



THE GILDER LEHRMAN
INSTITUTE *of* AMERICAN HISTORY

2018 ANNUAL REPORT

THE GILDER LEHRMAN INSTITUTE NETWORK IN 2018



Over
20,000
Affiliate Schools



40,000
K-12 teachers



5.6 million
K-12 students



More than
750
master teachers



Over
1,000
historians



Approximately
4 million
unique website visitors



1,133 elementary, middle,
and high school students
entered a GLI Essay Contest



More than
1,600
middle and high
school students in
GLI Saturday
Academies



Approximately
60,000
Title I high school
students in the
Hamilton Education
Program



More than
428,000
students used
GLI's AP US History
Study Guide



1,011
educators in the
2018 Teacher
Seminar program
(8% growth from 2017)



5,663
elementary, middle, and
high school teachers
nominated to be a
History Teacher of the Year
(over 100% growth from 2017)



2,114
teachers received
professional development
provided through Teaching
Literacy through History



There were more than
455
course enrollments in the
Pace-Gilder Lehrman MA in
American History program.

OUR MISSION



Students enjoy their free copies of David Blight's *Frederick Douglass: Prophet of Freedom* at the David Blight lecture in New York City, October 2018.

THE GILDER LEHRMAN INSTITUTE *of* AMERICAN HISTORY

FOUNDED IN 1994 BY RICHARD GILDER AND LEWIS E. LEHRMAN, visionaries and lifelong supporters of American history education, the **Gilder Lehrman Institute of American History** is the leading nonprofit organization dedicated to K-12 history education while also serving the general public. The Institute's mission is to promote the knowledge and understanding of American history through educational programs and resources.

At the Institute's core is the Gilder Lehrman Collection, one of the great archives in American history. Drawing on the 70,000 documents in the Gilder Lehrman Collection and an extensive network of eminent historians, the Institute provides teachers, students, and the general public with direct access to unique primary source materials.

As a 501(c)(3) nonprofit public charity the Gilder Lehrman Institute of American History is supported through the generosity of individuals, corporations, and foundations. The Institute's programs have been recognized by awards from the White House, the National Endowment for the Humanities, the Organization of American Historians, and the Council of Independent Colleges.

THE GILDER LEHRMAN COLLECTION

At the Institute's core is the Gilder Lehrman Collection, one of the great archives in American history. More than 70,000 items cover five hundred years of American history, from Columbus's 1493 letter describing the New World to vital documents and images from the Civil Rights era and beyond.

In 2018, the Gilder Lehrman Collection acquired more than 425 new documents. Highlights include:

- Four documents sent by Mary Katherine Goddard to George Washington in 1789 petitioning to keep her job as postmaster in Baltimore.
- A letter from Moses Walker, an enslaved person, to his mother on January 18, 1854.
- A letter from Franklin Delano Roosevelt to Sharpless D. Green offering advice to high school students in Trenton, NJ, written October 22, 1922.
- An instructional packet containing logistics for the March on Washington, 1963.

- Two archives containing a total of 185 press photographs of the aftermath of the 1968 assassination of Dr. Martin Luther King Jr., including his funeral and riots across the United States.
- Nine letters to Jackie Robinson from political figures such as Robert F. Kennedy, John F. Kennedy, Richard M. Nixon, and Dwight D. Eisenhower, 1957–1963.

The reference department received more than

- 553 requests for copies and permission to publish images from the Collection, an increase of 171% over last year.
- 267 of these requests were from students and teachers (up from 79 requests in 2017).



(Above) Martin Luther King Jr. leading the march from Selma to Montgomery, Alabama, March 24, 1965. (The Gilder Lehrman Institute of American History, GLC09737.05)

(Upper left) Collection interns Jae Joon Lee and Zoubida Bicane examine a document with Sandra Trenholm, Curator and Director, Gilder Lehrman Collection.

(Lower left) Letter from Moses Walker, an enslaved man in Georgia, to his mother, January 18, 1854. (The Gilder Lehrman Institute of American History, GLC09729)

THE GILDER LEHRMAN COLLECTION

VISITS TO THE COLLECTION

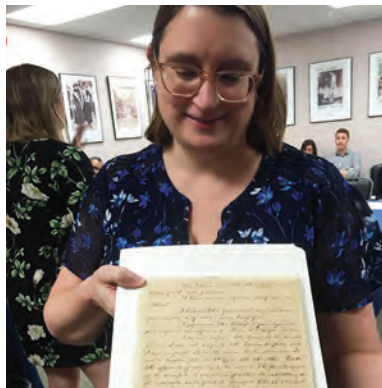
In 2018, the monthly First Fridays at the Gilder Lehrman Collection brought more than 400 K–12 teachers to the Collection from January through December (31% growth over 2017).

In 2018, 35 school field trips to the Collection in New York City served 712 students.

Interested parties are welcome to contact the Institute to schedule a visit to the Collection.



Assistant Curator Allison Kraft with Affiliate School teachers on First Friday.



Curator and Director Sandra Trenholm explaining a document on First Friday.

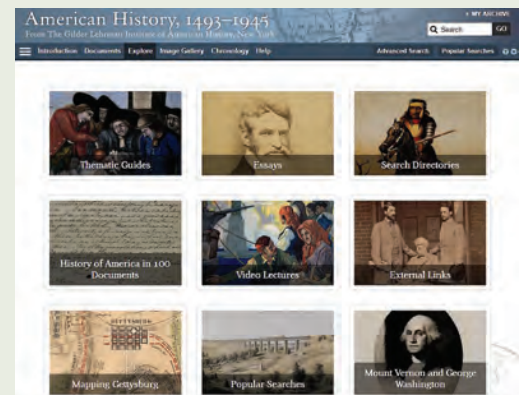


Students from Xaverian High School on a field trip to the Gilder Lehrman Collection.

AMERICAN HISTORY, 1493–1945: THE DIGITAL ARCHIVE

The Institute’s partnership with Adam Matthew Digital began in 2015 and makes nearly 60,000 documents from the Gilder Lehrman Collection available online to subscribing universities, schools, and libraries worldwide. The resource provides high-resolution images, individual item cataloging, and enhanced search capabilities. The digitized materials include unpublished letters and diaries, artworks, broadsides, maps, official documents, books, and pamphlets.

Through December 2018, 102 institutions, including Harvard, Yale, and the Library of Congress, have acquired the digitized collection. In fall 2017 the Institute worked with Adam Matthew Digital to design a new, affordable pricing model for K–12 schools, which led to 28 purchases, with an additional 100 institutions trialing the resource, in 2018.



Updated several times a week, our “Noteworthy” blog features the latest news about Institute events and awards, interviews with State History Teachers of the Year, in-depth articles on departmental staff and programs at the Institute, and special updates on Collection items.

Some highlights from this year:

EVENTS

- National History Teacher of the Year Award Ceremony
- Book Talk at Pace University by Yale professor David Blight on his new book, *Frederick Douglass: Prophet of Freedom*
- Gilder Lehrman Prize for Military History Award Ceremony honoring Boston University professor Cathal Nolan for his book *The Allure of Battle: A History of How Wars Have Been Won and Lost*

DEPARTMENTAL SPOTLIGHTS

- Daniel Pecoraro, Education Program Coordinator, Affiliate Schools
- Nicole Seary, Senior Editor and Fellowship Coordinator
- Sasha Rolon Pereira, Associate Director of Education and Director of the Hamilton Education Program

COLLECTION HIGHLIGHTS

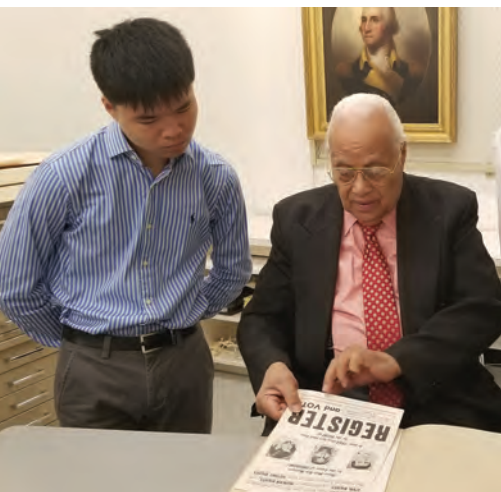
- Jackie Robinson Letters
- Mary Katherine Goddard Letters
- C. Herbert Oliver Letter



“Noteworthy” spotlight on Affiliate Schools



“Noteworthy” spotlight on a newly acquired primary source in the Collection



LIVING CIVIL RIGHTS HISTORY: THE SIXTEENTH STREET BAPTIST CHURCH BOMBING, 1963

Just five days after the bombing of the Sixteenth Street Baptist Church in Birmingham, Alabama on September 15, 1963, the Reverend C. Herbert Oliver wrote a report on Birmingham in the form of a letter, circulated nationwide on behalf of the Inter-Citizens Committee, in which he documented the violence that was consuming the city.

The Gilder Lehrman Collection recently acquired an original copy of Oliver’s letter. Oliver, who now lives in Brooklyn, kindly agreed to a video interview at the Collection, which included a special viewing of his letter. Clips from the interview have now been featured twice in the “Noteworthy” blog, once in honor of the September 15 anniversary of the church bombing and once in coordination with exhibitions relating to voting rights at the Morgan Library and the New-York Historical Society.

GILDER LEHRMAN INSTITUTE ONLINE: ONLINE EXHIBITIONS

Our online exhibitions offer immersive experiences for students of all ages. These illustrated, instructive displays incorporate Gilder Lehrman Collection documents, videos, maps, and timelines and are available free to our 20,000 Affiliate Schools.

The Institute currently offers 31 digital exhibitions in the following areas:

- AMERICA TO 1620
- COLONIZATION AND SETTLEMENT, 1763–1783
- THE AMERICAN REVOLUTION, 1763–1783
- THE NEW NATION, 1783–1815
- NATIONAL EXPANSION & REFORM, 1815–1860
- CIVIL WAR & RECONSTRUCTION, 1861–1877
- THE RISE OF INDUSTRIAL AMERICA, 1877–1900
- PROGRESSIVE ERA TO NEW ERA, 1900–1929
- GREAT DEPRESSION & WWII, 1929–1945
- 1945 TO THE PRESENT
- FREEDOM: A HISTORY OF US

OCTOBER 11, 1768

BRITISH TROOPS ARRIVE IN BOSTON

After the passage of the Townshend Acts, the colonists became even more restive. In 1768 two regiments of British troops arrived in Boston to quell the nascent rebellion.

The Gilder Lehrman Institute

"A View of... Boston... and British [sic] Ships of War...1768" by Paul Revere, Boston, 1770

Timeline interface showing events from 1759 to 1781, with 'British troops arrive in Boston' highlighted.

LINCOLN'S SECOND INAUGURAL ADDRESS

The Gilder Lehrman Institute of American History

Lincoln's Second Inaugural Address

Description | Transcript | Citation | More Resources

1

At this second appearing to take the oath of the Presidential office there is less occasion for an extended address than there was at the first. Then a statement somewhat in detail of a course to be pursued seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself, and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war—seeking to dissolve the Union and divide effects by negotiation. Both parties deprecated war, but one of them would make war rather than let the nation survive, and the other would accept war rather than let it perish, and the war came.

One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war, while the

THE INAUGURAL ADDRESS
OF PRESIDENT
ABRAHAM LINCOLN.
DELIVERED AT THE NATIONAL CAPITOL,
MARCH 4th, 1865.

Published three times a year, *History Now*, the online journal of the Gilder Lehrman Institute, offers the latest in historical scholarship to K–12 teachers, students, and general readers. Each issue is organized around a major theme in American history and features essays by leading experts in the field.

Since 2004, fifty-two issues and 279 short, informative essays have been published in *History Now* and are now available and searchable on the Gilder Lehrman website.

THE HISTORY OF US IMMIGRATION LAWS

The fall issue of 2018, “The History of US Immigration Laws,” features seven original essays by

- Eladio Bobadilla, PhD candidate in history, Duke University
- Tom Gjelten, Author and correspondent for National Public Radio
- Terri Diane Halperin, Adjunct Professor of History, University of Richmond
- Hidetaka Hirota, Assistant Professor, Institute for Advanced Study, Waseda University
- Jane Hong, Assistant Professor of History, Occidental College
- Maddalena Marinari, Assistant Professor of History, Gustavus Adolphus College
- Robert Zeidel, Professor of History, University of Wisconsin–Stout

The issue also includes a digital resource, “US Immigration since 1850: A Statistical and Visual Timeline,” addressing why so many sought to come to the US from nations across the globe.

In addition, Professor Jane Hong contributed an interview, “Immigration in Historical and Contemporary Context,” to the Institute’s “Noteworthy” blog.

The screenshot shows the History Now website interface. At the top, the title "History Now" is displayed in a large, elegant font. Below it, a navigation bar includes a search function and a "BROWSE BY" section with icons for "TIME PERIOD", "CONTENT TYPE", "TOPIC", and "KEYWORD". A central banner image shows a large, ornate interior space, likely a historical immigration hall, with the title "The History of US Immigration Laws" overlaid. Below the banner, there are two columns of text: "Inside This Issue" and "From the Editor".

Inside This Issue

- From the Editor by Carol Berkin
- The History of US Immigration Laws: What Students Should Know by Jane Hong
- Immigrants and the Alien and Sedition Acts of 1798 by Terri Diane Halperin
- Expelling the Poor: The Antebellum Origins of American Deportation Policy by Hidetaka Hirota
- The Dillingham Commission and the "Immigration Question," 1907–1921 by Robert Zeidel
- "In the Name of America's Future": The Fraught Passage of the 1952 Immigration and Nationality Act by Maddalena Marinari
- The 1965 Immigration Act: Opening the Nation to Immigrants of Color

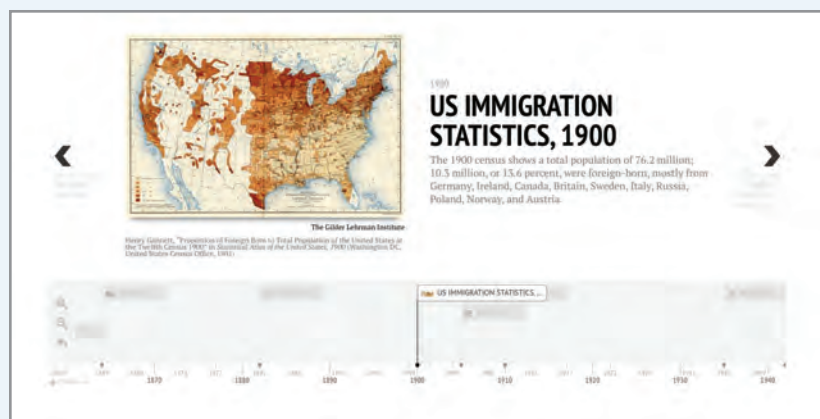
From the Editor

By Carol Berkin

In this issue, our scholars have taken on the difficult task of examining America's immigration policies across the centuries. From their essays we learn that modern debates over exclusion, restriction, and deportation are not new; they are part of a long history of this country's effort to confront a reality: America is the desired destination of people from across the globe. These essays take a close look at the historical circumstances that prompted an era's immigration laws—and that impelled later eras to revise them. Taken together, they provide us with the broadest, and most compelling, perspective on "e pluribus unum."

In her overview essay, "The History of US Immigration Laws: What Students Should Know," Jane Hong focuses on how best to teach this complicated but important subject to students across the country. Hong recounts her experience working with California teachers and shares with us the four key lessons she learned: it is important to pay attention to regional and state differences in talking about who is an immigrant; it is equally important to examine state and local laws as it is to consider federal immigration restrictions; it is critical to acknowledge the active resistance of immigrants to restrictions; and it is essential to trace the connection between past immigration policies and debates to our modern debate on these issues.

In her essay, "Immigrants and the Alien and Sedition Acts of 1798," Terri Halperin





BOOKS

This year the Gilder Lehrman Institute published two new books, available in our online History Shop:

Frederick Douglass: A Life in Documents. A collection of essays by eminent historians presenting letters and speeches by Douglass from the Gilder Lehrman Collection. The documents, revealing powerful and poignant personal details of Douglass’s life as a public figure, are placed in context by such leading scholars as David W. Blight, Leigh Fought, James O. Horton, Lois E. Horton, Randall Kennedy, and Manisha Sinha.

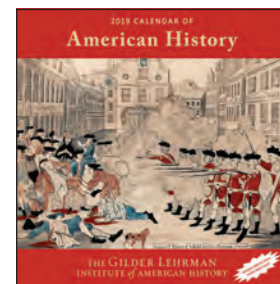
“Black Hours and Narrow Escapes”: *The World War II Experience of Bombardier Robert L. Stone.* A compilation of over a dozen letters from the Gilder Lehrman Collection written by Bob Stone along with photographs and an introductory essay by Michael S. Neiberg, Chair of War Studies at the US Army War College. The book was published for the November Affiliate School offer, along with 3 new posters.

CLASSROOM RESOURCES

From *American History: An Introduction (History in a Box)* to *Teaching with Documents: Using Primary Sources in the Classroom (Online Course)*, the History Shop offers resources for every history classroom.

NEW POSTERS CREATED IN 2018

- The Japanese Attack on Pearl Harbor, 1941
- The Battle for Iwo Jima, 1945
- Planting the Flag on Iwo Jima, 1945



The 2019 Calendar of American History is now available

SELF-PACED ONLINE COURSES

Launched in fall 2015, the Gilder Lehrman Self-Paced Course program offers K–12 teachers the opportunity to watch online courses, review supporting primary source documents, and test their knowledge with quizzes for up to 15 professional development contact hours. In 2018, the Gilder Lehrman Institute’s 24 Self-Paced Courses were purchased more than 1,500 times. Teachers in all 50 states have used them for professional development credit.

African American History since Emancipation (Self-Paced Course)

Follow the African American struggle to achieve full citizenship in the age from the rise of Jim Crow campaigns against racial Professor Peniel Joseph, U. Austin.



Colonial North America (Self-Paced Course)

Explore the British, French, Spanish, Dutch, and other European colonies in North America in an attempt to understand colonial life on its own terms, rather than simply as a precursor to the American Revolution. Led by Professor John Foa, Messiah College.



TRAVELING EXHIBITIONS

Traveling panel exhibitions are available for display at schools, libraries, and other cultural sites in the continental United States. These informative, colorful exhibitions cover major topics in American history, from the Founding Era and the Civil War to the Progressive Era, World War I, and the Freedom Rides.

All the exhibitions feature primary source documents, many from the Gilder Lehrman Collection, that reveal the public and private words of people living at the time. In addition to the exhibition itself, the Institute provides supplemental materials and resources that bring the exhibitions to life for students, teachers, librarians, and the general public. In 2018, Gilder Lehrman Traveling Exhibitions visited 161 sites in 33 states across the country.

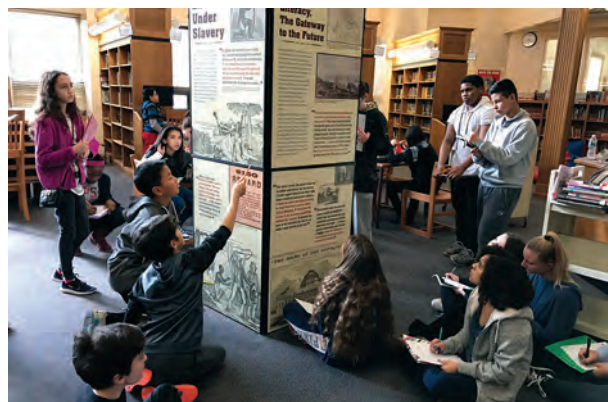


Map indicates where Traveling Exhibitions have been in 2018, with each color representing one of eleven individual exhibitions, such as *World War I*, *Freedom Riders*, and *The Many Faces of George Washington*.

This year the Institute produced a new traveling exhibition in partnership with the Stuart Foundation. *Immigration: An American Story* was designed as a complement to the 2018 teacher workshop funded by the Stuart Foundation. The topic is of special interest to the Stuart Foundation and proved to be popular in a 2017 survey of previous exhibition host sites—83% of whom expressed interest in an exhibition on immigration. The exhibition is fully funded to travel to all of the schools represented at the workshop between September 2018 and June 2019.



Immigration: An American Story Traveling Exhibition



Frederick Douglass from Slavery to Freedom: The Journey to New York City Traveling Exhibition

LOANED DOCUMENTS FOR NATIONAL EXHIBITIONS

In the last 8 years the Gilder Lehrman Institute has partnered with national organizations to place 538 document items from the Gilder Lehrman Collection on display in 85 separate exhibitions.

PARTNERS IN TIME: 85 Exhibitions Using 538 Gilder Lehrman Documents

NEW-YORK
HISTORICAL
SOCIETY
MUSEUM & LIBRARY

33 exhibitions | 251 items



13 exhibitions | 29 items

The
Morgan
Library &
Museum

7 exhibitions | 104 items

GEORGE WASHINGTON'S
MOUNT ★ VERNON

9 exhibitions | 31 items



Gettysburg
National Military Park

8 exhibitions | 88 items



5 exhibitions | 21 items



Smithsonian
National Portrait Gallery

3 exhibitions | 5 items

VHS
VIRGINIA HISTORICAL SOCIETY

2 exhibitions | 2 items



1 exhibition | 2 items

Shapell
MANUSCRIPT FOUNDATION

1 exhibition | 2 items

Bard
Graduate
Center

1 exhibition | 1 item



1 exhibition | 1 item



1 exhibition | 1 item



1 exhibition | 1 item

AFFILIATE SCHOOL PROGRAM



Gilder Lehrman Master Teacher Fellow Adam Stevens, the principal at Brooklyn Excelsior Charter school, a Gilder Lehrman Affiliate School

The Affiliate School Program, free to all K–12 schools, is **the gateway to the Institute’s education resources, events, and tools** designed to bring American history to life in the classroom. Affiliate School teachers and students benefit from all of the Institute’s offerings, including **Essay Contests**, the **National History Teacher of the Year Award**, the **Pace–Gilder Lehrman MA in American History Program**, and the **Hamilton Education Program**.

Registration is free and easy on the Gilder Lehrman website and there are no hidden fees.

Our network of schools provides teachers and students with

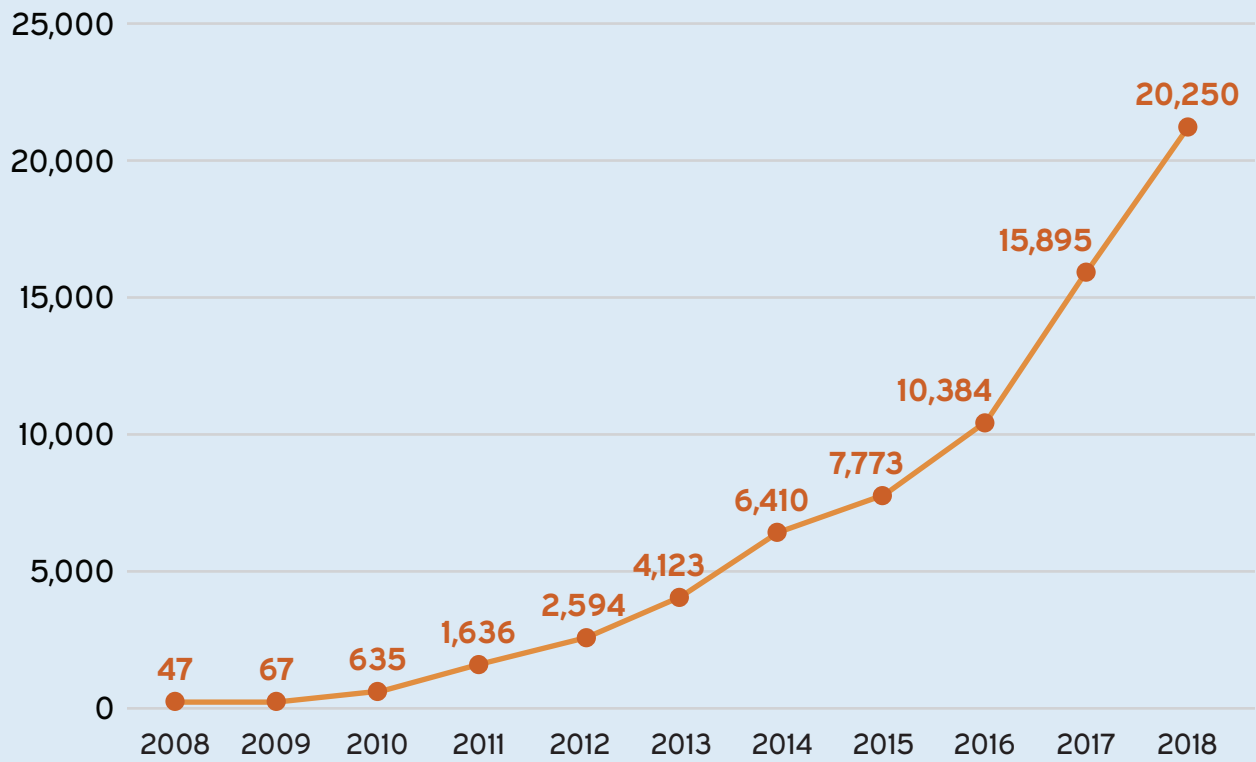
- Unlimited access to primary sources and other classroom resources through our website
- Exclusive eligibility for our highly competitive Teacher Seminars
- Special offers for free classroom-ready materials, free professional development opportunities, and more
- Surveys and focus groups to gather information on classroom needs and best practices to guide our programs and resource development
- Cash prizes for Student Essay Contests
- A free traveling panel exhibition
- 25% off in the Gilder Lehrman History Shop and other discounts



Initially created with the support of the National Endowment for the Humanities, the **Gilder Lehrman Affiliate School Program** provides free resources and support for teaching and studying American history.

AFFILIATE SCHOOL PROGRAM

TOTAL # OF AFFILIATE SCHOOLS PER YEAR



District of Columbia History Teacher of the Year Bill Stevens with students from the SEED School



Illinois History Teacher of the Year Mark Foley with students from Urbana High School, Urbana, Illinois



Missouri History Teacher of the Year Rhonda Koppelman's 7th grade students with Gilder Lehrman publications and book prize-winning books at Rolla Jr. High School, Rolla, Missouri

STUDENTS AND TEACHERS TELL THEIR GILDER LEHRMAN INSTITUTE STORIES



Zoubida Bicane, High School Senior in New York City and Intern at the Gilder Lehrman Collection

“My journey with the Gilder Lehrman Institute of American History began my freshman year of high school. As a student at the Academy of American Studies, GLI’s flagship school, I first learned about the organization through the use of documents in my freshman American history class. In the beginning of my sophomore year, I was chosen by my assistant principal to be on the Gilder Lehrman Student Advisory Council. The Advisory Council meets with Dr. Basker every other month on one Saturday. Being on the SAC is such a wonderful experience for me because I am able to meet with other students from around the city to share my views and give my input as a student. Through the SAC, I have been able to attend many events, such as book talks, award ceremonies, and even the Annual Gala.

“At the start of my current year as a senior, I had heard of internship opportunities at the Institute and I was immediately interested. I started working as an intern at the Gilder Lehrman Collection in October. I have been a part of a wonderful office with lovely people who have a special passion for their work. It has been a truly amazing experience interning and learning even more about history. From helping send Collection materials to schools to organizing Watergate documents, being an intern has helped me hone my desire to facilitate learning experiences for others. The Gilder Lehrman Institute has spurred on my passion for history, so much so that I am looking forward to minoring in history in college with a major in political science.”

Margaret Gregory, Middle School Dean of Students at Boston Prep

“As soon as I started teaching US History 1 and 2 at Boston Prep, I was introduced to Gilder Lehrman resources. I was tired of textbooks that mainly gave an overview of the oppressor, so I sought out primary source documents and found them on the Gilder Lehrman Institute website.

“Last year, I applied for and was thrilled to be accepted into the Gilder Lehrman Abraham Lincoln teacher seminar in Oxford, England, taught by Richard Carwardine. It was actually the first time I had the opportunity to leave the US, and there I was at Oxford, meeting new people, many of whom, such as Lois MacMillan, were veteran teachers. I saw Lois again in October when Boston Prep participated in the Hamilton Education Program. Former students of mine were selected to perform onstage in the morning program, which was wonderful as they are both working on their skills as rappers while applying to Ivy League schools.

“Now that I’m a dean, I find that I often direct students who come to me for help in their history classes to the Gilder Lehrman Institute. I look forward to continuing to work with the Institute in all kinds of ways throughout my career.”





Lois MacMillan, Gilder Lehrman Senior Education Fellow and Teacher at South Middle School in Grants Pass, Oregon

“Being awarded the Gilder Lehrman Institute 2006 Oregon History Teacher of the Year was a game changer for my family, my community, and me. It led me to attend two Teacher Seminars, after which the Institute asked me to be a master teacher for summer seminars. Facilitating sixteen teacher seminars and numerous Teaching Literacy through History workshops, I now have a family of teachers and historians who I keep in touch with regularly around the country. I will complete the Pace–Gilder Lehrman MA in American History next year and my son plans on entering the Institute’s MA program next spring.

“It is also thanks to the Gilder Lehrman Institute that I ended up winning a Grammy! I took four hundred middle school students to the Institute’s traveling exhibition *Alexander Hamilton: The Man Who Made Modern America*, had them analyze the lyrics of the Broadway show *Hamilton* and Gilder Lehrman documents presented in the Hamilton exhibition, then turn the analysis into their own historical raps. When the students posted their performance pieces on YouTube, it was picked up by UVA’s *American History Guys* and the GRAMMY Museum. Their work and my teaching unit, *Rappin’ History: Composing Historical Raps in the Classroom*, led to my receiving the 2018 GRAMMY Museum’s Jane Ortner Award for integrating music into nonmusical subject areas.

“Each time I do a seminar or workshop as a master teacher, I learn from other teachers how to be a better teacher. I learn from award winning/amazing historians why ‘content is king.’ The Gilder Lehrman Institute has taught me to say, ‘You can’t teach what you don’t know.’”

Martin Carlino, Gilder Lehrman Scholarly Fellow, Affiliate School Teacher, former Institute Intern, and 2011 Civil War Essay Contest Winner

“My Civil War Contest Essay, “President Lincoln’s Influence over the Northern Press: Public Opinion is Everything,” was my first major historical research project, penned at the tender age of 17 as a junior at Patchogue-Medford High School, a Gilder Lehrman Affiliate School.

“The summer after the award event, I had my first internship—where else?—at Gilder Lehrman Institute’s main New York office as a communications assistant.

“Following my graduation from Harvard, I entered the workforce as an American history teacher at Success Academy Bronx 2 Middle School, a Gilder Lehrman Affiliate School.

“The Gilder Lehrman Institute was instrumental in helping me to prepare for graduate study at Oxford University beginning with the Institute’s teacher seminar “The Life and Writings of Frederick Douglass,” through which I was able to simultaneously hone my teacher-craft and work with Yale’s Professor David Blight (also director of the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition).

“Shortly after, I was honored to receive a Gilder Lehrman Scholarly Fellowship. Using the Institute’s generous funding to conduct archival research, I completed the project now taken shape as “The Lincoln-Stanton Relationship Reconsidered.” This paper was submitted to *The Lincoln Herald* on September 21, 2018, and to my wild delight was accepted for publication on December 1.

“I can say without exaggeration that in the field of American history, all that I am, or hope to be, I owe to the Gilder Lehrman Institute.”



Martin Carlino in 2011 winning the Civil War Essay Contest and Martin Carlino in 2017 with a graduating student of Success Academy, a Gilder Lehrman Affiliate school

AFFILIATE SCHOOL PROGRAM: THE HAMILTON EDUCATION PROGRAM

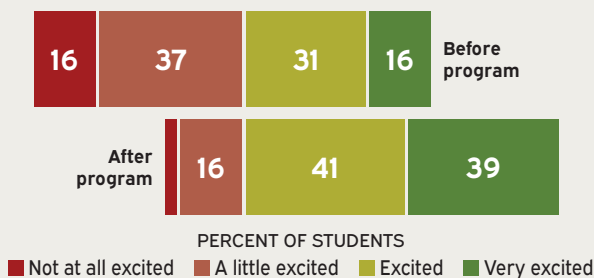


Hamilton Education Program student performers with "Aaron Burr" actor Nicholas Christopher and Boston mayor Marty Walsh in October 2018

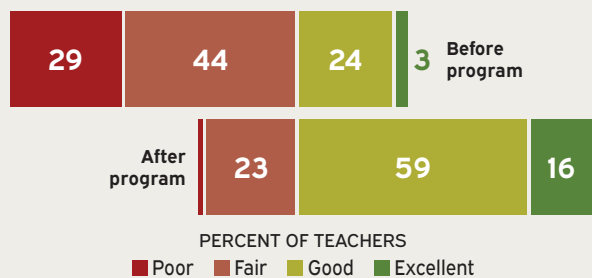
The Gilder Lehrman Institute is proud to partner with *Hamilton* and The Rockefeller Foundation on the Hamilton Education Program (HEP). Through HEP, Title I Gilder Lehrman Affiliate high schools incorporate Alexander Hamilton and the Founding Era into classroom studies, create original performance projects of their own using primary sources like those used by Lin-Manuel Miranda in writing *Hamilton*, and spend a full day seeing the strongest of these performances in the morning, a *Hamilton* cast Q&A, and an afternoon matinee of the Tony-winning hit musical.

The Hamilton Education Program, also referred to as EduHam, is part of the Gilder Lehrman Institute's broader mission to improve the teaching and learning of American history. Thanks to an initial grant from The Rockefeller Foundation, as well as additional grants from many foundations and donors throughout the country, high school students in Title I schools in New York City, Chicago, San Diego, Tempe, Seattle, Denver, St. Louis, Salt Lake City, Houston, Washington DC, Minneapolis, Boston, Charlotte, and Hartford each paid only a "Hamilton" (\$10) to see the performance in 2018, with more cities to be added in 2019.

The percentage of students who were **very excited to learn about the Founding Era** more than doubled after participating in this program. (n=42,122 students)



Five times as many teachers rated their students' knowledge (on average) of the Founding Era as **excellent** after participating in this program. (n=1,984 teachers)



99% of participating teachers reported that the program will have a lasting impact on their students.

AFFILIATE SCHOOL PROGRAM: THE HAMILTON EDUCATION PROGRAM



Tony Award winner James Monroe Iglehart introduces a student performer in EduHam on Broadway.



Student performers in EduHam, St. Louis



Student audience and performers for EduHam in Boston



THE HAMILTON EDUCATION PROGRAM BY THE NUMBERS

	2015-16	2016-17	2017-18	2018-19
# OF CITIES / LOCATIONS	1 NYC ONLY	3 ADDED CHICAGO AND SAN FRANCISCO	10 INCLUDING BOSTON, HOUSTON, AND MINNEAPOLIS	13 INCLUDING NEW ORLEANS, DETROIT, AND PITTSBURGH
# OF MATINEES	2	24	32	30
# OF SCHOOLS SERVED	33	440	600	ESTIMATED AT 550
# OF STUDENTS & TEACHERS SERVED	2,572	35,256	64,051	60,000

AFFILIATE SCHOOL PROGRAM: STUDENT ESSAY CONTESTS



Gilder Lehrman Institute Co-Chair Lewis E. Lehrman with Civil War Essay contest winner Zion Belmond

The Gilder Lehrman Institute of American History invites students from schools in the Affiliate School Program to examine key moments in American history by participating in one of our contests. The contests challenge students to research and write about American history as historians and to develop their research, writing, and critical thinking skills.



Essay contest writers on a trip to the Gilder Lehrman Collection (and Frederick Douglass)



CIVIL WAR ESSAY CONTEST

The Gilder Lehrman Institute offers an annual essay contest for Gilder Lehrman Affiliate School students in grades 6–12. Students examine the nation’s most divisive conflict through letters, speeches, songs, photographs, newspapers, military orders, and other documents, conducting research in primary as well as secondary sources. In 2018, there were a total of 825 entrants from 92 schools. The 12 winners represented schools in California, New York, North Carolina, and Utah, along with a virtual school student from Tianjin, China. The 7 honorable mentions hailed from California, Nebraska, New York, North Carolina, Texas, and the District of Columbia.

New Documentary Film Category

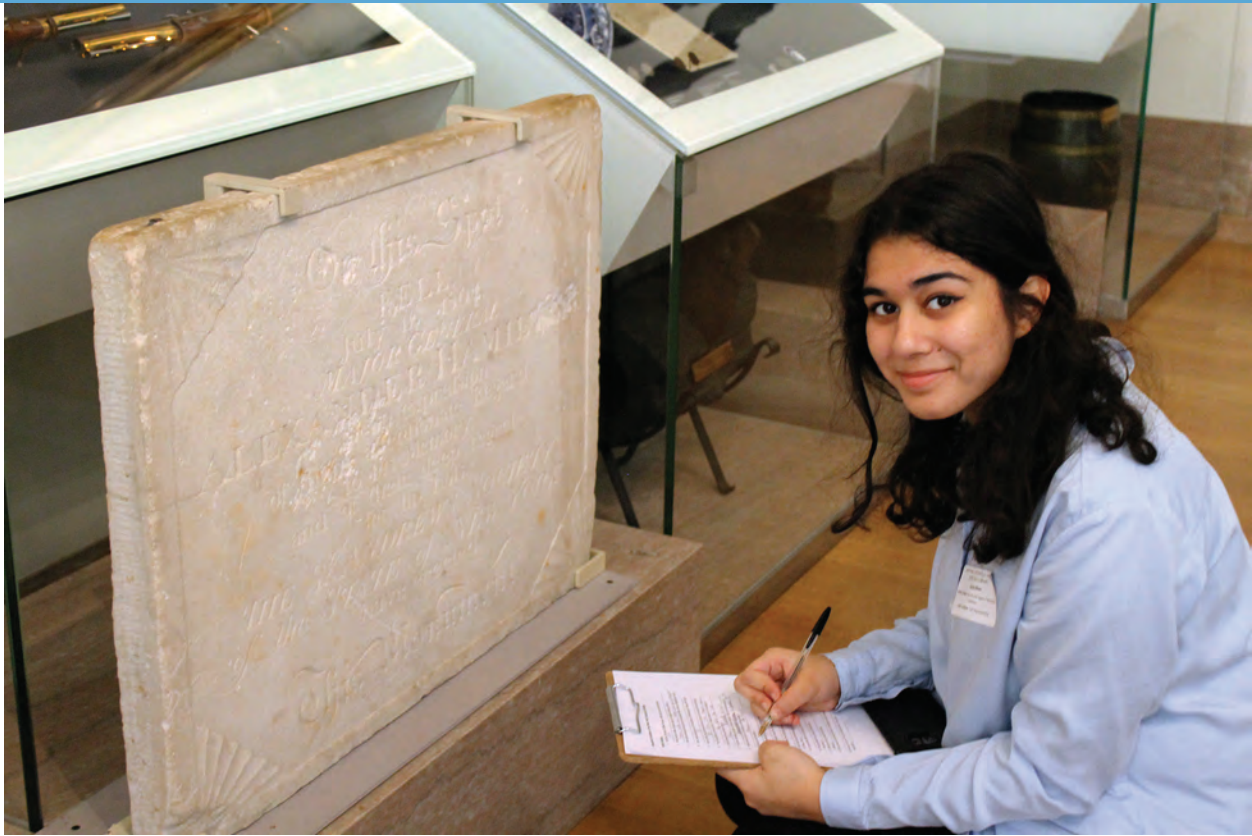
Beginning in 2018, students have had the option of entering the Institute’s new Documentary Film category. There were 25 entrants in the first Documentary Film Category for the 2017–2018 Civil War Essay Contest. The winners each submitted entries that were well researched and well argued, and used the visual medium to its best effect.

DEAR GEORGE WASHINGTON ESSAY CONTEST

The Dear George Washington contest introduces students in grades 2–5 to the issues facing early Americans and encourages them to think critically about the founding of the nation. Each student writes a letter (250–300 words) to President George Washington as if he or she were present at his inauguration on April 30, 1789, telling him what to focus on during his first term.

The 2018 contest featured a total of 308 entries from 29 schools. The 16 winners represented 14 schools in Arizona, California, Connecticut, Florida, Kansas, Massachusetts, New Jersey, New York, and Wyoming. The 6 honorable mentions hailed from Florida, Georgia, New Jersey, North Carolina, Ohio, and Wyoming.

AFFILIATE SCHOOL PROGRAM: SATURDAY ACADEMIES



New York City student at the Gilder Lehrman Saturday Academy, New-York Historical Society

Gilder Lehrman Saturday Academies provide free elective courses for middle school and high school students on Saturday mornings. A winner of the National Arts and Humanities Youth Program Award, the nation's highest honor for outstanding after-school and out-of-school programs, Saturday Academies have helped more than ten thousand students gain a deeper knowledge of the humanities through American history, literature, and arts classes.

Students in Saturday Academies improve their basic literacy and critical reading skills through exposure to primary source documents; engage with difficult issues through class discussion, essay projects, and artistic expression; and strengthen their knowledge of the social sciences and humanities. The program prepares students for Advanced Placement and SAT exams and a lifetime of active learning and civic engagement. All Saturday Academies are open to enrollment from all members of the community.



Saturday Academy students in Wichita

GILDER LEHRMAN SATURDAY ACADEMY LOCATIONS

Abraham Lincoln High School
Brooklyn, New York

Academy of American Studies
Queens, New York

All Hallows High School
Bronx, New York

Andover High School
Andover, Kansas

Heights High School
Wichita, Kansas

Museum of the City of New York
Manhattan, New York

New-York Historical Society
Manhattan, New York

Notre Dame School
Manhattan, New York

Salesian High School
New Rochelle, New York



The Student Advisory Council meets with President James Basker.

Created in 2014, the Gilder Lehrman Student Advisory Council is a diverse group of middle and high school students who provide valuable feedback on the Institute's programs and materials. Affiliate School teachers recommend students for the council based on their academic achievements and interest in American history.

Some students have served on the council for more than four years and maintain a relationship with the Institute even through college. Student Advisory Council members are often speakers at Gilder Lehrman events. They receive special opportunities to meet historians, such as Ed Ayers, a special guest speaker at the 2018 National History Teacher of the Year Award whom the Student Advisory Council joined for dinner as part of that event.



MEET VENUS NNADI

Student Advisory Council member, first-year Harvard University student

"I was introduced to the Gilder Lehrman Institute of American History by my Stuyvesant High School AP US History Teacher, Robert Sandler, who was the 2014 New York State History Teacher of the Year. As a member of the Student Advisory Council, I was given so many amazing opportunities to speak at and attend various events and award ceremonies featuring esteemed historians and proponents of American history education. Through the Institute, I was provided access to countless resources that helped me delve into my study of American history, such as books on major topics in American history, the AP US History Study Guide, and primary sources from the Collection. I developed a particular interest in African American history, and I now plan on pursuing a joint concentration in Social Studies and African American Studies while at Harvard.

"The Institute not only helped me explore my passion for history, but also stoked my interest in education equity, which I plan to make my focus field within Social Studies. Through the Student Advisory Council, I got to learn more about and advise on programs the Institute offers, such as the Affiliate School Program and the Hamilton Education Program, which are dedicated to expanding educational opportunities, particularly in the subject of American history, for students in under-served communities."

Venus Nnadi, Harvard freshman and former Student Advisory Council member
(Go Nakamura/New York Daily News)

AFFILIATE SCHOOL PROGRAM: NATIONAL HISTORY TEACHER OF THE YEAR

Since 2004, 749 exemplary American history teachers from elementary, middle, and high schools in all fifty states, Washington DC, US territories, and Department of Defense schools have been named State History Teacher of the Year. The National History Teacher of the Year is named in the fall.

- The national winner receives a \$10,000 prize presented at a ceremony in their honor in New York City.
- State winners receive a \$1,000 prize, an archive of classroom resources, and recognition at a ceremony in their state.
- 2018 saw a record number of 5,663 nominations (over a 100% increase from 2017) for the award.



2018 National History Teacher of the Year Joseph Welch in his eighth grade classroom, Pittsburgh, PA.

THE 2018 NATIONAL HISTORY TEACHER OF THE YEAR

The 2018 National History Teacher of the Year is Joseph Welch. Welch is a seventh and eighth grade social studies teacher at North Hills Middle School in Pittsburgh, Pennsylvania. He has been the curriculum chair and project advisor for Project Connect, a sponsor of the National History Day Program for Regional Students, and the director of the North Hills DC Trip Program. As the youngest winner of the award so far, he makes note of his millennial voice in his teaching philosophy.

"I need to help students love history as much as I do by teaching the first-hand emotional and personal stories that exist within it."

—JOSEPH WELCH

AFFILIATE SCHOOL PROGRAM: TEACHER SEMINARS

The Gilder Lehrman Institute of American History offers rigorous Teacher Seminars for K–12 educators in Affiliate Schools. Held at colleges and historic sites across the US and abroad, the weeklong workshops include daily programs with leading American historians, visits to local historic sites, and hands-on work with primary sources.

In 2018, the Institute held 30 Teacher Seminars for K–12 teachers. The programs served 1,011 teachers, an 8% increase over 2017.



Gilder Lehrman Master Teacher Fellow and seminar coordinator Erik Bloch with students and museum educator at El Museo del Barrio

2018 TEACHER SEMINARS

Eisenhower and the Art of Presidential Leadership

MICHAEL J. BIRKNER
American University
(In partnership with the Dwight D. Eisenhower Memorial Commission)

The Civil War in American Memory and The Life and Writings of Frederick Douglass

DAVID W. BLIGHT
Yale University

The Vietnam War

ROBERT K. BRIGHAM
The First Division Museum at Cantigny Park
(In partnership with the First Division Museum at Cantigny Park)

Alexander Hamilton and the Founding Era

RICHARD BROOKHISER
New York University

The Making of America: From the Founding Era through the Civil War (K–8 Teachers Only)

DENVER BRUNSMAN
George Washington University

Lincoln Speaks: Words That Transformed a Nation

MICHAEL BURLINGAME
Abraham Lincoln Presidential Library and Museum
(In partnership with the Abraham Lincoln Presidential Library and Museum)

The Age of Lincoln

RICHARD CARWARDINE
St. Catherine's College, Oxford University

Thomas Jefferson and the Enlightenment

FRANK COGLIANO
University of Edinburgh

Everyday Life in Colonial America

JOHN DEMOS
Yale University

Presidents at War

JEFFREY ENGEL
Southern Methodist University
(In partnership with the Center for Presidential History, Southern Methodist University)

The Colonial Era

JOHN FEA
Princeton University

Reconstruction

ERIC FONER & MARTHA S. JONES
Columbia University

The American Civil War: Origins and Consequences

GARY W. GALLAGHER
University of Virginia

Gettysburg: History and Memory

ALLEN C. GUELZO
Gettysburg College

A Nation of Immigrants: Migration in the Making of the United States

MADELINE HSU
University of Texas at Austin

The United States in Depression and War, 1929–1945

DAVID M. KENNEDY
Stanford University

Westward Expansion

PATRICIA NELSON LIMERICK
University of Colorado, Boulder

9/11 and American Memory

EDWARD T. LINENTHAL
New York University
(In partnership with the 9/11 Memorial & Museum)

America in the Age of Discovery: 1492–1625

PETER MANCALL & ROBERT C. RITCHIE
University of Southern California
(In partnership with the University of Southern California)

The Civil Rights Movement

CHARLES MCKINNEY
Rhodes College
(In partnership with the National Civil Rights Museum)

The Story of World War II

DONALD L. MILLER
The National WWII Museum
(In partnership with the National World War II Museum)

Our Constitution:

The Bill of Rights
BRUCE ALLEN MURPHY
Lafayette College
(In partnership with the Rendell Center for Civics and Civic Engagement)

The Kennedy Presidency

BARBARA PERRY
Boston University

The American Revolution

ANDREW W. ROBERTSON
New York University

The Global Cold War

DANIEL SARGENT
USS Midway Museum
(In partnership with the USS Midway Museum)

American Capitalism

DAVID B. SICILIA
New York University

Slavery and Abolition

MANISHA SINHA
Columbia University
(In partnership with the Lapidus Center for the Historical Analysis of Transatlantic Slavery)

The South and New Orleans in American History

PAMELA TYLER
Historic New Orleans Collection
(In partnership with the Historic New Orleans Collection)

The Gilded Age and Its Modern Parallels

RICHARD WHITE
Stanford University

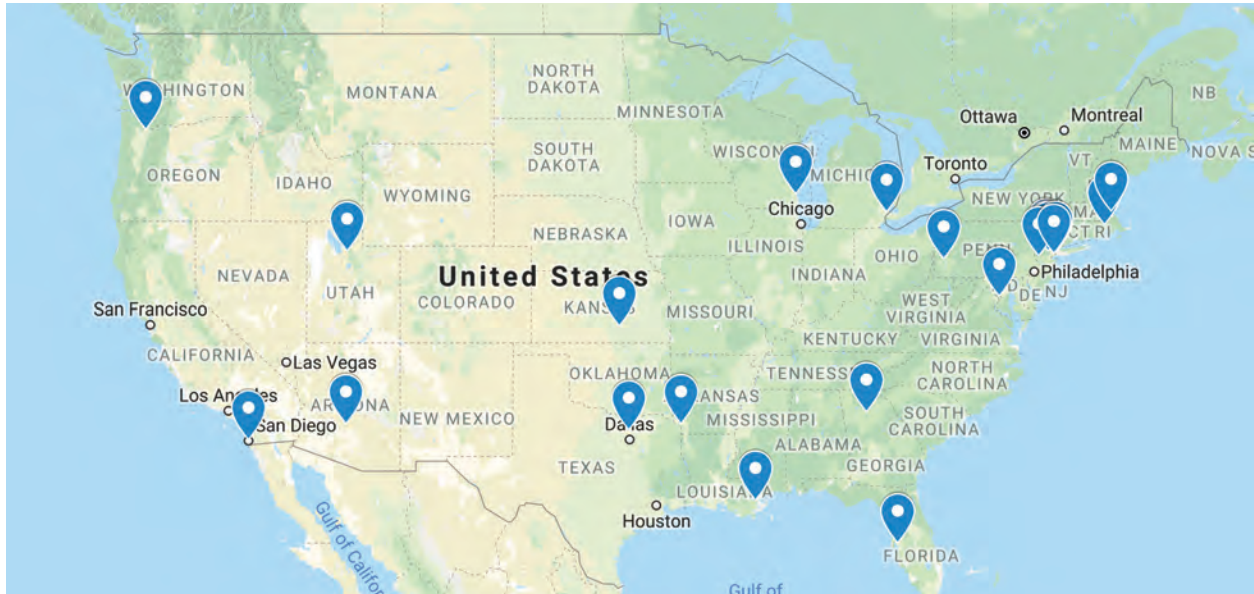
World War I and Its Aftermath

JAY WINTER
National WWI Museum and Memorial
(In partnership with the National WWI Museum and Memorial)

AFFILIATE SCHOOL PROGRAM: TEACHING LITERACY THROUGH HISTORY

Teaching Literacy through History (TLTH) is an interdisciplinary professional development program that uses primary sources to improve K–12 education. TLTH workshops support and train elementary, middle, and high school teachers who teach American history, social studies, civics, and English language arts.

TEACHING LITERACY THROUGH HISTORY ACROSS THE COUNTRY IN 2018



Gilder Lehrman Director of Education Tim Bailey and TLTH teacher participant at the CUNY Grad Center

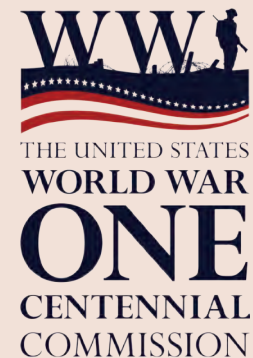
2,114 teachers received Professional Development through TLTH programs in 2018 in the following cities:

- | | | |
|----------------------|-----------------|--------------------|
| Arlington, TX | Milwaukee, WI | Salt Lake City, UT |
| Atlanta/Gwinnett, GA | Morristown, NJ | San Diego, CA |
| Bayonne, NJ | New Orleans, LA | Tampa, FL |
| Boston, MA | New York, NY | Tempe, AZ |
| Dallas/Frisco, TX | Newark, NJ | Texarkana, TX |
| Detroit, MI | Pittsburgh, PA | Washington, DC |
| Dover, NJ | Portland, OR | West New York, NJ |
| Hunterdon, NJ | Providence, RI | Wichita, KS |
| Madison, NJ | | |

COLLABORATION WITH THE WWI CENTENNIAL COMMISSION

The Gilder Lehrman Institute, in collaboration with the US World War I Centennial Commission, National History Day, and the National World War I Museum and Memorial, has embarked on a comprehensive program to educate teachers and students about World War I through a series of more than 100 teaching events nationwide, which includes workshops, webinars, and other means of instruction on the centennial of the end of World War I.

The Gilder Lehrman Institute will present 40 one-day professional development programs in 40 cities. These programs, which build on similar programs held in Albuquerque, Anchorage, Detroit, Louisville, New York City, Providence, and San Diego, will offer an immersive WWI experience for K–12 teachers and students.



THE PACE–GILDER LEHRMAN MA IN AMERICAN HISTORY PROGRAM

The Pace–Gilder Lehrman MA in American History is a fully online, fully accredited, 30-credit degree program for K–12 educators in Affiliate Schools. Following the completion of nine 3-credit courses and the thesis/capstone course, students are awarded a master’s degree in American history, and can participate in the Pace University graduation ceremony in New York City.

GRADUATE COURSES OFFERED IN 2018–2019



Professor Lucas Morel



Professor and MA Program advisor Carol Berkin



Professor Allen Guelzo

FALL 2018

Women in the American Revolution with Carol Berkin, Presidential Professor of History Emerita, Baruch College and the Graduate Center, City University of New York

The American Civil War with Allen Guelzo, Henry R. Luce Professor of the Civil War Era and Director of Civil War Era Studies, Gettysburg College

World War II with Michael Neiberg, Chair of War Studies and Professor of History in the Department of National Security and Strategy, US Army War College

Race and Rights in America with Lucas Morel, Professor of Politics and Head of the Politics Department, Washington and Lee University

SPRING 2019

The American Revolution with Denver Brunsman, Associate Professor of History, George Washington University

The Life and Writings of Frederick Douglass with David Blight, Class of 1954 Professor of American History, Yale University, and Director, Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition

The Kennedy Era with Barbara Perry, Gerald L. Baliles Professor and Director of Presidential Studies at the Miller Center, University of Virginia

The Vietnam War with Fredrik Logevall, Laurence D. Belfer Professor of International Affairs, Harvard Kennedy School and Professor of History, Harvard University

FACTS ABOUT THE PROGRAM

- The Pace–Gilder Lehrman MA in American History is one of the largest online graduate programs offered by Dyson College at Pace University with 455 course enrollments by 366 students in fall 2018.
- Students (all of them teachers) are enrolled from 48 of the 50 states as well as from abroad.
- Students particularly enjoy the live Q&A sessions that give them the opportunity to interact with lead scholars, who are at the top of their individual fields.

CURRENT STUDENTS SAY

“I love the format, and you have really brought in some fantastic lead professors and section leaders!”

“These lectures were quite possibly the most engaging lectures I have ever listened to. I also love that even though this is an online course, it is still very much in the vein of a traditional course with both the online discussion boards and live Q&A sessions.”

“I am already using what I have learned in my own classroom.”

BOOK PRIZES

The Institute co-sponsors the Lincoln, George Washington, Military History, and Frederick Douglass Book Prizes. Each recognizes the best book of the year in its field. A jury of leading scholars evaluates the entries and presents the top choices to the prize's board for final selection. The winner is honored at an award ceremony providing an opportunity for the public, including teachers and students, to hear the author speak.

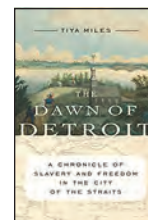
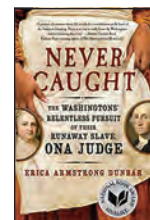
Erica Armstrong Dunbar and Tiya Miles, co-winners of the 2018 Frederick Douglass Book Prize



2017–2018 BOOK PRIZE WINNERS AND FINALISTS

FREDERICK DOUGLASS BOOK PRIZE

- CO-WINNERS:** **Erica Armstrong Dunbar**, *Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave, Ona Judge* (37 Ink/Atria Books);
Tiya Miles, *The Dawn of Detroit: A Chronicle of Slavery and Freedom in the City of the Straits* (The New Press)
- FINALISTS:** **Daina Ramey Berry**, *The Price for Their Pound of Flesh: The Value of the Enslaved, from Womb to Grave, in the Building of a Nation* (Beacon Press)
Sharla M. Fett, *Recaptured Africans: Surviving Slave Ships, Detention, and Dislocation in the Final Years of the Slave Trade* (University of North Carolina Press)



GEORGE WASHINGTON PRIZE

- WINNER:** **Kevin J. Hayes**, *George Washington: A Life in Books* (Oxford University Press)
- FINALISTS:** **S. Max Edelson**, *The New Map of Empire: How Britain Imagined America before Independence* (Harvard University Press)
Eric Hinderaker, *Boston's Massacre* (Harvard University Press)
Jon Kukla, *Patrick Henry: Champion of Liberty* (Simon & Schuster)
James E. Lewis Jr., *The Burr Conspiracy: Uncovering the Story of an Early American Crisis* (Princeton University Press)
Jennifer Van Horn, *The Power of Objects in Eighteenth-Century British America* (Omohundro Institute and University of North Carolina Press)
Douglas L. Winiarski, *Darkness Falls on the Land of Light: Experiencing Religious Awakenings in Eighteenth-Century New England* (University of North Carolina Press)



GILDER LEHRMAN LINCOLN PRIZE

- WINNER:** **Edward L. Ayers**, *The Thin Light of Freedom: The Civil War and Emancipation in the Heart of America* (W. W. Norton & Company)
- FINALISTS:** **Ron Chernow**, *Grant* (Penguin Press)
Gordon C. Rhea, *On to Petersburg: Grant and Lee, June 4–15, 1864* (Louisiana State University Press)
Tera W. Hunter, *Bound in Wedlock: Slave and Free Black Marriage in the Nineteenth Century* (Harvard University Press)
Cate Lineberry, *Be Free or Die: The Amazing Story of Robert Smalls' Escape from Slavery to Union Hero* (St. Martin's Press)
Graham Peck, *Making an Antislavery Nation: Lincoln, Douglas, and the Battle over Freedom* (University of Illinois Press)
Adam I. P. Smith, *The Stormy Present: Conservatism and the Problem of Slavery in Northern Politics, 1846–1865* (University of North Carolina Press)



GILDER LEHRMAN PRIZE FOR MILITARY HISTORY

- WINNER:** **Cathal Nolan**, *The Allure of Battle: A History of How Wars Have Been Won and Lost* (Oxford University Press)
- FINALISTS:** **Steven E. Sodergren**, *The Army of the Potomac in the Overland and Petersburg Campaigns: Union Soldiers and Trench Warfare, 1864–1865* (Louisiana State University Press)
Richard S. Faulkner, *Pershing's Crusaders: The American Soldier in World War I* (University Press of Kansas)
Christopher M. Bell, *Churchill and the Dardanelles* (Oxford University Press)
Victor Davis Hanson, *The Second World Wars: How the First Global Conflict Was Fought and Won* (Basic Books)



SCHOLARLY FELLOWSHIPS

The Institute provides annual short-term research fellowships in the amount of \$3,000 each to doctoral candidates, college and university faculty at every rank, and independent scholars working the field of American history. International scholars are eligible to apply. Since 1994, the Gilder Lehrman Institute has awarded a total of 653 fellowships.



Eladio Bobadilla, PhD Candidate in History,
Duke University



Susan Goodier, Lecturer in History,
SUNY Oneonta



Charnan Williams, PhD Candidate in History,
University of Michigan

CURRENT FELLOWS AND THEIR PROJECT TITLES, 2018

Eladio Bobadilla

PhD Candidate in History, Duke University
“‘One People without Borders’: The Lost Roots of the Immigrants’ Rights Movement, 1954–1994”

Martin C. Carlino

MSt Candidate in History, University of Oxford
“‘The Sternest Necessity’: Lincoln, Stanton, and the Suppression of Civil Liberties”

Gideon Cohn-Postar

PhD Candidate in History, Northwestern University
“‘Mind How You Vote, Boys’: Economic Voter Intimidation and the Crisis of Industrial Democracy in the Late Nineteenth-Century United States”

Susan Goodier

Lecturer in History, SUNY Oneonta
“Louisa Matilda Jacobs: From Slavery to a Kind of Freedom”

Sydney Miller

PhD Candidate in History, Ohio State University
“Virginia Republicans in Politics and Print, 1812–1837”

Pauline Peretz

Associate Professor of History, Université Paris 8—
Vincennes Saint Denis
“Fort Huachuca, Arizona: A Laboratory of Racial Relations in the Army during World War II”

Andrew Trees

Postdoctoral Fellow, Roosevelt University
“Forgotten Founders: Six Lost Stories That Changed America”

Azmar K. Williams

PhD Candidate in History, Harvard University
“Race, War, and the Empire of Knowledge: The Making of the Modern University in the Anglo-Atlantic World, 1869–1969”

Charnan Williams

PhD Candidate in History, University of Michigan
“Slavery and Freedom in the City of Angels: Black and Indigenous Angelenos from the Mexican Period to the United States Civil War, 1821–1865”

Atlas Tian Xu

PhD Candidate in History, Catholic University of America
“Navigating Worthiness in America: White Attorneys, Chinese Immigrants, and Black Pensioners, 1873–1910”



PRIZE-WINNING FELLOW CONTINUES WITH THE INSTITUTE

2017 Fellowship recipient Manisha Sinha was awarded the **2017 Frederick Douglass Book Prize** for her book *The Slave’s Cause: A History of Abolition* (Yale University Press, 2016). Professor Sinha, the Draper Chair in American History at the University of Connecticut, offered a **Teacher Seminar** on slavery and abolition in July 2018 and has contributed original essays to Gilder Lehrman publications including Issue No. 50 of *History Now* (“Frederick Douglass at 200,” Winter 2018) and *Frederick Douglass: A Life in Documents*, ed. James G. Basker (Gilder Lehrman Institute, 2018).

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University of Virginia

Odd Arne Westad
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Stanford University

Douglas Wilson
Knox College

Gordon S. Wood
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(2001–2016)

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(1994–2017)

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(1994–2007)



Kenneth L. Burns, filmmaker



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Shaiza Rizavi



Trustee Debbie Stapleton and student performers
at the 2018 Gala in New York City



Trustee Luis Miranda with his 2018 Gala co-honoree
Dr. Luz Towns-Miranda and their son Lin-Manuel



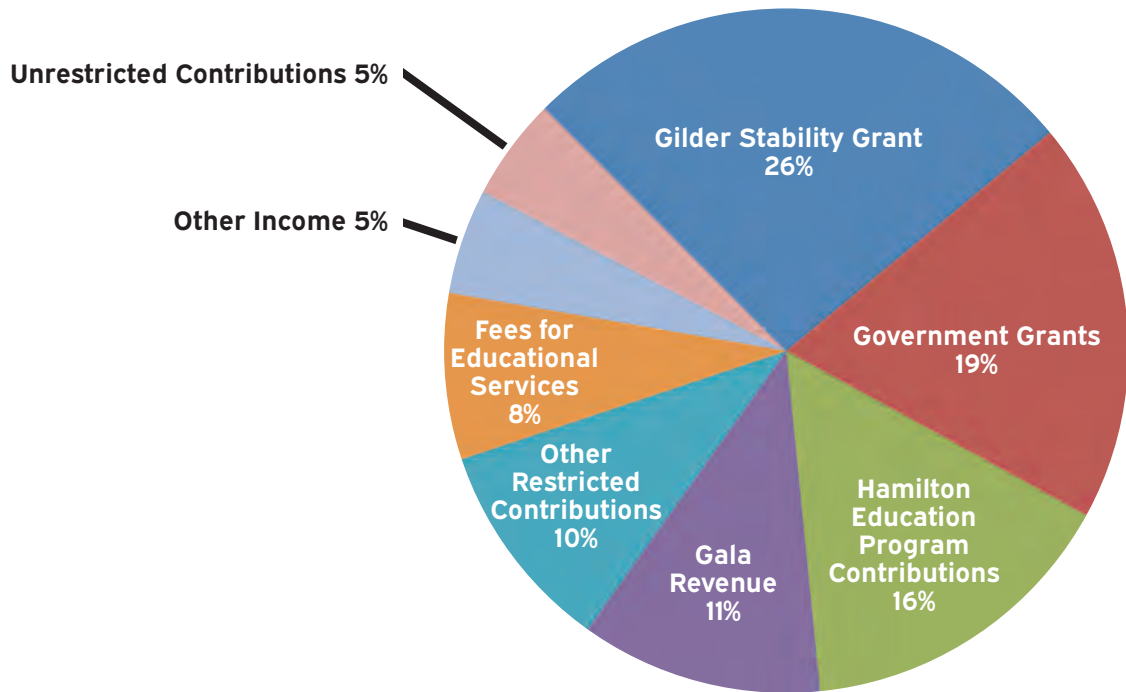
Trustee Ed Ayers



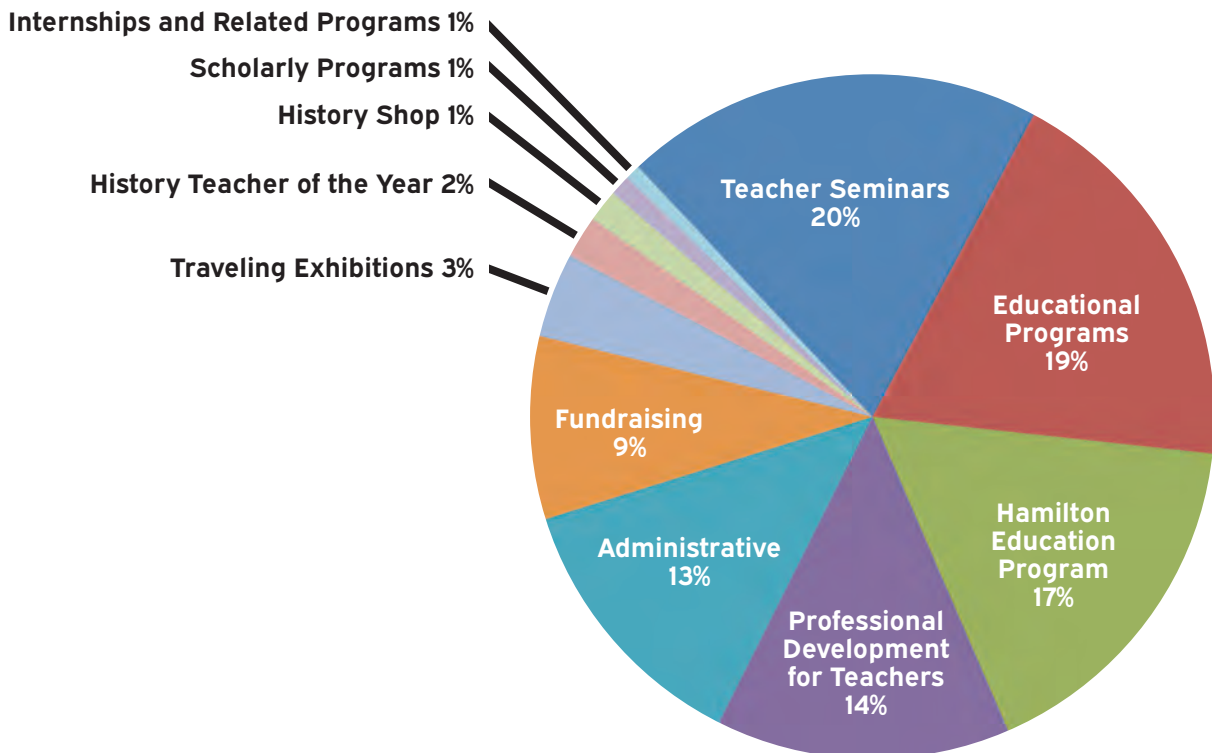
Trustee Annette Gordon-Reed

FINANCIAL SUMMARY

The Gilder Lehrman Institute's total revenues for fiscal year 2018 were \$11.4 million, allocated as follows:



Total expenses for fiscal year were \$9 million, allocated as follows:



DONORS IN 2018

**THANK YOU TO OUR GENEROUS DONORS, WHO ALLOW US TO GROW
IN OUR MISSION TO PROMOTE KNOWLEDGE OF AMERICAN HISTORY
AND TO EMPOWER FUTURE GENERATIONS OF EDUCATORS AND STUDENTS**

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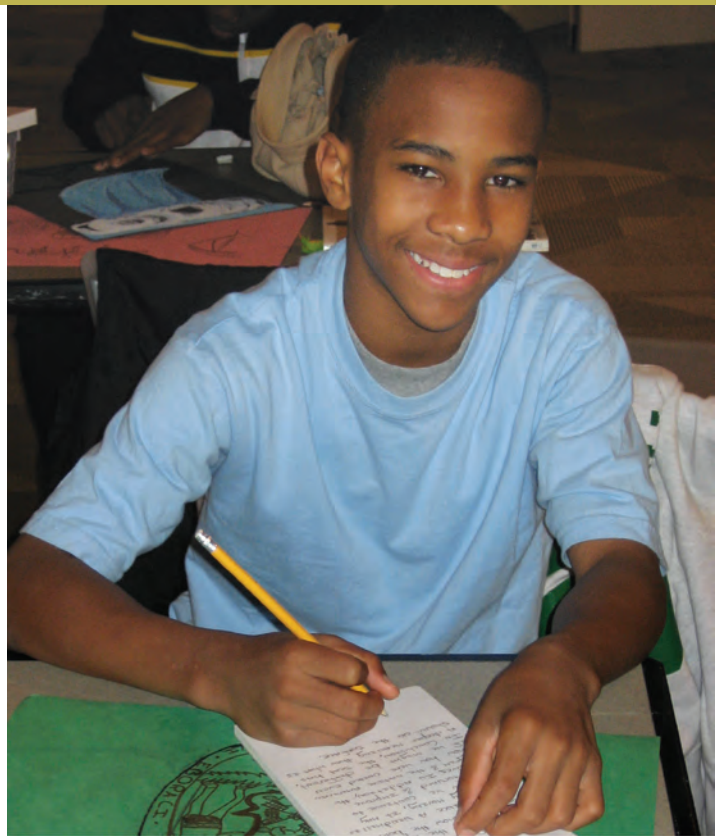
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FIVE PRIORITIES FOR 2019

1 Increase the number of Affiliate Schools nationwide and globally to 25,000



2 Raise \$7.5M for Capital Campaign (ultimate goal \$50M endowment)



3 Pilot digital "Universal Hamilton" with 100 schools in 50 states beginning Fall 2019



4 Continue to grow the Pace-Gilder Lehrman MA in History Program, aiming for 750 students and 1,800 course enrollments.



5 Launch a major K-5 initiative including teacher PD programs and online resources.



2018 GLI REPORT CARD

GOAL

OUTCOME

1 Increase the number of Affiliate Schools nationwide and globally to 20,000.

The Affiliate School Program reached 20,000 schools on December 6, 2018. The 20,000th Affiliate School was Hernando Middle School in Mississippi.

2 Launch a Capital Campaign with the eventual goal of building a \$50M Endowment.

Campaign launched. \$24 million in cash and pledges raised as of December 31, 2018.

3 Develop a digital program for students who are not eligible to participate in the Hamilton Education Program (for example, non Title I students or students who do not live in the vicinity of a *Hamilton* theater).

Plans for a Universal Hamilton were approved September 2018, to pilot in Fall 2019.

4 Relaunch the online MA program with a new university partner.

The Pace-Gilder Lehrman MA in American History Program launched Fall 2018 with four courses and 455 enrollments.

5 Increase visitation to gilderlehrman.org by 10% and continue to improve the user experience.

Average visitor time on gilderlehrman.org increased by 11% in 2018.



Above: Hamilton Education Program student performers from 15 Title I schools in St. Louis, April 2018

Cover photo: Saturday Academy students at the New-York Historical Society

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