and never recovered. His first marriage ended in divorce. His second wife, the magnificent Isabel, died in 1996. He is survived by his four children—Kenneth, Jr., Sara, Michele, and Jennifer—and his fiancée, Jean Working.



Stamp

Although best known for his groundbreaking study of slavery, *The Peculiar Institution: Slavery in the Antebellum South* (1956), Stamp was his generation's most formidable advocate of the thesis that the Civil War was an "irrepressible conflict" over slavery. His research was impeccable, his prose limpid, and passion seeped from his every sentence, engaging readers well beyond the academy. He was rewarded with high honors—a Guggenheim fellowship, the Lincoln Prize, the Harmsworth Professorship at Oxford, the Commonwealth Fund lectureship at London, the presidency of the OAH.

It was an impressive rise from modest beginnings. Stamp was born in Milwaukee, Wisconsin, on July 12, 1912, to German-American parents of strict protestant virtue and democratic-socialist ideals. Stamp's mother hoped her son would become "a good socialist lawyer,"

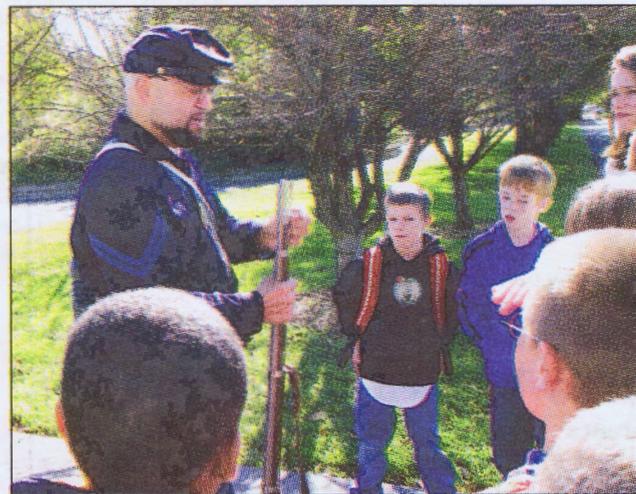
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Historians and the Opportunities of National Heritage Areas

Carroll Van West

National Heritage Areas are a significant development in the United States's national parks system. Since 1984, Congress has created forty-nine National Heritage Areas, stretching from the Essex National Heritage Area in Massachusetts to the newly designated Kenai Mountain-Turnagain Arm National Heritage Area in Alaska. What separates heritage areas from the National Park Service's dizzying array of properties—such as its national parks, national historic sites, and national recreation areas—is that heritage areas rarely own or manage property. The federal government does not acquire land or impose land use controls. Rather, National Heritage Areas provide expertise and funding to local and state partners to achieve mutual goals in interpretation, education, preservation, recreation, and economic development that address nationally significant resources and/or historic themes.

In the first ten years of the federal program, Congress typically designated historic transportation corridors. Among the first designated, and now most firmly established, heritage areas are: Illinois and Michigan Canal National Heritage Corridor, Blackstone River Valley National Heritage Corridor, Path of Progress National



A Civil War reenactor at the Tennessee Civil War National Heritage Area, a partnership with Middle Tennessee State University's Center for Historic Preservation, and the National Park Service.

Heritage Tour Route, the Quinebaugh and Shetucket Rivers Valley National Heritage Corridor, and the Delaware and Lehigh National Heritage Corridor. These initiatives largely reflected preservation planning, resource conservation, and economic development concerns on how to revitalize older industrial corridors.

Then, in 1996, Congress approved nine new designations, half of which continued the focus on corridors: South Carolina National Heritage Corridor, Ohio and Erie National Heritage Canalway,

Augusta Canal National Heritage Area, Cache La Poudre River Corridor, and the Hudson River Valley National

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The OAH Newsletter in Transition

The November 2009 issue of the *OAH Newsletter* will be our last print edition. Beginning next February, the *OAH Newsletter* will be exclusively online. We are excited about the new possibilities for the *OAH Newsletter* as we focus on an expanded electronic format and the potential enhancements to better serve the membership. If you did not receive an e-mail message from OAH announcing the online availability of this issue, we do not know how to reach you electronically! Please take a moment and update your e-mail address with us by selecting the link "Stay in Touch" on our home page, <<http://www.oah.org/>>. □

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OAH Newsletter

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(Board composition updated August 1, 2009)

The Organization of American Historians promotes excellence in the scholarship, teaching, and presentation of American history, and encourages wide discussion of historical questions and equitable treatment of all practitioners of history.

Farewell Lee, Hello Katha

Elaine Tyler May



May

This summer marks a transition in leadership of the OAH. Lee Formwalt, who has served as executive director for the last ten years, is leaving us. Under Lee's guidance, the OAH has flourished. Lee expanded the membership in both numbers and diversity, and developed numerous new programs, including the highly successful community college initiative. He led us through some tough times, including two convention hotel

crises that forced us to move the annual meetings at the last minute. He also carefully steered us through the recent economic downturn. We thank Lee for his outstanding service, and wish him all the best in his future endeavors.

We also welcome Katha Kissman, who joins us as interim executive director. Katha brings to the OAH a rich and varied background and a wide range of experiences. She is a professional interim leader and consultant for non-profit organizations with more than twenty-five years of

experience in the field. Her particular expertise is to join an organization at a time of transition and to provide a bridge to new permanent leadership.

Katha's experience extends far beyond organizational leadership and administration. She has had a professional career as a singer, has set up programs in academic institutions in the Middle East, has written books, is a trained holistic healer, life coach, and a certified hypnosis therapist.

The best way to introduce Katha to the members is an interview in this column about her vast experience and unique background.

Elaine Tyler May: Before I heard about you, I had no idea that there was actually a professional niche for non-profit interim leadership. How did you end up in this particular field?

Katha Kissman: When I stepped down as president and CEO of Leadership America, I decided that I wanted to be a consultant. At that time, there weren't many consultants who offered interim services, and I thought it would give me an edge over my competition. I have developed a knack for organizational development and have an ability to size up the strengths and weaknesses of an organization rather quickly and I'm a good problem solver. I have found that I enjoy helping organizations bridge the gap until they find a new leader. Being an interim leader has allowed me to learn about so many different organizations and meet some fascinating people.

ETM: For which other organizations have you served as interim executive director, and what interests you specifically about working for the OAH?

KK: My two most recent experiences have been as interim development director for the National Crime Prevention Council (McGruff the Crime Dog) and interim executive director of the Linguistic Society of America. LSA is very similar to OAH in that it is also a learned society, serving its professional and academic members, and it also publishes a quarterly journal. I also look forward to learning more about American history and the diversity of involvement by OAH members in the field. Because I live in Washington, D.C., one of

the most historic cities in our country, and have benefited from the rich cultural offerings of our museums and parks, it will be especially meaningful to support the mission of OAH. I'm also looking forward to being in Bloomington and on the Indiana University campus. What a charming place! And I have enjoyed meeting the staff—it looks like a great team!

ETM: I understand that you have a degree in public administration, but you have had many occupations. Can you tell us about your career in singing and musical theater?

KK: I was in my first amateur musical at the age of nine and got hooked! Through college, it seemed like I was always in a play. In the 1980s, I was the assistant managing director of the Living Stage Theatre Company at Arena Stage in Washington, D.C. Living Stage had a mission to encourage everyone to explore their creative artistry. After working on the administrative side for five years, I decided that I should "walk the talk." I took the leap and became a professional singer and actress for the next five years. I am so glad I was able to spend a part of my life doing that. When it became apparent that I would have to start to consider moving to L.A. or New York if I wanted to really "make it," I decided to go back to the administrative side and exercise my left brain again.

ETM: Your work has taken you abroad, where you have set up programs at universities in the Middle East. What sort of work did you do in those institutions?

KK: I was part of the founding teams of the American University of Sharjah (United Arab Emirates) in 1998-1999 and the American University of Kuwait in 2004-2005, new start-up universities based on the American curriculum model. At both, I served as the director of continuing education, as well as assisting with other aspects of organizational development. Both assignments were fascinating.

ETM: Your training and background combines a wide range of experiences. In addition to singing and theater, you are also certified in holistic healing, life skills coaching, and hypnosis therapy. Do these various areas of expertise come together in your work as an organizational leader? Or do you see them as separate careers?

KK: The training I have had from all aspects of my life has definitely enhanced my effectiveness and, most importantly, my understanding of individual and group dynamics. There is a lot of crossover that happens. I feel incredibly blessed that I have been able to explore and learn so much and that I find interesting and unique ways to utilize my learnings in each and every situation of my life.

ETM: What about your books. Can you tell us about them?

KK: My first book, *Taming the Troublesome Board Member*, was published in 2006 by BoardSource. My next book is tentatively entitled *Managing the Board-CEO Relationship* and is scheduled to be published sometime in the fall of 2009 (also by BoardSource <<http://www.boardsource.org>>). I also have an unpublished manuscript from my time in the United Arab Emirates. □

EXECUTIVE DIRECTOR, ORGANIZATION OF AMERICAN HISTORIANS

Search Re-opened. The Organization of American Historians (OAH) is seeking candidates for the position of Executive Director for a five-year renewable term. The Executive Director provides leadership for the day-to-day operations of the OAH Executive Office, supervises the staff, and oversees the budget, projects, and activities of the OAH including the annual meeting. The successful candidate should have a commitment to mobilize and communicate with historians of widely different interests and to represent their concerns in national, regional and local settings; a sensitivity to the interests of the organization's diverse constituencies; a vision of how the organization's web presence and digital opportunities can be enhanced; an understanding of development and marketing strategies; and a sound understanding of nonprofit, organization financial management. Applicants should send letters of application and C.V., to ED Search Committee, Organization of American Historians, PO Box 5457, Bloomington, IN 47407-5457 or to (directorsearch09@oah.org) and have three letters of recommendation sent to the same address. Applications are requested no later than August 15, 2009. Indiana University and the Organization of American Historians are Affirmative Action/Equal Employment Opportunity employers. Women and minority applicants are strongly encouraged to apply.



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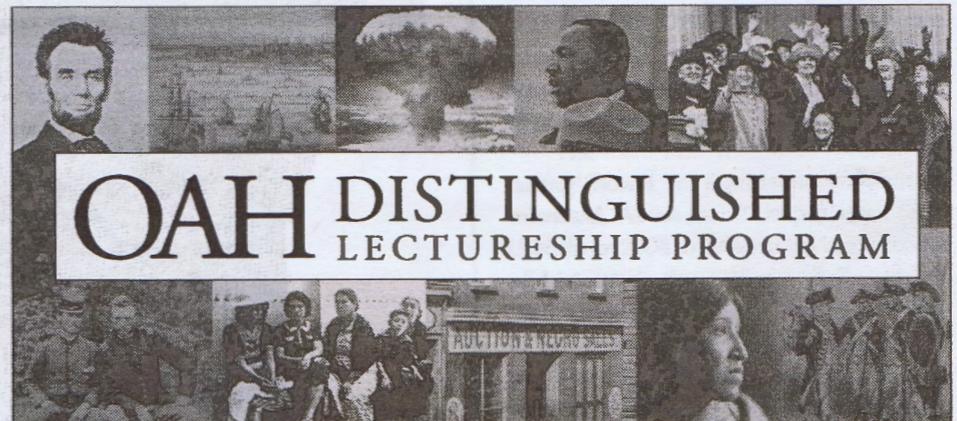
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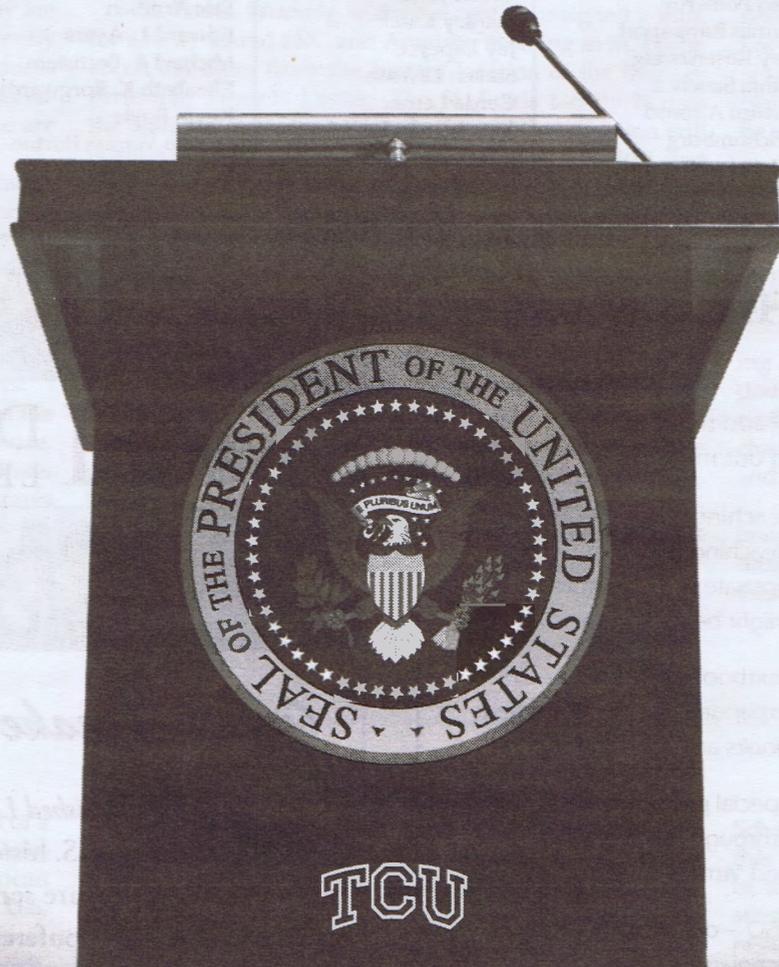
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Preparing a Successful Fellowship or Grant Application

Ernesto Chávez, Miroslava Chávez-García and Luis Alvarez

Navigating academia successfully requires a network of reliable mentors, colleagues, and friends who can provide sound advice and support. Nowhere is mentorship more valuable than in the process of applying for grants and fellowships. We know the process is challenging and competitive, yet it serves as a tremendous learning experience in shaping one's research trajectory. Equally important, applying opens the possibility of landing a coveted prize and promises to provide valuable resources for one's career. Knowing how to identify appropriate grants and fellowships, address all components of the application effectively, and maximize your chances for success can help ensure a generative experience, even if you do not ultimately obtain a grant or fellowship. A recent stint evaluating applications for a national fellowship program taught us that a significant number of applicants, especially those early in their careers, receive little, if any, advice about how to do this. The dearth of such mentorship motivated us to compile a few words of advice aimed at improving and, hopefully, making for winning proposals.

Why Apply

Fellowships and grants form an invaluable component of our dossiers and are critical to providing the resources to flesh out ideas, complete research, and, most importantly, write essays and books that will produce knowledge and bring further opportunities down the road. Equally important, receiving an award signals to others—particularly fellowship and hiring committees—that your peers value your work and that you have something important to contribute. Although the odds may be against you, if you do not apply, you will never give yourself the opportunity to test the competition and potentially obtain the prize. This is, after all, part of our business and we must engage in it if we wish to be full-fledged members of the profession. Even in those instances when you are not awarded a grant or fellowship, the process of thinking through the arguments, writing, and submitting your application inevitably strengthens the project. Thus, grant and fellowship applications are an opportunity to assess, grow, and further develop your work.

Where to Apply

Grant and fellowship opportunities, though diminishing in troubled economic times, are available and not difficult to find, especially if you continuously keep on top of your search. Begin by asking mentors, advisors, and peers and by checking online sources periodically, like the *Chronicle of Higher Education* <<http://www.chronicle.com>> and HNET <<http://www.h-net.org>>. Next, contact the research and grants office at your home campus and inquire about resources. Finally, pay attention to newsletters and newsmagazines generated in the profession. When searching, pay close attention to the different kinds of grants and fellowships. Some are for research or travel only, while others are for extended periods of writing. Note deadlines and requirements as well.

Before You Begin

Before starting the application process, give yourself at least a week, ideally two or more, to pull together a strong file. The main component of your application—the project proposal—needs to stew for a longer period of time and should develop over the course of a few weeks, even months, and should be updated throughout the life of the study. As the work matures and you have a better idea of what it is you want to do, make the appropriate changes to the language of the proposal, refining your main arguments, research findings, theoretical frameworks, interventions in existing literature, methodological approaches, and timeline for completion. The more precise you are about your project, the stronger the proposal.

Getting Started

Soon after embarking on the fellowship application process you will learn that most are composed of multiple sections, underscoring the need to start early. Most fellowship applications are online. Before you begin, look over the entire application and its requirements so that you can complete them before the deadline. This will also ensure that those writing letters of recommendation on your behalf have enough time to submit their letters. Rest assured that each component of the application serves a purpose—the applications were not designed to annoy. Rather, each component has been thought out and likely is meant for you to link your project with the interests of the organization sponsoring the fellowship and to facilitate the review and evaluation of your project. Your job is not to challenge or refute the requirements of the application—doing so will likely lead to a rejected proposal. We suggest that you take advantage of every component to demonstrate the strengths of your project, experience, and approach in answering a set of questions furthering our knowledge on a particular subject. It is therefore important that you spend time addressing each part separately and to treat it independently. In other words, avoid repetition and/or recycling your main points. Think of the application as a puzzle with each piece offering an opportunity to convey the innovative and significant aspects of your work. The sum of the parts should come together to form a bigger picture of who you are, what your project is, and why it is significant.

The Personal Statement and/or Perspective

Grant and fellowship organizations often ask you to discuss how your personal experiences, professional history, and accomplishments in and outside academia intersect with the interests and goals of their organization or program. In such a case, if you are able to demonstrate a commitment to diversifying the academy and that your efforts have dramatically shaped your research trajectory, your application will be well served. The personal statement is your opportunity to show how your lived experience—upbringing, early educational background, and current work—intersects with the interests of the organi-

zation. While being confident in your ability and project is a good thing, you should refrain from outright boasting about your accomplishments and ability to pull yourself out of difficult circumstances. Likewise, avoid portraying yourself as a victim and the “only” one studying a given subject. Beginning your essay with “I was born poor . . .” will guarantee a low ranking. Most reviewers will be able to see through the ink or pixels. Instead, take the time to discuss who or what organizations, programs, philosophies, and/or individuals supported you along your academic trajectory. In addition, discuss how it is you plan to continue to do the same or to work in other ways to promote the kinds of programs or circumstances that enabled you to arrive at your current situation. Be mindful and respectful of those who supported you and be a responsible citizen who is cognizant of and grateful for what you have and what you plan to give back.

Research Statement

Use your research statement to discuss some of the most significant projects you have accomplished. Avoid generating a list of archives you have visited and the length of time you spent there. What is most important is your research and findings. For each project, discuss the nature of the project (whether an unpublished essay, conference paper, or journal article), the main findings, methodology, and theoretical approach or framework. Equally important, present your research projects or experiences as parts of a larger sum, either working toward a larger project or as part of your learning experience in the research process. Undoubtedly many of us carry out research projects that do not always feed into a larger project (like a dissertation or book) but try to find ways to make those links, however small. It is important to demonstrate how your previous research has enabled you to complete effectively the project you are currently proposing. Ultimately, your statement is designed to show the reviewers that you have research experience and the skills to finish the proposed project.

If relevant, include significant archival recovery work you have conducted, such as identifying, accessing, and/or cataloging important documents or materials. This demonstrates your maturity and investment in the field and, more importantly, that you are on your way to becoming a productive scholar.

Bibliographies

Some grant and fellowship committees ask you to compile concise bibliographies of the most relevant sources for your project. Choose the most important works in your study. And, if you have been asked to complete an annotated bibliography, be sure not only to summarize the individual entries but also explain how each moves, chal-

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Heritage Area. The other half, however, reflected the influence of local activists who pushed for a different approach to designate large regions united by shared heritage and connected historic patterns. The Rivers of Steel National Heritage Area focused on the folkways, industrial history, and labor history of the greater Pittsburgh region. Silo and Smokestacks National Heritage Area looked at the interplay of agriculture and industry in northeast Iowa. Cane River National Heritage Area also focused on connections and interplay, this time between Louisiana's Creole and African American cultures. The largest heritage area was the Tennessee Civil War National Heritage Area, where citizens, historians, and officials insisted on state boundaries to define a program to better protect, interpret, and enhance resources and stories from the war through Reconstruction.

Since 1996, Congress has continued to follow the concepts of corridors and areas in its designations. But it has increasingly created large areas that reflect historic themes and patterns: aviation history in Dayton, Ohio; automobile industry in Michigan, the American Revolution in New Jersey, Abraham Lincoln in Illinois, and the Mormon pioneer experience in Utah. Four recent efforts—Freedom's Frontier National Heritage Area, the Journey Through Hallowed Ground National Heritage Area, the Great Basin Natural Heritage Route, and the Gullah/Geechee Cultural Heritage Corridor—even linked resources and stories from multiple states into a single theme-centered heritage area.

Since community-derived goals shape each project, best practices in historical interpretation within National Heritage Areas vary significantly. Some areas are basically conservation/preservation efforts while others are heritage tourism programs. In both cases, interpretation and education programs, exist but they play a more secondary role in determining funding priorities and the amount of staff assistance. Another influence on the role of history in the heritage area is the dependency of National Heritage Areas on local and state partnerships. Unlike National Park Service units that receive most of their budget from federal appropriations, heritage areas are far less dependent on federal dollars and far more dependent on local support. The dependence on local support can generate a consensus, noncontroversial approach to local history. Where historical societies, museums, and universities are engaged partners, it is a different story. Heritage areas may rely on their professional expertise and the skills of their partners to carry out field projects, research, exhibit development, and public programming. Where these same partners are missing, it is no surprise that most attention goes to marketing and development, leaving the education and interpretation projects underfunded and often lacking in scholarly credibility.

Historians have many opportunities to contribute to National Heritage Areas. Only a handful of heritage areas are chronologically limited (like Tennessee, to the Civil War and Reconstruction period) and require specialists. Most need scholars who can treat the full range of American history and also have some acquaintance with the deeper past or at least have an ability to understand and work with archaeological resources. They also need an ability to work



The Ford Motor Company building at Greenfield Village in Dearborn, part of the MotorCities National Heritage Area.

not only with "traditional" primary sources but "non-traditional" ones as well, including the arts, architecture, material culture, and cultural landscapes. It is impossible to be fully trained in all of these disciplinary tools, but you can gain the ability to ask appropriate questions and be able to help communities and groups to work through the difference between the heritage and the history of a place. As an example, take the new Mississippi Delta National Heritage Area, where audiences for an authentic versus an imagined past will undoubtedly collide. That project will need historians well-versed in the region, the arts, history, and African American culture.

At first glance, public historians seem to be the best match for heritage areas. But folklorists and anthropologists have been key contributors—a Ph.D. anthropologist, Nancy Morgan, headed the Cane River National Heritage Area in its formative years. Historians adept at working with local history resources and skilled in oral history techniques also have found value in working with heritage areas.

And the scholarly contribution is a must if a heritage area wishes to be successful. By their nature, heritage areas create access to community resources that are often closed to scholars and other "outsiders." This evidence will only be fully mined, however, if the right questions are answered. Otherwise, it is too easy for communities to mouth the stereotypes of American history that they assume everyone wants to hear.

Historians have had opportunities to provide leadership to the heritage area movement. The Tennessee Civil War National Heritage Area was the first to be administered by a university department, in this case the Center for Historic Preservation at Middle Tennessee State University. The center proved a logical choice because its faculty and staff already served as the editors of the *Tennessee Historical Quarterly* and the *Tennessee Encyclopedia of History and Culture*, and its statewide programs of documenting historic family farms and historic African American churches provided an invaluable network for exploring issues of occupation, home front, and emancipation in Civil

War Tennessee. The result has been a community-centered, scholarly facilitated program looking beyond battlefields to experiences that defined people and places from 1860 to 1875. The program has brought a wide range of scholars, including David Blight, Barbara Fields, Charles Dew, Steven Ash, Earl Hess, and Eric Foner, to public programs. It also has provided subvention grants for new research, such as Ben Severance's study of the Tennessee State Guard.

Other heritage areas have established close ties with historians. Cane River National Heritage Area in Louisiana turned to southern historian C. Brendan Martin to produce its interpretive plan. Cane River also maintains a close working relationship with multiple departments at Northwestern State University in Louisiana. The Schuylkill River National Heritage Area, following in part the Tennessee model, operates in partnership with the Montgomery County Community College. The Abraham Lincoln Presidential Library and Museum is playing a major role in the development of the newly designated Lincoln National Heritage Area.

For public historians and scholars who wish to take their research and classes into historic settings, National Heritage Areas are potentially valuable avenues to explore. With justification, historians have long decried the incomplete history, out of step with prevailing scholarly research and interpretation, which they encounter at local and state parks and museums. The same criticism may be launched at heritage areas, but this federal program also offers opportunities for engagement between universities and communities that potentially gives historians a way to bring new questions, sources, and understandings to large public audiences. These new, dynamic units of the National Park Service want partners of all types—the academic community can answer that call and enter into the reciprocal partnerships that are National Heritage Areas. □

Carroll Van West is director of the Center for Historical Preservation at Middle Tennessee State University in Murfreesboro, and director of the Tennessee Civil War National Heritage Area.

Lee White National Coalition for History



White

Since 1982, the National Coalition for History has served as the voice for the historical and archival professions in Washington, DC. Sign up today to receive NCH's "Washington Update," a weekly electronic newsletter that wraps up events from the past week, or subscribe to their RSS feed for up-to-the-minute updates at the NCH website, <<http://historycoalition.org/>>.

President Nominates David S. Ferriero To Be Archivist of the U.S.

On July 28, President Obama announced his intent to nominate David S. Ferriero to the position of Archivist of the United States. Mr. Ferriero currently serves as the Andrew W. Mellon Director of the New York Public Library (NYPL). Mr. Ferriero succeeds Professor Allen Weinstein who resigned as Archivist last December.

Mr. Ferriero was formerly the Rita DiGiulliaro Hol-loway university librarian and vice provost for library affairs at Duke University. Currently, he is responsible for collection strategy; conservation; digital experience; reference and research services; and education, programming, and exhibitions at the New York Public Library.

On May 29, the National Coalition for History testified at a hearing before the House Oversight and Government Reform Committee's Subcommittee on Information Policy, Census and the National Archives on the policy challenges facing a new Archivist of the U.S.

There is no timetable for Mr. Ferriero's confirmation by the Senate.

President Obama Nominates Former GOP Congressman Jim Leach to NEH Chair

On June 3, 2009, President Barack Obama announced his intent to nominate former Republican Congressman Jim Leach as chairman of the National Endowment for the Humanities.

Jim Leach served as a member of the U.S. House of Representatives for the state of Iowa for thirty years. He founded and co-chaired the Congressional Humanities Caucus, which is dedicated to advocating on behalf of the humanities in the House of Representatives and to raising the profile of humanities in the United States. The Caucus worked to promote and preserve humanities programs and commissions, such as the Historical Publications and Records Commission.

Former Chairman Bruce Cole left the NEH to join the American Revolution Center as its president and CEO in January 2009. In February 2009, President Obama appointed Carole M. Watson, assistant chairman for Partnership and National Affairs, as the acting chairman of the NEH.

President Obama Nominates Jonathan Jarvis to be Director of National Park Service

President Obama recently announced his intention to nominate Jonathan Jarvis to be director of the National Park Service. Jarvis, a thirty-year veteran of the Park Service, currently serves as the regional director of the agency's Pacific West Region. In this capacity, Jarvis is responsible for the fifty-four units of the National Park System in Washington, Oregon, Idaho, California, Nevada, Hawaii and the Pacific Islands of Guam, Saipan and American Samoa. He oversees 3,000 employees with a \$350 million annual budget.

Historian Myron Gutmann to Lead NSF's Social, Behavioral, and Economics Directorate

The National Science Foundation (NSF) has selected University of Michigan historian Myron Gutmann, director of the Inter-University Consortium for Political and Social Research, to head its directorate for Social, Behavioral, and Economic Sciences (SBE). The directorate supports research that builds fundamental knowledge of human behavior, interaction, social and economic systems, and organizations and institutions.

Gutmann, who specializes in historical demography and population-environment relationships with a focus on Europe and the Americas, begins his position on November 2, 2009.

Obama Administration Reviews Declassification Policies

On May 27, 2009, President Obama signed a Memorandum ordering the review of Executive Order 12958, as amended, "Classified National Security Information." The Public Interest Declassification Board (PIDB) recently solicited public input for revisions to the order via an online Declassification Policy Forum in four topical areas: Declassification Policy, a National Declassification Center, Classification Policy, and Technology Challenges and Opportunities. Summaries of the public comments can be accessed on the Office of Science and Technology Policy's (OSTP) Blog (<<http://blog.ostp.gov/category/declass/>>).

The PIDB is currently formulating their recommendations to the National Security Advisor, which will be issued shortly. The National Security Advisor must submit his review of the order to the president by late-August.

State Department Historian's Office Controversy Comes to an End

In May, the long-awaited report into the management of the U.S. Department of State's Office of the Historian was released by the agency's Office of the Inspector General (OIG). The OIG recommended that director of the Office of the Historian, Dr. Marc Susser, be replaced. As a result, Susser has been reassigned within the State Department, and Ambassador John Campbell was named as Acting Director of the Office of the Historian.

This apparently ends the saga that began at a meeting of the Historical Advisory Committee (HAC) on December 10, 2008. Dr. William Roger Louis, the historian who had chaired the advisory committee for the previous five years alleged that the future of the department's "Foreign Relations of the United States (FRUS) series, which is the official record of U.S. foreign policy, was in jeopardy due to mismanagement by the Office of the Historian by Dr. Susser. Louis read a letter that he had submitted to Secretary of State Condoleezza Rice expressing his concerns and then announced his resignation from the committee.

On December 22, 2008, Secretary Rice met with members of the Historical Advisory Committee to discuss the FRUS series and concerns expressed by some current and former members of the HAC about the series. Secretary Rice stated her strong support for the FRUS series and subsequently appointed an outside review team to provide recommendations on the situation by mid-January.

The review team issued a report to Secretary Rice, concluding that the management crisis in the State Department Office of the Historian threatened the future of the FRUS series. "We find that the current working atmosphere in the HO [Historian's Office] and between the HO and the HAC poses real threats to the high scholarly quality of the FRUS series and the benefits it brings," the January 13, 2009 report to the secretary of state said.

Subsequently, the State Department's IG office was tasked with reviewing the operations of the Office of the Historian. The final report issued this week includes a list of twenty-four recommendations suggesting management changes in the Office of the Historian.

Campbell was sworn in as ambassador to Nigeria in May 2004 and served in that position until November 2007. His most recent assignment was as deputy assistant secretary in the Bureau of Human Resources. Campbell has publicly stated he will not stay in the position beyond September, when he will be assuming a new job at the Council on Foreign Relations.

NARA Opens New Civilian Personnel, Immigration, and Nixon White House Records

In June, the National Archives' National Personnel Records Center (NPRC) announced it has opened more than six million individual personnel files of former federal civilian employees from the mid-1800s through 1951.

This opening of six million files adds to the existing collection of more than nine million military personnel files that are already available for research and is part of the creation of the largest archival repository in the United States outside the National Archives in the Washington, DC area. In late 2010, the records will be moved to a state-of-the-art repository that is under construction in suburban St Louis County, Missouri.

On June 23, 2009, the Nixon Presidential Library opened approximately 154 hours of tape recordings from the Nixon White House recorded in January and February 1973, and consisting of approximately 994 conversations.

but from an early age he was fascinated by the American past, telling a friend when he was still a young boy that he intended to become a history teacher. He earned his bachelor's degree in 1935 at the University of Wisconsin, Madison, his M.A. a year later, and after a brief stint as a high school teacher he returned to Madison where he took his Ph.D. in 1942.

Being at Madison during the Great Depression reinforced the political commitments to which Stampp had been reared. He considered himself a socialist, attended a few communist party meetings, and minored in labor economics with Selig Perlman. His dissertation, which became his first book, was a study of *Indiana Politics During the Civil War* (1949) and it reflected the enormous sway that Charles Beard held over historians of that generation. The Beardian inflections were tempered in Stampp's later work, but the passion never subsided.

Upon graduation, Stampp taught for a year at the University of Arkansas before moving to the University of Maryland, where he formed enduring friendships with Richard Hofstadter, Frank Friedel, and the sociologist C. Wright Mills. He took advantage of his residence near Washington, D.C., to do the research for his next book. In 1947, Stampp moved one last time to the University of California at Berkeley, where he would remain for thirty-seven years, before retiring in 1983 as the Alexander F. and May T. Morrison Professor.

Stampp was at heart a historian of the Civil War era—but with a particular slant. From 1950 onward, all of his work was framed as a challenge to the "revisionist" interpretation of slavery and the sectional crisis—the

view that the Civil War and Reconstruction were caused by nothing and did no good, that they were unnecessarily provoked by irresponsible politicians and wild-eyed radicals. Stampp spent forty years, Javert-like, hunting revisionists down.

His second book, *And the War Came* (1950), established his reputation as a major scholar and also announced his engagement with revisionism. A close analysis of Lincoln and the Republican Party during the secession winter of 1860-1861, the book was at once a work of impressive research and vigorous argument. Disputing the revisionist critique of Lincoln and the Republicans for their failure to compromise, and thus avoid civil war, Stampp argued instead that the Republican Party's opposition to slavery's expansion was so fundamental that no compromise was possible. Every proposal for sectional reconciliation, Stampp declared, was either stillborn or fraudulent. And where revisionists denounced Republican radicals as irresponsible, Stampp saw them as the ideological backbone of the party. "This was a cause worth fighting for!" Stampp wrote, paraphrasing the radicals, but endorsing the sentiment as well.

The Peculiar Institution followed logically from its predecessor. It was aimed at one of the intellectual godfathers of Civil War revisionism, Ulrich B. Phillips, the distinguished author of *American Negro Slavery* (1918). Phillips was disdainful of antislavery politics and, in effect, responded by portraying antebellum slavery as a benign, albeit backward, system that "made fewer fortunes than it made men." He likened the plantation to a settlement house where masters provided paternal guidance for a childlike race unready for freedom. Though his students would lead the revisionist charge, Phillips introduced many of the elements of Civil War revisionism into his own work—slavery was inefficient, it was geographically restricted, so it would have died anyway; it was a benevolent system undeserving of abolitionist condemnation; it was less a class system than a structure of "racial adjustment."

The Peculiar Institution did not attempt to reproduce the magisterial breadth of Phillips' book, but concentrated instead on the antebellum years. Both agreed that slavery lacked the economic incentives of free labor, but for Stampp this explained why violence was essential to the slave labor system. The brutality intrinsic to slavery in turn provoked the slaves' resentment. Where Phillips saw "slave crime," Stampp saw slave resistance. And in a crucial chapter on "Slave Mongering," Stampp pointed to the slaves' status as property, as commodities, as a central feature of the system. Thus understood, slavery was bound to raise moral objections within the northern middle class—as indeed it did. But if slavery had caused the Civil War, Stampp argued, emancipation justified it. When freedom came, "the slaves had nothing to lose but their chains." This was, after all, a cause worth fighting for.

In the historiography of slavery, *The Peculiar Institution* took on a life independent of the conceptual framework within which Stampp envisioned it. Rather than an intervention in a debate over the causes of the Civil War, the book became the point of departure for all subsequent studies of slavery in the American South. It freed the next generation to approach the study of slavery in entirely new ways, ways barely hinted at in *The Peculiar Institution*. Stampp was interested in these approaches and, over the years, he engaged with some of them. But they rarely addressed the questions that were uppermost in his own mind. He spurned repeated requests by his publisher to write a new introduction.

In his next book—*The Era of Reconstruction* (1965)—Stampp returned to familiar ground, where the questions that provoked debate over the causes of the Civil War spilled into the historiography of the war's aftermath. Was Reconstruction unnecessary? Was it the handiwork of blundering politicians and hell-bent radicals? Was it worth it? Now Stampp's target was William Archibald Dunning, a penetrating constitutional historian who had written an influential series of essays deploring Reconstruction as an era of sordid corruption, racial madness, and radical excess. Stampp dubbed this the "Dunning legend." He may have disappointed his mother by not becoming a lawyer, but here he pursued Dunning with prosecutorial zeal, subjecting him to a withering cross-examination. If slavery had been the fundamental issue that led to the Civil War, emancipation had inescapably raised new and equally fundamental questions. Above all: What would be the place of the former slaves in post-Civil War America? Reconstruction was, for Stampp, a profound struggle over that critical issue. And once again it was the radicals—the villains of the Dunning legend—who emerged from Stampp's courtroom vindicated.

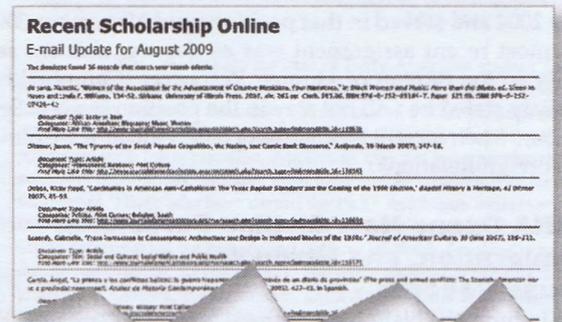
Stampp's continuing engagement with such issues was reflected in his later works. In 1980, he published a collection of essays whose overall theme was by now familiar to his readers. In the signature piece, "The Irrepressible Conflict," Stampp carefully laid out the revisionist interpretation of the Civil War before proceeding to eviscerate it. In his last book, *America in 1857: A Nation on the Brink* (1990), Stampp turned to a conceptual issue raised by his own interpretation: At what point did the conflict over slavery become "irrepressible"? His answer was embedded in his title.

Passionate and engaging on the printed page, Stampp was sometimes forbidding in person. But if you asked him about the opera, a favorite restaurant, or the recent elections, the mask of aloofness fell away and Ken became playful, witty, and irreverent.

He brought these qualities to his teaching. He delighted generations of Berkeley undergraduates with his superbly crafted lectures. Formally delivered yet bristling with vitality, they always managed to end with a cogent conclusion, precisely fifty minutes after they began. He held his graduate students to the highest standards, emphasizing a deep immersion in the sources and clear, unpretentious writing. His criticism, neither unfair nor unkind, was nonetheless severe. But he appreciated the sheer joy of intellectual engagement, and that made his seminar thrilling. Hit the right topic and Stampp's professional demeanor once again gave way to satirical riffs and sly mimicry. It was a winning formula. Over the years he trained a cohort of graduate students who went on to write some of the most important books in the field. They form no school, they tow no line. But their names are familiar: Leon Litwack, Robert Starobin, William Freehling, Joel Williamson, Robert Abzug, William Gienapp, Janet Hermann, Shearer Davis Bowman, Mark Wahlgren Summers, Reid Mitchell, and more. I count it one of the great fortunes of my life to be on that list. □

James Oakes is a professor of history at the City University of New York. The author of several published works on slavery and politics during the Civil War era, Oakes's latest work is The Radical and the Republican: Frederick Douglass, Abraham Lincoln, and the Triumph of Antislavery Politics published by W. W. Norton (2007).

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OAH's Developing Strategic Plan: An Update and More Survey Results

Linda Shopes

As OAH Newsletter readers likely know, the Organization of American Historians has undertaken a lengthy strategic planning process, initiated in 2007 by then President Nell Painter and concluding this fall, with the presentation of the final strategic plan to the OAH Executive Board for action at its November meeting. This plan, succeeding one that has guided the OAH since 2003, will chart a course for the organization's activities for the next five years. In doing so, it builds upon the OAH's historic commitment to excellence and considerable achievements in recent years, even as it recognizes and responds to the economic, technological, and professional challenges facing the organization, its members, and the historical profession. Especially urgent is addressing ways new technologies are rapidly affecting OAH's traditional services and revenue streams, even as they create new modes of producing and disseminating scholarship and raise expectations for new forms of communication.

President Elaine Tyler May reported on the broad contours of the strategic plan as it is developing in the May OAH Newsletter; these merit repeating. The draft plan defines six broad goals:

- sustain and strengthen the production and dissemination of historical scholarship;
- create a larger and more inclusive OAH;
- broaden and deepen the OAH's commitment to outstanding instruction in American history;
- meet the challenge of the revolution in information technology;
- communicate the OAH's mission, programs, and achievements to the profession and the larger public; and
- create an integrated, sustainable, and efficient organization for the twenty-first century.

The draft plan was discussed at the 2009 OAH Annual Meeting, including at a forum open to all conference attendees. OAH members have subsequently directed additional comments to the Strategic Planning Committee. While comments have been generally favorable, members have also identified some concerns not directly addressed in the current draft: the need for a greater emphasis on advocacy, especially for issues related to the continuing reliance on contingent faculty and the erosion of requirements for history courses at all educational levels; attention to matters of assessment of student achievement, coherence of the major, and research productivity; more sustained collaboration with specialized historical organizations as well as other scholarly societies to address contemporary

challenges; and the need to build in mechanisms for the OAH staff and executive board to implement the plan, monitor progress, assess success, and make appropriate adjustments over the plan's five-year life span. The committee will be considering these concerns in coming weeks and welcomes further input from the members through October 1.

May also reported some key findings of the online membership survey developed by the Strategic Planning Committee as an aid to its work: a general congruence between what members value and the core programs of the organization, with a particularly high value placed on the *Journal of American History*; a regard for the organization's capacity to keep its members apprised of the latest scholarship; a deep sense of professional pride and satisfaction in "being a historian" and "doing history;" a membership (at least as represented by survey respondents) dominated by college and university faculty—but not by much, as the organization moves toward a more inclusive agenda, a move members firmly endorse; and underdevelopment of the OAH's digital presence and services.

Additional Survey Results

What follows are some additional findings from the survey and some modest observations about their possible implications for the OAH and the strategic plan. Keep in mind that while survey returns were quite good (13% of OAH members) and responses might reasonably be understood to represent the membership in general, respondents were also a self-selected group, not a formally selected sample.

As May reported, respondents overwhelming identified "to be part of a community of historians" and "to receive the *Journal of American History*" as their primary reasons for joining the OAH—these two were selected almost twice as often as any of the other seven reasons listed on the survey. Also interesting are those reasons that were infrequently selected, among them "to receive the OAH Newsletter" and "to support advocacy and lobbying efforts." More on the Newsletter below, but what about the apparent lack of interest in advocacy and lobbying? Surely the OAH should not discontinue its efforts in this area. Perhaps it needs to inform members better about the value of these activities. Perhaps we historians need to be more engaged with the governmental and institutional policies that impact our work.

Responses to questions about the characteristics of members revealed some interesting patterns. One-third of respondents have been OAH members for five years or fewer; one-fourth, for twenty-five years or more. The membership also seems to be aging: 27%—the single largest percentage of respondents—have been members of the profession for more than thirty years. Clearly, the organization has a dedicated core of longtime members and has been quite successful in attracting new members, but numbers suggest that retention, especially of younger historians, is an issue. OAH members are also joiners: respondents noted membership in dozens of other historical organizations; nearly one-half are members of the American Historical

Association; more than 10% are members of the Southern Historical Association and the American Studies Association. One final membership statistic deserves attention: of those respondents teaching at the postsecondary level, just over one-fourth are contingent faculty, underscoring the concern that the current draft plan does not adequately address advocacy on their behalf.

Many of the survey questions addressed the OAH's core programs: the annual meeting, the *Journal of American History*, OAH Newsletter, and the OAH Magazine of History. Survey respondents have not regularly attended an annual meeting; not surprisingly, cost is the most important factor in determining attendance—a fact that is not likely to change. Nearly one-third also noted that the meeting does not adequately cover their interests, listing dozens of scholarly fields they would like to see included more frequently. Predictably, most often mentioned were politics, diplomacy, constitution/law, economy, early America, Native America, religion, science, technology, and the arts. Also noted was an interest in more sessions with a broad focus and more state of the field sessions. Respondents also expressed considerable interest in a more sociable and programmatically diverse meeting, with additional opportunities for networking and informal conversation (34% of respondents); more sessions about teaching (33%), professional issues/professional development (29%), and public history (24%); and more new format sessions (25%). Still, 22% indicated the meeting should stay the same.

Reflecting the high value placed on the *Journal of American History*, 91% of respondents reported that they receive the *Journal* as part of their membership; nearly half read at least one article shortly after it arrives. Not surprisingly, book reviews are the most popular feature, read by 85% of those receiving the *Journal*; in addition, they read articles of general interest (70%), use the *JAH* to enhance teaching (44%), and to inform public history projects (18%). Insofar as 43% of respondents reported their primary professional affiliation as something other than four-year or university faculty, the *Journal* is clearly valued by all sectors of our profession.

While respondents ranked "to receive the OAH Newsletter" only seventh of nine reasons listed for joining the OAH, 62% ranked it as "very important" or "important" to their continued membership and only 9% reported not reading it. Nearly one-third, on the other hand, reported reading the entire OAH Newsletter, with feature stories and news and announcements of nearly equal interest. "To receive the OAH Magazine of History" ranked fifth among reasons for joining OAH, and 59% of respondents ranked it as "very important" or "important" to continued membership. It is, however, received by only one-third of respondents. Among MOH recipients, feature articles, historiographic essays, teaching strategies, and teaching with documents are valued about equally. More than half have drawn upon the Magazine's teaching strategies in their classrooms.

The Strategic Planning Committee Seeks Your Input

The draft plan can be reviewed at <http://www.oah.org/strategic/>. Survey responses to multiple choice questions may be found there as well.

The Strategic Planning Committee welcomes your comments to the draft plan. Please e-mail: spfeedback@oah.org

See SHOPES / 19 ►

Call For Presentations • 2011 OAH Annual Meeting

Americans Divided and United: Multiple and Shifting Solidarities

Thursday, March 17 to Sunday March 20, 2011

Hilton Americas-Houston

With the theme of "Americans Divided and United: Multiple and Shifting Solidarities," the Program Committee for the 2011 Organization of American Historians Annual Meeting in Houston intends to present a wide-ranging program that will encourage critical discussion of the issues now driving the best scholarship in all subfields of United States history. The Committee invites proposals that cover any and all periods within the full chronological sweep of the American past, from pre-Columbian years to the twenty-first century, and the rich thematic diversity that has come to characterize contemporary American history writing and teaching. The program will feature sessions on the ways in which Americans have been separated from and united with one another in a variety of historical contexts, but the Committee welcomes proposals on topics beyond this year's designated theme. The program aims to include public historians and independent scholars as well as those teaching at universities, colleges, community colleges, and secondary schools. In general, the program should reflect the full diversity of the OAH membership in the United States and abroad.

Beginning October 1, 2009, the program committee invites the submission of panels and presentations that deal with these and other issues and themes in American history. OAH welcomes teaching sessions, particularly those involving the audience as active participants or those that reflect collaborative partnerships among teachers, historians, and history educators at all levels. We urge presenters to continue the ongoing transition from simply reading papers to more actively "teaching" the topic of their sessions. Roundtables and workshops offer an excellent format for this. The committee prefers to receive proposals for complete sessions, but will consider individual paper proposals as well.

The program should reflect the full diversity of the OAH membership in the United States and abroad. Wherever possible, proposals should include presenters of both sexes and members of ethnic and racial minorities. Panels should also represent a range of historians (public and academic) and history professionals, wherever they are employed and at varying levels of seniority in the profession. OAH encourages more senior historians to present their own research, and welcomes debate on challenging and controversial issues.

Registration and Membership Requirements

All participants must preregister for the meeting. Participants who specialize in American history and support themselves as American historians are also required to be members of the OAH. Participants representing other disciplines do not have to be members.

Repeat Participation

OAH policy prohibits individuals from participating in two consecutive annual meetings in the same role and limits individuals to appearing only once on the program in a given year. If you have questions about this policy, please contact the OAH meetings department.

Submission Procedure

Proposals should be submitted electronically to the OAH Proposal System beginning October 1, 2009. Please download proposal system instructions before beginning your submission. Complete session proposals most often include a chair, participants, and, if applicable, one or two commentators (chairs may double as commentators, and commentators may be omitted in order for the audience to serve in that role). Session membership should be limited by the need to include substantial time for audience questions and comments. All proposals must include the following information:

- a complete mailing address, e-mail address, phone number, and affiliation for each participant
- an abstract of no more than 500 words for the session as a whole
- a prospectus of no more than 250 words for each presentation; and
- a vita of no more than 500 words for each participant

The deadline for proposals is Thursday, February 25, 2010.

2011 Program Committee

Peter Kolchin, University of Delaware, cochair
Joanne Meyerowitz, Yale University, cochair
Manfred Berg, Historisches Seminar der Universität Heidelberg
Holly Brewer, North Carolina State University
Hasia Diner, New York University
David G. Gutiérrez, University of California, San Diego
Martha S. Jones, University of Michigan
Moon-Ho Jung, University of Washington
Paul Kramer, University of Iowa
Naomi R. Lamoreaux, University of California, Los Angeles



INSTITUTE-NEH POSTDOCTORAL FELLOWSHIP 2010-2012

The Omohundro Institute of Early American History and Culture offers a two-year postdoctoral fellowship in any area of early American studies, to begin July 1, 2010. A principal criterion for selection is that the candidate's dissertation or other manuscript have significant potential as a distinguished, book-length contribution to scholarship. A substantial portion of the work must be submitted with the application. Applicants may not have previously published or have under contract a scholarly monograph, and they must have met all requirements for the doctorate before commencing the fellowship. Those who have earned the Ph.D. and begun careers are also encouraged to apply. The Institute holds first claim on publishing the appointed fellow's completed manuscript. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

Fellows devote most of their time to research and writing, work closely with the editorial staff, and participate in colloquia and other scholarly activities of the Institute. In addition to a beginning stipend of \$50,400, the fellowship provides office, research, and computer facilities as well as some travel funds for conferences and research. Fellows hold concurrent appointment as assistant professor in the appropriate department at the College of William and Mary and teach a total of six semester hours during the two-year term. Institute fellows also have the option of spending a summer at the Huntington Library on a full grant within five years of their residency in Williamsburg.

For the calendar year 2011 the fellow will be supported principally by the National Endowment for the Humanities through its program of fellowships at Independent Research Institutions. During that year he or she will be designated both an NEH and an Institute fellow.

The award is open to all eligible persons equally. Foreign nationals must have been in continuous residence in the United States for the three years immediately preceding the date of their application for the fellowship in order to be eligible for NEH funding. The College of William and Mary is an Equal Employment Opportunity/Affirmative Action employer.

Further information may be obtained by contacting Institute-NEH Fellowship, OIEAHC, P.O. Box 8781, Williamsburg, VA 23187-8781. Email: ieahc1@wm.edu. Website: <http://oieahc.wm.edu/Fellowships/NEH.html>.

Applications must be postmarked by November 1, 2009.



INSTITUTE ANDREW W. MELLON POSTDOCTORAL RESEARCH FELLOWSHIP 2010-2011

The Omohundro Institute of Early American History and Culture invites applications for a one-year Andrew W. Mellon Postdoctoral Research Fellowship in any area of early American studies, to begin July 1, 2010. The award carries a year's support to revise the applicant's first book manuscript and the Institute's commitment to publish the resulting study. The Institute's scope encompasses the history and cultures of North America's indigenous and immigrant peoples during the colonial, Revolutionary, and early national periods of the United States and the related histories of Canada, the Caribbean, Latin America, the British Isles, Europe, and Africa, from the sixteenth century to approximately 1815.

The principal criterion for selection is that the candidate's manuscript have significant potential for publication as a distinguished, book-length contribution to scholarship. Applicants must submit a completed manuscript and may not have another scholarly monograph under contract. They must have met all requirements for the doctorate at least twelve months prior to commencing the fellowship. The Institute will hold first rights to publishing the revised study. The application should reflect a thoughtful program for revision. Persons who have previously participated in the Institute-National Endowment for the Humanities postdoctoral fellowship competition may apply, but former recipients of that fellowship will not be eligible. Those who qualify may apply simultaneously to both programs.

A year-long residency at the Institute is recommended; however, flexible arrangements are possible. No other employment may be held during the fellowship. Fellows are expected to devote their time exclusively to research and writing and to work closely with the editorial staff. The fellowship carries a stipend of \$55,000 and a comprehensive benefits package; in addition, office facilities at the Institute and some funds for travel to conferences and research are available.

The Andrew W. Mellon Postdoctoral Research Fellowship is open to all eligible persons equally, including foreign nationals. It is made possible by the renewal of a generous grant to the Institute by the Andrew W. Mellon Foundation and will be offered annually over the next two years. The Institute is a National Endowment for the Humanities-designated Independent Research Institution; is cosponsored by the College of William and Mary and the Colonial Williamsburg Foundation; and is an Equal Employment Opportunity/Affirmative Action employer.

Further information may be obtained by contacting: Andrew W. Mellon Postdoctoral Research Fellowship, OIEAHC, P.O. Box 8781, Williamsburg, VA 23187-8781. Email: ieahc1@wm.edu. Website: <http://oieahc.wm.edu/Fellowships/mellon.html>.

Applications must be postmarked by November 1, 2009.

2009 OAH Community College Workshops

Juli A. Jones

Sessions in the third year of the OAH Community College Workshop series were held in May at Hillsborough Community College, Ybor City Campus in Tampa, Florida, and in June at Community College of Rhode Island, Warwick. Despite the challenges of the economy, enthusiastic groups of historians met to discuss the core sessions on teaching the U.S. history survey, additional state of the field sessions, and public history site visits. Evaluations were again overwhelmingly positive confirming that the workshops continue to achieve the goal of meeting the professional development needs of faculty teaching the survey course. More time for networking also resulted in further development of regional and national networks of community college historians.

This year Merck & Co., Inc. funded lectures on the history of business (Louis Galambos, Tampa) and the history of science (Daniel J. Kevles, Warwick). Our Museum Day visits to local history sites sparked lively discussion on the uses of public history, particularly in Florida where we visited two very different types of institutions. Our first stop was at the small local history museum run by the state park service. This site focused on Ybor City's cigar industry and immigrant cultures. From here we went to the brand new Tampa Bay History Center, a regional museum that just opened on Tampa's waterfront. Prior to our tour, the group lunched at The Columbia Café, the historic Cuban restaurant with a new location at the museum.



Susan Haber of Cuyamaca College leads a session at the Community College of Rhode Island, Warwick, on "Designing and Evaluating Online Survey Courses."

In Rhode Island, our site visits included the Slater Mill with guided tours by docents, followed by tours of the John Brown house museum operated by the Rhode Island Historical Society. Dr. C. Morgan Grefe, director of the Newell D. Goff Center for Education and Public Programs, gave a presentation on the challenges of using public sites in teaching American history, and how historians and non-historians interpret artifacts and dominant narratives. In the late afternoon, most of the group went on to a special Newport evening tour, visiting the Breakers mansion built in 1895 by Cornelius Vanderbilt II, and enjoying dinner at the Atlantic Beach Club restaurant. The combina-

tion of different nineteenth-century historic site presentations made for an enthusiastic, thoughtful discussion on using public history in teaching about immigration, class, and other aspects of American history.

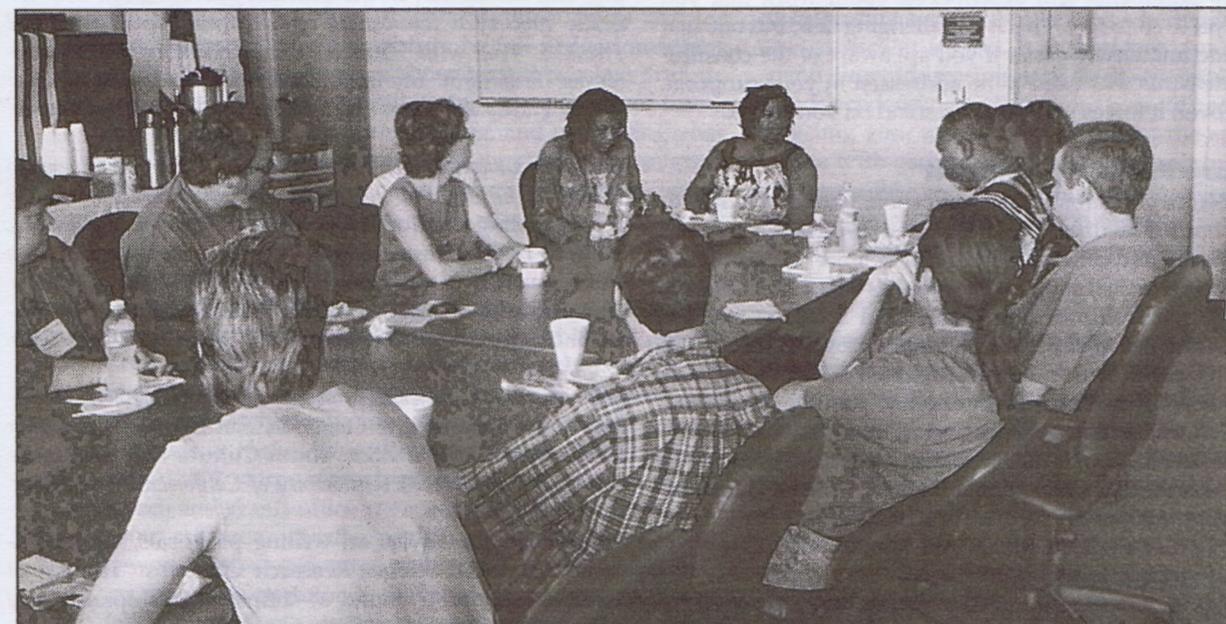
As in previous workshops, two-year college historians were very interested in discussing best practices in online courses, recent history, internationalizing the survey course, and developing connections with colleagues who share their experiences and concerns. They were also informed of new opportunities for future networking and involvement through the new community college listserv, the community college workshop to be held at the OAH Annual Meeting, and service opportunities. Many participants expressed interest in serving on committees and joining or renewing their OAH memberships. We look forward

to an excellent new group of two-year historians becoming active in the near future and hope to meet more new colleagues at our 2010 summer workshops. The 2010 workshops are tentatively scheduled for May and June in Philadelphia and San Francisco. For more information, please contact Amy Stark at the Organization of American Historians <astark@oah.org>. □

Juli A. Jones is on the history department faculty at San Diego Mesa College.



Community college historians witnessed renowned cigar roller Wally Reyes practice his craft at the Ybor City Museum.



Workshop participants reflect on their experiences at the Ybor City Museum and Tampa Bay History Center around the breakfast table at Hillsborough Community College, Ybor City. The post-Museum Day discussions are usually the most animated as historians react to their public history experience.

Teach U.S. History in Japan

Apply today for this
Exciting Residency Opportunity!

With generous support from the Japan-United States Friendship Commission, the OAH and the Japanese Association for American Studies (JAAS) will send two American scholars to Japanese universities for two-week residencies. During the residencies, the American historians give lectures and seminars, in English, in their specialty and provide individual consultation to Japanese scholars, graduate students, and sometimes undergraduates, studying American history and culture. Visitors also participate in the collegial life of their host institutions and help expand personal scholarly networks between Japan and the U.S. The aim of the program is to contribute to the expansion of personal scholarly networks between the two countries. We are pleased to announce (pending funding) the fourteenth year of the competition.

Roundtrip airfare to Japan, housing, and modest daily expenses are covered. Awardees are also encouraged to explore Japan before or after their two-week residency at their own expense. Applicants must be members of the OAH, have a Ph.D., and be scholars of American history. Applicants from previous competitions are welcome to apply again. Winners of the competition are expected to attend the 2010 OAH annual meeting in Washington, DC, so that they can meet with visiting Japanese scholars and graduate students as well as the OAH-JAAS Historians' Collaborative Committee. The two host institutions in Japan for 2010 are:

- **MUSASHI UNIVERSITY** (Tokyo, Japan) is seeking a specialist in the field of American sports history. For two weeks, June 1 through June 14, 2010.
- **KYOTO UNIVERSITY** (Kyoto, Japan) is seeking a specialist in the history of race and racial ideologies in the United States. For two weeks, June 1 through June 14, 2010.

More information about the Japanese host institutions is available at <<http://www.oah.org/activities/awards/japan/>>. Note: If the host university cannot offer housing, applicants are expected to pay hotel expenses from the daily stipend.

Applications should include the following:

1. A two-page curriculum vitae emphasizing teaching experience and publications. Also include the names and contact information of three references.
2. The institution(s) for which you would like to be considered.
3. A personal statement, no longer than two pages, describing your interest in this program and the issues that your own scholarship and teaching have addressed. Please devote one or two paragraphs to why you understand this residency to be central to your development as a scholar in the world community. You may include comments on previous collaboration or work with non-U.S. academics or students. If you wish, you may comment on your particular interest in Japan.



Applications must be sent in Microsoft Word format by **October 15, 2009** to the chair of the selection committee, Professor Andrea Geiger, at <aageiger@sfu.ca>. **Applicants must be current members of the OAH.**

▼ ADVICE / From 7

lenges, or reaffirms key debates in its field. Also, do not just include secondary works, but also primary sources. This shows the reviewers that you are aware of and familiar with these materials.

Proposed Project

The Social Science Research Council ("The Art of Writing Proposals"*) reminds us that the first paragraph is the most important component of the application for its ability to capture or lose the reader's interest. We can attest that after many hours of reading proposals, many of which are unclear and uninspiring, we are left bleary-eyed, bored, and starved for some excitement. Your goal is to develop a first sentence or paragraph that captures the reader in a compelling way. In that same paragraph, you should also present the major contours of your study, your main argument or findings, and, perhaps, suggest your methodological approach and/or other innovations in your work. Many times we came away from reading an application not knowing what the project was about. Letters of recommendation often do a better job of explaining the project. Leaving it up to your letter writers to do your job, however, sends a message to the reviewers that you do not know exactly what you want to do. More important, it says that you are not equipped (at the present moment) to carry out the study and the proposal does not merit funding.

Beyond the first paragraph, the project proposal should provide a significant discussion of the main argument and contribution of your study to the field(s). You should also point out the main themes and questions being asked, theoretical framework methodology and sources, scholarly contribution, and, if required, a timeline to completion. If you do not think you will finish in the time required, do not say you will because the reader will know—

based on the quality of the proposal—whether the project is feasible in the time projected. Address questions such as: What is the significance of the project? What is your contribution to the field and general knowledge? What will we learn that we do not already know? In other words, why is the work important? Do not assume that the reviewers—or anyone else for that matter—already thinks that your project is important. You need to convince them of that fact.

One of the more difficult aspects of grant and fellowship applications is that they essentially ask you to convey clearly arguments and descriptions about work that you have yet to complete. This is a challenging task, but one that is made immensely easier if you are aware of the constitutive elements that need to be addressed in your proposal. Moreover, it forces you to take a stand on your work.

Before Pressing "Submit"

Before you submit the application, budget the time to send out for feedback the completed application to mentors, peers, and other colleagues. If you are unclear about something or feel the need to double-check on a matter, call the fellowship or grant office and speak to relevant staff. Ask colleagues to share winning proposals or to read your proposal. Successful files are most often read by several people ahead of time in order to provide comments, suggestions, and clarity in overall presentation. Lastly, proofread. Read it aloud, looking for inconsistencies in sentences and meaning. Typos and contradictions turn off the reviewers instantly.

Final Bit of Advice

The most important thing to remember is that, although time-consuming, applications for funding are part of the academic experience and more than pay for

themselves if and when you should get a grant or fellowship. Remember, it only takes one grant or fellowship for you to have the opportunity to continue your research and writing without having to hustle multiple jobs or responsibilities to make ends meet. Start early and apply often. Good luck! □

Ernesto Chávez is associate professor in the department of history at the University of Texas at El Paso. He is the author of ¡Mi Raza Primero! (My People First!): Nationalism, Identity, and Insurgency in the Chicano Movement in Los Angeles, 1966-1978 (University of California Press, 2002) and The U.S. War with Mexico: A Brief History with Documents (Bedford/St. Martin's, 2007). He is currently working on a biography of Mexican-born silent film star Ramón Novarro.

Miroslava Chávez-García is an associate professor of Chicano/a Studies at the University of California, Davis. She is the author of Negotiating Conquest: Gender and Power in California, 1770s to 1880s (Arizona, 2004). Currently, she is working on a book on youth, race, and science in California, from the 1850s to the 1940s and will be a fellow in residence at Stanford University's Center for Comparative Studies in Race and Ethnicity in 2009-2010.

Luis Alvarez is associate professor in the department of history at the University of California, San Diego. He is author of The Power of the Zoot: Youth Culture and Resistance during World War II (University of California Press, 2008).

*For invaluable advice on writing proposals, we recommend the Social Science Research Council's "The Art of Writing Proposals," found at <http://fellowships.ssrc.org/art_of_writing_proposals/>.

New Board Members Join the OAH

Benjamin Aloe

The OAH is pleased to have an impressive group of new board members joining the executive and nominating boards this year. The former will add **Doris Dwyer**, **Ramón A. Gutiérrez**, and **Mary Kelley**, while the latter will enlist **George Chauncey**, **Rosemary Kolks Ennis**, and **Kathleen Smith Kutolowski**. Each member brings a unique set of talents and experiences to their respective boards that are sure to enrich the organization as we look ahead.

OAH Executive Board

Doris D. Dwyer, who previously served on the OAH Committee on Community Colleges (chairing the committee in 2005), is a professor of history and humanities at Western Nevada College and currently chairs the OAH Community College Advisory Board. She has received numerous teaching awards and has published several works on western history. Dwyer has expressed her admiration for the ability of the organization to adapt to new circumstances, but also finds areas for improvement. "I would like to see the OAH continue in new membership initiatives, address new challenges in teaching and research technology, and increase networking among history, humanities, and social science organizations."

Ramón A. Gutiérrez is the Preston and Sterling Morton Distinguished Service Professor of History at the University of Chicago and currently serves as director of its Center for the Study of Race, Politics, and Culture. He was the recipient of the John Hope Franklin American Studies Book Prize and the OAH James A. Rawley and Frederick Jackson Turner Awards in 1992 for his book *When Jesus Came the Corn Mothers Went Away: Marriage, Sexuality and Power in New Mexico, 1500-1846*. As a scholar and public intellectual, Gutiérrez holds a special concern for the declining place of history in society and the health of the profession.

The final addition to the OAH Executive Board, **Mary Kelley**, is the Ruth Bordin Collegiate Professor of History, American Culture, and Women's Studies at the University of Michigan. She served on the OAH Merle Curti Award Committee from 2003 to 2004 and was cochair of the OAH Annual Meeting Program in 1996. In addition, Kelley

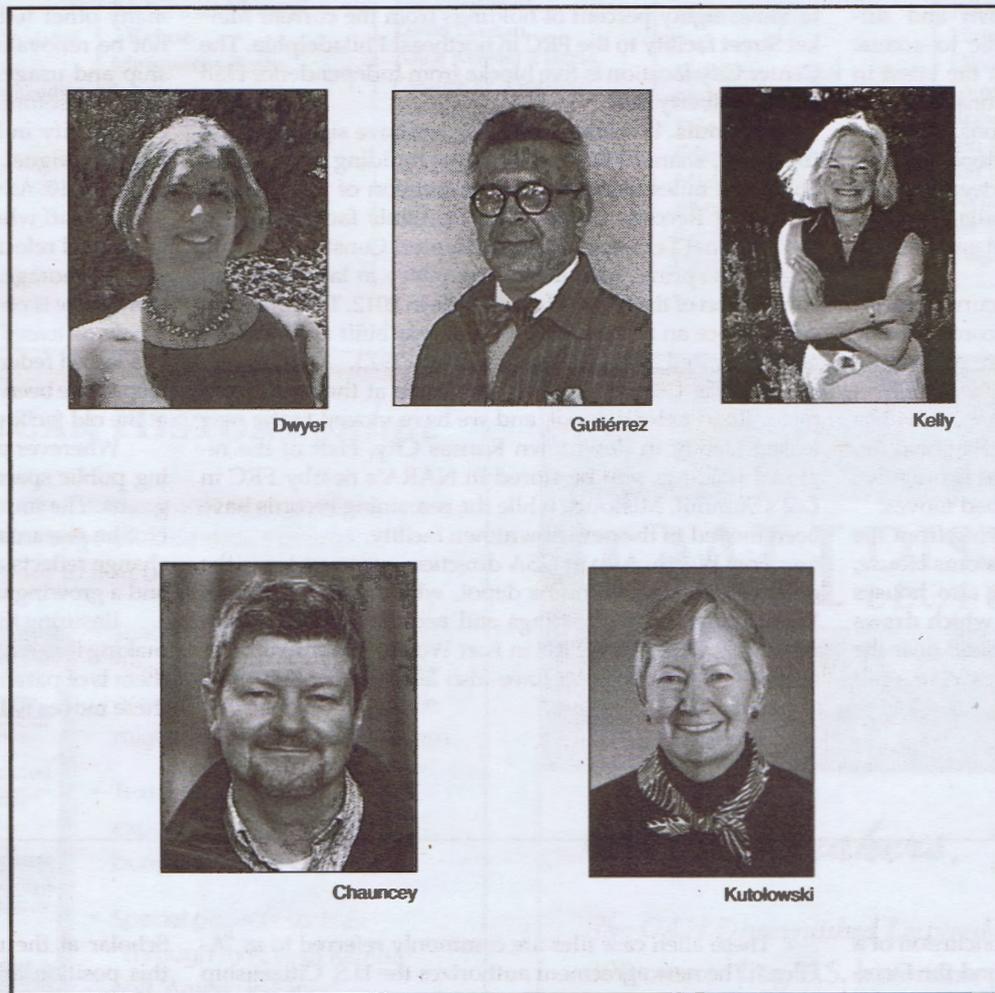
served as president of the American Studies Association from 1999 to 2000. Her latest book, *Learning to Stand and Speak: Women, Education, and Public Life*, was published in 2006. Kelley believes that the breadth and diversity of the organization is an important asset, especially to meet the crucial challenges ahead. As a member of the executive board, she plans to devote her efforts to "protect academic freedom at sites ranging from classrooms to museums, to

a vision to ensure that the OAH continue to select a distinguished, creative, and diverse leadership. A recipient of the OAH Frederick Jackson Turner Award and OAH Merle Curti Social History Award, he has published widely on American social history. His book *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* won the Los Angeles Times Book Prize and Lambda Literary Award. Chauncey has participated as an OAH Distinguished Lecturer in the past.

Rosemary Kolks Ennis brings a commitment to unite historians of all practices under the OAH. As a social studies teacher at Sycamore High School in Cincinnati, Ohio, Ennis has a deep interest in the teaching and learning of history. She received the Ohio History Day Teacher of the Year award in 2004 and served as the chair of the OAH Mary K. Bonsteel Tachau Precollegiate Teaching Award Committee from 2000 to 2001. Ennis believes that "It is critical for the OAH to build ties between educators at colleges and secondary schools and to tie the teaching community to public historians."

The third new member of the nominating board is **Kathleen Smith Kutolowski**. As an associate professor (and chair from 2004 to 2007) in the department of history at the College at Brockport, State University of New York, Kutolowski has been honored with several teaching awards. Her main area of research and publication has been on freemasonry and antimasonry in American history. As a member of the nominating board, she plans to "represent the large community of scholar-teachers whose careers are spent at nonresearch one institutions but who continue active scholarship."

The OAH is fortunate to have such an accomplished, talented, and dedicated group of individuals to serve on the executive and nominating boards. The diversity represented in this group is surely a source of strength for the organization. The OAH would like to thank all of its board and committee members for their commitment to the organization and the profession in general. It is only with their help that the OAH is able to advance its mission of excellence in the scholarship, teaching, and presentation of American history. □



Dwyer

Gutiérrez

Kelly

Chauncey

Kutolowski

ensure unrestricted access to archival sources, to enhance the inclusiveness we have achieved, to make the history we practice legible to the general public, and to engage that public in conversations about the relevance of history to our lives today."

OAH Nominating Board

George Chauncey, professor of history and American studies at Yale University, joins the nominating board with

Benjamin Aloe is the associate editor of the OAH Newsletter.

National Archives Plans Moves, Upgrades for Regional Facilities

Adrienne Thomas, Acting Archivist



Thomas

This spring, the National Archives at Kansas City officially opened its new quarters in the heart of downtown Kansas City's cultural, retail, and historic district. This was a big step. For years, this regional archive was located in an aging General Services Administration (GSA) building far from downtown and difficult for the public to access. The move was just the latest in

a series of moves involving eight of our regional archives to new locations within their respective regions. They are part of a comprehensive program we undertook recently to improve the facilities of our network of thirteen regional archives, primarily to meet our archival records preservation standards. None of the thirteen regional archives are closing.

Some moves are necessary because the current facilities cannot be upgraded to meet NARA's records storage standards. In the cases of four facilities, we are renovating and upgrading them to meet the standards; they are Boston, Chicago, San Francisco, and Seattle. Most work will be completed by the end of 2010. The Southeast Regional Archives in Atlanta occupies a new building that is only five years old. Here is the status of the eight planned moves:

New York City. We are considering moving from the Varick Street federal office building to the Customs House, a federal building in lower Manhattan that also houses the Smithsonian American Indian Museum, which draws 300,000 visitors annually, and is centrally located near the Ellis Island and Statue of Liberty ferry landings. A feasibility study is currently underway.

Because of the high cost of archival storage in Manhattan, we plan to move eighty percent of New York City holdings to our Federal Records Center (FRC) in northeast Philadelphia in a new archival bay. The most heavily used records and significant "treasures" from the holdings will remain in New York.

No existing staff will be relocated. In the future, depending on visitor numbers, it is possible that positions will be reassigned when vacancies occur.

Philadelphia. As is the case in New York City, we plan to move eighty percent of holdings from the current Market Street facility to the FRC in northeast Philadelphia. The Center City location is five blocks from Independence Hall and the Liberty Bell.

St. Louis. Working with GSA, we have signed a lease for a new, shared FRC and Archives building in St. Louis, about ten miles from the current location of the Military Personnel Records Center. The St. Louis facility houses the National Personnel Records Center. Construction will begin this spring, with initial occupancy in late 2010, and completion of the move of all records in 2012. This building will replace an aging structure that was built around 1950 and renovated after a disastrous fire in 1973.

Kansas City. GSA ended our lease at the aging Banister Road federal depot, and we have moved to the new leased facility in downtown Kansas City. Half of the regional holdings will be stored in NARA's nearby FRC in Lee's Summit, Missouri, while the remaining records have been moved to the new downtown facility.

Fort Worth. Also at GSA direction, we must leave the deteriorating federal office depot, which is being closed. We are moving the holdings and textual research operations to NARA's new FRC in Fort Worth, about five miles from the old depot. We have also leased education pro-

gram meeting space near the city's cultural district. Moves will be completed in 2009.

Denver. We are leaving a deteriorating building on the federal campus in Lakewood. We are working with GSA to procure new leased space in the greater Denver metropolitan area for a joint FRC and Archives building. Move completion is expected by end of 2010.

Laguna Niguel, California. We are moving out of the massive Chet Holifield federal office building, which formerly housed both the FRC and the archives, as well as many other federal agencies. The Holifield building cannot be renovated to meet standards. In addition, visitorship and usage is low and does not justify the very high rent. Therefore, the archives will rejoin the FRC at its new facility in Riverside, which is about fifty miles from Laguna Niguel. The move is expected to be complete by spring 2010. As was the case when the FRC moved, Laguna Niguel staff whose commute is significantly increased will be offered relocation expenses.

Anchorage. The planned move to a new government-owned site is on hold pending the availability of funding for a new or leased building. Meanwhile, the archives remain at a leased federal office building in downtown Anchorage. Steps have been taken to improve environmental conditions at the old facility, but it does not fully meet the standards.

Wherever possible in these moves, we are also improving public spaces for research, access, and education programs. The improvements include converting obsolete microfilm research spaces to computer research stations. This change reflects an eighty percent decrease in microfilm use and a growing use of electronic records and indexes.

Ensuring that these records are properly preserved and making it as easy as possible for the public to access and use them is of paramount importance to NARA, and we believe these moves will help us in this important mission. □

▼ CAPITOL COMMENTARY / From 9

The conversations cover topics such as the conclusion of a peace settlement between the United States and the Democratic Republic of Vietnam and the return of American POWs, President Nixon's second inauguration, the U.S. and Europe, the Supreme Court's *Roe v. Wade* decision, energy policy, the reorganization of the executive branch, and the first Watergate trial.

On June 3, the National Archives and the U.S. Citizenship and Immigration Services signed an agreement to designate as permanent the immigration files created on the millions of aliens residing in the United States beginning in 1944 until now. This represents the first step in the preservation of the thirty-two million records that were originally scheduled for disposal.

These alien case files are commonly referred to as "A-Files." The new agreement authorizes the U.S. Citizenship and Immigration Services/Department of Homeland Security to send "A-Files" to the National Archives when one hundred years have passed since the birth date of the subject of a file. The National Archives expects to receive the first transfer of "A-Files" later this year.

Gardner Named Senior Scholar at Smithsonian's National Museum of American History

National Museum of American History Director Dr. Brent Glass this week announced that Dr. Jim Gardner has been appointed to a newly created position of Senior

Scholar at the museum. Glass stated that he established this position at NMAH to enhance the museum's efforts in the areas of research and collections planning, and to strengthen relationships with colleges, universities, and historical associations by developing new opportunities for collaboration.

Dr. Gardner will lead two major initiatives focusing on the museum's highest strategic priorities. The first will examine NMAH scholarship and develop a research plan. Second, Gardner will review the NMAH's priorities for collections and develop the NMAH collections plan to complement the research plan.

Glass stated that he hopes to name a new associate director for Curatorial Affairs to replace Gardner by mid-October. □

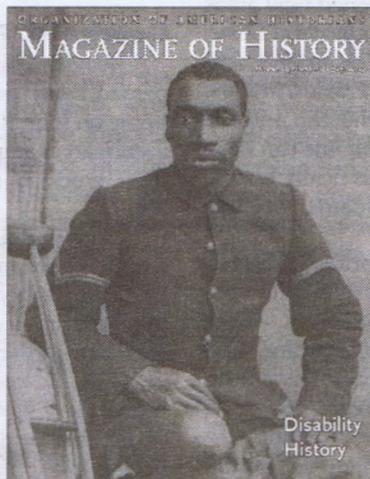
News of the Organization

News from the OAH Magazine of History

The new July 2009 issue of the *OAH Magazine of History* on Disability History is hot off the press! As guest editor Daniel J. Wilson of Muhlenberg College writes in the Foreword, "Disabled individuals typically appear as relatively passive patients or as inmates subject to the attention and procedures of the doctors and other health professionals. Disability history radically changes the perspective of the historian. The disabled become the focus of the study. Their lives, their efforts to be independent, their advocacy on their own behalf, their rights as citizens, and their decisions to seek a cure, or not, become the subject matter of this new historical approach."

To introduce readers to the topic, leading scholars of disability history, Paul Longmore and Susan Burch, survey the literature and explain how disability can illuminate many areas of U.S. history. David Gerber explores the histories of disabled veterans from the Revolutionary War to the current war in Afghanistan. Richard Scotch examines the multifaceted history of the disability rights movement from the 1880s to the present. Dan Wilson's teaching strategy asks students to consider two documents not often examined in context: "The New Colossus," the poem by Emma Lazarus affixed to the Statue of Liberty offering to take in Europe's "poor . . . huddled masses"; and the government regulations on excluding immigrants with mental or physical "defects." Kim Nielsen offers a variety of ways for students to explore disability history through the medium of biography. And Penny Richards focuses on some of the best internet resources on disability history.

Speaking of online resources, as the July issue went to press, we learned that the *MOH* is now available on J-



STOR, the not-for-profit digital archive. Users are able to access articles as full-text PDF files for searching, browsing, downloading, and printing from the *Magazine's* first year of publication in 1985 up until the most recent five years. The ability to search past issues is a great feature. Just for fun, I searched the word "reconstruction" and my "hits" included not only volume 4, n. 1, 1989, which focused on post-Civil War Reconstruction, but also issues on African American History, Desegregation, Civil War, Industrial Revolution, Congressional History, and Taking a Stand in History. If you do not have current access to JSTOR through your institution, you can purchase full access to the *MOH* (and the *Journal of American History*) at the annual rate of \$15. Simply call the OAH Membership Department (812-855-9857 or 9854) with your credit card ready.

Finally, at the end of June, OAH staff said goodbye to Keith Eberly, who did a fine job as assistant editor of the *Magazine* for the past three years. From the October 2006 issue on Social Movements of the 1960s until the latest July 2009 issue on Disability History, Keith was responsible for layout, selecting images, corresponding with authors, supervising interns, and many other essential tasks. A Ph.D. candidate at Indiana University studying the historical memory of Franklin Roosevelt, Keith leaves us to take a position as graduate research fellow with the History Learning Project at IU. In his place, we have welcomed OAH diversity fellow Tanisha Ford as the *Magazine's* new assistant editor. She is already hard at work preparing the October 2009 issue on North American Migrations and the January 2010 issue on Business History for publication. □

— Carl R. Weinberg

Correspondence

Better Training for TAH Project Directors

To the Editors:

As I have been involved with three Teaching American History Grants and unable to attend the TAH Symposium, I read the article in the May 2009 *OAH Newsletter* entitled, "Building Historical Thinking Skills: A Report from the Fourth Annual TAH Symposium," by Kelly Woestman, with great interest.

The article noted that Sam Wineburg discussed evaluation of programs in the keynote address. I completely agree that we should have certain evaluation measures beyond multiple choice questions for teachers. I have found that the richest evaluation data is in the qualitative portion of our evaluation rather than the quantitative.

One particular item drew my interest. He proposed that TAH grants dedicate twenty percent of the funding for evaluation. Proposing that one-fifth of the funding for evaluation is a bit like closing the barn door after the horse is out. Allocating this huge amount for evaluation seems excessive when the funds could be spent on the teachers in the programs.

I have an alternate solution. I would propose funding be allocated to train project directors who could ensure a better program rather than spend one-fifth of the funds for evaluation and only then discover it was not a quality program.

The project director is the key to a successful program. Robynn Holland, the project director for all three grants of which I have been associated, has the outstanding skills and knowledge that has ensured that our grants have been highly successful. I have heard from many historians and pedagogical experts who have worked with other programs across the country that our three programs have been extremely professional, well organized, and offer a unique and challenging program for teachers. Putting funds into training project directors would ensure that funding is better spent upfront to ensure a quality program rather than finding out later it was lacking. □

—Cathy Geis Ph.D.

Social Studies Coordinator
Fayette County, Georgia

Contact Us

The *OAH Newsletter* encourages your letters as they relate to the interests of our members and readers. We reserve the right to reject letters that are not consonant with the goals and purposes of the organization. Letters are printed verbatim. The OAH disclaims responsibility for statements made by contributors. For contact information and additional editorial guidelines, please see page 2. □

Slate of Candidates 2010 OAH Election

The OAH Nominating Board is pleased to announce the following candidates standing for office in the 2010 OAH Election. **OAH Vice President:** Albert Camarillo, Stanford University. **OAH Executive Board** (one candidate will emerge from each of the following three pairs): **pair one:** Jon Butler, Yale University; George Sanchez, University of Southern California; **pair two:** Gary Reichard, California State University, Long Beach; Gideon Sanders, James Madison High School; **pair three:** Annette Atkins, St. John's University; Jane Kamensky, Brandeis University. **OAH Nominating Board** (one candidate will emerge from each of the following three pairs): **pair one:** Kristen Hoganson, University of Illinois; Thomas Sugrue, University of Pennsylvania; **pair two:** Michael Green, Community College of Southern Nevada; Marguerite Renner, Glendale Community College; **pair three:** Raymond Arsenault, University of South Florida; Lynn Dumenil, Occidental College.

Candidate biographical sketches, as well as personal statements, will be included with the ballot in the November 2009 *OAH Newsletter*. □

ACLS Humanities E-Book Subscriptions

ACLS Humanities E-Book (HEB) is pleased to make individual subscriptions available to current members of the OAH.

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The logo for ACLS Humanities E-Book, featuring the word 'EBOOK' in a bold, sans-serif font inside a dark rectangular box.

In Memoriam

David Herbert Donald

The poet Walt Whitman composed a great work in 1865, on the death of Abraham Lincoln, who died in the spring, when the lilacs were in bloom:

O how shall I warble myself to the dead one that I loved?
And how shall I deck my song for the large sweet song that is gone?

The entire historical profession, but especially his legion of students, graduate and undergraduate alike, mourns the passing of David Herbert Donald, who died at the age of eighty eight on May 17, 2009. A renowned scholar of nineteenth-century America, Donald was especially gifted in the art of biography. He won two Pulitzer Prizes, one in 1961 for his biography of Charles Sumner, and a second in 1987 for his study of Thomas Wolfe. He served as president of the Southern Historical Association in 1970 to 1971. In 2005, the Abraham Lincoln Presidential Museum in Springfield, Illinois, named its award for excellence in Lincoln studies the "David Herbert Donald Prize."

A native of Goodman, Mississippi, Donald claimed both Confederate and Union ancestry. His father, Ira Unger Donald, was a farmer, and his mother, Sue Ella Belford Donald, a school teacher. Donald attended Holmes Junior College in Goodman; Millsaps College, in Jackson, Mississippi; and the University of Illinois at Champaign-Urbana, where he studied under the great Lincoln scholar James G. Randall and received his Ph.D. in 1946.

Donald quickly established his own reputation in the Lincoln field. He launched his publishing career in 1948 with *Lincoln's Herndon*, based upon his doctoral dissertation on Billy Herndon, Lincoln's law partner and the source of so many stories constituting the Lincoln legend. He edited *Inside Lincoln's Cabinet: The Civil War Diaries of Salmon P. Chase* in 1954. In 1956, he published *Lincoln Reconsidered*, a collection of provocative essays about the sixteenth president and the Civil War era.

Donald's approach to historical subjects adapted insights gained from his interest in social science

methodology. His two-volume biography of Sumner made use of psychology in probing the character of the stanch Massachusetts abolitionist. *The Politics of Reconstruction, 1863-1867*, published in 1965, employed political science techniques to explain Congressional voting patterns.

Making history come alive for general readers and specialists alike led Donald to bring out, in 1961, a new edition of Randall's *The Civil War and Reconstruction*, which included a famously comprehensive bibliography. The same impulse prompted his coauthorship of *The Great Republic* in 1977, an unusual textbook comprising a series of extended analytical essays, rather than a plodding chronological narrative.

In 1995, Donald published the definitive (a word he never much cared for) one-volume biography of Lincoln. Asked why his judgments about Lincoln seemed so measured, Donald replied, "I didn't think it was terribly im-

portant for me to stand on the sideline cheering and say, 'oh, what a grand thing that was; my, wasn't that statesmanlike'—we all know that. That isn't important here. What we need to see is how leadership works, how a man with very poor training came to be such a skilled, adroit leader in a terribly troubled time."

His work on the Lincoln biography opened new areas of research interest. Donald later published *Lincoln at Home: Two Glimpses of Abraham Lincoln's Domestic Life*, in 1999, and *We Are Lincoln Men: Abraham Lincoln and his Friends*, in 2003. The latter work explored the theme of friendship and the important role the presence or absence of friends can have in the shaping of character. At the time of his death, he was working on a biography of John Quincy Adams, focusing especially on the post-presidential years.

Donald possessed a reputation as a brilliant teacher and mentor. He cared deeply about the written and spoken word and imparted that care to his students, whose lives and careers he followed with deep, genuine, and abiding interest, as well as pride and support. His graduate students wrote not dissertations but books, and those books would be prominently displayed—he called them his "grandchildren"—on his coffee table. He was a spellbinding lecturer whose accounts, whether of a Boston mob hounding William Lloyd Garrison or of Preston Brooks caning Charles Sumner on the Senate floor, drew actual applause from his student audience.

And he was, and not incidentally, also a gentleman, in the best sense—a Mississippian of kind manners who could certainly be direct, even critical, but never intemperate or unkind.

Donald began his academic career at Columbia University and taught at Smith College before returning to Columbia as a full professor in 1957. In 1959-1960, he held the Harmsworth Chair in American History at Oxford University. He served on the faculty at Princeton and then at Johns Hopkins before coming to Harvard in 1973 as the Charles Warren Professor of American History. He retired in 1991.

He is survived by his wife of many years, Aida D. Donald, of Lincoln, Massachusetts; a son, Bruce Randall Donald, of Chapel Hill, North Carolina; and two grandchildren. Mrs. Donald is an historian, a biographer of Theodore Roosevelt, and served for many years as assistant director and editor-in-chief of the Harvard University Press.

"His devotion to teaching and his concern for his students bind us to him," wrote Ari Hoogenboom, in the Introduction to *A Master's Due: Essays in Honor of David Herbert Donald* in 1985. "He did not excuse our failures or make light of our shortcomings but drove us to do our utmost."

Students remember. We remember all sorts of things. We remember "to 'eke' means to supplement;" "'due to' does not mean 'because;'" "a good dissertation is a good book;" and "use a strong topic sentence." We also remember receiving copies of prize-winning volumes inscribed

to "one who will someday write a better book than this." We remember long letters closing with "Faithfully yours." We remember, with reverence and affection, David Herbert Donald. □

—John M. McCardell, Jr.
Middlebury College

George M. Fishman

Teacher, historian, and activist, George M. Fishman passed away peacefully at his New Haven, Connecticut, home on June 30, 2009. Together with his wife Edie, he was a stalwart champion of quality public education for all children, workers' rights, equality, and peace throughout his life.

Born in Philadelphia on January 6, 1917, Fishman was a high school social science and history teacher. He held a Ph.D. in history from Temple University. He was actively involved in African American and labor studies, as researcher, writer, and teacher. Fishman published articles in academic and popular journals, and a selection of his work, *For a Better World. A Miscellany: Writings 1952-2002 on the African American People's Freedom/Equality Struggles in New Jersey History*, was completed in 2002.

From 1938 to 1941, Fishman was a staff member of a Work Projects Administration (WPA) teaching unit. It focused on African American life, history, and culture, and conducted classes for labor unions and community organizations. During World War II, Fishman was a radio man aboard a landing ship medium in the Pacific. He was awarded four medals for his service: American Theater, Asian-Pacific, Philippine Liberation, and Victory.

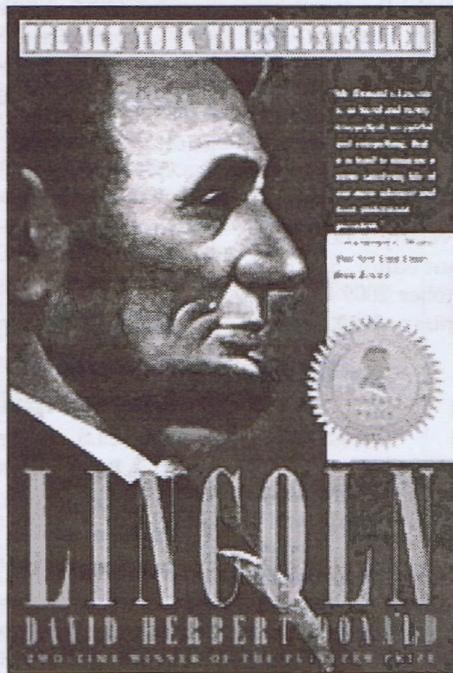
Following the war, Fishman taught social studies, history, and mathematics in the public secondary schools of Philadelphia and New Jersey. In 1952, he was forced to leave his teaching position as part of a general purge of progressives—including communists, labor activists, and civil rights advocates—from public life. Taking a job with Campbell's Soup in Camden, New Jersey, Fishman worked as a union shop steward and leader of Local 80A United Packinghouse Workers of America, CIO until he was invited back to teaching in 1968 when the Philadelphia school system repudiated past discriminatory practices. He retired from teaching in 1984.

Fishman was a candidate for governor of New Jersey on the Communist Party ticket in 1985. His campaign was organized around the needs of public education, especially of multiracial urban schools.

In every community where he lived, George Fishman became well-known for his scholarship and activism on behalf of democratic rights, human rights, and peace. Stating that he lived "a life with purpose," Fishman dedicated his life to local, national, and global causes alike. He took part in the struggles for unemployment compensation and social security in the 1930s, the civil rights movement in the 1960s, and the broad movements for progressive change of today. In honor of their work, he and Edie received the Ida B. Wells Community Service Award from the NAACP in 1994.

Fishman was respected and loved for his vision, dedication, commitment, and courage. His active concern for the needs and well-being of friends, family, and the community was felt by many. George Fishman is survived by his wife, Edie; his daughter Joelle and son-in-law Arthur Perlo; and several nieces and nephews.

A memorial celebration will be held on Sunday, September 6 at 2:00 pm at the New Haven Peoples Center, 37



David Herbert Donald's award-winning biography of Abraham Lincoln.

Howe Street, New Haven, CT 06511. Messages and memorial contributions can be sent to: Edie Fishman, 120-M Wooster Street, New Haven, CT 06511. E-mail to <joelle.fishman@pobox.com> or phone 203-430-2334. □

—Joelle Fishman

Ronald Takaki

Asian American historian and public intellectual Ronald Takaki passed away on May 26, 2009, after struggling for nearly two decades with multiple sclerosis. His wife, Carol Rankin, their three children, and seven grandchildren survive him.

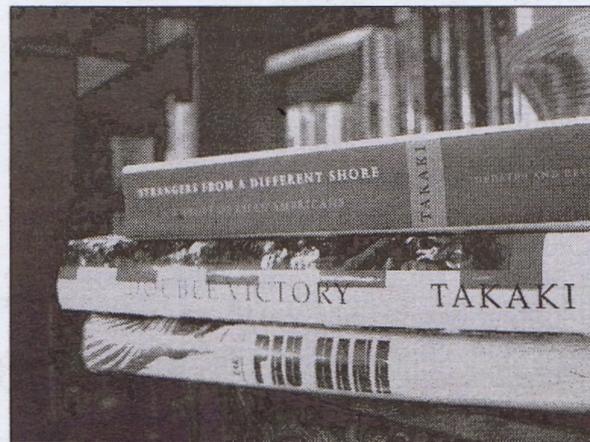
Ron was born in Honolulu on April 12, 1939. His father died when he was seven years old, and his mother remarried and reared Ron and his two siblings. "In Palolo Valley on the island of Oahu, Hawaii, where I lived as a child," Ron recalled in his history of Asian America, *Strangers from a Different Shore* (1989), "my neighbors had names like Hamamoto, Kauhane, Wong, and Camara. Nearby, across the stream where we caught crayfish and roasted them over an open fire, there were Filipino and Puerto Rican families. Behind my house, Mrs. Alice Liu and her friends played mah-jongg late into the night, the clicking of the tiles lulling me to sleep."

That setting, multicultural Hawai'i, provided Ron with the theme that would become his gift to U.S. history. On the suggestion of a teacher, Ron left Iolani High School for the College of Wooster in Ohio, where he earned a history degree. He completed his Ph.D. in history at the University of California, Berkeley in 1967, and taught African American history at UCLA. The 1969 Third World Liberation Front strike at Berkeley was instrumental in establishing the Department of Ethnic Studies there, and Ron joined its faculty in 1972. He served as department chair from 1975 to 1977,

received Berkeley's Distinguished Teaching Award in 1981, and helped establish an American Cultures (diversity) requirement for all Berkeley undergraduates and the nation's first Ph.D. program in Comparative Ethnic Studies. Ron retired in 2002, and that year received the Fred Cody Award for Lifetime Literary Achievement. Just before his death, the Association for Asian American Studies awarded him their Lifetime Achievement Award for 2009.

A prolific author, Ron published *A Pro-Slavery Crusade: The Agitation to Reopen the African Slave Trade* (1971), and perhaps his best work of scholarship, *Iron Cages: Race and Culture in Nineteenth-Century America* (1979). The book launched his career in multiculturalism. "Unlike other books on the history of racism in America," Ron explained, "this study seeks to offer a comparative analysis of racial domination within the context of the development of capitalism and class divisions in nineteenth-century American society. Where scholars have examined separately the oppression of blacks, Indians, Mexicans, and Asians, I have tried to analyze the ways the experiences of these different groups related to each other."

Pau Hana: Plantation Life and Labor in Hawaii, 1835-1920 (1983), patterned on social histories of African Americans under slavery, was inspired by an uncle who, within



Takaki's works include *Strangers from a Different Shore*, *Double Victory*, and *Pau Hana*.

© Andrew Wertheimer

the "talk story" tradition of the islands, challenged Ron to write about subject matters closer to home, "a book about us," in Uncle Richard's words. Ron followed that advice with *Strangers from a Different Shore*, a landmark work in Asian American studies, and *A Different Mirror: A History of Multicultural America* (1993), which won the American Book Award. *Hiroshima: Why America Dropped the Atomic Bomb* (1995) was published on the fiftieth anniversary of the event,

and *Double Victory: A Multicultural History of America in World War II* (2000) appeared amidst accolades to "the greatest generation."

Written during Ron's final illness, *Double Victory* claimed that the twentieth century's "most significant event," World War II, showed that America's diverse peoples were determined "to chart the destiny of their lives, communities, and nation" and make America "live up to its ideals and founding principles." In their twin fight against fascism abroad and racism at home, Ron wrote, "they stirred a rising wind of diversity's discontent, unfurling a hopeful vision of America as a multicultural democracy." That sentiment is a fitting tribute to a friend, colleague, and mentor. □

—Gary Y. Okimoto
Columbia University

▼ SHOPES / From 11

Issues of digital publication loom large for the OAH, and several survey questions assessed respondents' experience and views about online publication. In general, responses suggest that the online version of the *JAH* is underused: one-third of respondents do not use it at all; and only 13% prefer the online format. One-fourth use the *Journal's* electronic archives instead of saving paper copies. Of those who do access the *Journal* online, most frequent uses include Recent Scholarship Online (44% of respondents), assignment of online articles in classrooms (39%), and Teaching the *JAH* (19%). Almost three-fourths of respondents currently read the print *OAH Newsletter* exclusively; slightly more than half, however, would find an exclusively online *Newsletter* acceptable—a reassuring finding, since, as reported elsewhere in these pages, the OAH will discontinue its print publication in 2010. Still this move will likely prove disconcerting to some, as a significant minority responded that exclusive online publication would reduce the *Newsletter's* value and a small minority indicated they would not read it online. However, more than 70% of respondents also reported they would welcome periodic email updates or special announcements as a supplement to the *Newsletter*, suggesting a way new media can increase OAH's communication with members and hence enhance the value of membership. Among respondents who receive the *OAH Magazine of History*, slightly less than half would

find an exclusively online version acceptable; a virtually equal number feels it would diminish the magazine's value, and a small minority—but slightly larger than for the *OAH Newsletter*—would not read it online. Thus there is more—but not by much—opposition to an exclusively online version of the *MOH* than to an exclusively online version of the *OAH Newsletter*. Overall, respondents, long used to print publications, are not eager to embrace exclusive online publications, but for the most part seem willing to accept them.

Responses to questions about the OAH Web site indicate that it also is underused: 36% of respondents access the site once a semester, 28% once monthly; 20%, once annually; and 12%, never. Nearly two-thirds of those to access the site do so for information about the annual meeting; slightly more than one-third for access to the History Cooperative, Recent Scholarship Online, or membership information; and slightly more than one-fourth for information about professional opportunities. While some comments suggest a degree of skepticism about the value of web-based services and urge the organization to move cautiously and carefully in adopting them, respondents also indicated ways the OAH Web site could be more useful to them: providing more resources for teaching (33%) and scholarship (31%), more news about the profession (24%), more information about jobs and employment

(22%), and a location for online discussions and forums (22%). These preferences generally parallel ways respondents use electronic media in their professional lives—to develop bibliography and do research, support teaching, and communicate with colleagues. Very few—less than 10%—have developed Web sites for other than classroom use, maintain blogs, or use listservs or live chats for classroom discussion. Overall, respondents' interests in new media are quite conventional, and as a group they have not adopted more sophisticated interactive technologies. Their responses both suggest opportunities and advise a measure of caution as the OAH seeks to enhance its Web site.

Overall, the survey of OAH members suggests a general level of member satisfaction with OAH programs and services and support for the broad framework of the developing strategic plan. It is not a mandate for sweeping changes, and that it not what the plan aims for. Rather, perhaps reflecting the intellectual culture of historians, the strategic plan is a set of judicious, measured recommendations aimed at advancing the organization over the next five years, while building on its considerable strengths. □

Linda Shopes is the cochair of the OAH Strategic Planning Committee.

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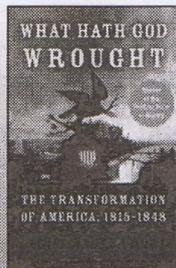


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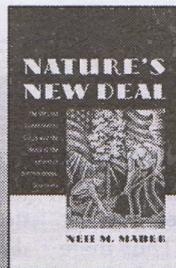
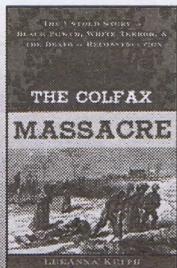
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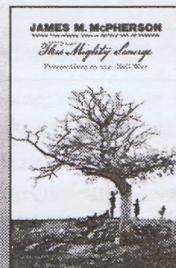
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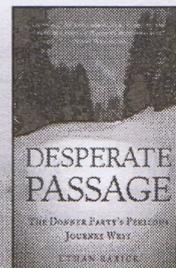
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