

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA.

A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever, free; and the Executive government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State or the people thereof, shall on that day be in good faith represented in the Congress of the United States, by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States."

Now, therefore, I, ABRAHAM LINCOLN, President of the United States, by virtue of the power in me vested as Commander in Chief of the Army and Navy of the United States, in and to which power I am authorized by the Constitution to declare the Rebellion against the United States, and to grant armistices and truces, and to suspend, in the absence of the Congress, the writ of *habeas corpus*, do hereby, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof, respectively, are this day in rebellion against the United States, the following, to wit: ARKANSAS, TEXAS, LOUISIANA, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James, Ascension, Assumption, Terre Bonne, Lafourche, St. Mary, and St. Martin, and the city of New Orleans,) MISSISSIPPI, ALABAMA, FLORIDA, GEORGIA, SOUTH CAROLINA, NORTH CAROLINA, and VIRGINIA, (except the forty-eight counties designated as West Virginia, and the counties of Berkeley, Accomac, Northampton, Elizabeth City, York, Prince George, and Norfolk, including the cities of Norfolk and Portsmouth,) and which excepted parts are for the present left precisely as if this proclamation were not issued.

And by virtue of the power and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States and parts of States are and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known that such persons, of suitable condition, will be received into the armed service of the United States, to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice warranted by the Constitution upon military necessity, I invoke the considerate judgment of mankind and the gracious favor of Almighty God.

In witness whereof I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the CITY OF WASHINGTON this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and of the Independence of the United States of America the eighty-seventh.

[L. S.]

By the President:

Abraham Lincoln

William H. Seward

Secretary of State.

A true copy, with the autograph signatures of the President and the Secretary of State.

Wm. H. Seward

Priv. Sec. to the President.

AT A GLANCE

WHO WE ARE

Founded in 1994 by philanthropists Richard Gilder and Lewis E. Lehrman, the Gilder Lehrman Institute of American History is the nation's leading nonprofit purveyor of K–12 teacher training and classroom resources; our programs promote excellence in the teaching and learning of American history.

WHAT WE DO

Gilder Lehrman changes lives by working with K–12 teachers, schools, and students to improve American history education and equip students with the skills and knowledge they need to succeed in college, careers, and the global marketplace. Our programs span public, private, charter, and independent schools and reach students of all backgrounds to help close the achievement gap. In the course of nearly twenty years, we have worked with more than 20,000 teachers serving hundreds of thousands of students.

WHY WE DO IT

Knowledge and understanding of American history are the basis of intellectual inquiry, engaged citizenship, and national pride.

The examination of primary source historical documents is fundamental, not only to bring history to life, but also to teach important literacy and critical-thinking skills that are essential to success in college and careers.

HOW WE DO IT

To achieve success, the Institute draws on its unparalleled access to top American history scholars; the Gilder Lehrman Collection—a unique treasury of more than 60,000 original historical documents; and a national network of schools and teachers. We create and provide a broad range of innovative resources that help new generations of students learn about American history in a way that is engaging and memorable, and promotes lifelong skills. Four operational components include:

Professional Development: We connect leading historians with teachers to enhance classroom performance and improve student achievement.

School Programs: Our Affiliate School network and Saturday Academies provide students with rich academic and intellectual development opportunities.

Resources: Our unique materials and original documents provide students and teachers with firsthand exposure to American history.

Awards: Through a series of grants and nationally recognized awards, we celebrate and promote excellence.

HOW WE ARE SUPPORTED

The Institute is a public charity that annually raises its \$7 million operating budget from sources that include foundation, corporate, and individual donations; government grants support approximately 7 percent of the budget.

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Henry Knox, Certification of Romeo Smith's status as a freeman, January 9, 1784 (Gilder Lehrman Collection)

HIGHLIGHTS OF THE YEAR

Dear Friends and Colleagues,

We are pleased to share with you some of the Gilder Lehrman Institute of American History's highlights in 2012.

We are honored that Pulitzer Prize-winning historian David McCullough joined our board this year. Our first annual McCullough Lecture was held in May 2012 as a fundraiser for the Institute and is becoming a much-anticipated annual event (*please see page 46*).

Our Affiliate School network grew to nearly 2,600 schools by the end of December. Supported by a \$1million challenge grant from the National Endowment for the Humanities, the program target was to reach 2,500 schools in our network by March of 2014, a goal we surpassed in half the time allotted (*please see page 16*).

This past April we unveiled Home for History, Gilder Lehrman's new website, which has tripled in usage in under a year. The site has won the 2012 Best in Class Award, the highest honor bestowed by the Interactive Media Awards (*please see page 35*).

This fall we launched our new Teaching Literacy Through History professional development program, Gilder Lehrman's response to the Common Core State Standards. The program ensures a place for history in the classroom involving close reading of primary source texts—a teaching practice Gilder Lehrman has been promoting for the past twenty years. We piloted the program in the 2012–2013 academic year in twenty-five schools in the Archdiocese of New York, and the results have surpassed our expectations. We plan to scale up significantly in 2013–2014 (*please see page 12*).

Sincerely,



James G. Basker
James G. Basker
President



Lesley S. Herrmann
Lesley S. Herrmann
Executive Director

President does
not prescribe the dress
of guests shall wear when
admitted to the White House,
has he authorized any
one to do it for him. I
will be welcome in
your apartment in most
pleasant and agreeable
company,
William McKinley
Jan. 23 1900

William McKinley, Note to unknown correspondent, January 23, 1900 (Gilder Lehrman Collection)

PROFESSIONAL DEVELOPMENT

Teacher Seminars

Teaching Literacy Through History

Scholars & Teachers

Teaching American History Grants

The Gilder Lehrman Institute provides exceptional, high-impact professional development on the subject of American history. Through our network of leading historians and master teachers from across the country, elementary- and secondary-level teachers enhance classroom performance and improve student achievement. To date more than 20,000 educators have participated in Gilder Lehrman's range of programs, to the benefit of hundreds of thousands of students nationwide.

The Gilder Lehrman Institute sponsors intellectually rich and academically rigorous seminars each summer for elementary, middle, and high school teachers, community college faculty, and educators from museums and the National Park Service. These weeklong, intensive seminars, taught by renowned historians, mainly take place at colleges and universities across the United States. Limited to thirty participants, the seminars are highly competitive and are consistently reported among the best professional development experiences for educators.

Gilder Lehrman's 2012 Teacher Seminars served 1,012 educators, selected through a competitive application process, in the following programs:

Professor Shawn Leigh Alexander
Presidential Politics, Civil Rights, and the Road to *Brown*
University of Kansas

Professors Fred Anderson and Andrew Cayton
New Perspectives on America's Early Wars
University of Colorado, Boulder

Professor Edward L. Ayers
The South in American History
University of Richmond

Professor Anthony J. Badger
The Civil Rights Movement
Clare College, Cambridge University, UK

Professor Carol Berkin
American Women from the Colonial Era to the Modern Era
Barnard College

Professor Ira Berlin
North American Slavery in Comparative Perspective
University of Maryland

Professor David W. Blight
9/11 and American Memory
New York University
Co-sponsored by the National September 11 Memorial & Museum

Professor Colin G. Calloway
Native American History
Dartmouth College

Professor Peter Carmichael
The American Civil War through Material Culture
Gettysburg College
Co-sponsored by the Civil War Institute

*Since 1994, nearly 10,000 teachers
from fifty states, the District of Columbia,
and thirty foreign countries
have participated in 370
Gilder Lehrman Teacher Seminars.*

Professors Frank Cogliano and Peter S. Onuf
The Age of Jefferson
University of Virginia and Monticello

Professor Andrew Delbanco
Literature, History, and Culture of the Civil War Era
Columbia University

Professor John Demos
Everyday Life in Early America
Yale University

Professor Joseph J. Ellis
John and Abigail Adams
Amherst College

Professor James Engell
Rhetoric and American Democracy
Harvard University

Professor Gary W. Gallagher
The American Civil War: Origins and Consequences
University of Virginia

Professor Allen C. Guelzo
The World of Abraham Lincoln
Gettysburg College

Professor Jonathan Scott Holloway
Jim Crow and the Fight for American Citizenship
Yale University

Professors Kenneth T. Jackson and Karen Markoe
Empire City: New York from 1877 to 2001 (*offered twice*)
Columbia University
An NEH Landmarks of American History and Culture Workshop

Professors Michael Kazin and Michael W. Flamm
The Sixties in Historical Perspective
Georgetown University

Professor Jennifer Keene
Teaching American History with Images
Chapman University

Professor David M. Kennedy
The Great Depression and World War II
Stanford University

Dean Larry D. Kramer
The Role of the Supreme Court in American History
Stanford University

Professor Patricia Nelson Limerick
The American Environment in Historical Perspective
University of Colorado, Boulder

Professor Stephanie McCurry
Gender, Race, and Nation in Civil War America
University of Pennsylvania

Professor Robert McMahon
Ronald Reagan and the Global Cold War
University of California, Santa Barbara

Professor Steven Mintz and Curator Sandra Trenholm
Using Primary Documents in the Digital Age
New-York Historical Society

Professor Gary B. Nash
The American Revolution
University of California, Los Angeles

Professors James Oakes and Matthew Pinsker
Lincoln and Emancipation
Columbia University

Professor Ted Ownby
Race and Ethnicity in the Modern South
University of Mississippi
Co-sponsored by the Center for the Study of Southern Culture

Professor Andrew W. Robertson
The Founding Era
James Madison's Montpelier

Professor Jeffrey Rosen
Constitution 3.0: Freedom and Technological Change
George Washington University

Professors Vicki Ruiz and Ana Rosas
Immigration and American Life
University of California, Irvine

Professor Matt Sakakeeny
New Orleans Jazz and the American Public Sphere
Tulane University
Co-sponsored by the New Orleans Center for the Gulf South at Tulane University and the Music Rising Initiative of the Gibson Foundation

Professor Jeremi Suri
The History of United States Foreign Policy since 1898
University of Texas at Austin

Professor Richard Sylla
Economic and Financial Crises in American History
New York University

Professor Elliott West
American Indians and the American Southwest
Institute of American Indian Arts

Professor Richard White
The Gilded Age and Its Modern Parallels
Stanford University

Professor Gordon S. Wood
The Era of George Washington
George Washington's Mount Vernon

Through support from the Andrew W. Mellon Foundation, The Council of Independent Colleges offered the following Gilder Lehrman seminar for full-time faculty members in history and related fields:

Professor David W. Blight
Slave Narratives
Yale University

TEACHING LITERACY THROUGH HISTORY

Gilder Lehrman *Teaching Literacy Through History* is a new professional development program for teachers that integrates history and literacy and aligns with the national movement to adopt the Common Core State Standards.* The program ensures a place for history in the classroom involving close reading of primary source texts—a teaching practice Gilder Lehrman has been developing for the past twenty years.

PILOT IMPLEMENTATION

During the 2012–2013 school year, Gilder Lehrman coordinated with the Archdiocese of New York to implement a pilot of the Gilder Lehrman *Teaching Literacy Through History* program for history and English language arts teachers.

The program aimed to:

- prepare teachers for the implementation of the Common Core State Standards
- improve the quality of history and English language arts (ELA) classroom instruction
- increase the use and efficacy of primary documents in both history and ELA classes
- improve students' critical reading and analytical writing skills

Method

The Archdiocese of New York selected a cohort of 50 paired seventh- and eighth-grade history and English language arts teachers to participate in the pilot program. Over the course of six months, in three intensive, daylong workshops, the program focused on the integration of primary documents in history and ELA instruction under the Common Core. We trained the teachers in using *Teaching Literacy Through History* lesson plans and resources and they learned to create their own integrated, Common Core-aligned units based on our model. Throughout the pilot program, we encouraged the paired teachers to collaborate across disciplines and practices using our program methods and resources in the classroom.

*In September 2012, the ASCD
(formerly the Association for Supervision and
Curriculum Development) cited
Gilder Lehrman as one of the top five resources
for aligning social studies curricula
to the Common Core.*

* The Common Core State Standards represent an effort by the National Governors Association and the Council of Chief School Officers to establish a shared set of guidelines in English language arts and mathematics. Voluntarily adopted by forty-six states since 2010, the Common Core outlines achievement benchmarks in math and English language arts for students as they move through the educational system toward college and careers.

Teaching Literacy Through History and *TLTH* are trademarks of the Gilder Lehrman Institute of American History.

TEACHING LITERACY THROUGH HISTORY

Pilot Implementation Outcomes

At the conclusion of the pilot, the teachers evaluated the effectiveness of the program in improving their instruction and students' literacy skills, as well as the quality of the *Teaching Literacy Through History* model.

In the area of *writing*, teachers indicated improvement in both instruction and student performance:

- 97% reported improved writing instruction, with 61% reporting “greatly” improved instruction.
- 97% also said Gilder Lehrman’s methods improved their students’ analytical/argumentative writing skills.

“ *I am much more comfortable in modeling, discussing, and encouraging the student to write more proficiently.* ”
— *Teacher evaluation*

In the area of *reading*, there was also significant improvement:

- 100% reported improved reading instruction, with 64% reporting “greatly” improved instruction.
- 100% also said Gilder Lehrman’s methods improved student critical-reading skills, with 46% reporting “greatly improved” student engagement with difficult texts.

“ *Using these methods students are able to comprehend more complex texts in spite of all the unfamiliar vocabulary words they encounter.* ”
— *Teacher evaluation*

All participants planned to continue using *Teaching Literacy Through History* strategies and lessons. Many also reported sharing the program methods with colleagues, with one teacher even noting, “We have taken these methods to our science colleague, and I have adopted some methods in math class.”



High school student, Academy of American Studies, New York, NY (Lance Warren)

SCHOLARS & TEACHERS

The Gilder Lehrman Institute brings its roster of master historians and speakers to schools to work with teachers to develop their knowledge of specific areas of American history toward the goal of engaging their students. In 2012, nearly 100 historians served more than 1,000 teachers and, through them, many thousands of students. A selection of forums includes:

ARIZONA

Stephanie McCurry, University of Pennsylvania
Westward Expansion
Sandra Day O'Connor High School

CALIFORNIA

Gary B. Nash, University of California, Los Angeles
Forging a New Nation
Long Beach Unified School District

DELAWARE

Maya Jasanoff, Harvard University
Loyalists in the Revolutionary Era
Freedom Project Consortium of Christina and Red Clay
Consolidated School Districts

FLORIDA

Steven Hahn, University of Pennsylvania
Slavery, the Civil War, Emancipation, and Reconstruction
Orange County

Woody Holton, University of South Carolina
The American Revolution
The School Board of Palm Beach County

GEORGIA

Annette Gordon-Reed, Harvard University
American History Education and Lessons on Race and Freedom
Savannah-Chatham County Public Schools

INDIANA

John Stauffer, Harvard University
Slavery and the Underground Railroad
Goshen Community Schools

Elliott West, University of Arkansas
Reconstruction and Indian Wars
Goshen Community Schools

KENTUCKY

Jeremi Suri, University of Texas at Austin
Reagan and Economic History
Central Kentucky Special Education Cooperative

LOUISIANA

Richard B. Bernstein, New York Law School
Bill of Rights
Archdiocese of New Orleans Schools

Brian DeLay, University of California Berkeley
Western Expansion and the U.S.-Mexican War
Charleston School District (held in New Orleans)

Clement Price, Rutgers, The State University of New Jersey
Civil Rights
Archdiocese of New Orleans Schools

NEW JERSEY

Carol Berkin, Baruch College, CUNY
The Declaration of Independence and the Constitution
Archdiocese of Newark

Alan Brinkley, Columbia University
The Great Depression
Ramapo Indian Hills High School District

Andrew W. Robertson, The Graduate Center, CUNY
The Revolutionary War
Morristown High School

NEW YORK

Malcolm Byrne, The National Security Archive
at the George Washington University
The Cold War
Putnam-Northern Westchester BOCES

Vincent J. Cannato, University of Massachusetts Boston
History of Political Parties
Archdiocese of New York School/Diocese of Brooklyn Schools

Jonathan Holloway, Yale University
*African American History from the Great Migration
to the Great Society*
NYC DOE – District 23/Flushing

Jennifer D. Keene, Chapman University
Word War I and Civil Rights
Pachogue-Medford High School, Suffolk County
(also attended by Long Island Affiliate Schools including
Garden City High School, Levittown High School, and
The Wheatley School)

James Oakes, The Graduate Center, CUNY
The Emancipation Proclamation and Lincoln's Second Inaugural
Archdiocese of New York

Duane Tannenbaum, Lehman College, CUNY
US Foreign Policy
Putnam-Westchester BOCES

Clarence Taylor, Baruch College, CUNY
The Modern Civil Rights Movement
Abraham Lincoln High School, Brooklyn

TEXAS

Brian DeLay, University of California Berkeley
Western Expansion and the U.S.-Mexican War
Charleston School District (held in San Antonio)

VIRGINIA

Allen C. Guelzo, Gettysburg College
The Civil War
Deer Valley Unified School District

WISCONSIN

Neil Foley, The University of Texas at Austin
The Latino Struggle for Civil Rights
Milwaukee Public Schools

Clement Price, Rutgers, The State University of New Jersey
African American Literature as a Reflection of History
Milwaukee Public Schools

Clement Price, Rutgers, The State University of New Jersey
Civil Rights
North Division High School, Milwaukee

Kristin Swinth, Fordham University
Women's Struggle for Civil Rights
North Division High School, Milwaukee



TEACHING AMERICAN HISTORY GRANTS

Since 2001, the US Department of Education has awarded Teaching American History grants to school districts across America for expert professional development and programming. Through the grants, school districts could choose any organization for these services. Gilder Lehrman has been selected by 164 schools to date; we have worked with teachers to improve instruction in 39 states, the US Virgin Islands, and American Samoa. During the 2011–2012 academic year alone, more than 2,300 teachers participated in the Institute's TAH programming, learning from top scholars during workshops and historical study trips and taking advantage of our resources to create innovative and effective classroom instruction. An additional 101 staff development programs are planned for the 2012–2013 academic year through TAH funding.

During the 2011–2012 academic year, the Gilder Lehrman Institute partnered with 76 school districts in 33 states and territories.

AMERICAN SAMOA

Department of Education

ARIZONA

Deer Valley School District

Mesa Public Schools

Phoenix United School District

CALIFORNIA

Berryessa Union School District

Del Norte County Unified School District

Long Beach Unified School District

Los Angeles Unified School District

Morgan Hill Unified School District

Saddleback Valley Unified School District

San Bernardino County Superintendent of Schools

DELAWARE

Christina and Red Clay School Districts

FLORIDA

Brevard Public Schools

Orange County Public Schools

The School Board of Palm Beach County

GEORGIA

Cobb County Public Schools

Paulding County Public Schools

Savannah-Chatham Public Schools

IDAHO

Madison School District #321

Lewiston Independent School District

ILLINOIS

Bloom Township

INDIANA

Goshen Public Schools

IOWA

Des Moines Public Schools

KANSAS

Andover School District

Educational Services and Staff Development Association of
Central Kansas

KENTUCKY

Central Kentucky Special Education Cooperative

Ohio Valley Educational Cooperative

LOUISIANA

Algiers Charter Schools Association

Caddo Parish Schools

Louisiana Endowment for the Humanities

MASSACHUSETTS

Arlington Public Schools

Dedham Education Cooperative

Newton Public Schools

MICHIGAN

Alpena-Montmorency-Alcona Educational Service District

MISSISSIPPI

Jackson Public Schools

Simpson County Public Schools

NEW JERSEY

Newark Public Schools

Ramapo Indian Hills Regional High School District

TEACHING AMERICAN HISTORY GRANTS

NEW MEXICO

Rio Rancho Public Schools

NEW YORK

Maverick Educational Partnership
New York City DOE, Bronx Districts 8, 11, 12
New York City DOE, Citywide K-2
New York City DOE, District 23
New York City DOE, District 75
Putnam/Northern Westchester BOCES
Rockland County BOCES

NORTH CAROLINA

Beaufort County Schools
Durham Public Schools
Guilford County Schools
Pender County Schools

OHIO

Cincinnati Public Schools

OKLAHOMA

Arkoma Public Schools
Osage Public Schools
Tulsa Public Schools

PENNSYLVANIA

Philadelphia Public Schools

RHODE ISLAND

Lincoln and Providence School Districts

SOUTH CAROLINA

Orangeburg Consolidated School District
Charleston Public Schools

TENNESSEE

Bedford/Shelbyville School System
Bledsoe County School System
Hamilton County School System
Sequatchie County School System

TEXAS

Dallas Independent School District
Navasota Independent School District
Pasadena Independent School District

US VIRGIN ISLANDS

St. John and St. Croix School District

UTAH

Alpine Public Schools
Jordan School District

VIRGINIA

Bedford County Public Schools
Charlottesville Public Schools
Richmond Public Schools

WASHINGTON

Edmonds School District

WEST VIRGINIA

RESA III Dunbar

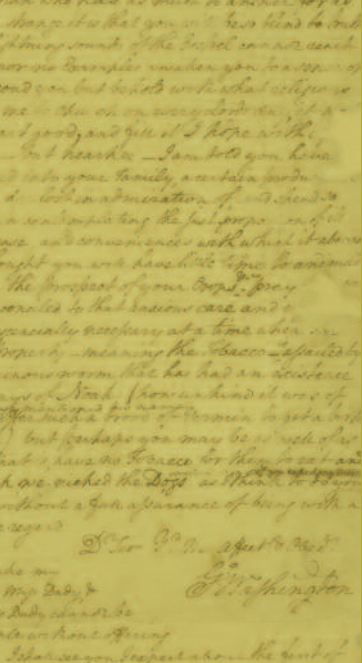
WISCONSIN

Milwaukee Public Schools





Alonzo Chappel, "Lord Stirling at the Battle of Long Island," 1859 (Gilder Lehrman Collection)



George Washington, letter to Burwell Bassett, August 28, 1762 (Gilder Lehrman Collection)

SCHOOL PROGRAMS

Affiliate Schools

Saturday Academies

Scholars & Students

The Gilder Lehrman Institute works to improve student outcomes in every kind of school—public, private, parochial, and charter—from elementary to secondary levels. To this end, we maintain ongoing relationships with schools across the country. We are building an active national network through our Affiliate Schools program; we work directly with students through our Saturday Academies; and we bring renowned historians to schools in our Scholars & Students program, providing lectures that benefit students and their teachers.

AFFILIATE SCHOOLS

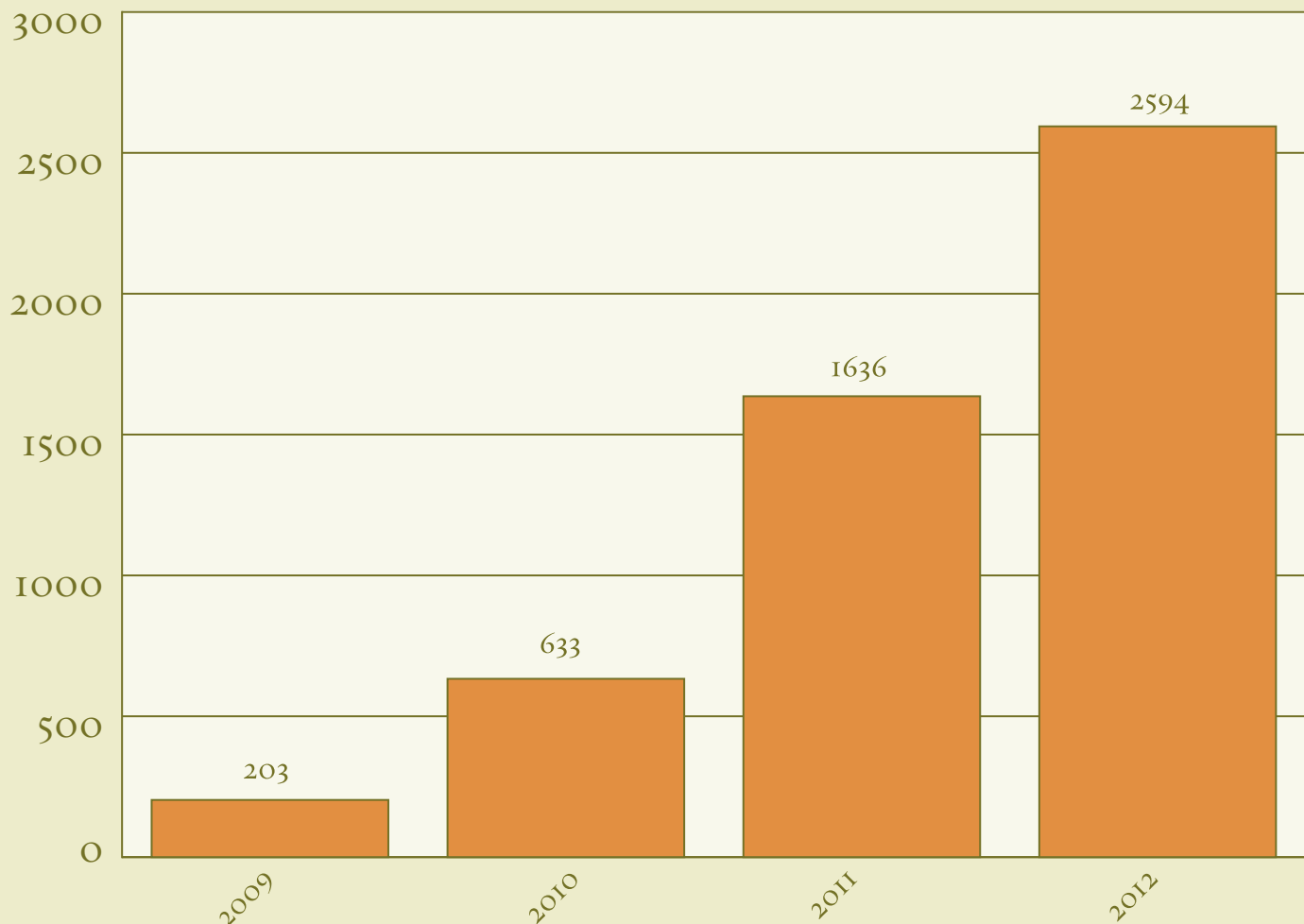
The Gilder Lehrman Affiliate School Program promotes teacher development and innovation in history teaching. Through a grant from the National Endowment for the Humanities, the Institute provides Affiliate Schools with free educational resources, professional development, and tools designed to bring American history to life in the classroom. As of December 2012, we have 2,594 Affiliate School members in all fifty states and twelve different countries with new membership applications arriving at an average of 75 each month.

Total schools as of December 31, 2012: **2,594**

Approximate number of students reached: **750,000**

Locations represented: **50** states, **4** US territories, and **12** countries

AFFILIATE SCHOOL PROGRAM GROWTH BY YEAR



AFFILIATE SCHOOLS

GILDER LEHRMAN AFFILIATE SCHOOLS OF AMERICAN HISTORY BY STATE, 2012*

Alabama	37	Kentucky	38	North Dakota	4	International	33
Alaska	9	Louisiana	23	Ohio	82	Australia, China, Germany,	
Arizona	26	Maine	9	Oklahoma	15	Morocco, New Zealand, Papua	
Arkansas	23	Maryland	30	Oregon	36	New Guinea, Russia, South	
California	387	Massachusetts	46	Pennsylvania	56	Korea, Spain, Switzerland	
Colorado	25	Michigan	55	Rhode Island	13	Taiwan, United Kingdom	
Connecticut	24	Minnesota	27	South Carolina	44		
Delaware	8	Mississippi	8	South Dakota	7		
District of Columbia	12	Missouri	44	Tennessee	22	US Territories	4
Florida	110	Montana	4	Texas	145	Guam, Northern Mariana	
Georgia	52	Nebraska	18	Utah	45	Islands, US Virgin Islands	
Hawaii	9	Nevada	19	Vermont	9		
Idaho	15	New Hampshire	10	Virginia	58		
Illinois	155	New Jersey	131	Washington	55		
Indiana	26	New Mexico	15	West Virginia	14		
Iowa	33	New York	305	Wisconsin	45		
Kansas	38	North Carolina	132	Wyoming	4		

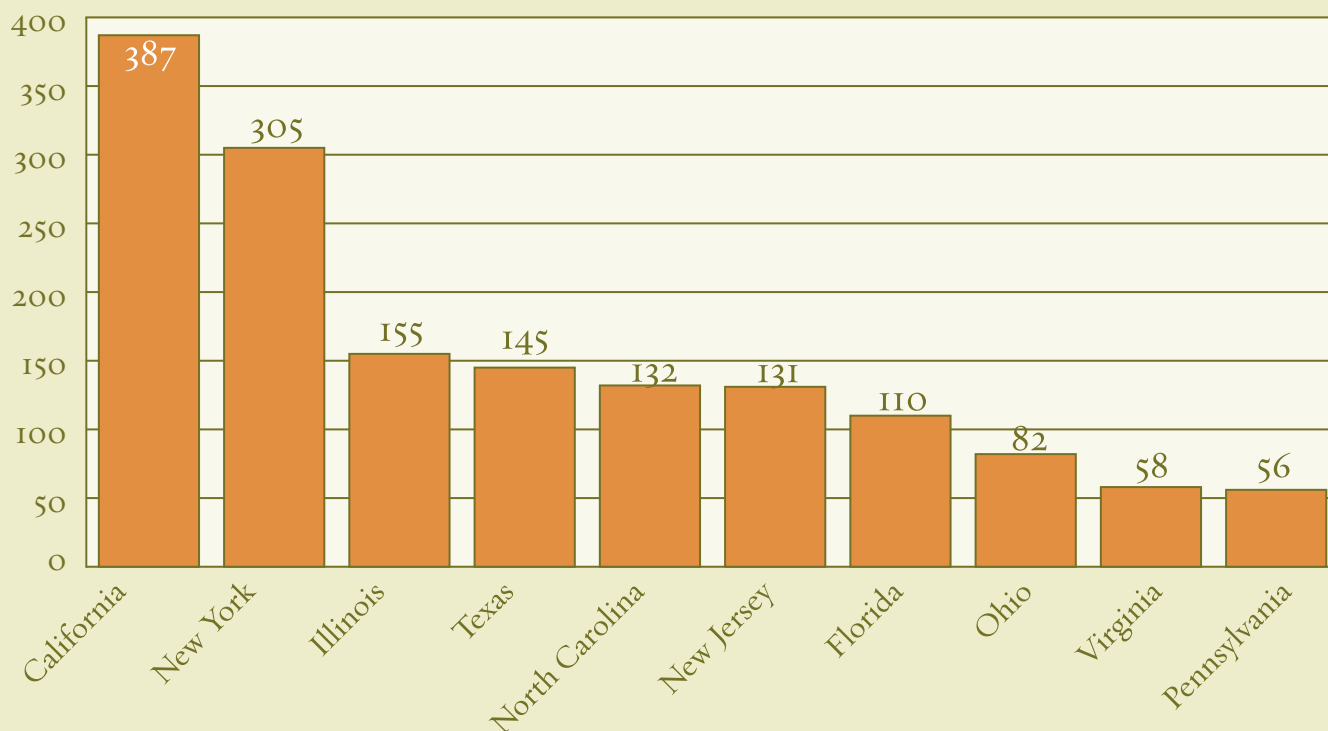
* Go to www.gilderlehrman.org for the names of specific schools in any particular state.

Affiliate Schools of American History by Grade Level:

Elementary (K–4): 653, Middle (5–8): 1282, High (9–12): 1440

Note: Schools that serve students in multiple age groups (such as K–12, K–8, etc.) are counted in each applicable category.

TEN MOST ACTIVE AFFILIATE STATES



CIVIL WAR ESSAY CONTEST

The Gilder Lehrman Institute joins the Civil War Round Table of New York to co-sponsor an annual essay contest for Gilder Lehrman Affiliate School students on the subject of our country's most divisive conflict.

2012 CONTEST WINNERS

High School Division (Grades 9–12)

First Place

Abraham Suriel, Yonkers High School, Yonkers, NY
“Private Citizens: Government behind Closed Doors”

Second Place

Elizabeth Robertson, Los Altos High School, Los Altos, CA
“The Union’s ‘Other Army’”

Third Place

Cresonia Hsieh, Spanish River Community High School,
Boca Raton, FL
“The African American’s War”

Honorable Mention

Monica Cosia, Montville Township High School, Montville, NJ
“Battle between Branches”

Philip Esterman, Spanish River Community High School,
Boca Raton, FL
“Meditation on Justice: A Just War Theory Examination of
Lincoln’s Decision to Go to War”

Aglaia Ho, Stuyvesant High School, New York, NY
“A Rich Man’s War, But a Poor Man’s Fight”

Lauren Robertson, Roanoke Rapids High School, Roanoke
Rapids, NC
“The Lost Cause”

Jacob Singer, Collegiate School, New York, NY
“Scapegoat of the Solid South: The Career and Vilification of
General James Longstreet”

Maria Tsamutalis, West Morris Central High School, Chester, NJ
“Violent Disturbances in New York City: Civil War Draft Riots”

Middle School Division (Grades 6–8)

First Place

Libby Dondero, Trinity School of Durham and Chapel Hill,
Durham, NC
“The Unknown Battle of the Civil War”

Second Place

Vaughn Eviston-Jahnke, U.S. Grant Elementary School,
Milwaukee, WI
“A Soldier’s View”

Third Place

David Carr, Summit Academy, Draper, UT
“Civil War Deserters: Cowards or Heroes?”



2012 Civil War Essay Contest Winners (l-r): Cresonia Hsieh, Elizabeth Robertson, Vaughn Eviston-Jahnke, Abraham Suriel, Libby Dondero, and David Carr (Don Pollard)

DEAR GEORGE WASHINGTON CONTEST

The Gilder Lehrman Institute launched a new contest for elementary-age students attending Affiliate Schools in the 2011–2012 school year. Students were asked to imagine themselves as early Americans and write letters to George Washington about the issues they think the newly elected first president should concentrate on during his tenure.

2012 CONTEST WINNERS

First Place

Joli Dou, Fourth Grade, Haaff Elementary School, Pueblo, CO

Second Place

Lucas Lemas, Fifth Grade, Brighton School, Lynnwood, WA

Third Place

Jackson Davis, Fifth Grade, Ravenscroft School, Raleigh, NC

Fourth Place

Konnor Rafferty, Fourth Grade, Puesta del Sol Elementary School, Rio Rancho, NM

Honorable Mention *in alphabetical order:*

Giselle Berrilon, Third Grade, Shuman Elementary School, Savannah, GA

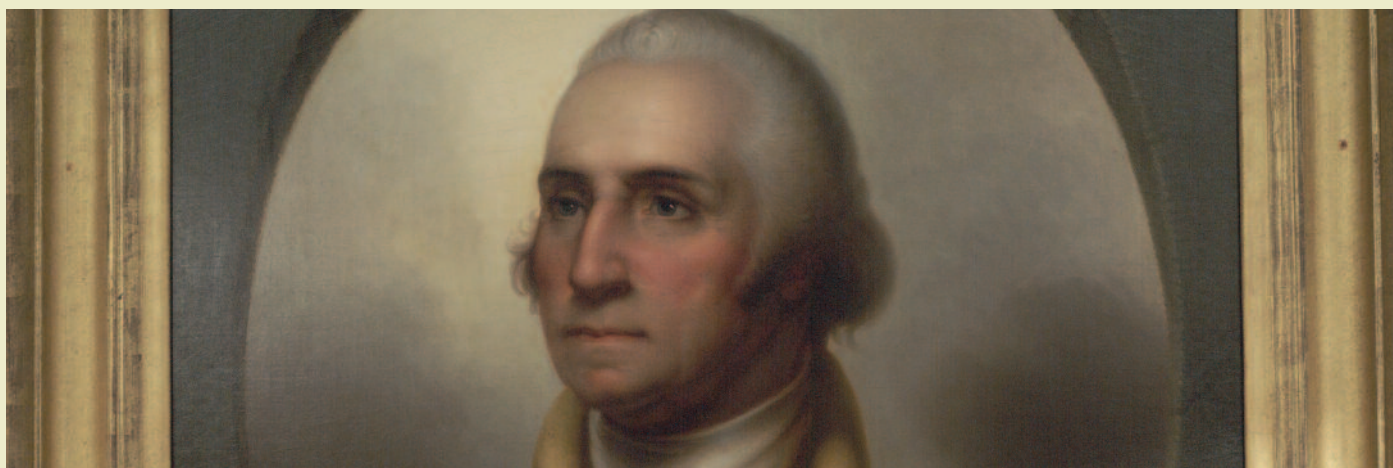
Sarah Diane Hafley, Fourth Grade, Tallwood Elementary School, Virginia Beach, VA

Zachary Miles Hagen-Smith, Fifth Grade, Toluca Lake Elementary School, North Hollywood, CA

Jadyn Jeantete-Gonzales, Third Grade, Puesta del Sol Elementary School, Rio Rancho, NM

Lindsey Pepper, Fifth Grade, St. George's Independent School, Collierville, TN

Trevor Sanders, Third Grade, Puesta del Sol Elementary School, Rio Rancho, NM



Rembrandt Peale, Portrait of George Washington, ca. 1852 (Gilder Lehrman Collection)

GILDER LEHRMAN HOME FOR HISTORY BEST PRACTICES AWARDS

In October 2012, the Gilder Lehrman Home for History Best Practices Awards were introduced. The program awarded ten grants of \$500 to teachers in Affiliate Schools who submitted the best lesson plans or student projects using resources from the Gilder Lehrman website. The top submissions will be posted on our website. Winners are:

Gale Carter, East Chicago Central High School, East Chicago, IN

Christopher Gill, Newcomers High School, Long Island City, NY

Marsha Greco, Magnolia Science Academy, San Diego, CA

Martin Haber, John Dewey High School, Brooklyn, NY

Gary Klotzkin, Belleville High School, Belleville, NJ

Tamara Lanning, Benton Elementary School, Benton, TN

Joy Ravona, Christa McAuliffe Intermediate School 187, Brooklyn, NY

Amy Sabbadini, Bend Senior High School, Bend, OR

Robert Sandler, Stuyvesant High School, New York, NY

Kati Searcy, Mountain Park Elementary School, Roswell, GA

SATURDAY ACADEMIES

The Gilder Lehrman Institute's Saturday Academies, winner of the 2011 National Arts and Humanities Youth Program Award—the nation's highest honor for outstanding after-school and out-of-school programs—are elective, six-week courses for high school and middle school students, offered free of charge on Saturday mornings. Through topics such as American History Through Film, the Economic System and the American Dream, and African American History, students improve their basic literacy and critical reading skills, work on creative projects, and prepare for Advanced Placement and SAT exams as well as a lifetime of active learning and civic engagement. In 2012, 23 Saturday Academies were held at 15 locations serving more than 4,000 students.

DISTRICT OF COLUMBIA

School Without Walls

Founded 2008

Spring 2012 enrollment: 121

KANSAS

Andover High School (Andover)

Founded 2011

Fall 2012 enrollment: 170

Heights High School (Wichita)

Founded 2006

Spring 2012 enrollment: 212

LOUISIANA

Algiers Charter Schools Association (New Orleans)

Founded 2007

Spring 2012 enrollment: 37

NEW YORK

Abraham Lincoln High School (Brooklyn)

Founded 2005

Spring 2012 enrollment: 59

Academy of American Studies (Queens)

Founded 2004

Spring 2012 enrollment: 86

Fall 2012 enrollment: 117

All Hallows High School (Bronx)

Founded 2003

Spring 2012 enrollment: 262

Fall 2012 enrollment: 285

Brooklyn Historical Society (Brooklyn)

Founded 2007

Spring 2012 enrollment: 22

Monsignor Farrell High School (Staten Island)

Founded 2005

Spring 2012 enrollment: 109

Fall 2012 enrollment: 181

Museum of the City of New York (Manhattan)

Founded 2006

Spring 2012 enrollment: 247

Fall 2012 enrollment: 201

New Dorp High School (Staten Island)

Founded 2004

Spring 2012 enrollment: 228

Fall 2012 enrollment: 264

New-York Historical Society (Manhattan)

Founded 2005

Spring 2012 enrollment: 254

Fall 2012 enrollment: 183

Notre Dame School (Manhattan)

Founded 1997

Spring 2012 enrollment: 286

Fall 2012 enrollment: 261

Salesian High School (New Rochelle)

Founded 2005

Spring 2012 enrollment: 230

Fall 2012 enrollment: 288

St. Francis Prep (Queens)

Founded 2012

Fall 2012 enrollment: 241



High school student and teacher in the Saturday Academy

SCHOLARS & STUDENTS

Since 2004, the Gilder Lehrman Institute has sponsored lectures, public forums, and field trips that bring scholars together with middle and high school students and their teachers. Taking place all over the country, these programs feature university historians, authors, and leading public officials who provide participants with the opportunity to listen to advanced lectures, analyze documents, and discuss the historian's craft. In 2012, Gilder Lehrman sponsored 26 programs with dozens of schools across the country.

KANSAS

Amity Schlaes, author
The New Deal
Unified School District 259 Public Schools and Bishop Carroll Catholic High School, Wichita; Andover High School, Andover

NEW JERSEY

Clement A. Price, Rutgers, The State University of New Jersey
The First Emancipation
American History High School, Newark
(Sponsored by Sid Lapidus)

Andrew W. Robertson, The Graduate Center, CUNY
The Revolutionary War
Morristown High School

David Zonderman, North Carolina State University
World War II
Archdiocese of Newark Schools

NEW YORK

Carol Berkin, Baruch College, CUNY
Declaration of Independence
All Hallows High School, Bronx

Gen. Josiah Bunting III, Ret., United States Military Academy at West Point
The End of World War II
Salesian High School, New Rochelle

Vincent J. Cannato, University of Massachusetts Boston
Immigration
Archdiocese of New York Schools

Thomas R. Heinrich, Baruch College, CUNY
The Age of Jackson
Salesian High School, New Rochelle

Kenneth T. Jackson, Columbia University
Early New York
Frederick Douglass Academy, NY
(also attended by West Morris Central High School, Chester, NJ)

Wilbur R. Miller, Stony Brook University
The Causes of the Civil War
Patchogue-Medford High School, Suffolk County
(also attended by Long Island Affiliate Schools including Garden City High School, Levittown High School, and The Wheatley School)

Clement Price, Rutgers, The State University of New Jersey
Civil Rights
Abraham Lincoln High School, Brooklyn

Manisha Sinha, University of Massachusetts Amherst
Black Abolitionists
Abraham Lincoln High School, Brooklyn
New Dorp High School, Staten Island
(Sponsored by Sid Lapidus)

Bruce J. Schulman, Boston University
The 1920s
Patchogue-Medford High School, Suffolk County
(also attended by Long Island Affiliate Schools including Garden City High School, Great South Middle School, and William Floyd High School)

Lawrence J. Taylor, author
The Tunnel Kids
All Hallows High School, Bronx

NORTH CAROLINA

David Zonderman, North Carolina State University
Social Movements of the 1920s and The Drafts of the Declaration of Independence
Roanoke Rapids High School

OHIO

Richard Crawford, Clermont County Historian
Bill of Rights and Student Rights
Glen Este High School, Cincinnati

George Vredeveld, University of Cincinnati
Bill of Rights
Glen Este High School, Cincinnati

PENNSYLVANIA

Justice Sandra Day O'Connor and Hon. Marjorie Rendell
The Role of Federal Judges
Constitution High School, Philadelphia

WASHINGTON, DC

Chad Heap, The George Washington University
Historical Research: The Process
School Without Walls Senior High School

James A. Miller, The George Washington University
The Harlem Renaissance
School Without Walls Senior High School

Calvin Warren, The George Washington University
Gettysburg
School Without Walls Senior High School

WISCONSIN

Neil Foley, The University of Texas at Austin
Latino Struggle for Civil Rights
Milwaukee Public Schools

Clement Price, Rutgers, The State University of New Jersey
African American Literature as a Reflection of History
Milwaukee Public Schools

Clement Price, Rutgers, The State University of New Jersey
Civil Rights
North Division High School, Milwaukee

Kristin Swinth, Fordham University
Women's Struggle for Civil Rights
North Division High School, Milwaukee

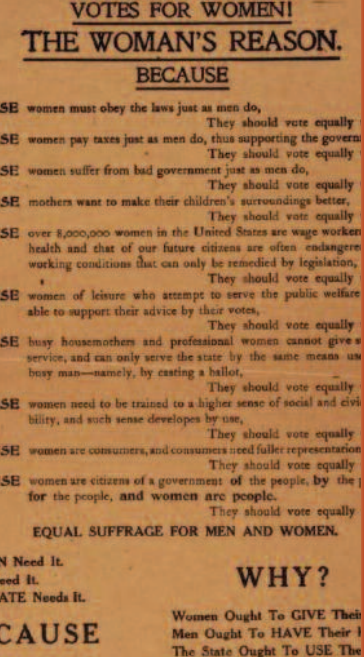


High school students, Academy of American Studies, New York, NY (Lance Warren)



Matthew Seutter, [New Netherland - New York], 1730. (Gilder Lehrman Collection)

A. Castellum Oranienae vel N. Albanenses Celoce B. Portica cui Aphysia vel vexilla imponuntur quando naues portum intrant. C. Propugnaculum Amstelredam. ab Angli Joanes fort dicta
Reformatorum. E. Domus Gubernatoris. G. Granarium publicum. H. Trinitas publica. I. Dominorum Ecclesia. K. Curia. L. Templum Lutheranorum. M. Porta Agri
tinentem versus. P. Via ad agrum dulcem. Q. Mola alata. R. Propugnacula. S. Domus Sanguinis. T. Marius Orientalis. currens inter Insulam Manhattan in Jorck shore



Woman Suffrage Party of the City of New York, "Votes for Women!" broadside, ca. 1915 (Gilder Lehrman Collection)

RESOURCES

The Gilder Lehrman Collection

Home for History: Gilder Lehrman Website

History Now

Multimedia

Publications

Traveling Exhibitions

Over the course of nearly two decades, the Gilder Lehrman Institute has assembled an array of primary source documents, publications, exhibitions, and multimedia tools through which to see American history up close in the classroom, the local library, museums, and elsewhere. Whether used on their own, as teacher aids, or combined with historians' talks for community presentations, Gilder Lehrman's resources are the essential elements of our efforts to bring history to life.

THE GILDER LEHRMAN COLLECTION

The Gilder Lehrman Collection, housed at the New-York Historical Society, includes more than 60,000 letters, diaries, maps, pamphlets, printed books, newspapers, photographs, and ephemera that document the political, social, and economic history of the United States. Ranging from 1493 through the twentieth century, the Collection is widely considered one of the nation's great archives in the Revolutionary, early national, antebellum, and Civil War periods.

EDUCATIONAL OUTREACH

In 2012, the curatorial staff conducted presentations for more than 600 educators and students using the original documents from the Collection. In these engaging interactive workshops, participants learned the stories behind the documents and explored historical events through primary sources.

GILDER LEHRMAN COLLECTION DOCUMENTS ON DISPLAY AT THE NEW-YORK HISTORICAL SOCIETY

1862: "A Long & Bloody War," an exhibition curated by the Gilder Lehrman Institute at the New-York Historical Society in commemoration of the 150th anniversary of the Civil War. (*through February 1, 2013*)

Liberty/Liberté by artist Fred Wilson includes slave identification tag and shackles from the Gilder Lehrman Collection. (*permanent main floor exhibition*)

New York Rising features slave shackles meant for a young child and several letters from the Gilder Lehrman Collection. (*permanent main floor exhibition*)

Revolution! The Atlantic World Reborn included an anti-emancipation engraving by Adalbert Volck from the Gilder Lehrman Collection. (*February 16–April 15, 2012*)

Titanic Voices featured a firsthand account of the sinking of the *Titanic* by first-class passenger Dr. Washington Dodge. (*April 6–June 25, 2012*)

Revolutionary Kids featured a patriotic verse written in student John Barstow's math notebook. (*June 26–August 26, 2012*)

PARTNER ORGANIZATIONS FEATURING DOCUMENTS FROM THE GILDER LEHRMAN COLLECTION

Gettysburg National Military Park and Visitors Center

The diary of William Woodlin of the 8th Regiment US Colored Troops and an inkwell from Appomattox (*Main Gallery, ongoing*)

The Emancipation Proclamation and the Thirteenth Amendment, special exhibition for the 150th anniversary of the issuing of the Preliminary Emancipation Proclamation (*September 19–25, 2012*)

George Washington's Mount Vernon Estate, Museum and Gardens

Five pivotal documents from the Revolutionary War and the founding era (*The Books and Manuscripts Gallery, ongoing*)

The National Constitution Center

An anti-Jackson broadside as part of the Constitution Center's core exhibition, *The Story of We the People* (*ongoing*)

The Virginia Historical Society

A special exhibition of the **Thirteenth Amendment** (*Civil War & Emancipation Day, April 14 and 15, 2012*)

THE GILDER LEHRMAN COLLECTION

NEW ACQUISITIONS

In 2012, the Gilder Lehrman Collection acquired 50 new items, primarily from the twentieth century. Highlights include:

- a collection of four letters dated between January 1914 and January 1915 to newspaper editor A. G. Johnson regarding a proposed literacy test for immigrants;
- four World War I propaganda posters encouraging enlistment, food conservation, and working on military defense construction projects; and
- 38 World War II propaganda posters covering topics such as enlistment, food conservation, buying war bonds, and nursing.



US Navy, "Second Line Defense" poster, 1918 (*Gilder Lehrman Collection*)

REFERENCE AND RIGHTS AND REPRODUCTIONS

- Reference requests rose by 80 percent in 2012, reaching a total of 275 inquiries including reading room visits, distance reference services, and rights and reproduction requests.
- The Collection began working with Bridgeman Art Library to expand Collection use in print publications.

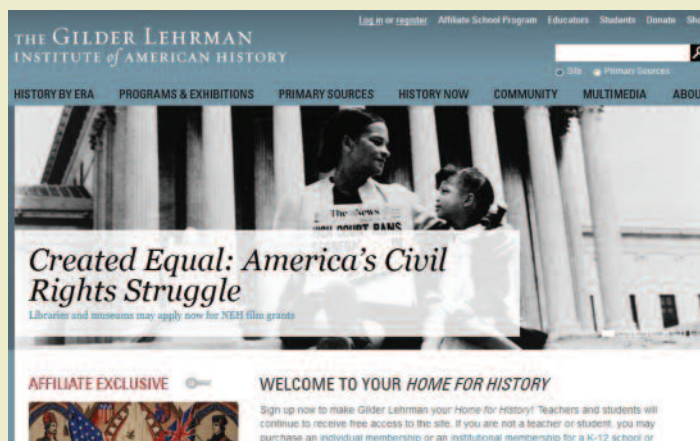
HOME FOR HISTORY GILDER LEHRMAN WEBSITE

In April 2012, the Gilder Lehrman Institute launched its new website, the Gilder Lehrman *Home for History* at www.gilderlehrman.org, as a comprehensive and interactive destination for American history online. This is the beginning of a major expansion of the Institute's online offerings. Created by a team of master teachers, renowned historians, and technical consultants, Gilder Lehrman's new site draws on advanced digital technology to ensure full access to its rich collection of resources, with the goal of supporting every K–12 classroom in the country.

In less than a year, the new site has proved to be a valued and vital resource for teachers, students, and American history enthusiasts, with usage more than tripling in eight months. It has also won the 2012 Best in Class Award, the highest honor in the Interactive Media Awards competition. These awards are sponsored by Interactive Media Council, Inc., a nonprofit organization of leading web designers, developers, programmers, advertisers, and other web-related professionals.

Central to the Gilder Lehrman website is “History by Era,” a framework that organizes the full sweep of American history into ten chronological periods that are familiar signposts for most school history courses:

- The Americas to 1620
- Colonization and Settlement, 1585–1763
- The American Revolution, 1763–1783
- The New Nation, 1783–1815
- National Expansion and Reform, 1815–1860
- Civil War and Reconstruction, 1861–1877
- Rise of Industrial America, 1877–1900
- Progressive Era to New Era, 1900–1929
- Great Depression and World War II, 1929–1945
- 1945 to the Present



A final section called “Themes” allows the reader to follow a specific subject such as African American History, Women's History, or Immigration and Migration across the decades or centuries.

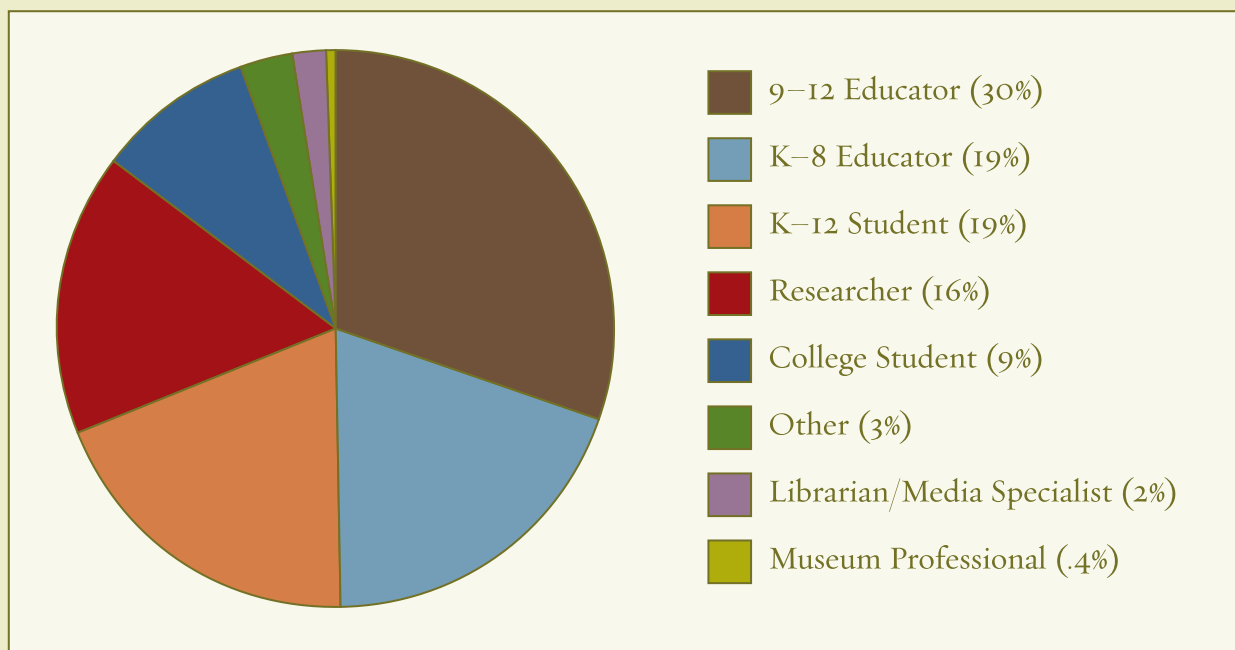
Each section features a wealth of primary sources including letters, government or legal documents, prints, photographs, and other media drawn from the extensive holdings of the Gilder Lehrman Collection; essays and podcasts through which renowned historians interpret the eras; teaching resources, including Common Core lessons; and a bibliography of recommended sources for further reading or viewing. Tools enable teachers to create their own effective and stimulating history curricula, and students can conduct independent research.

Visitors to the Gilder Lehrman website may register to review the site; teachers and students have free access while others may subscribe on an annual basis.

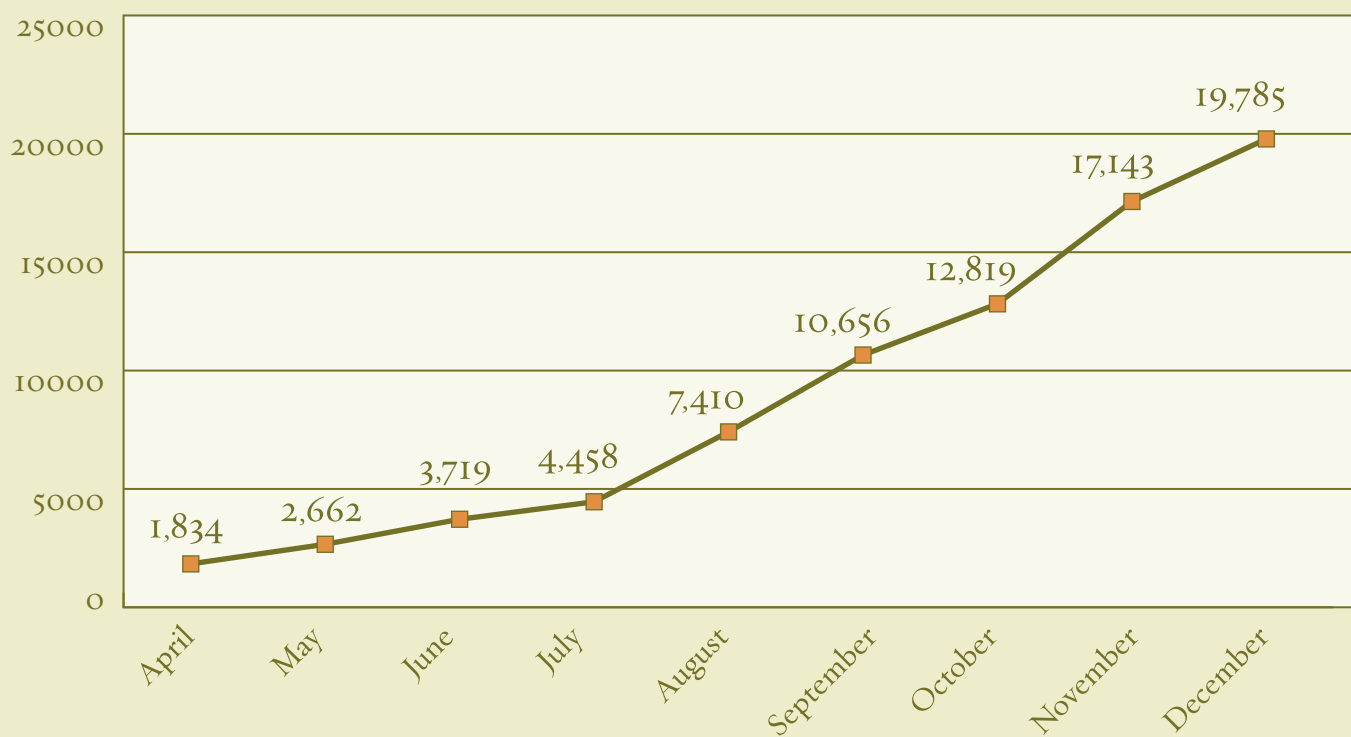
HOME FOR HISTORY GILDER LEHRMAN WEBSITE

On the Gilder Lehrman website, each registrant identifies his or her role, which enables us to determine how our site is used. We are pleased to see that nearly 20 percent of our registrants are K–12 students.

REGISTRATION BY ROLE



REGISTERED USERS



In September 2012, *History Now*, the Gilder Lehrman Institute's quarterly online journal, entered its ninth year of publication. Each issue addresses a major theme in American history with articles by historians, lesson plans by master teachers, and other resources.

Editor: Carol Berkin (Baruch College and The Graduate Center, City University of New York); Associate Editor: Lesley S. Herrmann; Managing Editors: Justine Ahlstrom and Sasha Rolon Pereira; Archivist: Mary Jo Kline (University of Virginia)

PERSPECTIVES ON AMERICA'S WARS, NO. 31 (SPRING 2012)

"George Washington's French and Indian War," by Theodore J. Crackel

"No Way Out: Lord Cornwallis, the Siege of Yorktown, and America's Victory in the War for Independence,"
by James Kirby Martin

"The Battle for Baltimore," by Alan Taylor

"When Myth and Meaning Overshadow History: Remembering the Alamo," by Linda K. Salvucci

"The Battle of Antietam: A Turning Point in the Civil War," by James M. McPherson

"The War against Spain in the Philippines in 1898," by Richard Meixsel

"The Zimmermann Telegram and American Entry into World War I," by Michael S. Neiberg

"D-Day or Operation Overlord, June 6, 1944," by Antony Beevor

"The Korean War," by Allan R. Millett

"The Vietnam War and the My Lai Massacre," by George Herring

"Technology in the Persian Gulf War of 1991," by Robert Citino

Interactive: News from 1812

THE MUSIC AND HISTORY OF OUR TIMES, NO. 32 (SUMMER 2012)

"The Forties and the Music of World War II," by Elihu Rose

"Fun, Fun Rock 'n' Roll High School," by Glenn C. Altschuler and Robert O. Summers

"People Get Ready': Music and the Civil Rights Movement of the 1950s and 1960s," by Brian Ward

"The Sixties and Protest Music," by Kerry Candaele

"Women and the Music Industry in the 1970s," by Elizabeth L. Wollman

"Globalizing Protest in the 1980s: Musicians Collaborate to Change the World," by Douglas R. Egerton and Leigh Fought

"Pop Music and the Spatialization of Race in the 1990s," by Mark Anthony Neal

"9/11 and Springsteen," by Craig Werner

Interactive Feature: Playlist accompanies each essay

ELECTING A PRESIDENT, NO 33 (FALL 2012)

"Adams v. Jackson: The Election of 1824," by Edward G. Lengel

"The Making of the President: Abraham Lincoln and the Election of 1860," by Harold Holzer

"The Contentious Election of 1876," by Michael F. Holt

"Franklin Delano Roosevelt—Four-Term President—and the Election of 1944," by Matthew Dallek

"Hanging by a Chad—or Not: The 2000 Presidential Election," by James Gormly

Interactive Timeline: Electing a President, 1789–2012

THE REVOLUTIONARY AGE, NO. 34 (WINTER 2012)

"The Other Theater: The War for American Independence beyond the Colonies," by Patrick Spero

"Advice (Not Taken) for the French Revolution from America," by Susan Dunn

"Two Revolutions in the Atlantic World: Connections between the American Revolution and the Haitian Revolution,"
by Laurent Dubois

"The US and Spanish American Revolutions," by Jay Sexton

Interactive Feature: Liberty and the American Revolution: Selections from the Collection of Sid Lapidus, Princeton University

ONLINE EXHIBITIONS AND INTERACTIVES

Civil War 150, an online accompaniment to the traveling exhibition *Civil War 150*, created in partnership with The Library of America

Excerpts from American Antislavery Writings: Colonial Beginnings to Emancipation, provides readings of texts excerpted from the publication of *American Antislavery Writings: Colonial Beginnings to Emancipation*, edited by James G. Basker (New York: The Library of America, 2012) (*Please see page 30.*)

Liberty and the American Revolution: Selections from the Collection of Sid Lapidus, an interactive feature published in *The Revolutionary Age: History Now* 34 (Winter 2012)

Electing a President: 1789–2012, an interactive timeline published in *Electing a President: History Now* 33 (Fall 2012)

ONLINE VIDEOS

James G. Basker, *President, Gilder Lehrman Institute*: “American Antislavery Writings: Colonial Beginnings to Emancipation”

www.gilderlehrman.org/multimedia/Basker

Joshua Bill, *Waukegan High School, Waukegan, IL*: National History Teacher of the Year profile

www.gilderlehrman.org/programs-exhibitions/2012-joshua-bill

Laurent Dubois, *Duke University*: “The Haitian Revolution: A New Vision of Freedom in the Atlantic World”

www.gilderlehrman.org/multimedia/Dubois

James Oakes, *The Graduate Center, City University of New York*: “Emancipation and the Question of Agency: The Power of the Enslaved, the Power of Policy”

www.gilderlehrman.org/multimedia/Oakes

Gordon S. Wood, *Brown University*: “Taxation and Representation: The Imperial Debate between Britain and the Americans”

www.gilderlehrman.org/multimedia/Wood



NEW PUBLICATIONS IN 2012

***Freedom to Move: Immigration and Migration in US History.* Volume 8 in the Gilder Lehrman series *History in a Box: People, Places, Politics*. Lead scholar: Donna Gabaccia, Professor of History and Director, Immigration History Research Center, University of Minnesota.** *Freedom to Move* draws upon new scholarship that presents movement and migration as a framework for understanding the history of immigration in the United States. We identify four motives for movement and migration—the search for livelihood, safety, home and family, and rights—that permit us to consider links among the stories of men and women spanning three centuries. Movement and migration connect the histories of American Indians, enslaved and free Africans, immigrants, and emigrants in inspiring and challenging ways. The materials in the book and the box encourage students and teachers to consider how movement and restrictions on movement have mattered in American history.

Includes:

- A resource book with annotated primary sources, artwork, maps, discussion questions, and a list of additional resources; accompanied by an electronic version of the book on CD
- A sequential set of posters of documents and illustrations
- Ten portrait placards of key individuals
- A timeline
- *Historians on the Record: Lectures by eminent historians* (DVD)
- Music and dramatic readings of letters (CD)
- *Treasures of American History: Documents Presented in Honor of New Citizens of the United States* booklet



***American Antislavery Writings: Colonial Beginnings to Emancipation.* Edited by James G. Basker. New York: The Library of America, 2012.** The Gilder Lehrman Institute helped support the publication of this compilation, edited by Professor James G. Basker, president of the Institute. Aimed primarily at teachers and students, this volume contains some 215 pieces of literature in every genre—fiction, poems, slave narratives, sermons, speeches, essays, even children's literature—by more than 150 different authors who wrote against slavery between 1688 and 1865.

GILDER LEHRMAN PUBLICATIONS IN PRINT

BOOKS AND BOOKLETS

2013 Wall Calendar of the Civil War

Abraham Lincoln in His Own Words

Alexander Hamilton and the Creation of the United States

Citizen or Slave: The Dred Scott Decision, 1857

Early American Abolitionists:

A Collection of Anti-Slavery Writings 1760–1820

Great Lincoln Documents: Historians Present

Treasures from the Gilder Lehrman Collection

"I take up my pen": Letters from the Civil War

James Madison and the Birth of the U.S. Constitution

Slavery in the Founding Era

Treasures of American History: Documents

Presented in Honor of New Citizens of the United States

Why Documents Matter: American Originals and the

Historical Imagination, Selections from the Gilder

Lehrman Collection

Wilberforce, Lincoln, and the Abolition of Slavery

CD-ROMs and DVDs

Alexander Hamilton: The Man Who Made Modern America (CD-ROM)

American Sampler

Freedom: A History of US (CD)

Historians on the Record: Selected Topics (DVD)

Historians on the Record: Slavery and Abolition (DVD)

Historians on the Record: Twentieth Century (DVD)

HISTORY IN A BOX:

PEOPLE, PLACES AND POLITICS

American History: An Introduction

The Founding Era

Alexander Hamilton and the Creation of the United States

Slavery and Abolition

Abraham Lincoln

The Civil War

The American West

The Freedom to Move: Immigration and Migration in US History



Twenty-star - "Abolitionist Flag," ca. 1859 (Gilder Lehrman Collection)

POSTERS

North American Colonies, 1733

The Boston Massacre, March 5, 1770

Phillis Wheatley, 1773

Declaration of Independence, 1776

United States Constitution, 1787

Runaway Slave Ads

Anti-Slavery Broadside, 1836

Abolitionist Flag, c. 1859

John Brown, 1800–1859

Abraham Lincoln, 1860

Civil War Scenes

United States, 1862

Emancipation Proclamation

Civil War Recruiting Poster, 1863 (2)

Emancipated Slave Children, 1863

Black Troops in the Civil War, 1863

President Abraham Lincoln, 1863

Sojourner Truth, 1864

Yosemite Land Grant, 1864

Lincoln's Second Inaugural Address, 1865

Frederick Douglass, c. 1870

Fifteenth Amendment, 1870

African American History, 1619–1897

Theodore Roosevelt, 1906

20th-Century Immigration

The Women's Suffrage Movement

World War I Recruiting Poster, 1918 (2)

The Little Rock Nine, 1957

School Desegregation, 1963

Civil Rights Placard, 1968 (2)

TRAVELING EXHIBITIONS

Since 1997, the Gilder Lehrman Institute has developed traveling panel exhibitions for display at schools, libraries, and historic sites as a way to bring American history, its characters, and stories to underserved urban and rural communities across the country. These lively, colorful displays, featuring research by leading scholars and images of important original documents, circulate nationwide and provide an introduction to critical moments and individuals in American history for students, teachers, and the public.

THE NATIONAL ENDOWMENT FOR THE HUMANITIES

The National Endowment for the Humanities (NEH) has been an important partner to the Gilder Lehrman Institute, especially through its support of panel exhibitions. In 2012, we received a four-year grant from the NEH to develop *Civil War 150* in partnership with The Library of America. The exhibition traces major events during the Civil War through the eyes of leaders and ordinary Americans from 1860 to 1865. Through this grant, 50 sites will receive funds to host the exhibition and plan programs around it through March 2015. An additional 150 sites will receive small grants to develop Civil War programming.

Another NEH grant concluded in 2012: A four-year grant supported the creation and distribution of *Abraham Lincoln: A Man of His Time, A Man for All Times*, with a national tour beginning in November 2008 and concluding in December 2012. During the four-year period, the exhibition was hosted at 75 sites in 33 states, including public libraries, academic libraries, historic sites, and museums.

THE CURRENT COLLECTION OF TRAVELING EXHIBITIONS INCLUDES:

- Freedom: A History of US
- The Many Faces of George Washington
- Alexander Hamilton: The Man Who Made Modern America
- Frederick Douglass
- Abraham Lincoln: A Man of His Time, A Man for All Times
- Looking at Lincoln: Political Cartoons from the Civil War Era
- Civil War 150
- The Progressive Era: Creating Modern America, 1900–1917
- Free at Last: A History of the Abolition of Slavery in America*
- Freedom Riders

** Because of flooding at our storage facility from Hurricane Sandy in October 2012, Free at Last exhibitions were damaged beyond repair and are no longer available.*

Over the course of 2012, ten Gilder Lehrman traveling exhibitions were hosted by 73 sites in 33 states by the following types of host institutions:

- K–12 Schools (25)
- Libraries (14)
- Colleges (10)
- Museums (10)
- Historic Sites (8)
- National Park Sites (3)
- Historical Societies (2)
- School Districts (1)

TRAVELING EXHIBITIONS

2012 TRAVELING EXHIBITIONS AND LOCATIONS

Freedom: A History of US

Calvin Coolidge Senior High School, Washington DC
 School District of Manatee County, Bradenton, FL
 Drake Community Library, Grinnell, IA
 Southeast Junior High School, Cherokee, KS
 Norfolk Senior High School, Norfolk, NE
 Great Neck South Middle School, Great Neck, NY
 Schenectady County Historical Society, Rotterdam Junction, NY
 Glen Este High School, Cincinnati, OH
 Sequoyah Middle School, Auburn, WA

The Many Faces of George Washington

Museum of Arts and Sciences, Daytona Beach, FL
 Alvin Sherman Library at Nova Southeastern University,
 Ft. Lauderdale, FL
 Cowles Library at Drake University, Des Moines, IA
 Ernest J. May Elementary School, Las Vegas, NV
 Guilderland Public Library, Guilderland, NY
 City College of New York Libraries, New York, NY
 The Old Exchange Building, Charleston, SC
 Museum of History and Industry, Seattle, WA
 Oshkosh Public Library, Oshkosh, WI

Alexander Hamilton

Escondido Charter High School, Escondido, CA
 Silver Springs-Martin Luther School, Plymouth Meeting, PA
 Perkiomen Valley Middle School West, Zieglerville, PA

Frederick Douglass

Center Point High School, Center Point, AL
 Ovitt Family Community Library, Ontario, CA
 San Bernardino County Museum, Redlands, CA
 BREC's Magnolia Mound Plantation, Baton Rouge, LA
 US Army Medical Research Institute of Infectious Diseases,
 Fort Detrick, MD
 University of Tennessee, Office of Multicultural Student Life,
 Knoxville, TN

Abraham Lincoln: A Man of His Time, A Man for All Times

Carnegie Visual Arts Center, Decatur, AL
 North Valley Regional Library, Anthem, AZ
 White Tank Library, Waddell, AZ
 Colorado Springs Pioneers Museum, Colorado Springs, CO
 Lincoln Home National Historic Site, Springfield, IL
 Adams Gallery at Suffolk University, Boston, MA
 1855 Harris Kearney House Museum at the Westport
 Historical Society, Kansas City, MO
 Old Courthouse, Jefferson National Expansion Memorial,
 St. Louis, MO
 Hillsborough Public Library, Hillsborough, NJ
 Alfred C. O'Connell Library, Genesee Community College,
 Batavia, NY
 Heritage Village Museum, Sharonville, OH

Gettysburg National Military Park Museum & Visitors Center,
 Gettysburg, PA
 Milwaukee Public Library, Milwaukee, WI

Looking at Lincoln

Pea Ridge National Military Park, Garfield, AR
 Shasta Union Elementary School, Shasta, CA
 Griswold Middle School, Griswold, CT
 Archbishop Curley Notre Dame Prep, Miami, FL
 French Icarian Colony, Corning, IA
 Brentwood Library, Brentwood, TN
 West Tennessee Delta Heritage Center, Brownsville, TN

Civil War 150

Central Rappahannock Regional Library, Fredericksburg, VA
 Central Washington University Brooks Library, Ellensburg, WA
 Cabell County Public Library, Guyandotte Branch, Huntington, WV

The Progressive Era

Madison High School, Rexburg, ID
 Churchill High School, Livonia, MI
 Kansas City Public Library, Kansas City, MO
 Southwest High School, San Antonio, TX
 Slinger High School, Slinger, WI

Free at Last

Stanley-Whitman House, Farmington, CT
 King Low Heywood Thomas, Stamford, CT
 Saint Brendan School, Ormond Beach, FL
 Indiana University Northwest, Gary, IN
 Indiana University East, Richmond, IN
 St. Mary's Academy, New Orleans, LA
 Thomas F. Eagleton US Courthouse, St. Louis, MO
 Gettysburg National Military Park Museum & Visitors Center,
 Gettysburg, PA
 Abington Friends School, Jenkintown, PA
 Highland Junior High School, Ogden, UT

Freedom Riders

Monta Vista High School, Cupertino, CA
 King Low Heywood Thomas, Stamford, CT
 University of West Georgia, Carrollton, GA
 Cowles Library at Drake University, Des Moines, IA
 Cottagers Corner, Oak Bluffs, MA
 Gerald R. Ford Museum, Grand Rapids, MI
 ITOW Veterans Museum, Perham, MN
 The Griot Museum of Black History, St. Louis, MO
 Thomas F. Eagleton US Courthouse, St. Louis, MO
 Roosevelt High School, Portland, OR
 Fort Worth Museum of Science and History, Fort Worth, TX

TRAVELING EXHIBITIONS

WHERE GILDER LEHRMAN TRAVELING EXHIBITIONS WERE VIEWED IN 2012

ALABAMA

Center Point High School, Center Point
Carnegie Visual Arts Center, Decatur

ARIZONA

North Valley Regional Library, Anthem
White Tank Library, Waddell

ARKANSAS

Pea Ridge National Military Park, Garfield

CALIFORNIA

Escondido Charter High School, Escondido
Ovitt Family Community Library, Ontario
San Bernardino County Museum, Redlands
Shasta Union Elementary School, Shasta

COLORADO

Colorado Springs Pioneers Museum, Colorado Springs

CONNECTICUT

Stanley-Whitman House, Farmington
Griswold Middle School, Griswold
King Low Heywood Thomas, Stamford

DISTRICT OF COLUMBIA

Calvin Coolidge Senior High School

FLORIDA

School District of Manatee County, Bradenton
Museum of Arts and Sciences, Daytona Beach
Nova Southeastern University, Ft. Lauderdale
Archbishop Curley Notre Dame Prep, Miami
Saint Brendan School, Ormond Beach

GEORGIA

University of West Georgia, Carrollton

IDAHO

Madison High School, Rexburg

ILLINOIS

Lincoln Home National Historic Site, Springfield

INDIANA

Indiana University Northwest, Gary
Indiana University East, Richmond

IOWA

French Icarian Colony, Corning
Cowles Library at Drake University, Des Moines
Drake Community Library, Grinnell

KANSAS

Southeast Junior High School, Cherokee

LOUISIANA

BREC's Magnolia Mound Plantation, Baton Rouge
St. Mary's Academy, New Orleans

MARYLAND

US Army Medical Research Institute, Fort Detrick

MASSACHUSETTS

Adams Gallery at Suffolk University, Boston
Cottagers Corner, Oak Bluffs

MICHIGAN

Gerald R. Ford Museum, Grand Rapids
Churchill High School, Livonia

MINNESOTA

ITOW Veterans Museum, Perham

MISSOURI

Kansas City Public Library, Kansas City
Westport Historical Society, Kansas City
The Griot Museum of Black History, St. Louis
Jefferson National Expansion Memorial, St. Louis
Thomas F. Eagleton US Courthouse, St. Louis

NEBRASKA

Norfolk Senior High School, Norfolk

NEVADA

Ernest J. May Elementary School, Las Vegas

NEW JERSEY

Hillsborough Public Library, Hillsborough

NEW YORK

Genesee Community College, Batavia
Great Neck South Middle School, Great Neck
Guilderland Public Library, Guilderland
City College of New York Libraries, New York
Schenectady County Historical Society, Rotterdam Junction

TRAVELING EXHIBITIONS

OHIO

Glen Este High School, Cincinnati
Heritage Village Museum, Sharonville

OREGON

Roosevelt High School, Portland

PENNSYLVANIA

Gettysburg National Military Park, Gettysburg
Abington Friends School, Jenkintown
Silver Springs-Martin Luther School, Plymouth Meeting
Perkiomen Valley Middle School West, Zieglerville

SOUTH CAROLINA

The Old Exchange Building, Charleston

TENNESSEE

Brentwood Library, Brentwood
West Tennessee Delta Heritage Center, Brownsville
University of Tennessee, Knoxville

TEXAS

Fort Worth Museum of Science and History, Fort Worth
Southwest High School, San Antonio

UTAH

Highland Junior High School, Ogden

VIRGINIA

Central Rappahannock Regional Library, Fredericksburg

WASHINGTON

Sequoyah Middle School, Auburn
Central Washington University Brooks Library, Ellensburg
Museum of History and Industry, Seattle

WEST VIRGINIA

Cabell County Public Library, Guyandotte Branch, Huntington

WISCONSIN

Milwaukee Public Library, Milwaukee
Oshkosh Public Library, Oshkosh
Slinger High School, Slinger





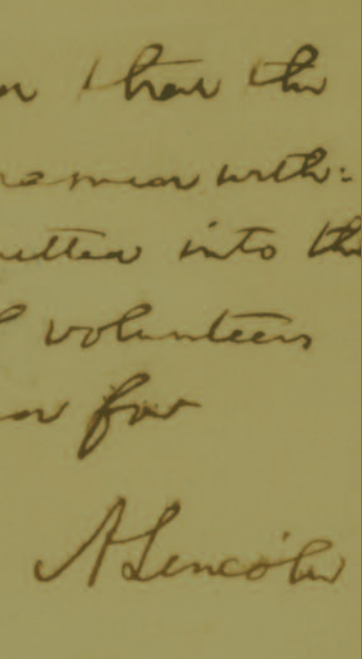
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No. 13

This Premium was Presented to

Maria Nunns as a testimonial of the
approbation of her Teacher & the School Committee for regular
& punctual attendance with correct deportment & diligent
attention to her studies during the month of May 1843

Caroline Whiting Teacher
J. W. Cooper
School Committee



Abraham Lincoln, Note on Military Forces, May 4, 1861 (Gilder Lehrman Collection)

AWARDS

National History Teacher of the Year

National Book Prizes

Scholarly Fellowships

History Scholar Awards

Gilder Lehrman rewards teachers and scholars for their outstanding work. We draw on our national network of K–12 schools, historians, and institutions to identify and recognize excellence.

NATIONAL HISTORY TEACHER OF THE YEAR



2012 National History Teacher of the Year Joshua Bill, Caroline Kennedy, and Waukegan High School student Eduardo Cruz (Don Pollard)

The 2012 National History Teacher of the Year Award, co-sponsored by the Gilder Lehrman Institute, HISTORY®, and Preserve America, was presented to **Joshua Bill** of Waukegan High School in Waukegan, Illinois. Mr. Bill accepted the award from a friend of the Institute, Caroline Kennedy, on December 4, 2012, at a ceremony held at the Frederick Douglass Academy, a Gilder Lehrman Affiliate School in New York City.

Since 2004, the Institute has honored the best K–12 American history teachers in the country. In 2012, more than one thousand teachers were nominated for the national award. The national winner is selected from among the fifty-plus state winners. Each state winner received \$1,000 and a large archive of American history classroom resources presented to his or her school library. The national winner received an additional \$10,000 and a trip to New York City for the national award ceremony along with two of his students. Elementary (K–6) and middle and high school teachers (7–12) are considered in

separate categories in alternate years. The jurors for the 2012 national award were Stacy Hoeflich (2011 National History Teacher of the Year), Edward Ayers (President, University of Richmond), and Elaine Reed (Executive Director Emerita, National Council for History Education).

2012 HISTORY TEACHERS OF THE YEAR BY STATE

ALABAMA

Cory Callahan

Auburn High School, Auburn

ALASKA

Amy Gallaway

West Valley High School, Fairbanks

ARIZONA

Barbara Hatch

Cactus Shadows High School, Cave Creek

ARKANSAS

Sonja Williams

Hall High School, Little Rock

CALIFORNIA

Jennifer Rosebrook

Arcata High School, Arcata

COLORADO

Bradley Johnson

ThunderRidge High School,
Highlands Ranch

CONNECTICUT

Theresa Vara-Dannen

University High School of Science
and Engineering, Hartford

DELAWARE

Erin Sullivan

Cab Calloway School of the Arts,
Wilmington

DISTRICT OF COLUMBIA

Julian Hipkins III

Capital City Public Charter School

FLORIDA

Eric Johnson

Fivay High School, Hudson

GEORGIA

Thomas Wolff

South Forsyth High School, Cumming

HAWAII

Amy Perruso

Mililani High School, Mililani

IDAHO

David Skinner

Bishop Kelly High School, Boise

ILLINOIS

Joshua Bill

Waukegan High School, Waukegan

INDIANA

Ashley Greeley

Harrison High School, West Lafayette

IOWA

Monte DeArmoun

Northwood-Kensett Junior/
Senior High School, Northwood

KANSAS

Carla Hibbs

Cheney High School, Cheney

KENTUCKY

Ron Adkisson

South Oldham Middle School, Crestwood

NATIONAL HISTORY TEACHER OF THE YEAR

LOUISIANA

Jane Toomey

Warren Easton Charter High School,
New Orleans

MAINE

Marsha Newick

Frank Harrison Middle School, Yarmouth

MARYLAND

Mark Howell

Westlake High School, Waldorf

MASSACHUSETTS

Richard Houston

Harwich High School, Harwich

MICHIGAN

Kelly Eddy

Livonia Churchill High School, Livonia

MINNESOTA

James Haney

Albert Lea High School, Albert Lea

MISSISSIPPI

Connie Lambert

Alcorn Central High School, Glen

MISSOURI

Eric Langhorst

South Valley Junior High, Liberty

MONTANA

Bruce Wendt

Billings West High School, Billings

NEBRASKA

David Nebel

Lincoln Southeast High School, Lincoln

NEVADA

Jennifer Chandler

Carson High School, Carson City

NEW HAMPSHIRE

AGaramond BoldExeter High School,
Exeter

NEW JERSEY

Jeanne DelColle

Burlington County Institute of Technology,
Westampton

NEW MEXICO

Stacy Moses

Sandia Preparatory School, Albuquerque

NEW YORK

Dana Robbins

Massapequa High School, Massapequa

NORTH CAROLINA

Edward Dickson

Providence Day School, Charlotte

NORTH DAKOTA

Kari Hall

Williston High School, Williston

OHIO

Joseph Foster

Waynesfield-Goshen High School,
Waynesfield

OKLAHOMA

Jan McClaren

Claremore High School, Claremore

OREGON

Sol Joye

Neil Armstrong Middle School, Forest Grove

PENNSYLVANIA

Elizabeth Lewis

Donegal High School, Mount Joy

RHODE ISLAND

Lisa Johansen

Coventry High School, Coventry

SOUTH CAROLINA

Karen Ambrose

Ralph Chandler Middle School,
Simpsonville

SOUTH DAKOTA

AGaramond BoldRoosevelt High School,
Sioux Falls

TENNESSEE

Barbara Marks

Watertown High School, Watertown

TEXAS

Robyn Elliott

R. L. Turner High School, Carrollton

UTAH

Tabatha Mayne

Entheos Expeditionary Learning Academy,
Kearns

VERMONT

Robert MacLeod

Harwood Union High School, Duxbury

VIRGINIA

Brian Heintz

West Springfield High School, Springfield

WASHINGTON

Steven Lawrence

Meridian High School, Bellingham

WEST VIRGINIA

Cynthia Allred

Scott High School, Madison

WISCONSIN

Margo Stewart

Oconto Falls High School, Oconto Falls

WYOMING

Cynthia Webb

University of Wyoming Lab School, Laramie

US TERRITORIES

Donald Mataese

Manu'a High School, American Samoa

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

Susan Payne

Alconbury Middle High School,
Alconbury (UK)

NATIONAL BOOK PRIZES

GILDER LEHRMAN LINCOLN PRIZE

The Lincoln Prize is an annual award of \$50,000 for the finest book on Abraham Lincoln or the Civil War era. Awarded since 1991, the prize is co-sponsored by the Gilder Lehrman Institute and Gettysburg College.

2012 Lincoln Prize Co-Winners

William C. Harris

Lincoln and the Border States: Preserving the Union (University Press of Kansas)

Elizabeth D. Leonard

Lincoln's Forgotten Ally: Judge Advocate General Joseph Holt of Kentucky
(University of North Carolina Press)



2012 Lincoln Prize winners William C. Harris and Elizabeth D. Leonard beside Augustus Saint-Gaudens bust of Lincoln (Don Pollard)

FREDERICK DOUGLASS BOOK PRIZE

The Frederick Douglass Book Prize is an annual prize of \$25,000 recognizing the best book on slavery or abolition. Awarded since 1999, the prize is co-sponsored by the Gilder Lehrman Institute and the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale University.

2012 Frederick Douglass Book Prize Winner

James H. Sweet

Domingos Álvares, African Healing, and the Intellectual History of the Atlantic World (University of North Carolina Press)

GEORGE WASHINGTON BOOK PRIZE

Inaugurated in 2005, the George Washington Book Prize is an annual award of \$50,000 recognizing the best book on George Washington or the founding era. The prize is co-sponsored by the Gilder Lehrman Institute, Washington College, and George Washington's Mount Vernon.

2012 George Washington Book Prize Winner

Maya Jasanoff

Liberty's Exiles: American Loyalists in the Revolutionary World (Alfred A. Knopf)

SCHOLARLY FELLOWSHIPS

Each year the Gilder Lehrman Institute awards short-term research fellowships to scholars working in American history at every level, from doctoral candidates to senior faculty, including independent scholars. The fellowships support research within American history archives in New York City. Since 1994 the Gilder Lehrman Institute has awarded a total of 592 fellowships. In 2012, ten fellowships were awarded to:

Adrian Brettle

Doctoral Candidate, University of Virginia
Confederate Expansionist Ambitions during the American Civil War, 1861–1865

Shelley L. Dowling

Independent Scholar
Elbridge T. Gerry

Roberto Fernandez III

Independent Scholar
The Puerto Rican Regiment US Volunteers, 1899–1901

Julia Guarneri

Visiting Assistant Professor of History, Colgate University
Making Metropolitans: Newspapers and the Urbanization of Americans, 1880–1930

Louis Hyman

Assistant Professor, Labor Relations, Law and History, Cornell University
Temp: The Fall and Rise of Flexible Labor in the United States, 1945–2007

E. Wyn James

Reader and Co-Director of the Cardiff Centre of Welsh American Studies, Cardiff University
The American Travel Diary of the Welsh Abolitionist Morgan John Rhys, 1794–1795

Melissa Amy Maestri

Doctoral Candidate, University of Delaware
The Atlantic Web of Bondage: Comparing the Slave Trades of New York City and Charleston, South Carolina

Paul Otto

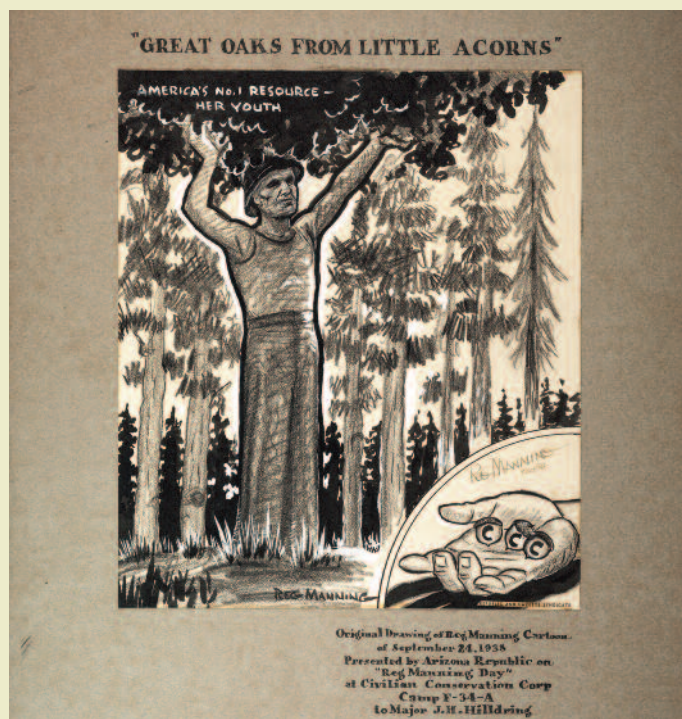
Professor of History, George Fox University
Beads of Power: Wampum and the Making of Early America

Matthew Spooner

Doctoral Candidate, Columbia University
Origins of the Old South: The Reconstitution of Southern Slavery, 1776–1808

Kaye Wise Whitehead

Assistant Professor of Communication, Loyola University, Maryland
Notes from a Slave Ship Doctor: Interpreting the 1749–1751 Diaries of William Chancellor



Enlistment poster for the Arizona Civilian Conservation Corps, September 24, 1938
(Gilder Lehrman Collection)

HISTORY SCHOLAR AWARDS

Since 2003, the Gilder Lehrman Institute has honored nearly 500 outstanding college students majoring in American history. In 2012, through its History Scholar Awards, the Institute recognized fifteen top scholars selected from two hundred nominees. The awards were presented in a ceremony held at the University Club in New York City on June 10. Over the course of a four-day program, the winners were taken on private tours of the Gilder Lehrman Collection, the New York Public Library Archives, and the Metropolitan Museum of Art, and met with top historians David Blight, Kenneth T. Jackson, and Carol Berkin for private seminars on American history.

2012 HISTORY SCHOLARS

Carly Anderson (Westford, MA), University of Notre Dame
Kayla Blackman (Billings, MT), University of Montana
David Donatti (Stafford, TX), University of Texas
Monte Flowers (Memphis, TN), Hampton University
Osiris Gomez (Buffalo, NY), State University of New York at Buffalo
Jonathan Green (Jacksonville, FL), Northwestern University
Sarah Hoover (Davis, CA), University of California at Davis
Emily Hopkins (Pendleton, SC), Clemson University
Matthew Joseph (Woodbridge, CT), Yale University
Jeffrey Lollar (Montgomery, AL), Auburn University
Jessica Moore (Highlands Ranch, CO), Stanford University
John Sacha Jr. (Atlanta, GA), Duke University
Mattea Sanders (Forest, VA), University of Tennessee
Kevin Sliwoski (Reading, MA), University of Hartford
William Vogel (Connersville, IN), Purdue University



2012 History Scholars (l-r): Carly Anderson, Sarah Hoover, Jonathan Green, David Donatti, Jeffrey Lollar, Mattea Sanders, Emily Hopkins, and Franklin Sacha (Jaime Bermudez Esteban)

...REAS several persons, inhabitants of the United States, influenced by inimical motives, intimidated by the arms of the enemy, or deluded by a Proclamation, issued November last by Lord and General Howe, filed the millions for granting pardons, &c. (now at open war a loss) to the interest and welfare of their country, as to fidelity, and, in some instances, have been compelled to take up arms, or encourage others to do so, against it has become necessary to distinguish between the friends and inhabitants of these States; and that every man who resides in any State, (not being conscientiously scrupulous against defending the same against every hostile invasion. I do hereby, by virtue of the powers committed to me by Congress, hereby, every person, having subscribed such declaration, taken such certificates from Lord or General Howe, or any person acting in their name, to Head-Quarters, or to the quarters of the nearest general, (until further provision can be made by the civil authorities, certificates, and passports, and take the oath of fidelity. Nevertheless, hereby granting full liberty to all fugitives from Great-Britain to the freedom and happiness of their country, and families within the enemies lines. And I do hereby, by neglect or refuse to comply with this order within thirty days, to be adherents to the King of Great-Britain, and treated as such.

HEAD-QUARTERS, MORRIS TOWN, January 25th, 1777.

GEORGE WASHINGTON

George Washington, Trenton Proclamation, January 25, 1777 (Gilder Lehrman Collection)

PARTNERS

Gilder Lehrman Center for the Study of Slavery, Resistance,
and Abolition

Institutional Partners

The Institute partners in various ways with institutions, universities, corporations, organizations, and museums to develop programs, symposia, seminars, exhibitions, and educational initiatives. We maintain a special relationship with our sister institution, the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, at Yale University. Whether our collaborations are one time or ongoing, we seek with every partnership to bring together the highest-quality materials and talent to deliver the best and most useful resources to teachers and students of American history as well as the general public.

GILDER LEHRMAN CENTER FOR THE STUDY OF SLAVERY, RESISTANCE, AND ABOLITION

Founded in 1998 by Richard Gilder and Lewis E. Lehrman and hosted by the Whitney and Betty MacMillan Center for International and Area Studies at Yale University, the Center operates under the guidance of David W. Blight, Class of 1954 Professor of American History at Yale. The Center hosts scholars, sponsors lectures and conferences, and provides teaching resources on the history of slavery and abolition.

FREDERICK DOUGLASS BOOK PRIZE

Jointly sponsored by the Gilder Lehrman Institute and the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at Yale University, this annual prize of \$25,000 recognizes the best book on slavery or abolition.

2012 Frederick Douglass Book Prize Winner

James H. Sweet (Professor of History, University of Wisconsin)

Domingos Álvares, African Healing, and the Intellectual History of the Atlantic World (UNC Press)

2012 Frederick Douglass Book Prize Finalists

Robin Blackburn (Professor of History, The New School and University of Essex, UK)

The American Crucible: Slavery, Emancipation and Human Rights (Verso Books)

R. Blakeslee Gilpin (Assistant Professor of History, University of South Carolina)

John Brown Still Lives!: America's Long Reckoning with Violence, Equality, and Change (UNC Press)

Carla L. Peterson (Professor of English, University of Maryland)

Black Gotham: A Family History of African Americans in Nineteenth-Century New York City (Yale University Press)

Fall International Conference

"Abolition, Past and Present: Scholars, Activists and the Challenge of Contemporary Slavery"

Fourteenth Annual International Fall Conference, November 8–10, 2012.

The conference continued the effort to forge a field of study about the origins and nature of current human trafficking and bonded labor systems in the world by bringing together historians of slavery and abolition with activist-leaders in the current movement to counteract and abolish modern forms of slavery. Speakers included: Kevin Bales, Co-Founder of Free The Slaves; Jean-Robert Cadet, Jean R. Cadet Restavek Organization; Luis CdeBaca, Ambassador-at-Large, Office to Monitor and Combat Trafficking in Persons, US State Department; Claude d'Estrée, University of Denver; Seymour Drescher, University of Pittsburgh; Siddharth Kara, Harvard Kennedy School and Harvard School of Public Health; Jenny Martinez, Stanford Law School; Aidan McQuade, Anti-Slavery International; Kenneth B. Morris, Jr., Frederick Douglass Family Foundation; Samuel Moyn, Columbia University; Brad Myles, Polaris Project; Alicia Peters, University of New England; Jessica Pliley, Texas State University; Joel Quirk, University of the Witwatersrand; David Richardson, University of Hull; Stacey Robertson, Bradley University; Louise Shelley, George Mason University; Pamela Shifman, NoVo Foundation; E. Benjamin Skinner, Brandeis University; James Brewer Stewart, Macalester College and Historians Against Slavery; Zoe Trodd, University of Nottingham; Kerry Ward, Rice University.

WORLD BIBLIOGRAPHY OF SLAVERY AND ABOLITION

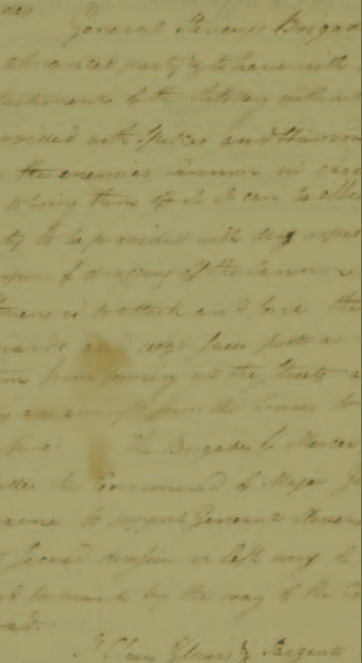
The Center continues to manage the *World Bibliography of Slavery and Abolition*, formerly edited by Professor Joseph Miller at the University of Virginia.

INSTITUTIONAL PARTNERS

Abraham Lincoln Bicentennial Foundation	Morgan Library & Museum
Advisory Council on Historic Preservation	Mount Vernon Ladies' Association
African American National Biography Project	Museum of the City of New York
American Historical Association	National Coalition for History
Archdiocese of New York	National Constitution Center
Brooklyn Historical Society	National Council for History Education
Brooklyn Museum of Art	National Council for the Social Studies
Center of the American West at the University of Colorado	National Endowment for the Humanities
Civil War Institute at Gettysburg College	National History Club
Civil War Round Table of New York	National History Day
Columbia University Rare Book and Manuscript Library	National Park Service
The Concord Review	National Underground Railroad Freedom Center
Core Knowledge Foundation	National WWII Museum
Council of Independent Colleges	NBC Universal
Cullman Center for Scholars and Writers	New Jersey Council for History Education
C. V. Starr Center for the Study of the American Experience at Washington College	New-York Historical Society
EDSITEment	New York Public Library
George Washington University	Organization of American Historians
Gettysburg National Battlefield Museum Foundation	Preserve America
Gilder Lehrman Center for the Study of Slavery, Abolition, and Resistance	Pritzker Military Library
HISTORY®	The Ronald Reagan Presidential Foundation and Library
The Huntington Library	John D. Rockefeller, Jr. Library
John F. Kennedy Presidential Library and Museum	Schomburg Center for Research in Black Culture
Kunhardt Productions	Smithsonian National Museum of American History
The Library of America	Thomas Jefferson Foundation
Long Island Council for the Social Studies	The Trans-Atlantic Slave Trade Database Project
James Madison's Montpelier	The University of Kansas
	WGBH (Boston)



Caroline Kennedy with Frederick Douglass Academy students in New York (Don Pollard)



Henry Knox, Order of March to Trenton, New Jersey, December 25, 1776 (Gilder Lehrman Collection)

DEVELOPMENT

Support for the Gilder Lehrman Institute

Fiscal Year 2012 Donors (7/1/11–6/30/12)

The Gilder Lehrman Institute has balanced its budget every year since its founding in 1994. Total revenues for fiscal year 2012:

- 88% donations for unrestricted use
- 5% donations for restricted use
- 7% fees for educational services

Total expenses for fiscal year 2012:

- 82.5% to programs
- 11.5% to administration
- 6% to fundraising

SUPPORT FOR THE GILDER LEHRMAN INSTITUTE

Since 1994, when the Gilder Lehrman Institute was first established to improve American history education in K–12 classrooms across the country, we have been fortunate to serve as beneficiaries of the extraordinary collection of original documents and the generous financial contributions of **Richard Gilder** and **Lewis E. Lehrman**. Since then, anchored by the ongoing support of our founders, we have engaged individuals, foundations, corporations, and government entities to continue our operations year after year. Among our loyal partners in this effort is the **National Endowment for the Humanities** and the many foundation, corporate, and individual partners listed on the following pages.

In May 2012, we hosted our first fundraising gala under the leadership of our Board of Trustees including our newest member, Pulitzer Prize–winning author **David McCullough**, who keynoted the inaugural program with a rallying cry to address the challenge of “historical illiteracy” facing our nation. We were delighted with the outpouring of generous support for the event and pledge to continue, featuring the ever eloquent and passionate Mr. McCullough, on an annual basis.

Of course throughout the year we seek funds to support specific Gilder Lehrman programs—including our Teacher Seminars, our new Teaching Literacy Through History program, and our History Teacher of the Year competition, which is generously supported by HISTORY® and Preserve America. We also raise unrestricted funds toward fulfilling our general mission: the education of our nation’s youth goes beyond specific programs and encompasses all the work we do, in every state, school district, classroom, and even desktop we can reach. Both kinds of donations are not only are deeply appreciated, they are also critical to our ability to make a difference.

We are grateful to each and every supporter, at every level, who joins with us to improve the teaching and learning of American history. We also know that every single teacher and student touched by the Gilder Lehrman Institute stands with us in thanking our donors for their vision, generosity, and partnership.



American history students from the Frederick Douglass Academy, New York (Don Pollard)

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(7/1/11–6/30/12)

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