

Abraham Lincoln's Journey to Emancipation

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"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."

Emancipation Proclamation, 1 January 1863

Introduction

How was it that a nation founded on ideals of freedom and equality was also, from its birth, home to slavery? The University Libraries of the University at Buffalo were proud to host the traveling exhibition "**Forever Free: Abraham Lincoln's Journey to Emancipation**," 2 March through 15 April 2005. By tracing Lincoln's journey from an anti-slavery moderate to the issuance of the Emancipation Proclamation, this exhibit explores the events and ideas which gave birth to the Proclamation, which forever transformed our nation. The Emancipation Proclamation was the death blow to the "peculiar institution." Slavery was finally abolished as an American institution with the ratification of the Thirteenth Amendment in December 1865.

Organized by the Huntington Library, San Marino, California, and the Gilder Lehrman Institute of American History, New York City, in cooperation with the American Library Association (ALA), this traveling exhibit was made possible through a major grant from the National Endowment for the Humanities (NEH). It consisted of 150 feet of exhibit panels that contained reproductions of rare historical documents, period photographs, and illustrative material, such as engravings, lithographs, cartoons, and political ephemera. Attention was directed to Lincoln's life and thought, sectional differences and stresses, slavery, racial attitudes, the Civil War and the role of African American troops in the Civil War, and the Proclamation. The exhibit showed that slavery was the underlying cause of the Civil War.

For further exhibit and special event information contact:

library@buffalo.edu.

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Curator's Note

EXHIBITION NARRATIVE

by John Rhodehamel

Norris Foundation Curator of American Historical Manuscripts,
The Huntington Library

From a genuine abolition point of view, Mr. Lincoln seemed tardy, cold, dull, and indifferent, but measuring him by the sentiment of his country--a sentiment he was bound as a statesman to discuss--he was swift, zealous, radical, and determined. - Frederick Douglass, 1876

Racial slavery, along with the lingering prejudice that slavery fostered, remains the central tragedy of American history. Racism is a controversial, highly divisive issue in America today. Discussions of race are often difficult and painful. The memory of the enslavement of millions of people, the ancestors most living African Americans, is deeply disturbing. Our national anguish has deep roots. The founding of the United States left a contradictory legacy of freedom and slavery. In 1776, the year that the revolutionaries announced their independence and proclaimed equality as their guiding principle, enslaved people had already been laboring in America for more than a century. The founders themselves deplored the paradox that had made the United States--a nation dedicated to equality--also home to a system of chattel slavery, based on race, that condemned millions to lives of harsh captivity. The statesmen who drafted the Constitution and conducted the new government through its infancy could comfort themselves with the hope that their descendants would somehow achieve a gradual, peaceful emancipation. Instead, as the United States grew, slavery spread and flourished. The peculiar institution became the cornerstone of Southern society. No longer did slaveholders lament slavery as a "necessary evil." They began to celebrate it as a "positive good." So entrenched, so strongly defended did slavery ultimately prove that its destruction required a second and more sweeping American Revolution--a vast civil war of unprecedented scale and catastrophic violence that desolated the South and killed 620,000 soldiers out of a population of 30 million. The war also killed slavery, but left racism and inequality very much alive in the re-united nation.

At the center of the tragedy of the American Civil War looms the tragic figure of Abraham Lincoln. But although Americans might agree that President Lincoln saved the Union, his role in the final destruction of slavery and the nature of his views on racial equality have always attracted controversy. That controversy has intensified during the past decade. And the argument is not confined to historians and scholars alone. The meaning of Lincoln's leadership is now the subject of strong public interest and of widely reported, often acrimonious public debate. Was Abraham Lincoln really the "Great Emancipator" generations of Americans have been taught to revere? Or did Lincoln reluctantly embrace emancipation only after the actions of abolitionists in the north and enslaved African Americans in the south left him no other choice? Was Lincoln's "paramount object" saving the Union, or freeing the enslaved? Why did emancipation become a Union war aim only in 1862, and how did that momentous shift in policy influence the outcome of the conflict? The traveling panel exhibition *Forever Free: Abraham Lincoln's Journey to Emancipation* will address these questions and, in seeking to understand the subtleties of Lincoln's complex political strategy, will also illuminate the nature of successful presidential leadership in times of national crisis.

Forever Free: Abraham Lincoln's Journey to Emancipation will demonstrate that slavery was the underlying cause of the Civil War. The exhibition will also show that it was the slavery controversy that handed the presidency to an unlikely nominee named Abraham Lincoln, a moderate former Whig with no executive experience and little prior claim to national prominence.

Forever Free will suggest that Lincoln himself embodied the paradox of the slaveholding American republic. He deeply hated slavery, hated it "as much as any abolitionist," he once said. But Lincoln could never bring himself to embrace the abolitionists' uncompromising demand for an immediate and unconditional end to the centuries-old evil. Like the founders, like the very slaveholding constitutional republic that he believed could bring happiness to all humanity, Abraham Lincoln was compelled to accept the continuation of the inhuman tyranny of slavery. He could only hope that, confined to the South, slavery would eventually die away. He had even reconciled himself to the possibility that the end of slavery would not come before the mid-twentieth century. Tracing Lincoln's personal journey to emancipation might be seen as a recapitulation of the progress of the nation as a whole towards freedom and equality. Forever Free: Abraham Lincoln's Journey to Emancipation will tell how it was that Lincoln, a gradualist who had rejected immediate abolition, became the president who abruptly abolished slavery.

Speaking of his emancipation policy in 1864, Lincoln said that he claimed "not to have controlled events, but confess plainly that events have controlled me." Forever Free: Abraham Lincoln's Journey to Emancipation will interpret the events that so transformed both Abraham Lincoln and the American republic. Lincoln's journey was one the man himself could hardly have imagined. During the Lincoln-Douglas debates of 1858, the unsuccessful candidate had said that he could accept the prospect of American slavery persisting for another 100 years, so long as he could be sure that the institution was "on a course to ultimate extinction." Lincoln's stance in 1858 could have elicited only scorn and dismay from abolitionists or the enslaved themselves. Yet just five years later, this one-time moderate signed the radical Emancipation Proclamation promising freedom to three-quarters of the all enslaved people in America. It was also in the 1858 campaign that Lincoln, defending against himself against Stephen A. Douglas's race-baiting attacks, had no choice but to declare--in the passage his detractors so delight in quoting--that he opposed equal rights for blacks. Yet, by 1865, just days before his death, President Lincoln declared his support for citizenship for some African American men. Such conversions were, as Lincoln put it in his second inaugural, "fundamental and astounding."

Forever Free: Abraham Lincoln's Journey to Emancipation will show how Abraham Lincoln lived the American dilemma. He believed that slavery was wicked, backward, and an offense to the nation's republican ideals. At the same time, he saw no peaceful way to alter such a monumental and seemingly permanent feature of the national landscape. He knew slavery was evil, but he believed that a direct attack on the institution could only result in an even greater evil, the breakup of the Union and the destruction of the only significant democratic nation in the world.

Abraham Lincoln had been born on the Kentucky frontier in February 1809, the last month of the presidency of Thomas Jefferson, the slaveholder who had so resoundingly declared all men to be created equal. The family soon moved north across the Ohio into the free state of Indiana, in part to get away from slavery. Lincoln's hatred for slavery started so early in his boyhood that he could not remember its beginnings. "I am naturally anti-slavery," he would say. "If slavery is not wrong, nothing is wrong. I cannot remember when I did not so think, and feel." It's not hard to understand his instinctive aversion to what he called a "vast moral evil," a "monstrous injustice." The very existence of bondage in the American republic represented an appalling threat to the ideals Lincoln held most dear.

Despite his humble origins, Abraham Lincoln had become a remarkable young man, set apart by superior intelligence and impressive physical strength and stature. Lincoln would one day describe his formal education with a single word: "defective." All told, he received about a year of schooling. But Lincoln managed to educate himself. He eventually attained a mastery of language unsurpassed by any other American statesman, and indeed, surpassed by only a few literary artists. Lincoln's gift for affirming moral principles in soaring eloquence would one day comprise a vital element of his leadership, and this eloquence--Lincoln's words in his own handwriting--will be an important feature of the Forever Free traveling exhibition.

The young Lincoln's most important attribute, however, may have been his driving, relentless ambition to rise in the world. Encompassing more than a desire for his own success, Lincoln's brand of ambition was also the principle that became the cornerstone of his political philosophy. He called it "the right to rise." For Abraham Lincoln, an equal chance to succeed in life was the great promise of America. He believed that equality of opportunity was possible only in democratic nation. And like so many patriots before him, Lincoln was convinced of the universality of the American promise. The United States had a special mission to demonstrate the success of popular government in a world still largely ruled by hereditary despotism. So of course he was "naturally anti-slavery." As he put it in a famous speech in 1854, "I hate [slavery] because it deprives our republican example of its just influence in the world--enables the enemies of free institutions, with plausibility, to taunt us as hypocrites--causes the real friends of freedom to doubt our sincerity."

But as much as Lincoln detested the immorality of slavery, he was no abolitionist. He bluntly called abolitionism as a greater danger to the republic than slavery itself. He also stuck to the conviction he would repeat many times, notably in the Lincoln-

Douglas debates and in his first inaugural address: that the Constitution gave the federal government no power whatever over slavery in the states. Lincoln first gained national prominence in the late-1850s as a determined opponent of the spread of slavery into new U.S. territories. Never did he so much as hint, however, that the national government should move against slavery in the South. The prominence Lincoln gained in his unsuccessful attempt to unseat Senator Douglas put him on the road to the White House, but it was his previous obscurity and reputation for moderation that allowed him to snatch the Republican presidential nomination away from the several better known contenders. By 1860, the slavery controversy had sundered the Democrats into northern and southern wings. Lincoln's election was virtually assured.

Abraham Lincoln's predicament grew enormously when he took the presidential oath to defend and preserve the Constitution that had always defended and preserved slavery. He had now sworn to protect the institution he hated. More alarming still was the unparalleled crisis posed by secession. Many in the South obviously did not believe the new president's pledges. Although the Republican Party platform of 1860 promised to respect slavery in the states, and even though real abolitionists didn't consider Lincoln an antislavery man at all, he was still considered the "antislavery candidate" in the presidential contest that year. In the South he was considered much more than that. Secessionists claimed Lincoln was a "Black Republican," a disciple of John Brown, a bloodthirsty, firebreathing abolitionist fanatic with a mission to end slavery, enforce racial equality or wholesale negro superiority, and even to force black husbands on white Southern maidens. With remarkable speed, the seven lower south slave states seceded, united in a confederacy, drafted a constitution and put in place a new government. Jefferson Davis was inaugurated two weeks before Abraham Lincoln. The new president made a few attempts to reassure the South, but refused to compromise on the extension of slavery or to back down on Ft. Sumter. And the war came.

Forever Free: Abraham Lincoln's Journey to Emancipation will not present a Lincoln biography or a review of the military history of the Civil War. The show will focus on the president's evolving approach to emancipation, and on the masterful way in which he worked to prepare the northern populace for the end of slavery. The thesis of Forever Free is that, from the summer of 1862 on, Abraham Lincoln was the unwavering champion of unconditional freedom for all the slaves in America, and that, until the end of his life, he continued to move toward a recognition that the freed people deserved the rights of citizenship. The exhibit will argue that Lincoln succeeded in fooling many of the people, for much of the time. He deliberately concealed the depth of his commitment to emancipation and his growing sympathy for equal rights. President Lincoln was not a reluctant emancipator, even though he took often pains to appear reluctant and hesitant and passive. While events sometimes controlled Lincoln, he was also in control, and his decisions were controlled by his profound hatred for slavery. Forever Free will reveal Abraham Lincoln as a consummate politician. His seeming reluctance, his apparent indifference to the justice of emancipation, was actually part of a highly successful strategy. (Indeed, one reason Lincoln's legacy remains so elusive today is the very success of his efforts to obscure his goals and motives.)

Lincoln knew that much of the white population of the North remained bitterly prejudiced against African Americans. Most regarded abolitionists as dangerous, irresponsible radicals. Whatever his personal sentiments, a president who hoped to unite the country could not disregard these widely held prejudices. If Northerners believed their president was working for abolition or racial equality, the Union war effort could founder. When freedom came, Lincoln understood, it must come as a war measure, not a humanitarian crusade. (He also knew better than to call the crucial document the "Abolition Proclamation.") There were racists throughout the Union. They could be found not only among the Democratic opposition, but also in the ranks of the army and in the army's top commands, in Congress and the federal departments, in state and local governments, in the press, in the Republican Party, and even in the president's own cabinet. These were the people Lincoln needed to keep on his side. A president planning to adopt emancipation didn't need to win over the Radicals or the abolitionists. He already had them, whether they knew it or not. What he did need was the loyalty of the northerners who opposed black freedom. As often as possible, Lincoln hammered away at the strategic importance of emancipation. He continued to voice support for colonization, quieting the fears of racists by floating before them the preposterous notion that more than four million African Americans could be persuaded to leave their native land, and, more preposterous still, that a means transporting them all overseas actually existed. His support of colonization infuriated blacks and abolitionists. But their anger didn't worry him. Perhaps the president calculated that enemies like the abolitionists would win him friends among the War Democrats and white supremacists. Abraham Lincoln moved toward emancipation just a step or two ahead of the people; he never moved fast enough to threaten their commitment to Union victory. It was the most brilliantly crafted performance in American political history, a still largely unrecognized achievement that Forever Free: Abraham Lincoln's Journey to Emancipation will strive to illuminate.

Forever Free: Abraham Lincoln's Journey to Emancipation is organized chronologically in six thematic sections, corresponding to the six-panel design of the exhibit system:

- I. Introduction; [and] Young Lincoln's America
- II. The House Dividing
- III. War for the Union
- IV. A New Birth of Freedom
- V. War for Union and Freedom
- VI. Legacies

I. The first section, "Young Lincoln's America," briefly introduces visitors to the contradiction inherent in the creation of the slaveholding republic, and moves on to realities of American slavery and white racism that Abraham Lincoln encountered as a young man and an aspiring politician. The exhibits in this section illustrate the evils of slavery and the growth of abolitionism, while also demonstrating the vigor with which southerners defended slavery. Abraham Lincoln was forced to conclude that American slavery would have to die a natural death, that it would probably survive for many years to come. But no one could ever persuade him that slavery was "a good thing." Included is a page in Lincoln's handwriting containing the passage "although volume upon volume is written to prove slavery a very good thing, we never hear of the man who wishes to take the good of it, by being a slave himself." Also exhibited is an uncompromising demand for immediate abolition from Frederick Douglass: "I am for Liberty...."

SECTION I. Young Lincoln's America

[Deliberations of the Constitutional Convention], woodcut, 1826.

Abraham Lincoln, autograph manuscript, [fragment on slavery and government, "although volume upon volume is written to prove slavery a very good thing, we never hear of the man who wishes to take the good of it, by being a slave himself." Springfield, c. 1857-1859]

Frederick Douglass, autograph sentiment signed, ("I am for Liberty...."), Nov. 10. 1860.

"Horrid Massacre in Virginia," from Samuel Warner, *Authentic and Impartial Narrative....* 1831.

Outrage. Fellow Citizens, An Abolitionist, of the most revolting character is among you, exciting the feelings of the North against the South.... You are requested to attend and unite in putting down and silencing by peaceable means this tool of evil and fanaticism. Let the rights of the States guaranteed by the Constitution be protected. Feb. 27, 1837. The Union forever! Handbill, s.l.

Portrait: Narrative of the Life of Frederick Douglass, an American Slave. Written by Himself. Boston, 1845.

The Anti-Slavery Alphabet, (Philadelphia: Printed for the Anti-Slavery Fair, 1847).

Frederick A. Ross, *Slavery Ordained by God*, (New York, 1857). with

II. The second section, "The House Dividing," covers the period from Lincoln's return to the political arena in response to the passage of the Kansas-Nebraska Act in 1854 until his election as the first Republican president in 1860, an event that was closely followed by the secession of the seven lower South slave states. Two important autograph manuscripts of Abraham Lincoln in this section derive from the crucial Lincoln-Douglas Debates in 1858. One is a fragment of the famous "House Divided" speech. The second is Lincoln's own recapitulation of his position on equality, in which he denies that he seeks the rights of citizenship for blacks, but goes on to affirm that "I think the negro is included in the word `men' used in the Declaration of independence. I believe the declaration that `all men are created equal' is the great fundamental principle upon which our free institutions rest." Although the 1860 Republican Party platform promised to respect the South's "domestic institutions," white southerners saw Lincoln's election as an intolerable threat. The preservation of slavery was the motive for secession, as demonstrated by the secession pamphlets exhibited here.

SECTION II. The House Dividing

Abraham Lincoln, photograph by Alexander Hesler, Springfield, June 3, 1860. with: Stephen A. Douglas, photograph, 1858.

Abraham Lincoln, autograph manuscript, [fragment of "house Divided" speech, c. 1857-1858]

Abraham Lincoln, autograph letter signed to James N. Brown, ("I think the negro is included in the word `men' used in the Declaration of independence. I believe the declaration that `all men are created equal' is the great fundamental principle upon

which our free institutions rest.") October 18, 1858

"Freedom and Slavery, and the Coveted Territories," woodcut map in *The Border Ruffian Code in Kansas*, [NY: New-York Tribune, 1856].

Great Sale of Land, Negroes, Corn, & Other Property! November 24th, 1860. Abraham Lincoln, "Cooper Union" photograph, 1860.

The "Wigwam" Grand March, Lincoln 1860 campaign songsheet with portrait.

[Group of secession pamphlets]:

John Townsend, *The Doom of Slavery in the Union. Its Safety out of It*, Charleston SC, 1860; Wm. Henry Holcombe, *The Alternative: A Separate Nationality, or the Africanization of the South*, New Orleans, 1860. titlepage. HL 73998; J. D. B. De Bow, *The Interest in Slavery of the Southern Non-Slaveholder: The Right of Peaceful Secession: Slavery in the Bible*, Charleston, 1860. titlepage. HL 79765; *The Constitution of the Confederate States of America*, Montgomery, Alabama, 1861. titlepage. HL.

THE UNION IS DISSOLVED! *Charleston Mercury Extra and Ordinance of Secession*. December 20, 1860.

III. The third section, "War for the Union," reveals Lincoln trying first to prevent secession and Civil War, and then, waging a war of limited objectives--a war fought to restore the old "Union as it was," with slavery still intact in the South. One autograph letter written as president-elect shows Lincoln trying to assure an influential southerner that his administration would not "interfere" with slavery: "The South would be in no more danger in this respect than it was in the days of Washington." At the same time, in a letter to a Republican senator, Lincoln argues against any compromise on the key plank of his party's platform--the opposition to the extension of slavery into new territories. Other exhibits illustrate Lincoln's support for gradual, compensated emancipation at the state level, a process that would stretch out for decades and would be accompanied by a program of voluntary resettlement of the freed blacks in overseas colonies. But the struggle for freedom of the tens of thousands of enslaved people who escaped to Union armies in 1861 and 1862 soon undermined the president's gradualist approach. By July 1862, Lincoln had decided "we must free the slaves or be ourselves subdued." But he kept his decision secret, continuing to act as if emancipation was only one option, and an unlikely one at that. Though created for other purposes, the cartoon from the 1860 presidential campaign--"Honest Old Abe on the Stump"--nicely illustrates Lincoln's strategy of disguising his plans for emancipation. The cartoon depicts a bicephalous candidate issuing contradictory statements from his two mouths.

SECTION III. War for the Union

Abraham Lincoln, autograph letter signed to Alexander H. Stephens, December 22, 1860.

Abraham Lincoln, autograph letter signed to Lyman Trumbull, December 10, 1860.

Abraham Lincoln, autograph document, November 1861. [Draft of a bill for gradual, compensated emancipation in Delaware.]

Henry Clay, document signed, American Colonization Society membership certificate in the name of Millard Fillmore, President of the United States, Sept. 9, 1850.

Former Slaves of the Plantation of Rebel General T.F. Dayton, Hilton Head, S.C. photograph, 1862. *Five Generations of Slaves*, photograph.

Matthew Brady, White House, photograph, 1862.

"Mustering of the 'Contrabands' on the Way to Their Day's Work, Under the Pay and Protection of the U.S.," *Frank Leslie's Illustrated Weekly*, Nov. 2, 1861. Timothy Sullivan, *Escaped slaves crossing Rappahannock in wagons to enter Union lines*, May 1862, photograph.

Honest old Abe on the Stump, Springfield, 1858. Honest old Abe on the Stump, Springfield, 1860.

IV. The fourth section, "A New Birth of Freedom," examines Lincoln's Emancipation Proclamation. This momentous decree, the most revolutionary step ever taken by an American president, completely transformed the character of the Civil War. In 1861 and 1862, it might be argued, neither North nor South held the moral high ground. Both fought for a future that included the continuance of slavery. After the Emancipation Proclamation, the North fought not just for national integrity, but also to

end the centuries-old evil of slavery. The South fought on for independence as a nation whose constitution mandated the perpetuation of slavery. Emancipation also freed Abraham Lincoln from his own "agonizing dilemma." Included here is a rare and dramatic lithograph imprint of the Emancipation Proclamation, one of only three copies signed by Abraham Lincoln. Southern slaveholders as well as northern Democrats and white supremacists greeted the Emancipation Proclamation as one of the most barbarous acts in all of history. Two examples of anti-Lincoln propaganda illustrate the prevalence of white racism and anticipate the poisonous negrophobia the Democrats would resort to in their attempts to thwart the president's reelection in 1864.

SECTION IV. A New Birth of Freedom

Frederick Douglass, autograph sentiment signed, ("We are fighting the Rebels with only one hand when we should be striking with both. Unchain that black hand!") December 11, 1861.

Abraham Lincoln, printed document signed, President Lincoln's Emancipation Proclamation, San Francisco, 1864.

Carpenter, "The First Reading of the Emancipation Proclamation," engraving after painting, 1866.

Thomas Nast, "Emancipation, Harper's Weekly, Jan. 24, 1863. Reproduced from collections of HL or GLC.

MEN OF COLOR TO ARMS! TO ARMS! TO ARMS! NOW OR NEVER.... FAILED NOW, & OUR RACE IS DOOMED.... Union Army Recruiting Poster, Philadelphia, c. 1863.

"Masks and Faces. King Abraham before and after issuing the Emancipation Proclamation," The Southern Illustrated News, Nov. 2, 1862.

Adalbert J. Volck, [Lincoln drafting the Emancipation Proclamation], [Baltimore, c. 1864.]

V. The fifth section, "War for Union and Freedom," continues the treatment of a theme introduced in the previous section: the essential contribution of black fighting men to Union victory. (The Emancipation Proclamation had authorized recruiting "colored" regiments for the first time.) The courage of black volunteers helped to change preconceptions of the character and abilities of an entire race of oppressed Americans. An autograph letter of Abraham Lincoln shows his recognition of the "indispensable" importance of enlisting black soldiers. Another Lincoln letter shows that his plans for Reconstruction included emancipation on the state level to assure that the war-time Proclamation would not be reversed. To be readmitted to the Union, Louisiana will have to ratify a new state constitution that prohibits slavery. The language Lincoln specifies, "neither slavery, nor involuntary servitude shall exist," will soon be grafted into the U.S. Constitution by the Thirteenth Amendment.

SECTION V. War for Union and Freedom

Abraham Lincoln, autograph letter signed to Nathaniel Banks, ("raising a colored brigade.... To now avail ourselves of this element of force, is very important, if not indispensable") March 29, 1863.

Abraham Lincoln, autograph letter signed to Frederick Steele, ("neither slavery, nor involuntary servitude....") January 20, 1864.

Black Soldier, 54th Mass. Regiment. Ambrotype photograph.

The Gallant Charge of the Fifth Fourth Massachusetts Colored Regiment, on the Rebel Works at Fort Wagner, July 18, 1863, color lithograph, Currier and Ives, NY, 1863.

Battery A, Second US Colored Light Infantry Regiment, Photograph, 1864.

"True Defenders of the Constitution," Harper's Weekly, Nov. 11, 1865. (woodcut of black and white Union soldiers lying dead on battlefield)

VI. The sixth section, "Legacies," covers the final months of the Civil War, and of Abraham Lincoln's life. In 1864, Lincoln became the first American president since Andrew Jackson to win a second term. But the election was hotly contested and for much of the summer of 1864, the president was certain he would be defeated. George McClellan, his Democratic opponent, ran as an avowed white supremacist. McClellan's supporters spewed forth some of the ugliest racist propaganda in American history. It may have backfired. Lincoln won in a landslide. His reelection meant that the southern confederacy was doomed. In the months that remained to him, Lincoln pushed through Congress the Thirteenth Amendment abolishing slavery. The

president's second inaugural address was a literary achievement of the highest order, one of the greatest of all American state papers. Slavery and racism had defined white racism that brought about his murder. On April 11, 1865, in his last public address, Lincoln endorsed voting rights for some African American men. In the audience was John Wilkes Booth, a famous actor and ardent white supremacist. Booth was enraged, vowing to kill the man who would grant "N---r citizenship." Three days later, at Ford's Theatre, Booth made good on his promise.

SECTION VI. Legacies

[Grouping of anti-Lincoln, racist propaganda from 1864 election]:

The Lincoln Catechism wherein the Eccentricities & Beauties of Despotism Are Fully Set Forth: A Guide to the Presidential Election of 1864, NY: J.F. Feeks, 1864.titlepage. Abraham Africanus I. His Secret Life,... Mysteries of the White House. [1864] titlepage, HL; The White Man's Ticket, George McClellan, Democratic Party presidential electoral ticket, 1864.

National Union Ticket, for President, Abraham Lincoln, for Vice President, Andrew Johnson [1864 campaign poster, color lithograph, Philadelphia.] HL 151214. with: Unconditional Union Ticket, [1864]. GLC 809 and/or Abraham Lincoln, tintype portrait mounted on ribbon with American eagle in brass, gold braid, red and blue bunting, etc. GLC 383; "Long Abraham a Little Longer," Harper's Weekly, Nov. 1864.

Abraham Lincoln, document signed, February 1, 1865. Engrossed copy of the Thirteenth Amendment.

Abraham Lincoln, autograph sentiment signed, ("I never knew a man who wished himself to be a slave. Consider if you know any good thing, that no man wants for himself.") March 22, 1864.

Abraham Lincoln, autograph manuscript, (speech fragment, "I can not but regard it as possible that the higher object of this contest [for abolition] may not be completely attained within the term of my natural life. But I can not doubt either that it will come in due time. Even in this view, I am proud, in my passing speck of time, to contribute an humble mite to that glorious consummation." July 1858?)

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

Edwin M. Stanton, Secretary of War. \$100,000 REWARD THE MURDERER of our late beloved President, Abraham Lincoln IS STILL AT LARGE ... Washington, April 20, 1865. Reward poster.

Alfred R. Waud, "The First Vote," Harper's Weekly, November 16, 1867.

The 15th Amendment. Celebrated May 19th 1870. color lithograph, NY, 1870.

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Events

Opening Reception:

Undergraduate Library Lobby
Friday, March 4, 2005, 4:30 - 6:00 p.m.

Fanfare: Civil War Reenactors

Opening Welcome: Judith Adams-Volpe and
Charles D'Aniello

Civil War Music Sampler: Jean Dickson, Steve
Pevo, and Keith Woodin

Refreshments



"I don't believe we can have an army without music," said Confederate General Robert E. Lee after listening to a band concert. There were operas, waltzes, marches and each side boasted numerous regimental bands. The South marched to "Dixie's Land" and the North, to "The Battle Hymn of the Republic." Both sides loved the sentimental tune "Lorena." Longing for their sweethearts, actual or imagined, soldiers were caught in the inevitable fatalism the War created and nurtured.

*The years creep slowly by Lorena,
The snow is on the grass again,
The sun's low down the sky, Lorena,
The frost grows where the
flow'rs have been.*

Join us as we open the exhibition "Forever Free: Abraham Lincoln's Journey to Emancipation" on 4 March 2005, 4:30-6:00 p.m. in the Undergraduate Library of the University at Buffalo, North Campus. We will be honored and entertained by members of the 155th New York Volunteer Infantry Reenactment Regiment, Inc. and a musical trio comprised of Jean Dickson, Steve Pevo, and Keith Woodin, who will play Civil War-era songs on a fretless banjo, fiddle, guitar, concertina, and mandolin.

David Bertuca

President and Commanding Officer of the 155th
New York Volunteer Infantry Reenactment
Regiment, Inc.
Friends Room Lockwood Memorial Library
Monday, March 7, 2005, 7:00 - 8:30 p.m.

The Life of the Civil War Soldier

David Bertuca will share soldier stories and show and discuss the military and personal gear of the period. You will learn how men lived and fought, suffered, endured, and sometimes died.



When asked what it was like for the enlisted man, Shelby Foote replied in an interview included in *The Civil War: An Illustrated History* (Knopf, 1990), the text based on Ken Burns' documentary "The Civil War":

"It was tough . . . They made them frequently . . . [march 25 miles a day], and when you were issued a pair of shoes in the northern army, they weren't left and right foot, they were the same foot. . . And when you imagine making 25-mile marches with inferior footwear, let alone barefoot, the way Confederates were, it's unbelievable the way they could function.

There was a lot of boredom, as there is in all armies. Combat is a very small part of army service if you're talking about the amount of time spent in it. Everything is boring. The food is bad. The time on your hands is bad. The lack of reading materials is bad. It's really all boredom."

[155th New York Volunteer Infantry Reenactment Regiment, Inc.](#)

Keynote Speaker: Dr. Barbara J. Fields

Professor of History, Columbia University
Thursday, March 24, 2005, 7:00 p.m.
UB Center for the Arts, Screening Room

[Biographical Information](#)

The Stakes of Emancipation

It is impossible to overstate the importance of emancipation in American history. Without a decisive military victory against slavery, the United States probably could not have developed even such a shadow of a democratic political system as eventually emerged. A compromise that ended slavery gradually without war, or one that ended the war prematurely, without a military defeat of the Confederacy and with a gradual phase-out of slavery, would probably have ended any prospect of a democratic outcome. Democracy and democratic citizenship were the stakes of emancipation, through not all participants in the drama of the Civil War understood that those were the stakes. The ones who did were those for whom a democratic outcome was a matter of life-and-death: the slaves and those nominally free persons of African descent whose freedom was hostage to slavery. The stakes of emancipation will remain lost to our view today if we allow our understanding of emancipation to be clouded by either of two prevalent fallacies: that of heroes larger than life and that of race. Focusing on heroes obscures the issue of citizenship. Focusing on race obscures the issue of democracy.

Featured Speaker: Dr. Peggy Brooks-Bertram

Adjunct Assistant Professor African American Studies, University at Buffalo
Wednesday, March 30, 2005, 12:00 p.m.
Special Collections Research Room
420 Capen Hall

Rev. John William Dungy (1833-1903)

Rev. John William Dungy (1833-1903) was a Baptist minister, journalist, politician, missionary, educator, bibliophile, farmer, businessman, and public speaker. He was born into slavery in New Kent County, Virginia in 1833. His children stated that he was the grandson of the 10th president of the United States, John Tyler. The story of Rev. Dungy's life is poignantly relevant to the topic of

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emancipation. The story of his life would have been lost if not for emancipation. In 1865, Rev. Dungy returned from Canada to the United States, where he began life anew as a freeman. As a freeman, he made an extraordinary contribution to the life of the former slaves and to their children. By any stretch of the imagination, he was an extraordinary community builder.

The country is virtually littered with the churches he either built or pastored, stretching from Augusta, Georgia to North Carolina to Rhode Island and from Rhode Island to Minnesota and later Oklahoma. Rev. Dungy helped to build and/or administer numerous all black colleges including Storer College in Harper's Ferry, Spelman College in Georgia, Shaw College in North Carolina, Hampton College in Virginia, and later Langston University in Oklahoma.

Had Rev. Dungy remained a slave -- or a fugitive from slavery in Canada -- a broad sweep of one man's history and that of numerous organizations to which he contributed would have been lost to history. After his return to the United States, Rev. Dungy's personal journey crossed the paths of numerous luminaries in African American history, including Frederick Douglass, Blanche K. Bruce, John Mercer Langston, W.E.B. Du Bois, P.B.S. Pinchback, and others. For instance, for more than thirty years he was the colleague and friend to the renowned William Still of Underground Railroad fame. In 1859, Still had helped Dungy escape once he reached Philadelphia. Dungy would later work with Still to sell Still's famous book on the Underground Railroad throughout the South, ensuring that African Americans would have it as part of their libraries. His success in selling the book -- no doubt -- can be attributed to his inclusion in it. Dungy was politically active in the Reconstruction of Virginia and in the Hayes versus Tilden campaign and was a signatory of the Colored People's Convention of 1876. Rev. Dungy was a consummate fund raiser and was elected by an impressive group of men to secure funds for the John Brown Professorship at Harper's Ferry's Storer College. He successfully secured \$15,000.

Rev. Dungy believed in the power of the press, declaring: "the colored race cannot gain and hold a true position in the civilized world independent of the press. Its power is recognized among all civilized people, and those who keep apace with the advance of civilization must avail themselves of its advantages. It has done, and is till doing much for the Caucasian race, and there is every reason to suppose it will do just as much for the Negro race if rightly used." In 1876, Dungy founded the *Harper's Ferry Messenger*. Many years later, his son Roscoe would share original articles from the *Harper's Ferry Messenger* with students of the Oklahoma school system.

It is fair to say that the actions of Abraham Lincoln regarding emancipation allowed John William Dungy to flower as a man. His children, Drusilla Dunjee Houston and Roscoe Dunjee, co-editor and editor respectively, of the Oklahoma *Black Dispatch*, wrote about Dungy's appreciation of Lincoln and his efforts to rid the nation of the abomination of slavery. Undoubtedly, there are thousands of stories of the lives of men like Rev. Dungy -- men whose lives ended prematurely or remained unfulfilled because of slavery. Uncovering from obscurity Rev. Dungy's life following emancipation has been a

journey of love and passion.

Featured Speaker: Dr. Lillian S. Williams

Associate Professor of African American Studies,
University at Buffalo

Friday, April 8, 2005, 12:00 - 2:00 p.m.
Lockwood Library Friends Room

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“What’s Gender Got to Do With It? New York in the Age of the Civil War”

Dr. Williams writes:

“... White women were empowered and began an aggressive campaign to get the vote. Black and white women experienced expanded job opportunities and greater access to the public sector and for some perhaps greater independence as a result of the Civil War. For unprecedented numbers of African-American women the war provided an opportunity to work in a free labor market for the first time. Their inclusion into the category of American women, however, remained on contested ground. By successfully waging the Civil War, Northern white men were assured that their freedom was certain and that bondage would not be an element that could undermine that freedom.” With illustrations, Dr. Williams will discuss the topic and the research she engaged in to explore it. Her essay by this title appears in the collection *State of the Union: New York and the Civil War*, edited by and with an introduction by Harold Holzer (Fordham University Press, 2002).

Featured Speaker: Dr. Allen B. Ballard

Professor of Africana Studies and History,
University at Albany

Wednesday, April 13, 2005, 3 - 4:00 p.m.
Special Collections Research Room, 420 Capen Hall
Use the elevators in the Undergraduate Library
University at Buffalo, North Campus

Free and Open to the Public

Biographical Information: Dr. Allen B. Ballard

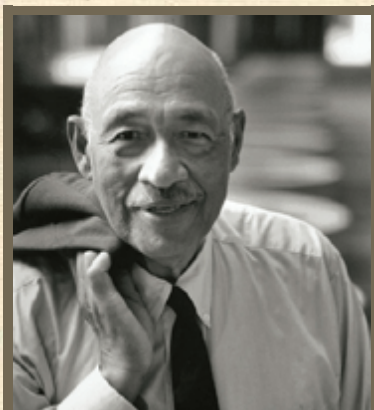


Photo by Scuyler Photography, Albany, NY

Below are the two events featuring Dr. Ballard --the evening program also features Joshua's Generation, under the direction of Minister Malcolm F. Wilson.

Book Talk : *Where I'm Bound: A Novel about a Black Cavalryman in the Union Army, His Family, and Slavery's End*

About 200,000 African American men served in the Union's armed forces. About 140,000 were escaped slaves. Nearly 40,000 died.

The first thing Joe did when he caught sight of those colored soldiers wearing blue Yankee uniforms was to stand staring at them with his mouth wide open till the captain rode up behind him and whacked him across the shoulders with his riding crop.

"Don't go getting ideas, Joe. We're going to run them niggers right off into the river and drown 'em like rats."

In 2000 *Where I'm Bound* (Simon & Schuster, 2000), by University at Albany professor Allen B. Ballard, was a *Washington Post* Notable Book of the Year and winner of the First Novelist Award of the Black Caucus of the American Library Association. Princeton University historian James M. McPherson wrote, "The important story of black soldiers in the Union army has finally found a writer of historical fiction equal to the occasion."

Dr. Ballard will read from his novel, with performance by the Niagara Falls gospel choir Joshua's Generation. Read a chapter of this action-

packed, insightful, and evocative novel at

<http://allenballard.com/work1.htm> and listen to Dr. Ballard read from the novel at

<http://www.albany.edu/talkinghistory/arch2000july-december.html>

Where I'm Bound is available in paperback.

Featured Speaker: Dr. Allen B. Ballard

Professor of Africana Studies and History,
University at Albany

**Musical Performance: Joshua's Generation
(gospel choir)**

Wednesday, April 13, 2005 7:00 - 9:00 p.m.
The Buffalo and Erie County Historical Society
25 Nottingham Court , Buffalo , NY

Free and Open to the Public

[Biographical Information: Minister Malcolm F.
Wilson](#)

[Biographical Information: Dr. Allen B. Ballard](#)

**Reading: *Where I'm Bound: A Novel about a Black
Cavalryman in the Union Army, His Family, and Slavery's
End***

The author will read from his novel, with musical performance by the
Niagara Falls gospel choir Joshua's Generation, under the direction of
Minister Malcolm F. Wilson..

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General Web Sites and Special Picks

The United States Civil War Center

<http://www.cwc.lsu.edu/>

Anything on the Civil War that resides on the Web is probably referenced by this site, which in addition to numerous special features, offers an extensive unannotated, but topically organized, collection of links.

American Civil War Homepage

<http://sunsite.utk.edu/civil-war/>

Another essential resource for identifying material on the Web. "The American Civil War Homepage gathers together in one place hypertext links to the most useful identified electronic files about the American Civil War (1861-1865). . . Not only was the War the occasion for the abolition of slavery, but by conflict's end the re-United States had emerged as a modern, industrialized power." Complementing the *United State Civil War Center* page, it organizes unannotated links under topical headings, among them: "State/Local Studies," "Rosters & Regimental Histories," and "Battles & Campaigns."

The Gilder Lehrman Institute of America History

<http://www.gilderlehrman.org/>

"Founded in 1994, the Gilder Lehrman Institute of American History promotes the study and love of American history. Increasingly national and international in scope, the Institute's initiatives target audiences ranging from students to scholars to the general public. The Institute creates history-centered schools and academic research centers; organizes seminars and enrichment programs for educators; produces print and electronic publications and traveling exhibitions; and sponsors lectures by eminent historians." Useful resources are offered under the headings "For Teachers and Students" and "For Historians." Hundreds of documents are accessible under the heading "The Collection."

Civil War@Smithsonian Smithsonian Institute

<http://www.civilwar.si.edu/home.html>

This site offers a detailed chronology, a selected but extensive guide to websites, and an extensive exhibit of superb images and accompanying text for material in the Institution's collections.

**Selected Civil War
Photographs**

<http://memory.loc.gov/ammem/cwphtml/cwphome.html>

This collection "contains 1,118 photographs. Most of the images were made under the supervision of [Mathew B. Brady](#), and include scenes of military personnel, preparations for battle, and battle after-effects. The collection also includes portraits of both Confederate and Union officers, and a selection of enlisted men." This collection may be searched by keywords and may be browsed by subject.

**Reform, Religion, and the
Underground Railroad in
Western New York**

<http://library.buffalo.edu/libraries/units/archives/exhibits/old/urr/>

This site, created by Christopher Densmore, gathers together texts of primary documents and images, including material on fugitive slave cases and Quakers. In addition, see *Michigan Street Baptist Church* at

<http://lucky.phpwebhosting.com/~ah/a/mich/511>. The Buffalo church was a center of abolitionist activity and a stop on the Underground Railroad. See also the site of Motherland Connexions <http://www.motherlandconnexions.com/>, a Niagara Falls company that conducts Underground Railroad Tours. A useful list of links is available on the site.

Civil War Interactive

<http://www.civilwarinteractive.com/>

A good place to look for Civil War news, recipes, and events.

Beyond Face Value

<http://www.cwc.lsu.edu/cwc/BeyondFaceValue/beyondfacevalue.htm>

This is a project of the U.S. Civil War Center. It is a collection of Southern financial notes that depict slavery and poignantly illustrate the institution's centrality to the Southern economy. The superb presentation of the notes is complemented by extensive commentary, pertinent links to primary sources, and a bibliography that focuses on the Southern economy.

**Confederate Currency: The
Color of Money**

<http://www.colorsofmoney.com/>

The Web version of an exhibition of original and stunning oil paintings based on the slavery scenes depicted on Confederate currency. Interpretation is provided. A hardcopy exhibition catalogue is also available, featuring the images along with commentary by experts.

**The Papers of Jefferson
Davis**

<http://jeffersondavis.rice.edu/>

Jefferson Davis served as president of the Confederacy throughout the Civil War. He had formerly served in the United States House of Representatives and Senate, as a Cabinet member, and, with distinction, as a soldier in the Mexican War. " *The Papers of Jefferson Davis* , a documentary editing project based at Rice University in Houston , Texas , is publishing a multi-volume edition of his letters and speeches, several of which can be found on this web site." Extensive

material on Davis and his associates is presented under headings for documents, genealogy, chronology, and a bibliography. A set of frequently asked questions about Davis- with answers -- is also included.



Resources for Educators and Students

Abraham Lincoln, Slavery, and the Civil War

Instructors: Mackubin T.
Owens and Lucas E. Morel

http://teachingamericanhistory.org/institutes/2004/lincoln_readings.html

This is the record of a seminar offered for secondary school teachers at the Ashbrook Center, Ashland University, 20 June - 24 June 2004. It includes readings, questions considered, and audio files of the classes and presentations, making it a virtual online course. A somewhat different version of this course was offered June 2003. It may be visited at <http://teachingamericanhistory.org/institutes/2003/lincoln.html>. For a complete list of courses offered by the Ashbrook Center -- many relevant to the study of the Civil War -- visit <http://teachingamericanhistory.org/institutes/previous.html>. Many of the primary source documents used in these institutes are accessible at the *TeachingAmericanHistory.org Document Library* <http://teachingamericanhistory.org/library/>.

Slavery and Emancipation

Instructor: Eric Foner
Columbia Interactive E-
Seminars

http://ci.columbia.edu/ci/eseminars/0754_detail.html

"In *Abolitionism and Antislavery*, the fourth e-seminar of the series *Slavery and Emancipation*, Eric Foner describes how in the nineteenth century the issue of slavery came to occupy a central place in American political life and a central role in the disruption of the Union." Register for a trial. "Through state-of-the-art digital technology, streaming video . . . is combined with text, images, audio slide shows, interactive maps, primary documents, and a discussion board."

The Valley of the Shadow

<http://valley.vcdh.virginia.edu/choosepart.html>

This is "a digital archive of primary sources that document the lives of people in [Augusta County, Virginia, and Franklin County, Pennsylvania](#), during the era of the American Civil War. Here you may explore thousands of original documents that allow you to see what life was like during the Civil War for the men and women of Augusta and Franklin." Images, statistics, and every conceivable type of text are made easily accessible. For pedagogical advice on using this project, instructors should visit < <http://valley.vcdh.virginia.edu/usingvalley/> >. The book *In the Presence of Mine Enemies: War in the Heart of America* (W. W. Norton, 2003) is based on the project. It

is held by the University Libraries in the Lockwood Book Collection under call number E468.A98.2003.

**The Gilder Lehrman
Institute of America
History**

<http://www.gilderlehrman.org/>

"Founded in 1994, the Gilder Lehrman Institute of American History promotes the study and love of American history. Increasingly national and international in scope, the Institute's initiatives target audiences ranging from students to scholars to the general public. The Institute creates history-centered schools and academic research centers; organizes seminars and enrichment programs for educators; produces print and electronic publications and traveling exhibitions; and sponsors lectures by eminent historians." Useful resources are offered under the headings "For Teachers and Students" and "For Historians." Hundreds of documents are accessible under the heading "The Collection."

**The Civil War: A Film
by Ken Burns**

Public Broadcasting
Service (PBS)

<http://www.pbs.org/civilwar/>

This site is instructive and fun. It offers visitors an opportunity to practice documentary film making. Nearly 200 Civil War photographs may be browsed by subject and one may manipulate image and audio to "create" a story.

**Lessons Plans from
The Library of
Congress, National
Archives, and the
National Park Service**

<http://memory.loc.gov/learn/lessons/index.html>

http://www.archives.gov/search/index.html?section=/digital_classroom/

<http://www.cr.nps.gov/nr/twhp/topic.htm#african>

Lesson plans may be identified topically at the Library of Congress site. Fourteen deal with the Civil War and Reconstruction. To identify resources in the National Archives' Digital Classroom, do a keyword search. See the sections on "African American History" and "Civil War" at the NPS site.

History Matters

<http://historymatters.gmu.edu/browse/wwwhistory/>

This is "a project of the [American Social History Project/Center for Media and Learning](#) of the City University of New York and the [Center for History and New Media](#) at George Mason University with funding from the National Endowment for the Humanities, the W.K. Kellogg Foundation, and the Rockefeller Foundation." Hundreds of websites have been reviewed and annotated for instructional use by high school and college teachers. The collection may be searched by keywords or by topical groupings.

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For Grade School Teachers and Beyond

Teachers are advised to visit the sites below before deciding which exercises and lessons are appropriate or adaptable for the grade levels they are working with. These resources feature links to the materials to be analyzed and to a very rich array of complementary materials. This list is adapted from the Gettysburg College "Forever Free" Website.

Forever Free Teacher Resource Packet

Decatur Public Library

http://decatur.lib.il.us/lincoln/resources_for_educators.htm

This resource offers a visit activity sheet, a vocabulary list to facilitate understanding the panels, and exercises for use with each panel accompanied by an answer sheet.

Slave Narratives: Constructing U.S. History through Primary Sources

National Endowment for the Humanities

http://www.edsiteement.neh.gov/view_lesson_plan.asp?id=364

Grades 3-5. This resource guides students in interpreting oral documents, guides students in summarizing the narratives of former slaves, and helps them to appreciate life during and after slavery as well as the strengths and limitations of oral evidence.

We Must Not Be Enemies: Lincoln's First Inaugural Address

National Endowment for the Humanities

http://edsitement.neh.gov/view_lesson_plan.asp?id=246

Grades 3-5. As students work their way through these lessons they will become able to state the requirements for inauguration and the oath of office, identify pivotal events associated with the address, and interpret selected archival materials.

African-American Communities in the North before the Civil War

National Endowment for the Humanities

http://www.edsiteement.neh.gov/view_lesson_plan.asp?id=453

Grades 6-8. As students work through these lessons they will name and locate on a map African-American communities and they will describe everyday life in one or more of those communities.

Before Brother Fought Brother

National Endowment for the Humanities

http://edsitement.neh.gov/view_lesson_plan.asp?id=484

Grades 6-8. Students are guided to an appreciation of the differences and similarities between North and South on the eve of the Civil War.

Lincoln : A Photobiography

<http://www.sdcoc.k12.ca.us/score/linc/linctg.html>

Grades 5-8. These exercises focus on writing reports on: a comparison of two presidents and the analysis of a campaign poster; the creation of a man behind the myth poster; and the development of a character map of Lincoln.

Small Planet's Civil War Lesson Plan

<http://www.smplanet.com/civilwar/civilwar.html>

Grades 5-8. This resource offers annotated bibliographies of historical fiction and biographies for young adults. See especially the section "Genre Study: Historical Fiction."

Using Art to Study the Past: Abraham Lincoln and the Emancipation Proclamation

White House Historical Association

http://www.whitehousehistory.org/04/subs/04_b_1863.html

Grades 6-8. This lesson uses Francis Bicknell Carpenter's famous depiction of Lincoln reading to his cabinet the draft of the preliminary Emancipation Proclamation.

Attitudes Towards Emancipation

National Endowment for the Humanities

http://www.edsitement.neh.gov/view_lesson_plan.asp?id=290

Grades 9-12. This lesson leads to an exploration of the origins of the Emancipation Proclamation and the range of opinion focusing on it and its consequences.

Families in Bondage

National Endowment for the Humanities

http://www.edsitement.neh.gov/view_lesson_plan.asp?id=280

Grade 9-12. This lesson leads to insight into the lives of the enslaved as well as freed blacks who had loved ones still enslaved, and it offers practice in using personal correspondence as a primary source.

Lincoln in the Classroom

Richard Schwartz, Coordinator, Social Studies

Whippany Park High School, New Jersey

http://www.alincolnassoc.com/classroom_materials.htm

Grades 9-12. The Emancipation Proclamation, Lincoln's relationship with his generals, and the assignment of a larger meaning to the war are considered through lessons that employ group work and the analysis of documents drawn from the *Collected Works of Abraham Lincoln*.

Spirituals

National Endowment for the Humanities

http://www.edsiteement.neh.gov/view_lesson_plan.asp?id=318

Grades 9-12. This lesson leads students in an exploration of the lyrics of specific spirituals. Students learn about the spiritual's role in history and religion, explore Harriet Tubman's use of them in her work, study their enduring power in the Civil Rights movement, and gain practice in the use of various types of historical evidence.

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Abraham Lincoln

Abraham Lincoln Online

<http://showcase.netins.net/web/creative/lincoln.html>

An immense array of links to useful material is organized under broad headings. Among headings are "News & Events" (for example exhibits, historic site events, new books), "Books" (includes author and book links and audio-visual titles), "Speeches" (includes speeches, quotes, topical groupings, and comment on Lincoln as a speaker), "Places" (the full range of places associated with Lincoln), "Resources" (associations, books, libraries and museums, images, actors, and publications), "Students" (broad topical groupings cover Lincoln in his own words, writings about him, biography, and classroom resources), and "Discussion" (essentially a bulletin board).

Abraham Lincoln Research Site: Discovering the Man, The President

<http://rogerjnorton.com/Lincoln2.html>

Created and maintained by a retired high school history teacher. Here one will find an extensive collection of anecdotes and stories, accounts of specific events, and a link to a large topically organized collection of pertinent Websites. Among these links are resources for educators and links to specific Lincoln speeches.

The Lincoln Institute

<http://www.abrahamlincoln.org/>

The Institute is funded by the Lehrman Institute. Lewis Gilder co-founded the Gilder-Lehrman Institute of American History <http://www.gilderlehrman.org/> with Richard Gilder. "The Lincoln Institute promotes the development and dissemination of printed materials, broadcast products, conferences and Internet resources on Mr. Lincoln. It encourages work in which scholars cooperate with each other in development of historical materials and the transcription of primary sources for both physical and virtual display." It hosts the following websites : *Mr. Lincoln's White House*, *Mr. Lincoln and Freedom*, *Mr. Lincoln and the Founders*, *Mr. Lincoln and Friends* , and *Mr. Lincoln and New York* . The documented essays that accompany each of these well-designed and attractive sites, which also feature well-chosen images, are useful.

The Time of the Lincolns Public Broadcasting Service (PBS)

<http://www.pbs.org/wgbh/amex/lincolns/index.html>

This is the companion website to PBS' documentary *Abraham and Mary Lincoln: A House Divided* . It is concise, beautifully executed, and insightful. It

is typically organized in groupings on partisan politics, slavery and freedom, the developing nation, mobilization for war, and the role of and effect on women. Sections offer explanatory text, primary sources, and video commentary by prominent historians. A teacher's guide to the film is included. The film set is held by the University Libraries.

Allen C. Guelzo

Great Fixer or Great
Emancipator? The Unlikely
Intellectual Biography of
Abraham Lincoln

<http://www.ashbrook.org/events/colloqui/2000/guelzo.html>

This talk - available here as an audio file - was given at the Ashbrook Center of Ashland University 1 December 2000 . " Although Abraham Lincoln is usually reckoned by almost any standard as our greatest president, he is not often thought great for being a man of ideas. Yet Lincoln, for all his famous lack of education and simple upbringing, was extraordinarily self-educated in texts that ranged from Joseph Butler and William Paley to Thomas Brown and Jonathan Edwards, and even more important, educated himself in some of the most vital intellectual currents of the 19th century."

**Abraham Lincoln Papers at
the Library of Congress**

Library of Congress

<http://memory.loc.gov/ammem/alhtml/malhome.html>

The complete collection consists of approximately 20,000 documents. There is a special presentation of material concerning the issuance of the Emancipation Proclamation. This is a manuscript collection. Material is in Lincoln 's hand. The collection is searchable by keyword and may be browsed chronologically.

**The Collected Works of
Abraham Lincoln**

<http://www.hti.umich.edu/l/lincoln/>

" In 1953, the Abraham Lincoln Association published *The Collected Works of Abraham Lincoln* , a multi-volume set of Lincoln 's correspondence, speeches, and other writings. Roy P. Basler and his editorial staff, with the continued support of the association, spent five years transcribing and annotating Lincoln's papers." Documents may be retrieved by searching by single words and phrases, by Boolean operators (and, or, not), by proximity (which enables one to search by the location of terms to one another), and by an index of terms.

**Abraham Lincoln Historic
Photograph Archive**

<http://www.abrahamlincolnartgallery.com/archivephoto.htm>

Free download of thirty-five famous Lincoln photographs from the Library of Congress is provided. Except for two color photographs there are no copyright restrictions.

**"We'll Sing to Abe Our
Song!"**

Sheet Music about Lincoln ,
Emancipation, and the Civil War
from the Alfred Whital Stern
Collection of Lincolniana
Library of Congress

<http://memory.loc.gov/ammem/scsmhtml/scsmhome.html>

This site ". . . includes more than two hundred sheet-music compositions that represent Lincoln and the war as reflected in popular music. The collection spans the years from Lincoln 's presidential campaign in 1859 through the centenary of Lincoln 's birth in 1909." Searchable by keywords and it may be browsed by title, subject, and publisher.

The Lincoln Forum

<http://thelincolnforum.org/>

"The Lincoln Forum is an assembly of people who share a deep interest in the life and times of Abraham Lincoln and the Civil War era. Through a roster of activities and projects including symposia, tours, student essay competitions, a newsletter and an annual award to recognize special contributions to the field of Lincoln studies, the Forum endeavors to enhance the understanding and preserve the memory of Abraham Lincoln." Many of the nation's leading scholars and students of Lincoln belong to this group. Some Forum meetings or related programming have appeared on C-SPAN2's BookTV.org, <http://www.booktv.org/>.

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Anti-Slavery and Abolition

**African-American Mosaic:
Abolition and Conflict of
Abolition and Slavery**
Library of Congress

<http://www.loc.gov/exhibits/african/afam005.html>
<http://www.loc.gov/exhibits/african/afam007.html>

These are components of *African-American Mosaic: A Library of Congress Resource Guide for the Study of Black History & Culture*. Materials are presented as an online exhibit of images, accompanied by text.

**"I will be heard!"
Abolitionism in America**

<http://rmc.library.cornell.edu/abolitionism/>

The words are those of abolitionist William Lloyd Garrison. This site documents "our country's intellectual, moral, and political struggle to achieve freedom for all Americans. Featuring rare books, manuscripts, letters, photographs, and other materials from Cornell's pre-eminent anti-slavery and Civil War collections, the exhibition explores the complex history of slavery, resistance, and abolition from the 1700s through 1865." The site is distinguished by well-selected images and clear and insightful commentary.

**Uncle Tom's Cabin and
American Culture**

<http://www.iath.virginia.edu/utc/>

This beautifully designed site offers an intellectually expansive exploration of the topic. It presents material - for example literature, songs, plays, objects, and images - that deal with the novel and that reflect its influence and the various reactions to it.



Buffalo and Western New York

African American History of Western New York

<http://www.math.buffalo.edu/~sww/ohistory/hwny.html>

This site offers an incomplete effort to create an annotated chronology of African American history in the region from 1770-1999.

Millard Fillmore:13 th President of the United States Presidents Home Page

<http://www.presidentsusa.net/fillmore.html>

A somewhat useful collection of links to material about or associated with Fillmore - text and images, basic commentary, and historic sites.

The Buffalo History Works

<http://www.buffalohistoryworks.com/>

Visit " Lincoln in Buffalo " at <http://www.buffalohistoryworks.com/lincoln/> . Lengthy descriptions are given of Lincoln 's reception on 16 February 1861 as president-elect and of the visit of his funeral train on 27 April 1865 . Essays are not documented.

The Buffalonian

<http://www.buffalonian.com/>

This site offers some interesting pieces on the Civil War and the preceding period. Search using the search option on the far right of the home page. Essays are not documented.

Local and State Library and Archival Resources

Buffalo and Erie County
Public Library

Buffalo and Erie County Public Library

<http://www.buffalolib.org/>

Buffalo and Erie County Historical Society

<http://www.bechs.org/>

Both of these institutions hold old newspapers and other materials from the period. See also the New York State Archives at <http://www.archives.nysed.gov/aindex.shtml> and the New York State Library at <http://www.nysl.nysed.gov/> . For a list of the websites of New York State historical societies, visit the site maintained by the New York History Net at http://www.nyhistory.com/links/historical_societies.htm . Also potentially useful is the general New York History Net site <http://www.nyhistory.com/> .

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The Civil War Home Front and Military Life and History

Civil War Battle

Summaries

National Park Service

<http://www.cr.nps.gov/hps/abpp/battles/bystate.htm>

Entries are arranged by state and for each battle basic information is provided: date, location, principal commanders, forces engaged, estimated casualties, and the result.

Civil War Sailors and Soldiers System

National Park Service

<http://www.itd.nps.gov/cwss/>

"The Civil War Soldiers and Sailors System is a computerized database containing very basic facts about servicemen who served on both sides during the Civil War. The initial focus of the CWSS is the *Names Index Project*, a project to enter names and other basic information from 6.3 million soldier records in the National Archives."

Camp Life : Civil War Collections at the Gettysburg National Military Park

National Park Service

<http://www.cr.nps.gov/museum/exhibits/gettex/>

Beautiful images and concise explanations tell the story of the day-to-day life of a soldier, from shaving and cooking to battling boredom.

The Battle of Antietam on the Web

<http://aotw.org/>

An amazingly detailed and comprehensive source which offers an overview of the battle, maps, discussion of the participants, digitized official records, pertinent articles and exhibits, and a variety of sources. Photographs are superbly reproduced.

Military History Online: Gettysburg

<http://www.militaryhistoryonline.com/gettysburg/>

A straightforward day-by-day account of the battle is presented.

Band Music from the Civil War Era

Library of Congress

<http://memory.loc.gov/ammem/cwmhtml/cwmhome.html>

"*Band Music from the Civil War Era* makes available examples of a brilliant style of brass band music that flourished in the 1850s in the United States and remained popular through the nineteenth century. Bands of this kind served in the armies of

both the North and the South during the Civil War." Photographs of bands are provided and one can hear each piece performed.

The Story of " Dixie "

National Public Radio

<http://www.npr.org/programs/morning/features/patc/dixie/>

"Adopted as a Confederate anthem, it was offered up by President Abraham Lincoln as a gesture of reconciliation after the war. It's accepted with affection by many whites and scorned by many blacks. And yet it's been recorded by everyone from Elvis Presley to the Robert Shaw chorale." Various renditions of the song, saved as audio files, are available on the site.

The Battle Hymn of the Republic

Library of Congress

<http://lcweb2.loc.gov/cocoon/ahas/loc.natlib.ahas.200000003/default.html>

A brief discussion of the song is provided, along with bibliography, related links, and a photograph of the song's author, Julia Ward Howe. See also the about.com treatment of the hymn and of Howe at

http://womenshistory.about.com/library/etext/bl_howe_battle_hymn.htm.

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The Emancipation Proclamation

Allen C. Guelzo

The Emancipation Moment:
Abraham Lincoln and the First of
January 1863

<http://www.ashbrook.org/events/colloqui/2004/guelzo.html>

This talk - available here as an audio file - was given at the Ashbrook Center of Ashland University in 2004. "No other words in American history changed the lives of so many Americans as those of Abraham Lincoln's Emancipation Proclamation. But no other words in American history have been so often passed over or held up to greater suspicion. Born in the struggle of Lincoln's determination to set slavery on the path to destruction, it has remained a document of struggle, as conflicting interpretations and historical mysteries swirl around it."

Allen C. Guelzo

The Emancipation Moment:
Abraham Lincoln and the First of
January 1863

<http://teachingamericanhistory.org/seminars/2004/guelzo.html>

This talk - available here as an audio file - was given at the Ashbrook Center of Ashland University 28 February 2004. Similar to the earlier file, but with a consideration of past and contemporary assessments and perceptions of Lincoln, including those of Du Bois. "Even among Lincoln's admirers, the Proclamation began a steady descent from its pedestal, and the Gettysburg Address and Second Inaugural became instead Lincoln's greatest state papers. Is the Proclamation an act of dictatorial power? What changes in the lives of black Americans in the 20th Century tarnished Lincoln's image as "The Great Emancipator"? Was Lincoln insincere, slow of perception, temperamentally hesitant, or just politically prudent? Why does his standing on slavery seem meager compared to the abolitionists?"

**The Emancipation
Proclamation**
National Archives

http://www.archives.gov/exhibit_hall/featured_documents/...

This site presents images of the manuscript Proclamation, transcriptions of both the preliminary and final Proclamations, and an explanatory essay by historian John Hope Franklin.

**The End of Slavery: The
Creation of the 13th
Amendment**

<http://13thamendment.harpweek.com/>

Drawing on the pages of *Harper's Weekly* - expertly reproduced and indexed by Lincoln Prize winning HarpWeek - this collection of excellent commentary and

sources explores the crisis of slavery and succession, early Union policies on emancipation, Lincoln 's own policies, and the campaign for the 13 th amendment. Features include a timeline, commentary, biography, a glossary, and citations and links to additional material.

**The Emancipation
Proclamation at the New
York State Library**

<http://www.nysl.nysed.gov/library/features/ep/>

The Preliminary Emancipation Proclamation issued by President Abraham Lincoln on September 22, 1862 , has been part of the New York State Library's collection since 1865. Included on this site are sections on New York facts about the Proclamation, the varied perceptions of New Yorkers on the document(s), and images of 19 th century photographs of the manuscript of the Final Proclamation.

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From Slavery to Freedom

The Atlantic Slave Trade and Slave Life in the Americas : A Visual Record

<http://hitchcock.itc.virginia.edu/Slavery/>

"The thousand of images in this collection have been selected from a wide range of sources, most of them dating from the period of slavery. This collection is envisioned as a tool and a resource that can be used by teachers, researchers, students, and the general public." This site is searchable by keywords or by categories, for instance: "Military Activities & U.S. Civil War" and "Emancipation & Post-Slavery Life."

History of Slavery Chronology Eddie Becker, compiler

<http://innercity.org/holt/slavechron.html>

This is a detailed annotated chronology, with extensive documentation.

Africans in America Public Broadcasting Service (PBS)

<http://www.pbs.org/wgbh/aia/home.html>

This website complements the PBS series *Africans in America* . The journey through slavery is presented in four parts. For each era, users are provided with a historical narrative, a collection of images, documents, stories, biographies, and commentaries, and a teacher's guide. The series is held by the University Libraries.

American Slavery: A Composite Autobiography

<http://library.buffalo.edu/libraries/e-resources/asbio.html>

This resource is available to University faculty, staff, and students and onsite visitors. It is commonly known as the *WPA Slave Narratives* . Over 2,000 autobiographical narratives from former slaves in 17 states are included as part of this project, which was conducted under the auspices of the Work Projects Administration (WPA) and sponsored by the Library of Congress. Fully searchable by name, state, county and age, the collection and its index are complemented by public discussion forums, links to virtual syllabi, teaching resources, and curriculum guides. Web resources are also listed.

Slavery and the Making of America : The WPA Slave

<http://www.pbs.org/wnet/slavery/resources/wpa.html>

Narratives

Public Broadcasting Service (PBS)

This useful site leads to other sites that offer image and audio files. Some of the sites to which links are provided follow. *The African-American Experience in Ohio, 1850-1920* features 27 interviews. "Been Here So Long": *Selections from the WPA Slave Narratives* includes lesson plans as does *Slave Narratives: Black Autobiography in Nineteenth Century America*. *Unchained Memories: Readings from the Slave Narratives* offers readings by actors and personalities accompanied by photographs from the period.

American Slave Narratives: An Online Anthology

<http://xroads.virginia.edu/~HYPER/wpa/wpahome.html>

This site offer some sample narratives and photographs taken at the time of the interviews. It offers advice on how to read the narratives and lists books that provide context. A list of related sites is provided. The site has not been revised since 1997. One sound file with text is provided.

Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938

Library of Congress

<http://memory.loc.gov/ammem/snhtml/snhome.html>

This collection "contains more than 2,300 first-person accounts of slavery and 500 black-and-white photographs of former slaves. These narratives were collected in the 1930s as part of the Federal Writers' Project of the Works Progress Administration (WPA) and assembled and microfilmed in 1941 as the seventeen-volume *Slave Narratives: A Folk History of Slavery in the United States from Interviews with Former Slaves*." The collection may be searched by keywords. Narratives may be browsed by narrator and volume. Photographs may be browsed by subject (individual interviewed and place) and all materials may be browsed by state.

Documenting the American South

<http://docsouth.unc.edu/index.html>

The University Library of the University of North Carolina at Chapel Hill sponsors this site which archives texts and images. Among its components: [North American Slave Narratives](#) documents the story of the enslaved and their struggle for freedom and human rights across the centuries [The Southern Homefront, 1861-1865](#) presents materials related to Southern life during the Civil War and the challenge of creating a nation state while waging war. This collection includes government documents, personal diaries, religious pamphlets, and many other materials. [The Church in the Southern Black Community](#) traces the way African Americans adopted and transformed Protestant Christianity in their struggle for freedom, power, and human dignity.

Slaves and the Courts, 1740-1860

Library of Congress

<http://memory.loc.gov/ammem/sthtml/sthome.html>

" Slaves and the Courts, 1740-1860 contains just over a hundred pamphlets and books (published between 1772 and 1889) concerning the difficult and troubling experiences of African and African-American slaves in the American colonies and the United States . The documents, most from the Law Library and the Rare Book and Special Collections Division of the Library of Congress, comprise an assortment of trials and cases, reports, arguments, accounts, examinations of cases and decisions, proceedings, journals, a letter, and other works of historical importance. Of the cases presented here, most took place

works of historical importance. Of the cases presented here, most took place in America and a few in Great Britain . Among the voices heard are those of some of the defendants and plaintiffs themselves as well as those of abolitionists, presidents, politicians, slave owners, fugitive and free territory slaves, lawyers and judges, and justices of the U.S. Supreme Court." The collection is searchable by keywords and accessible through author, title, and subject indexes.

From Slavery to Freedom: The African-American Pamphlet Collection, 1822-1909

Library of Congress

<http://memory.loc.gov/ammem/aaphtml/aapchome.html>

" *From Slavery to Freedom: The African-American Pamphlet Collection, 1822-1909* presents 396 pamphlets from the Rare Book and Special Collections Division, published from 1822 through 1909, by African-American authors and others who wrote about slavery, African colonization, Emancipation, Reconstruction, and related topics. The materials range from personal accounts and public orations to organizational reports and legislative speeches." The collection may be searched by keywords and may be browsed by author, title, and subject.

Frederick Douglass Papers

Library of Congress

<http://memory.loc.gov/ammem/doughtml/doughome.html>

" The Frederick Douglass Papers at the Library of Congress presents the papers of the nineteenth-century African-American abolitionist who escaped from slavery and then risked his own freedom by becoming an outspoken antislavery lecturer, writer, and publisher. The release of the Douglass Papers, from the Library of Congress's Manuscript Division, contains approximately 7,400 items (38,000 images) relating to Douglass' life as an escaped slave, abolitionist, editor, orator, and public servant. The papers span the years 1841 to 1964, with the bulk of the material from 1862 to 1895." The collection may be searched by keywords and may be browsed by series.

Freedmen's Bureau Online

<http://www.freedmensbureau.com/>

" The Bureau of Refugees, Freedmen and Abandoned Lands , often referred to as the Freedmen's Bureau, was established in the War Department by an [act of March 3, 1865](#) . The Bureau supervised all relief and educational activities relating to refugees and freedmen, including issuing rations, clothing and medicine. The Bureau also assumed custody of confiscated lands or property in the former Confederate States , border states , District of Columbia , and Indian Territory . " This site may be searched by state and by keywords.

Freedmen and Southern Society Project

<http://www.history.umd.edu/Freedmen/fssphome.htm>

This resource includes sample documents from *Freedom: A Documentary History of Emancipation, 1861-1867* and a detailed emancipation chronology which includes hyperlinks to pertinent documents. The University Libraries hold the volumes in the series. Search under the series title.



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The Underground Railroad

**National Underground
Railroad Network to
Freedom**
National Park Service

<http://209.10.16.21/TEMPLATE/FrontEnd/index.cfm>

This site offers a good basic introduction to the Underground Railroad. Select "Learn About the Underground Railroad," which includes detailed sections on slavery as well as the Underground Railroad. Links to pertinent websites are given.

**National Underground
Railroad Freedom Center**

<http://www.freedomcenter.org/>

The Center is located in Cincinnati, Ohio. It houses a variety of history exhibits, including: Slave Pen, ESCAPE: Freedom Seeker and the Underground Railroad, Brothers of the Borderland, and From Slavery to Freedom. Register as directed for full access to the site's topical and educational resources..

**Underground Railroad News
Archive**

<http://www.afrolumens.org/ugrr/041021.html>

This site is maintained by Christopher Densmore. Formerly Densmore was the University at Buffalo's archivist. Coverage extends back to 2003 and while most entries announce conferences, some also offer topical information.

**Ontario's Underground
Railroad**

<http://www.africanhertour.org/>

Features a map of Ontario sites associated with the Underground Railroad. Commentary is provided for identified sites, which include the Josiah Henson House. Harriet Beecher Stowe used Henson's experiences as the basis for *Uncle Tom's Cabin*.

**The Underground Railroad
Years: Canada in an**

<http://collections.ic.gc.ca/freedom/>

International Arena

"Of all the great escape stories marking the Black North American experience the Underground Railroad stands alone. It does so for many reasons: intrigue, excitement, extraordinary individuals, overcoming enormous odds, a sustained example of co-racial co-operation, highlighting differences between Canada and the United States, and, perhaps most importantly, because the collective

imagination loves a success story, especially one where the underdog triumphs." A basic introduction is provided with text and images.

Reform, Religion, and the Underground Railroad in Western New York

<http://library.buffalo.edu/libraries/units/archives/exhibits/old/urr/>

This site, created by Christopher Densmore, gathers together texts of primary documents and images, including material on fugitive slave cases and Quakers. In addition, see *Michigan Street Baptist Church* at

<http://lucky.phpwebhosting.com/~ah/a/mich/511> and historian Monroe Fordham's essay on the church at <http://www.nyhistory.com/mspa/index.htm>

The Buffalo church was a center of abolitionist activity and a stop on the Underground Railroad. See also the site of Motherland Connexions <http://www.motherlandconnexions.com/>, a Niagara Falls company that conducts Underground Railroad Tours. A useful list of links is available on the site.

The Underground Railroad in Rochester , New York

<http://www.history.rochester.edu/class/ugrr/home.htm>

A very general unadorned introduction comprised of brief topical paragraphs.

Harriet Tubman Special Resource Study
National Park Service

<http://www.harriettubmanstudy.org/>

"The [Harriet Tubman Special Resource Study](http://www.harriettubmanstudy.org/), is a project of the National Park Service to evaluate sites connected with Harriet Tubman. . . Two places in particular will be studied -- Auburn, New York, where Tubman lived for her last five decades, and Dorchester County, Maryland, where she was born and raised." This site features a brief chronology of her life, consideration of her role as an American icon, and identified existing places associated with her and readings and websites dealing with her.

The Price of a Child: Documents and Images from the Friends Historical Library, Concerning Redemption from Slavery

<http://www.swarthmore.edu/Library/friends/>

"Lorene Cary's novel, *The Price of a Child*, is based on an actual event, the escape from slavery by Jane Johnson in 1855, with the assistance of members of Philadelphia Vigilance Committee, led by William Still and Passmore Williamson." This exhibit tells that story.

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Women in the Civil War

Women of the American Civil War

<http://americancivilwar.com/women/women.html>

Biographical information and images are provided for women: North and South and black and white, combatants and workers on the home front, the famous and the neglected. See also *American Women's History: A Research Guide* at <http://www.mtsu.edu/%7Ekmiddleton/history/women/wh-cwar.html>.

Civil War Women

<http://scriptorium.lib.duke.edu/collections/civil-war-women.html>

Papers written by three women are included. One woman was a Confederate spy, another a supporter of the Union, and another a school girl in Union occupied Gallatin, Tennessee.

African American Women Writers of the 19th Century

http://digital.nypl.org/schomburg/writers_aa19/

This site, created by The New York Public Library's Schomburg Center, includes the full text of fiction, poetry, biography and autobiography, and essays. Some of these deal with slavery and its legacies.

Hearts at Home: Southern Women in the Civil War

<http://www.lib.virginia.edu/small/exhibits/hearts/>

Images and commentary explore the various roles played by women, black and white.

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Selected Texts and Indexes from 19th Century America

Making of America

<http://library.buffalo.edu/libraries/e-resources/MoA.html>

Primary sources in American social history (broadly defined) from the antebellum period through Reconstruction. Currently 8,500 books and 50,000 journal articles have been digitized. One may search a specific text or across texts and view material as text, pdf, or image. Pages can only be printed individually. Reprints can be ordered from the University of Michigan . *MoA* is a collaborative effort of Cornell University and the University of Michigan .

Periodicals Contents Index (PCI)

<http://library.buffalo.edu/libraries/e-resources/pci.html>

This resource is available to University faculty, staff, and students and onsite visitors. *PCI* indexes over 3,000 academic and popular periodicals published from as early as 1770 to the present in the humanities and social sciences. This is not a full-text database.

The Civil War: A Newspaper Perspective

<http://library.buffalo.edu/libraries/e-resources/civil-war.html>

This resource is available to University faculty, staff, and students and onsite visitors. It contains the full text (not in facsimile) of major articles selected from over 2,500 issues of *The New York Herald*, *The Charleston Mercury* and the *Richmond Enquirer*, published between November 1, 1860 and April 15, 1865 . The newspapers used enable a researcher to quickly acquire opposing perspectives on events. Descriptive news articles, eye-witness accounts and official reports of battles and events, editorials, advertisements and biographies are included. Also included are articles which describe other than military concerns, such as travel, arts and leisure, geographical descriptions, sports and sporting, social events, etc.

Secession Era Editorials Project

<http://history.furman.edu/~benson/docs/index.htm>

Transcriptions of editorials from both Southern and Northern newspapers. Editorials focus on the Nebraska Bill (1854), the assault on Charles Sumner (1856), the Dred Scott case (1857), and John Brown and Harper's Ferry (1859).

**African American Newspapers:
The 19 th Century**

<http://library.buffalo.edu/libraries/e-resources/aan.html>

This resource is available to University faculty, staff, and students and onsite visitors. It is comprised of the searchable transcribed text of several important African-American newspapers, including: *Freedom's Journal*, *The Colored American*, *The North Star*, *Frederick Douglass Paper*, *The Christian Recorder*, and *The National Era*.

**The Brooklyn Daily Eagle
Online, 1841-1902**

<http://www.brooklynpubliclibrary.org/eagle/>

“At one point the *Eagle* actually became the nation's most widely read afternoon newspaper. Unusual among major metropolitan daily newspapers of that time period, the *Eagle* chronicled national and international affairs as well as local news and daily life in Brooklyn . As a result *The Brooklyn Daily Eagle* provides a window into Brooklyn 's past, as well as documentation of national and international events that shaped history.” The paper may be searched by keywords and by selected subjects. Facsimile images are retrieved.

The New York Times

The *Times* indexes itself at *The New York Times Article Archive*, <http://pqasb.pqarchiver.com/nytimes/advancedsearch.html>. Paper indexing of the *Times* is provided by indexes kept in Lockwood Library's Index Area, call number AI 21.N44. Microfilm of the paper is available in Lockwood Library at MicFilm AN256 .N52.

**The American Periodical
Series Online**

<http://library.buffalo.edu/libraries/e-resources/aps.html>

This resource is available to University faculty, staff, and students and onsite visitors. It represents a portion of the microfilmed *American Periodical Series* (APS), one of the most comprehensive resources for the study of 19th and late 18th century America including 1,100 periodical titles published between 1741 and 1900. It covers the entire range of human endeavor, from medicine to religion and includes both popular magazines and scholarly journals.

HarpWeek

<http://library.buffalo.edu/libraries/e-resources/harpweek.html>

This resource is available to University faculty, staff, and students and onsite visitors. Harper's Weekly was perhaps 19th century America 's most influential periodical. Heavily illustrated and featuring the work of many of the nation's most prominent journalists, illustrators, and literary figures, it offers an easily accessible window to all aspects of the nation's social, cultural, and political life. HarpWeek indexes the entire contents of Harper's Weekly (this component covers 1857-1865), from advertisements to illustrations, and is browseable in facsimile and searchable through assigned subject headings, literary genres, by the role or occupation of individuals, and by full-text keyword searching.

American Memory

Library of Congress

<http://library.buffalo.edu/libraries/e-resources/amemory.html>

A diversity of primary sources documenting American history and culture are preserved in the Library of Congress' National Digital Library Program's American Memory project. American Memory materials are primarily taken from the special collections of the Library of Congress. American Memory makes accessible documents (including books, manuscripts, and sheet music), motion picture and broadcasting materials, photographs and prints, sound recordings, and maps. Collections range from periodicals and government materials to well over 1,000 Civil War photographs, 25,000 photographs of turn of the century America , and panoramic maps of American cities. *American Memory* collections are noted throughout this list.

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General History Databases

America : History and Life

http://library.buffalo.edu/libraries/e-resources/am_history_life.html

This resource is available to University faculty, staff, and students and onsite visitors. It indexes the literature about the history of the United States and Canada . It provides citations and abstracts for the contents of over 2,000 scholarly journals, dissertations, and lists book and media reviews from over 100 key historical journals. It includes full text articles from the electronic resources [*The History Cooperative*](#), *Project Muse*, and *JSTOR*. Coverage begins with 1954.

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Major Guides to Books, Articles, and Other Resources

The Harvard Guide to African-American History . Evelyn Brooks Higginbotham, editor-in-chief.. Cambridge : Harvard University Press, 2001. Lockwood Library Reference Collection E185.H326 2001

This is an unique and indispensable source to which many distinguished scholars have contributed. Section I "Historical Research Aids and Materials" contains bibliographic essays on reference works, internet resources, manuscript collections, primary sources on microfilm, newspapers and periodicals, government documents, oral history, art, music, photography, and film and television. The largest portion of the work is comprised of finely "indexed" bibliographies of books and articles organized by time period. "Slave Trade," "Slavery," "Black/White Relations," "Resistance," "Abolition and Emancipation" are standard subheadings. A final section covers "Histories of Special Subjects": women, geographical areas, and autobiography and biography. As with all published bibliographies, users must update the lists.

American Historical Association. **Guide to Historical Literature**. Mary Beth Norton, general editor; associate editor Pamela Gerardi. 3rd ed. New York : Oxford University Press, 1995. 2 vols. Lockwood Library Reference Collection D20.A55 1995

Annotated citations for books and articles in English and other languages are organized in topical groupings. For African-American history see: " Colonial North America: African Americans and Slavery, " pp. 1264-1265; " United States, General: African Americans , " pp. 1301-1302; " American Revolution and Early Republic , 1754-1815: African Americans , " pp. 1353-1355; " United States, 1815-1877: The Slave South: Institution of Slavery and the Slave Trade , " pp. 1380-1382; " United States, 1815-1877: The Slave South: Economics of Slavery , " pp. 1382; " United States, 1815-1877: The Slave South: Southern Society and Culture " pp. 1382-1383; " United States, 1815-1877: The Slave South: Slave Culture, Community, and Resistance , " pp. 1383-1385; " United States, 1815-1877: The Slave South: Free People of Color , " pp. 1385; and " United States, 1815-1877: Antebellum Reform: Abolition , " pp. 1393-1394. The Civil War is covered in detail. As with all published bibliographies, users must update the lists.

General Historical Dictionaries and Encyclopedias

Reference Universe

<http://library.buffalo.edu/libraries/e-resources/refuniverse.html>

This resource is available to University faculty, staff, and students and onsite. This is a unique database to which there is no print counterpart. There are many topical dictionaries and encyclopedias and they often contain useful articles that can go unnoticed by all but the most exhaustive and creative searcher. This database enables one to search article titles and/or back-of-the-book indexes for over 5,000 of these sources. Use this as a complementary tool to the sources that follow.

Dictionary of American History . Stanley I. Kutler, editor. 3rd edition. New York : Charles Scribner's Sons, 2003. 10 vols. Lockwood Library Reference Collection E174.D52 2003. The most recent edition is available through the **Gale Virtual Reference Library** at <http://library.buffalo.edu/libraries/e-resources/GaleVirtRef.html>

The first edition was published in 1940 and it was originally designed as a complement to the *Dictionary of American*

Biography . Today it is the leading encyclopedia on American history. Deeper attention is given in the new edition to the role of African Americans and women than in earlier editions. And there is now more attention paid to social history. There are 841 new entries in the 2003 edition and 448 revised articles. Entries are well-written, conclude with references, are often illustrated, and often have a list of "see also" references to other relevant entries. The 9th volume is comprised of maps and a collection of primary source documents. And the final volume includes a learning guide and an index.

Encyclopedia of the American Constitution . Leonard W. Levy and Kenneth L. Karst, editors. 2nd edition. New York : Macmillan Reference USA , 2000. 6 vols. Lockwood Library and Undergraduate Library Reference Collections KF4548.E53. Also available on the Web through the **Gale Virtual Reference Library** at <http://library.buffalo.edu/libraries/e-resources/GaleVirtRef.html>

The online version of this resource is available to University faculty, staff, and students and onsite visitors. This source offers the perspectives of history, law, and politics. Its well-written essays conclude with brief bibliographies. Among relevant essays are: *Civil War, Emancipation Proclamation, Slavery and Civil Liberties, Slavery and Property, Slavery and the Constitution, Slavery in the Territories* , and there is an entry on *Abraham Lincoln* . Appendices contain documents, a chronology, glossary, and a case index. The legal issues associated with slavery and the Civil War are well represented.

Encyclopedia of American Cultural & Intellectual History. Mary Kupiec Cayton, Peter W. Williams, editors. New York : Charles Scribner's Sons, 2001. 3 vols. Undergraduate Library and Lockwood Library Reference Collections E169.1.E624 2001

Essays of interest are: *Slavery and Race* , pp. 313-320 by Paul Finkelman; *Slave Culture and Consciousness* , pp. 321-330 by Dickson D. Bruce, Jr.; *Thought and Culture in the Free Black Community* , pp. 331-341 by Graham Russell Hodges; *Africa and America*, pp. 23-36 by John K. Thornton; *Race as a Cultural Category* , pp. 147-156 by Joshua Lane; and *Antislavery*, pp. 355-365 by Julie Ray Jeffrey. All essays conclude with bibliographies.

Encyclopedia of American Social History. Mary Kupiec Cayton, Elliott J. Gorn, Peter W. Williams, editors. New York : Scribner, 1993. Lockwood Library and Undergraduate Library Reference Collections HN57 .E58 1993.

Essays of interest are: *Slavery* , pp. 1407-1419 by James Oates and *Racism* , pp. 2089-2099 by Herbert Shapiro. Each essay concludes with a bibliography.

Encyclopedia of American Studies. George T. Kurian, editor. New York : Grolier Educational, 2001. 4 vols. Lockwood Library Reference Collection E169.1.E625 2001

See *Slavery* , pp. 121-130 by Peter Wallenstein. This essay concludes with a bibliography.

Encyclopedia of the North American Colonies. Jacob Ernest Cooke, editor-in-chief; associate editors, W. J. Eccles ... *et al.* ; special consultants, Mathe Allain . . . *et al.* . New York : Scribner's Sons, c1993. Lockwood Library Reference Collection E45 .E53 1993

Essays of interest are: *The Slaver Trade* , pp. 45-66 by Joseph C. Miller; *The Slave Trade: The British Colonies* , pp. 67-87 by Robert McCalley; *The Slave Trade: The Dutch Colony* , pp. 87-89 by Joyce D. Goodfriend; *The Slave Trade: The French Colonies* , pp. 89-19 by David H. Usner, Jr.; *The Slave Trade: The Spanish Borderlands* , pp. 91-101 by David M. Brugge; *Free Blacks* , pp. 185-193 by Ira Berlin; *African-American Culture* , pp. 195-207 by William D. Piersen; and *Slave Resistance* , pp. 209-220 by Peter H. Wood. All essays conclude with bibliographies.

Encyclopedia of the United States in the Nineteenth Century. Paul Finkelman, editor-in- chief. New York : Charles Scribner's Sons, 2001. 3 vols. Lockwood Library and Undergraduate Library Reference Collections E169.1.E626 2001

Essays of interest are: *Slavery*, pp. 149-151 by Peter Wallenstein; *Urban Slavery* , pp. 151-153 by Frank Schumacher; *Domestic Slave Trade and Migration* , pp 153-155 by Allen L. McDurmond; *African Slave Trade* , pp. 155-156 by Patrick M. O'Neil; *Slave Life* , pp. 156-162 by Matt Clavin; *Slave Insurrections* , pp. 162-164 by Ervin L. Jordan Jr.; *Runaway Slaves* , pp. 164-166 by Paul Finkelman; *Law of Slavery* , pp. 166-168 by Paul Finkelman; and *Defense of Slavery* , pp. 168-171 by Paul

Finkelman.

African American Studies Encyclopedias

The African American Encyclopedia. Keith R. Rasmussen, editor. New York : Marshall Cavendish, 2001. 10 vols. Lockwood Library and Undergraduate Library Reference Collections E185.A253 2001

This is a wide-ranging source, designed to be accessible to a wide range of users, and is useful at all levels. Entries new for this edition are signed and many entries end with a list of suggested scholarly readings. The work is heavily illustrated and is a storehouse of easily accessible and reliable information.

African Americans at War: An Encyclopedia . Jonathan Sutherland. Santa Barbara , Calif. : ABC-CLIO, 2004. 2 vols. Lockwood Library Reference Collection U52.S88 2004

Several entries cover the Civil War and treat such topics as the 54 th Massachusetts Volunteer Infantry and the 1 st South Carolina Volunteers. Articles often include quotes and sometimes photographs. A chronology, list of engagements, and list of Medal of Honor winners are included in the second volume. The formation and service records of United States Colored Troops are included. The index has a separate section for military units.

Encyclopedia of African-American Culture and History. Jack Salzman, David Lionel Smith, and Cornel West, editors. New York : Macmillan Library Reference USA : Simon & Schuster Macmillan, 1996: 5 vols. Lockwood Library and Undergraduate Library Reference Collections E185.E54 1996.

This comprehensive and scholarly text covers all periods in 2,300 entries. These range from a few paragraphs to several pages. Many well-known scholars, including John Hope Franklin, James Cone, and Robert Hill are among its contributors. Over 1,000 photographs and other images complement the text and there are over 130 pages of charts and tables. Entries conclude with references.

Dictionaries and Encyclopedias and Chronologies of American Slavery

Dictionary of Afro-American Slavery . Randall M. Miller and John David Smith, editors. New York : Greenwood Press, 1988. Lockwood Library and Undergraduate Library Reference Collections E441.D53 1988

Nearly 300 entries, from a couple of paragraphs in length to several pages in length, cover all periods. Some entries treat broad subjects; others, individuals and other topics. Entries end with bibliographic references. Maps, charts, and tables are included and a chronology of events follows the entries. Emphasis is given to the institutional, intellectual, social, and political aspects of slavery.

Historical Dictionary of Slavery and Abolition. Martin A. Klein. Lanham , Maryland and London : The Scarecrow Press, Inc., 2002. Lockwood Library Reference Collection HT861.K54 2002

All times and places are covered, with entries for people, places, and things. A wide ranging 26 page introduction explores the origins, evolution, and abolition of slavery. A 40 page bibliography has sections for " Narratives by Slaves," "Slave Owners" and " Slave Traders and Slave Trade." The work is introduced by a chronology.

The Historical Encyclopedia of World Slavery . Junius P. Rodriguez, editor. Santa Barbara , Calif. : ABC-CLIO, 1997. 2 vols. Lockwood Library and Undergraduate Library Reference Collections HT861.H57 1997

This straightforward alphabetically arranged work is introduced by an eleven page essay by its editor which discusses the phenomena of slavery in human history. Entries are given for people, things, and events. Most entries, all signed and concluding with suggestions for further reading, are about one page to a page and a half in length. Illustrations are provided throughout the text. It concludes with a topically organized bibliography and is made accessible by a detailed subject index.

Macmillan Encyclopedia of World Slavery. Paul Finkelman and Joseph C. Miller, editors. New York : Macmillan Reference USA , Simon & Schuster Macmillan, 1998. 2 vols. Lockwood Library and Undergraduate Library Reference Collections, also Undergraduate Library Book Collection HT861.M24 1998

This is an outstanding topically organized scholarly resource. Among its general headings - under which detailed entries are grouped -- are "Abolition and Anti-Slavery Movements" and "Historiography of Slavery." Bibliographies accompany each entry and there is an overall bibliography.

Chronology of World Slavery . Junius P. Rodriguez, ed.; foreward by Orlando Patterson. Santa Barbara , Calif. : ABC-CLIO, 1999. Lockwood Library Reference and Undergraduate Library Book Collections HT861.R63 1999

This work is more than a chronology. As a chronology, its annotated entries are by year. Interspersed throughout the work are topical essays of half a page to a page and a half in length. These conclude with suggestions for further reading. The text is illustrated, includes a lengthy bibliography, and is made accessible through a detailed index. Maps and nearly 75 pages of documents are included.

Spartacus Encyclopedia on American History: Slavery; American Civil War

<http://www.spartacus.schoolnet.co.uk/USAslavery.htm>

<http://www.spartacus.schoolnet.co.uk/USAcivilwarC.htm>

Intended for secondary school use, this resource is maintained by a respected British educational project. It can be useful for brief overviews and the text of some associated primary sources. For the "Slavery" section information is organized under the headings: "Slave Accounts," "The Slave System," "Slave Life," "Events and Issues," "Campaigns Against Slavery," "Political Organizations," and "British Campaigners." For the "American Civil War" section information is organized under the headings: "Civil War Chronology," "Civil War Battles," "Political Figures," "Military Leaders," "Organization, Events and Issues," "Civil War Soldiers," "Women and the War," "Writers. Artists and Photographers," and "Assassination of Abraham Lincoln."

Encyclopedias of the Civil War and Reconstruction

American Eras: Civil War and Reconstruction, 1850-1877. Thomas J. Brown, editor. Detroit : Gale Research, 1997. Lockwood Library and Undergraduate Library Reference Collections E166.A48 1997.

This resource useful for everyone, but intended as a resource for high school and beginning undergraduate students. It is comprised of overviews, detailed chronologies, brief biographical and topical entries, bibliographies, and many photographs (identifiable through their own index).

Encyclopedia of the American Civil War: A Political, Social, and Military History. David S. Heidler and Jeanne T. Heidler, editors; David J. Coles, associate editor. Foreword by James M. McPherson. Santa Barbara , Calif. : ABC-CLIO, 2000. 5 vols. Lockwood Library Reference Collection E468.H47 2000

Essays of interest include: *Slaves* , pp. 1796-1799, vol. 4 by Richard Digby-Junger; *Abolitionist Movement* , pp. 3-6, vol. 1 by Enrico Dal Lago; and *Abolitionists*, pp. 6-7, vol 1. by Edward R. Crowther. Consulting this resource and the *Encyclopedia of the Confederacy* together will often provide different perspectives on the same event.

Encyclopedia of the Confederacy. Richard N. Current, editor. New York : Simon & Schuster, 1993. 4 vols. Lockwood Library Reference Collection E487.E55 1993

Essays of interest include: in volume 1 *African-American Forgeworkers* , pp. 3-4 by Robert H. McKenzie; *African Americans in the Confederacy* , pp. 4-9 by Edgar A. Toppin; and *African American Troops in the Union Army* , pp. 9-13 by Dudley T. Cornish. Volume 4: *Slave Drivers* , pp. 1433-1434 by Randall M. Miller; *Slavery* , pp. 1434-1448 by Robert Francis Engs; *Slave Life*, pp. 1448-1451 by Robert Francis Engs; and *Slave Traders* , pp. 1451-1453 by Michael Tadman.

American Reconstruction, 1862-1877. William L. Richter. Santa Barbara , Calif. : ABC-CLIO, 1996. Lockwood Library Reference Collection E668.R53 1996

Essays are well-written, analytical, and topical and include lengthy bibliographies. Some are over three pages long. Examples

of topical entries are: *African American Leadership and Reconstruction*, *Corruption as a Problem in Reconstruction*, and *Social Thought during and after Reconstruction*. Well-chosen illustrations, a chronology, and a bibliography are included. And access is provided by a detailed index.

Historical Dictionary of Reconstruction. Hans Louis Trefousse. New York : Greenwood , 1991. Lockwood Library Reference Collection E668.T66 1991

Well-written generally one page articles, with bibliographies, cover the full range of topics for the period, 1862-1896. There are entries for events, organizations, laws, and major individuals, for example, *Alabama* , *James Wilson Grimes*, *Memphis Riot*, and *Wade-Davis Bill* . A detailed index is provided.

Encyclopedias of the American South

Encyclopedia of the Antebellum South. James M. Volo and Dorothy Denneen Volo. Westport , Conn. : Greenwood Press, 2000. Lockwood Library Reference Collection F213 .V65 2000

Although entries are generally short, this is an extremely valuable resource. Entries of special interest conclude: *African Colonization*, *Atlantic Slave Trade*, *Black Slave Owners*, *Buying and Selling Slaves*, *Children Born as Slaves*, *Fear of Slave Revolts*, *Slave Burial*, *Slave Clothing*, *Slave Courtship and Marriage*, *Slave Dwellings*, *Slave Escapes*, *Slave Food*, *Slave Music*, *Slave Narratives*, *Slave Patrols*, *Slave Religion*, *Slave States*, and *Value of Slaves*.

Encyclopedia of Southern Culture. Charles Reagan Wilson & William Ferris, co-editors; Ann J. Abadie & Mary L. Hart, associate editors. Chapel Hill: University of North Carolina Press , c1989. Lockwood Library Reference Collection F209.E53 1989

Be sure to use the index. See especially *Slave Culture* , pp. 192-194 by Loren Schweninger and the section *Black Life* , pp. 131-232 for which Thomas C. Holt served as consultant.

The Encyclopedia of Southern History. David C. Roller and Robert W. Twyman, editors; Avery O. Craven and Dewey W. Grantham, Jr., general consultants; Paul V. Crawford, consulting cartographer. Baton Rouge : Louisiana State University Press, 1979. Lockwood Library Reference Collection F207.7 E52

Essays of special interest include: *Slave Codes* , pp. 1108-1109 by A. H. Keir Nash; *Slave Insurrections* , pp. 1109 by Robert McColley; *Slavery* , pp. 1110-1113 by Steven A. Channing; *Slavery, Defense of* , pp. 1113-1114 by L. A. Newby; *Slaves, Fugitive* , pp. 1115 by Norman Yetman; *Slaves, Indian* , pp. 1115 by Russell Maghaghi; *Slave Trade, Atlantic* , pp. 1116-1117 by Johannes Postma; *Slave Trade, Domestic* , pp. 1117-1118 by William L. Calderhead; and *Colonization Proposals* , pp. 256-257 by Edwin S. Redkey.

Biographical Sources

The Abraham Lincoln Encyclopedia. Mark E. Neely, Jr. New York : McGraw-Hill, 1982. Lockwood Book Collection E457.N48

Lincoln is treated heavily in a great variety of reference sources; but this source is designed as a guide and overview to his thoughts on diversity of issues and to his personal relationships and associations. Illustrations and an index are included. Entries conclude with sources.

African American Genealogical Sourcebook. Paula K. Byers, editor. New York : Gale Research, 1995. Lockwood Library Reference Collection E185.96 .A444 1995

Learning the sources and techniques necessary to do African American genealogy requires becoming aware of some of the most salient aspects of African American history. This guide, and guides like it, is an important portal to the past. In addition to offering advice, detailed descriptions of many different kinds of historical records - generated by various institutions and as a result of various life events -- are given. A wealth of bibliographical information is also provided. Access is provided by separate author and subject indexes.

Dictionary of American Negro Biography. Rayford W. Logan and Michael R. Winston, editors. New York : Norton, 1982. Lockwood Library Reference Collection E185.96 .D53 1982

Long held to be an indispensable resource in this area and its first truly scholarly work. Many of the people included were influential in the segregated black community, but not in the greater society and, therefore, were excluded from broader biographical sets. Eight hundred entries were authored by 280 contributors.

Black Biography, 1790-1950: A Cumulative Index. Randall K. Burkett, Nancy Hall Burkett, Henry Louis Gates, Jr., editors. Alexandria : Chadwyck-Healey, 1991. 3 vols. Index to the microform collection **Black Biographical Dictionaries, 1790-1950** held in the Lockwood Library Reference Collection Z1361.N39B52 1991

This index was prepared to accompany the microfiche collection: *Black Biographical Dictionaries, 1790-1950*, which is held in the Lockwood Library reference room under the same call number. This collection is comprised of microfiche copies of many sources - some old and rare - that are often overlooked or inaccessible to researchers.

Black Women in America : An Historical Encyclopedia. Darlene Clark Hine, editor; Elsa Barkley Brown and Rosalyn Terborg-Penn, associate editors. Brooklyn , N.Y. : Carlson Pub., 1993. 2 vols. Lockwood Library and Undergraduate Library Reference Collections E185.86.B542 1993

All historical periods are covered in more than 600 entries. Columbia University historian Eric Foner praised this book as changing the way the field is studied.

American National Biography . John Arthur Garraty and Mark C. Carnes, editors. "Published under the auspices of the American Council of Learned Societies." New York : Oxford University Press, 1999. 24 vols. Lockwood Library Reference Collection CT213.A68 1999.

This is the most current comprehensive source for biographies of famous Americans. Nonetheless, it can be used with the older *Dictionary of American Biography* and , as appropriate by period, with the British *Dictionary of National Biography* . It offers portraits of more than 17,400 men and women -- from all eras and walks of life -- whose lives have shaped the nation. Searching full text for " abolition" retrieves 446 entries; for " slave ," 1,128 entries. Take a moment to view the *Black History Month Special Collection* .

Dictionary of American Biography. "Published under the auspices of the American Council of Learned Societies." New York : Scribner; London : Collier Macmillan 1928-1937. 21 vols. With 8 supplements and an index, 1944-1989. Lockwood Library Reference Collection E176.D563.

This was a monumental undertaking, subject to considerable debate and sustained attention by the historical community and others, during its creation. While some of its interpretations are dated - and it has been criticized for inadequate coverage of women and minorities, many of its essays remain masterpieces and may be profitably consulted in conjunction with newer sources. Many of the topically focused sets listed here were published to compensate for its perceived gaps in inclusion or depth of coverage.

American Biographical Index. Lauren Baillie, editor. London ; New York : K.G. Saur, 1993. 6 vols. Index to the microform collection **American Biographical Archive** held in the Lockwood Library Reference Collection E17 .A53 1993

This index provides access to the corresponding microfiche collection, which is comprised of collated entries for individuals covered. These entrees are taken from the dictionaries it indexes. Many of the sets indexed are old and rare and are infrequently available in such a convenient collection.

Oxford Dictionary of National Biography . Edited by H.C.G. Matthew and Brian Harrison. Oxford ; New York : Oxford University Press, 2004. 60 vols. Lockwood Library Reference Collection DA28.O95 2004.

The major source for biographical information on individuals - engaged in all areas of activity -- who have lived in the British-dominated world. The later is important to note because individuals who lived in the colonies (including the American

colonies), the Commonwealth, or "associated" places are included. *The Oxford Dictionary of National Biography* is the direct successor of the esteemed *Dictionary of National Biography*. Because it includes essays on some Americans, for example, Thomas Jefferson and George Washington, it offers yet another easily accessible perspective on these famous individuals -on the other hand, many of these "colonial" essays were written by American scholars.

Women during the Civil War: An Encyclopedia. Judith E. Harper; foreward by Elizabeth D. Leonard. New York : Routledge, 2004. Lockwood Library Reference Collection E628.H37 2004

This source is comprised of both biographical and topical entries. Each entry concludes with a brief bibliography of selected readings and is 2-5 pages in length. Some entries are accompanied by photographs. Among topical entries are: *Abolition*, *African-American Women*, *Camp Life*, *Diaries*, *General Order No. 28*, and *Slavery and Emancipation*. A bibliography and index are provided.

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Videos

Abraham and Mary Lincoln: A House Divided

McCullough, David G., Geoffrey C. Ward, and David Grubin, contributors. *Abraham and Mary Lincoln: A House Divided*. Bloomington, Ind.: David Grubin Productions; [Alexandria, Va.]: PBS Video; Boston: WGBH Educational Foundation, 2001. 3 videocassettes (180 minutes).
Lockwood Microforms and Newspapers VHS E457.25

"He was a dirt farmer's son determined to make something of himself. She was the daughter of wealthy Southern aristocrats with her own powerful political ambitions. He was the Great Emancipator. She was the daughter of slave-owners. He would become more central to America's image of itself than any chief executive. She would die unnoticed and totally forgotten. Together they ascended to the pinnacle of power at the most difficult time in the nation's history." See the complementing website at <http://www.pbs.org/wgbh/amex/lincoln/>.

Africans in America: America's Journey through Slavery

Bagwell, Orlando, Susan Bellows, Steve Fayer, Angela Bassett, Bernice Johnson Reagon, and Michael Chin, contributors. *Africans in America: America's Journey through Slavery*. Boston, Mass.: WGBH Educational Foundation; [Alexandria, Va.]: PBS Video, 1998. 4 videocassettes (270 minutes).
Law Library Koren VHS E441.A37.1998

"This series considers the contradictions that lay at the heart of the founding of the American nation. The infant democracy pronounced all men to be created equal while enslaving one race to benefit another. It portrays the struggles of the African people in America, from their arrival in the 1600s to the last days before the Civil War." See the complementing website at <http://www.pbs.org/wgbh/aia/home.html>.

Toni Morrison (and Beloved)

Benson, Allan, Melvyn Bragg, and Toni Moirrison, contributors. *Toni Morrison*. Chicago: Home Vision, 1987. 1 videocassette (50 minutes).
Instructional Technology Services VHS V20116

Readings from *Beloved* are performed by Guy Gregory and Bonnie Greer. Morrison discusses slavery and its legacy and their impact on her writing and their reflection in *Beloved*.

The Civil War

McCullough, David G., Ken Burns, Ric Burns, and Geoffrey C. Ward, contributors. *The Civil War*. Alexandria, Va.: PBS Video, 1989. 9 videocassettes (680 minutes).

Lockwood Microforms and Newspapers Kit E468.7.C58.1989 and Instructional Technology Services, VHS V03123 - V03131

"This landmark documentary film series movingly and vividly presents the entire sweep of the war, from the battlefields to the home fronts, from the politicians and generals to the enlisted men and their families, from the causes of the war and the opening guns at Sumter to the stillness at Appomattox and Lincoln's assassination and beyond." See the complementing website at <http://www.pbs.org/civilwar/>.

Civil War Journal

Glover, Danny, contributor. *Civil War Journal*. New York: A&E Home Video, 1993. 6 videocassettes (6 hours, 50 minutes).

Lockwood Microforms and Newspapers VHS E468.7.C5.1993

Episodes cover such topics as: Stonewall Jackson, Fort Sumter, the Monitor versus the CSS Virginia, John Singleton Mosby, the 54 th Massachusetts Volunteer Infantry, photographer Alexander Gardner, John Brown, 1 st Bull Run, Pickett's charge, Gettysburg, and West Point classmates as enemies.

Digging for Slaves

Digging for Slaves. Princeton, NJ: Films for the Humanities, 1992. 1 videocassette (50 minutes).

Instructional Technology Services VHS V04117

" Provides many fascinating and surprising details at excavations of 18th-century slave quarters on Middleburg Plantation near Charleston; at Monticello, the home of Thomas Jefferson, whose slave holdings seem so irreconcilable with his expressed views on human freedom; and at Colonial Williamsburg, which until recently neglected to show the lives of the slaves, who made up over half the town's population."

Frederick Douglass: An American life

Greaves, William, and Lou Potter, contributors. *Frederick Douglass: An American Life*. New York, N.Y.: Your World Video, 1985. 1 videocassette (32 minutes)

Instructional Technology Services VHS V06046

"A documentary on the personal and public life of orator, abolitionist, and statesman Frederick Douglass as told in his own words. Using flashbacks, re-creates critical events that shaped his life. Covers his years as a slave; his escape; his relationships with William Lloyd Garrison, John Brown, Abraham Lincoln, and Harriet Tubman; his newspaper; and his family life."

Gettysburg

Berenger, Tom, Jeff Daniels, Martin Sheen, Ronald F. Maxwell, and Michael Shaara, contributors. *Gettysburg*. An adaptation of *The Killer Angels*. [Atlanta, Ga.]: Turner Home Entertainment, 1993. 2 videocassettes (about 260 minutes).

Lockwood Microforms and Newspapers VHS PN1997.85.G477.1993

"On July 1, 1863, more than 150,000 Union and Confederate soldiers were drawn into one of the bloodiest battles of the Civil War. When it was all over, 50,000 men had paid the ultimate price. Today, Gettysburg is known as the turning point of the war and a pivotal event in American history. Featuring some of the most authentic Civil War battle scenes ever committed to film, and outstanding performances by the cast, 'Gettysburg' accurately depicts the events, battles and personal struggles of valor on both sides of the Civil War."

Glory

Broderick, Matthew, Denzel Washington, Cary Elwes, Morgan Freeman, Kevin Jarre, Edward Zwick, James Horner, contributors. *Glory*. Culver City, Calif.: TriStar, 2000. 1 videocassette (about 122 minutes).
Lockwood Microforms and Newspapers VHS E656.G56.2000

"One of the very best films about the Civil War, this instant classic from 1989 is also one of the few films to depict the participation of African American soldiers in Civil War combat. Based in part on the books *Lay This Laurel* by Lincoln Kirstein and *One Gallant Rush* by Peter Burchard, the film also draws from the letters of Robert Gould Shaw (played by Matthew Broderick), the 25-year-old son of Boston abolitionists who volunteered to command the all-black 54th Regiment of the Massachusetts Volunteer Infantry. Their training and battle experience leads them to their final assault on Fort Wagner in South Carolina, where their heroic bravery turned bitter defeat into a symbolic victory that brought recognition to black soldiers and turned the tide of the war."

Lincoln

Kunhardt, Philip B., Lincoln, James Earl Jones, Alan Menken, Peter W. Kunhardt, Jason Robards, and Glenn Close, contributors. *Lincoln*. Alexandria, Va: PBS Video, 1992. 4 videocassettes (56 minutes each).
Lockwood Microforms and Newspapers VHS E457.L56.1992

"Captures the drama of Lincoln in his own words. Drawn from letters, speeches and diaries, Lincoln's words are brought to life by the voice of actor, Jason Robards. Uses historic black and white photographs to portray Lincoln and the period of the Civil War in American history."

Sankofa

Gerima, Haile, Shirikiana Aina, Kofi Ghanada, Oyafunmike Ogunlano, and Alexandra Duah, contributors. *Sankofa*. Wash., D.C.: Mypheduh Films, 1993. 1 videocassette (125 minutes).
Instructional Technology Services VHS V19193

"Sankofa -- an Akan word meaning, 'one must return to the past in order to move forward' -- is the story about the transformation of a self-possessed African-American woman sent on a spiritual journey in time to experience the pain of slavery and the discovery of her African identity."

Thomas Jefferson

Burns, Ken, Sam Waterston, Ossie Davis, Camilla Rockwell, and Geoffrey C. Ward, contributors. *Thomas Jefferson*. [Alexandria, Va.]: PBS Home Video; Turner Home Entertainment, 1997. 2 videocassettes (180 minutes).
Lockwood Microforms and Newspapers VHS E332.T38.1997


"Commentators, including the noted African American historian John Hope

Franklin, grapple with the peculiar inconsistencies of Jefferson's life. The man who wrote the Declaration of Independence owned slaves, and some of what he wrote about race is both troubling and puzzling. This film (which covers Jefferson's entire life, including his two terms as the young country's president and his later years in Virginia) doesn't sidestep controversy but provides a balanced account of one of the most fascinating of all Americans. "

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Abraham Lincoln's Journey to Emancipation

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Student Work

In the fall 2004, students in the University at Buffalo Honors Program explored the *Forever Free* exhibition themes through a series of lectures, presentations and directed reading assignments.

Documents in this region of the *Forever Free* website are representative examples of student work, and reflect the range of topics explored and discussed throughout the course and in partial fulfillment of course requirements.

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Fun Facts

Social Studies for Kids

Scholastic:

<http://teacher.scholastic.com/researchtools/articlearchives/civics/presid/fun/prhang.htm>

2004-1996 Scholastic Inc.

The United States Mint U.S. Department of the Treasury

http://www.usmint.gov/about_the_mint/fun_facts/index.cfm?action=fun_facts4

1998-2004 U.S. Mint

Abraham Lincoln Online

Fun Facts Quiz

<http://showcase.netins.net/web/creative/lincoln/quiz.htm>

2004 Abraham Lincoln Online

Lincoln Quotes

Cool Quiz

<http://www.coolquiz.com/trivia/quotes/quote.asp?dir=Lincoln>

1999-2004 Cool Quiz Network, Inc.

The Quotations Page

<http://www.quotationspage.com/quotes.php3?author=Abraham+Lincoln>

1994-2004 Quotationspage.com Michael Monchur

CivilWarStudies.org

<http://civilwarstudies.org/trivia.htm>

1995-2004 Smithsonian Associates

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Multimedia

Photo Gallery

Log Cabin

<http://memory.loc.gov/>

This photo, titled "Creel Cabin From the East," was taken by Lester Jones on August 22, 1940 ; the cabin featured in the picture is Lincoln 's birthplace. Historic American Buildings Survey (Library of Congress), Library of Congress, Prints and Photograph Division, Washington , D.C. 20540 USA .

Martin Delany

<http://dbs.ohiohistory.org/africanam/page.cfm?ID=5548>

This photo, titled " Martin Robison Delany," was taken in 1887 by Anonymous. National Afro-American Museum & Culture Center .

Ely S. Parker

<http://www.pentagon.gov/specials/nativeam02/images/1parker.jpg>

This photo, titled "Ely S. Parker," was taken on an unknown date by an unknown person. Ely Samuel Parker was born a member of the Seneca Indian tribe in 1828; his first tribal name was Hasanowanda ("The Reader"). His family had originally adopted the Parker name for use when dealing with the white settlers in the area. U.S. Department of Defense.

John Brown

<http://www.anb.org/articles/img/000836.jpg>

This photo, titled "John Brown," was taken circa 1850 by Anonymous. Library of Congress.

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PBS Movie on Lincoln "Mary and Abraham Lincoln: A House Divided"

Located at <http://www.pbs.org/wgbh/amex/lincolns/> gives a whole variety of information complementary to the video, portions of which we watched in class. The video itself gives a detailed account of the lives of both Abraham Lincoln and Mary Todd Lincoln.

Glory

A review of the movie can be found at <http://www.destgulch.com/movies/glory/> complete with sound samplings from the movie and numerous pictures.

Lincoln Speeches (Audio)

Reading of Lincoln's "Cooper Union Address" (an excerpt). Regarded as the speech that made Lincoln president this is from the NPR website and is a reading by an actor at Cooper Union in NYC. The NPR website is <http://www.npr.org/templates/story/story.php?storyId=1876321> and contains a link to the audio file.

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Abraham Lincoln: Commander in Chief & Political Leader

Shana Sessler

University at Buffalo Honors Program

After Abraham Lincoln emerged the winner of the election, his foremost goal was to politically unite both his party and the nation. Thus, he selected many of the members of his cabinet from among the most ambitious of his political rivals, including Salmon P. Chase (Secretary of the Treasury), Edward Bates (Attorney General), and William Seward (Secretary of State), all of whom had vied for the Republican nomination and presidency. In addition, he appointed Simon Cameron Secretary of War, Caleb B. Smith Secretary of the Interior, and Montgomery Blair Postmaster General in exchange for their role in his nomination. Lincoln had a strong desire to surround himself with ambitious and talented advisors and was not afraid of being over-shadowed by such men. Lincoln, a skilled manager, kept all the cabinet focused during their time in his administration and maintained overall control.

The cabinet member who may have posed the greatest challenge to Lincoln was William Henry Seward, who was Secretary of State from 1860 until Lincoln's assassination. Seward intended to act as an older, wiser, more politically experienced mentor to Lincoln. Seward tried to use the perceived lack of strong leadership in the administration to consolidate his power. Therefore, among numerous other challenges as new president, Lincoln had to demonstrate to Seward that he was in command.

The method by which Lincoln was able to convert Seward from chief political rival, and intended prime minister to trusted advisor and confidante, demonstrates the skillful manner in which Abraham Lincoln managed his advisors, generals, and the public as Commander in Chief and political leader during the United States Civil War.

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Abraham Lincoln, Esquire

by Matt Kosloski

University at Buffalo Honors Program

Abraham Lincoln was a self-made man in every sense of the phrase. Rising from obscurity as the son of a backwoods farmer, he distinguished himself in virtually every aspect of his life. We all know Lincoln as president and the Great Emancipator, but there is another side of the man that is all too often overlooked. Long before Lincoln ever dreamed of setting foot in Washington, D.C. he looked towards the courtroom. He was first and foremost a man of the law. It was his career in law that not only sculpted his later path in life, but made him the man we all know and admire. It was a very versatile tool, going so far as to provide him with the platform for launching his political career as well. His characteristic shrewd courtroom tactics and appeal to reason would come to define his presidency. Even when leaving to take office in Washington, he attested his heart would always lie with the law. He left his law partner and best friend with a final reassurance, "If I live I'm coming back some time, and then we'll go right on practicing law as if nothing had ever happened."

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Abraham Lincoln and Race and Slavery

By Megan Francis

University at Buffalo Honors Program

Abraham Lincoln, sixteenth president of the United States of America, vehemently opposed the institution of slavery, but maintained a pragmatically directed view on the issue of race in order to appease the large population of white supremacists that existed in the North. Although many northerners opposed slavery, they were hesitant to accept African Americans into their social, economic, and political system; therefore, Lincoln delayed issuing the preliminary Emancipation Proclamation until September 22, 1862, two years after the Civil War had commenced. However, prior to his presidency, Lincoln had an active political career, which he utilized to demonstrate his opposition to slavery. As a Whig representative in the United States Congress from 1847 to 1849, Lincoln proposed a resolution that called for the gradual compensated abolition in the District of Columbia; however, the resolution was not passed. Establishing himself as an antislavery politician, Lincoln received the Republican nomination and won for presidency in 1860. As a result of his election, seven southern states seceded from the Union and formed the Confederacy. Fearing other states would follow, Lincoln stated on March 4, 1861 in his First Inaugural Address, "I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so." He maintained that his purpose was to save the Union, not to free the slaves. As the Civil War continued, Lincoln received pressure to take a stand on slavery, and, although he feared its consequences, Lincoln issued the Emancipation Proclamation on September 22, 1862. Pertaining to the abolition of slavery in states still in rebellion, the Emancipation Proclamation failed to actually free any slaves but gave hope to slaves as well as free blacks. Lincoln clearly opposed slavery; however, his attitude towards the equality of the races was uncertain.

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Abraham Lincoln and His Religion

by Kailee Neuner

University at Buffalo Honors Program

Abraham Lincoln -- the deist, the Presbyterian, the Baptist, the Calvinist, the highly religious, the scoffer of religion -- all are claims about the sixteenth president of the United States. Lincoln's religion has been a controversy since his death and quite honestly was a controversy even when he was alive. Religion first entered his life when he was a child and subjected to strong Calvinistic Baptist beliefs. He then moved to Springfield, Illinois where he was exposed to evangelism through the Methodists. This period of his life turned him off to religion and he became a free thinker. Even though he was disappointed with the fighting religions and evangelist preachers, he still had a curiosity concerning religion. He decided to rent a pew at the First Presbyterian Church in Springfield. When he entered the White House, one could say his religion was Republicanism. He strongly believed the Declaration of Independence should be the moral ruling of the nation. He always believed in a higher being, however. He believed there was a God, but never makes reference to Jesus Christ, the Son of God. His God was his own personal God. He did not believe or agree with organized religion, however, he attended Presbyterian services with his wife in Washington and was said to occasionally go to mid-week prayer meetings. He strongly believed in prayer and it, as well as his personal God, became more important in his life as the Civil War progressed. Friends, family members, and thousands of Union and Confederate soldiers were dying. Lincoln turned to God for an answer. He began to believe in a highly radical belief that God was not on either the Union side or the Confederate side. God was punishing the nation as a whole because everyone, not just the South, was guilty for the sins of slavery. He also believed everything was preordained and that what would happen would be the doing of God. Lincoln struggled for years over his religious views and they were constantly transforming as events unfolded. Although Lincoln never formally joined a church, there is no doubt that he was a highly religious man who respected his personal God to the utmost.

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African American Military Service During the Civil War

By Peter Ruocco

This document chronicles African American military service during the Civil War from its inception until the war's end. It briefly describes the service of African Americans during the Revolutionary War, and the enlistment of about 3,000 men. The rest of the article focuses on the Civil War exclusively. African Americans served in such battles as Appomattox Court House, Vicksburg, and Fort Wagner. President Lincoln first allowed black soldiers to be trained in 1862 under the guidance of Rufus Saxton, and then allowed full-scale training after the Emancipation Proclamation was issued. Among the black troops that actually fought in the war, the Massachusetts 54th Regiment was easily the most famous. They were led by Robert Gould Shaw, and battled at Port Hudson, Fort Wagner, and Milliken's Bend. A second black unit was the First South Carolina Volunteer Regiment, which raided numerous Confederate strongholds along the Atlantic coast. Yet another black unit is the First Regiment Kansas Colored Troops. Also, some African Americans began training for the Confederate Army (under the promise of freedom), although they were never mustered into action. During the Civil War, 169,038 blacks went to battle as Union soldiers, but a mere 100,859 returned. Nearly 30,000 black men died of disease, while 3,000 died from battle wounds. [Editor's note: Figures vary by source. About 200,000 blacks served in the Union Army and Navy. The most recent research gives naval service at about 24,000. There were about 29,000 deaths from disease in black regiments, from a total of about 68,000 casualties for those in both services.] This led many people to believe that African Americans are more susceptible to disease than whites. In all, blacks played a crucial part of the Union war cause, and their actions will not be forgotten.

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Batavia, New York: One Small Town's Big Contribution to the Union

Sarah Duval

University at Buffalo Honors Program

The American Civil War is often looked upon as our nation's darkest hour. That fateful morning in April 1861 when shots were fired at Fort Sumter marked the beginning of the bloodiest of all American wars. In fact, in only two days at the Battle of Shiloh, more Americans fell than in all previous American wars combined. Four years later the death toll stood at 620,000, over 2% of the nation's total population at the time. Even today, more American died in the Civil war than from all American wars from the Revolution to Vietnam combined. Two and a half million men fought for the Union alone. Of all the states, Confederate or Union, none equaled New York's contribution in participation or casualties incurred. New York sent 450,000; 46,534 never returned. Where did these men, some only boys, come from? Some came from cities like New York and Buffalo, but many came from small towns. One town which made an exceptional contribution was Batavia, New York. In 1860 Batavia had a total population of 5,815. Over the next 5 years, 830 would serve in the Union Army, approximately 15% of the total population and 30% of the total male population. Of those who served, three rose to national prominence and changed the course of history. Captain Charles F. Rand, Maj. General Emory Upton, and Col. Ely Parker all went above and beyond the call of duty in their outstanding contributions to America. [Editor's note: Parker was born in Indian Falls, New York, when it was still part of the Tonawanda Indian Reservation. He was a Mason, "raised" in Batavia Lodge No. 88, later affiliated with Valley Lodge No. 109, and the founder of Akron Lodge No. 527. As a child, he lived nearer to Batavia than Buffalo.] These three brave men fought to keep our country together.

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Economics of Slavery

by Steve Battaglia

University at Buffalo Honors Program

Slavery is a topic that has been discussed throughout history, from the time of ancient Rome all the way up to mid-19th century America. When people discuss slavery, they tend to discuss the social aspects of it; they focus on the moral correctness of one human being having ownership of another. But slavery goes much deeper than just a social and moral level, it goes all the way to the economy of the slave holding people. Slaves are used as an inexpensive source of labor to produce a product, whether it is through agriculture, or in more rare cases, skilled labor. These products that are produced by the slaves are then sold by the slaveholders to make a profit; a profit that is derived directly from the use of slave labor. Not only can profit be made through the use of slave labor but can also be made through the sale of slave labor. Slave holders must pay slave traders a premium in order to reap the benefits of slave labor. If the profit of a group of people is based upon something, it is said that the economy of these people is based upon the same thing. With this said, the mid-19th century South can then be labeled as a slave-based economy, because the majority of its profits were based upon the use of slave labor.

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The Emancipation Proclamation and Its Human Consequences

by Ashley Wutz

University at Buffalo Honors Program

The topic of my paper is the Emancipation Proclamation and its effects on as well as the reactions of African Americans. In my paper I focused on the immediate reaction of those freed by the proclamation and the alteration of African American life post-Civil War and into Reconstruction. Emphasis is placed on the lifestyle and culture that developed among the society of freedmen. The livelihoods of African Americans and the institution of sharecropping and tenant farming are assessed. First hand black perspectives are analyzed to reveal the feelings and sentiment of the period. The political structure of the time period is also taken into account and the affect that restrictive black codes had on those newly freed. Racism and the emergence of organized hate groups such as the Klu Klux Klan and their effects on blacks are also analyzed. The political structure and social patterns that emerged and the people and organizations such as the Freedmen's Bureau and how they shaped African American life are assessed. The struggle and lengths African-Americans took to become educated is also addressed. Changes in financial responsibilities and freedmen's ability to adapt to fluctuations in a market economic system and its impact on their daily lives are also discussed.

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"Just in the Nick of Time:" The Election of 1864

By Jennifer Taggart

University at Buffalo Honors Student

The election of 1864 has been deemed one of the most significant elections in American history. It was between the Republican candidate Abraham Lincoln and Democratic candidate George B. McClellan. This election was held during the height of the Civil War and dealt with many significant issues. The fate of the United States and a verdict on the future of slavery were two of the primary issues that were at stake.

The Presidential race, in addition to the war, was decided in battle. Had the Union not gained key victories in its capture of Atlanta, there is a distinct possibility that Lincoln would not have won the election. During this election, a vast array of events directly affected each other as the nation was suspended in a delicate balance.

Lincoln was reelected, which was greatly a result of the Union army's key victories in the months leading up to the election. Although he only served for a short time before his assassination, Lincoln was able to bear witness the Union army's control of the Confederates and he watched as the emancipation of slaves began to take hold.

The Republicans and the Democrats were the two key parties in politics. For the election, however, the party names and goals were changed to help their chance of success. In 1864, the Republicans became the National Union Party, which opened the party to Democrats, as well as Republicans. The faction even selected a Democrat as Lincoln's running mate to help the Republican cause. The Democrats, too, had a unique party in 1864. While they kept their name, the Democratic Party branched into two parts, the War Democrats and the Peace Democrats. These two branches differed vastly in the approach they wanted their party to take in ending the war. Due to these opposing viewpoints, McClellan was forced to stand on a party platform with which he did not agree.

In addition to the parties of the election, the issue of miscegenation, or black men with white women, was also quite prevalent. Other key points within the election of 1864 include Lincoln's Emancipation Proclamation and the Thirteenth Amendment. While the issues of the election were immensely important, however, they cannot overshadow the results. For the first time, American citizens were given the opportunity to voice their opinions of slavery. Because a consensus from the nation had never been heard on the issue, the result was entirely unpredictable. In the election of 1864, the people of the United States of America were heard, and the institution of slavery was placed on the road to elimination.

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The Underground Railroad

by Maria Bucukovska

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Throughout history, systems of bondage have been present throughout the world. Slaves have used numerous methods to free themselves of the inhumane conditions by which they have been coerced to live. In the United States, the Underground Railroad was a prominent way of aiding the escape of slaves from the South.

The Underground Railroad was an intricate system that incorporated a variety of individuals and resources to bring slaves to freedom. It was most readily used during a very volatile time period in American history, the early to mid-1800's. Although white abolitionists were significant contributors to the Underground Railroad, African Americans were the individuals who predominantly maintained and financially supported this system. The fact that some were free and others were fugitives shows that the black supporters of the Underground Railroad had disparate backgrounds. Some of the daring and courageous people who aided the escape of slaves included Harriet Tubman, David Ruggles, William Still, and Frederick Douglass. Slaves felt the need to flee from the Southern plantations due to a myriad of reasons. They traveled north along various routes, generally with the final destination being Canada. Along their journey, code words such as "lines," "conductors," and "packages" were implemented to ensure protection of the slaves from slave catchers.

The road to freedom was a challenging, yet worthwhile one for many determined fugitive slaves. Sometimes, violence was necessary in escaping cruel captivity. A variety of individuals, black, white, men, women, wealthy, and poor offered their assistance to runaways trekking along the Underground Railroad. As a result of this system, bonds were formed among African Americans and whites, and thousands of grateful fugitives were finally free.

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Historical Documents

Emancipation Proclamation

This site provides a brief description of the Proclamation. It also provides the original version of the Proclamation on 5 separate pages.

The web site is:

http://www.archives.gov/exhibit_hall/featured_documents/emancipation_proclamation/

and it is provided by the U.S. National Archives & Records Administration in Washington , D.C.

Declaration of Independence

This site provides information and useful links about the Declaration of Independence. It provides two versions of the Declaration, the original document as well as a very famous engraving by William J. Stone.

The web site is

http://www.archives.gov/national_archives_experience/charters/declaration.html and it

is provided by the U.S. National Archives & Records Administration in Washington , D.C.

Political Cartoons

This site provides cartoons of Abraham Lincoln from 1860-1865 and also an album of cartoons dealing specifically with the elections of 1860 and 1864.

"Breaking that Backbone" is an appropriate political cartoon of the time. It is found at <http://www.indiana.edu/~liblilly/cartoon/backbone.html>

"Dividing the National Map" is a political cartoon dealing with the election of 1860. It is found at <http://www.indiana.edu/~liblilly/cartoon/devision.html>

"Union and Liberty ! Union and Slavery!" is a political cartoon about dealing with the election of 1864. It is found at <http://www.indiana.edu/~liblilly/cartoon/union.html>

Abraham Lincoln's Journey to Emancipation

FOREVER FREE



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March 2005

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