

Alexander Hamilton Exhibition Tour Itinerary

Important exhibit display information: The first date of your exhibit display period is a Thursday. The shipper will deliver the exhibit to you no later than Wednesday—the day before. You can schedule programs for Thursday evening, but please do not plan programs early on Thursday in case of delivery problems (they are rare, but do happen). Friday openings and programs are the best—you may open the exhibit whenever it suits your local schedule. This exhibit will take 2-3 people approximately 2-3 hours to unpack and set up.

The last date in your exhibition period is a Friday, which should be the closing date for the exhibition (you may close the exhibit earlier if you wish). Because there is limited time available to get the exhibition from one site to another, libraries should have the exhibition dismantled and ready for pick-up on the Monday after the exhibition closes. This does not mean the shipper will always pick up the exhibit on Monday, but the exhibit should be ready to go on Monday morning.

	<u>Copy 1</u>	<u>Copy 2</u>
<u>2006</u>		
Jan. 12 – Feb. 24	Poughkeepsie NY Poughkeepsie PL	Prince William VA Prince William PL
March 9 – April 28	Burlington VT Champlain College	Towson MD Towson University
May 11 – June 23	Toms River NJ Ocean County Library	Clinton Township MI Clinton-Macomb PL
July 6 – August 18	Martinsburg WV Martinsburg-Berkeley Co. PL	Spring Lake MI Spring Lake District Lib.
August 31 – Oct. 13	Columbus OH State Library of Ohio	Springfield, IL Illinois State Library
Oct. 26 – Dec. 8	McKenzie TN Bethel College	Midwest City, OK Rose State College
<u>2006-2007</u>		
Dec. 21 – Feb. 16	Athens GA Athens-Clarke Co. Lib.	Cypress, TX Harris Co. PL/Cyfair Br.
March 1 – April 20	Ruston LA Louisiana Tech Univ.	Kingsville, TX Texas A&M Univ.

May 3 – June 15	Pearl MS Pearl PL	Allen, TX Allen PL
June 28 – August 10	Brunswick GA Brunswick-Glynn Co. Lib.	---
Aug. 23 – Oct. 5	Palm Bay FL DeGroot Memorial Lib.	Blair, NE Dana College
Oct. 18 – Dec. 7	Christiansted VI Florence Williams PL	St. Cloud, MN St. Cloud University
<u>2008</u>		
Dec. 20 – Feb. 15	Boca Raton FL Florida Atlantic Univ.	Missoula, MT Missoula PL
Feb. 28 – April 18	Auburn, AL Auburn University	McMinnville, OR Linfield College
May 1 – June 13	Spartanburg SC Spartanburg Co. PL	Brigham City, UT Brigham City Lib.
June 26 – Aug. 8	Williamsburg VA Williamsburg Reg. Lib.	Racine, WI Racine PL
August 21 – Oct. 3	Jamaica NY Queens Borough PL	Minneapolis, MN Minneapolis PL
Oct. 16 – Dec. 5	Teaneck NJ Fairleigh-Dickinson Univ.	Normal, IL Illinois State Univ.
<u>2008-2009</u>		
Dec. 18 – Feb. 13	Boston MA Boston PL	Elgin, IL Gail Borden PL District
Feb. 26 – April 17	Springfield MA Western New England College	Detroit, MI Wayne State Univ.
April 30 – June 12	---	Buffalo, NY Buffalo Erie Co. PL

Hamilton@ala.org

ELECTRONIC DISCUSSION LIST

The ALA Public Programs Office will maintain an electronic discussion list for “Alexander Hamilton: The Man Who Made Modern America” participants. The list is open, and anyone can subscribe—see how to subscribe below. Undeliverable addresses will be automatically deleted.

To subscribe to the “Alexander Hamilton” electronic discussion list:

Send an email to listproc@ala.org with the message “Subscribe Hamilton (your name)”

Example: Subscribe Hamilton Deb Robertson

GUIDELINES

The Public Programs Office subscription electronic discussion lists are intended for:

- Substantive discussion of issues and ideas relating to public programs at libraries, such as formats, funding, etc.
- Sharing information about library programming; especially cultural programming for adult community audiences.
- Queries and advice to/from peers.
- Announcements from the ALA Public Programs Office regarding opportunities and initiatives.

When submitting a message to a list, please keep in mind:

- The lists are open, and anyone can subscribe, so all postings should be of a public, non-confidential nature.
- All submissions should be in plain text without attachments.
- If you simply reply to a posted message, you will be responding to the entire list, not just the sender. When responding to a message posted to the list, please copy the sender's email address and respond to them directly; reply to the posted message only when you wish to share your response with the entire list.
- Basic rules of electronic mail etiquette are expected; e.g., anonymous submissions, character assassination, sharing confidential information and profanity are strictly prohibited.
- If you are subscribed to any ALA list, please do NOT enable any auto-response for your email address. If you are going away and absolutely must explain to people that you won't be checking your email, please unsubscribe from the list first.

Questions?

Contact the ALA Public Programs Office at publicprograms@ala.org

Security and Insurance

Exhibitions may be displayed in a gallery or other open area in the library, but preferably not in a hallway. No ALA-sponsored exhibition is to be displayed outdoors or in a tent or other temporary structure. Please do not store any exhibit shipping crates outdoors.

Supervision by a guard or library staff member is required. It is preferable that someone be in the room with the exhibition at all times—they may be performing other duties as well as monitoring the exhibition. If that is not possible, we expect that a staff member or guard will walk around and monitor the exhibit periodically during the times it is open to the public. We suggest doing this at least every 15 minutes during times of peak library use and every half-hour at less busy times.

ALA has primary responsibility for investigating loss or damage to the exhibit and determining fault. If a library is determined to be at fault in damage or loss, then the library will be responsible for paying costs to replace or restore parts of the exhibit. If the library is determined not to be at fault, then ALA, through the exhibition grant budget and insurance coverage, will handle the costs of damage or loss.

The value of the “Alexander Hamilton” exhibit is \$60,000 for insurance purposes. Some libraries add a rider to their insurance policy for the exhibit period, but ALA does not require libraries to do this.

Telling legislators about the exhibition

Please inform your local, state and national legislators that the library and the community are participants in a major project funded by the National Endowment for the Humanities. Invite them to the opening reception or to other programs you are sponsoring; invite them to speak or introduce speakers.

Also urge your patrons to contact their legislators about library programs they value. Anne Prusha, of the Geauga County Public Library in Chardon, Ohio, a previous ALA exhibition host, distributes a flyer that says:

“If you enjoyed the program this afternoon, please feel free to write to any or all of the following to express your appreciation. Paper and envelopes are available as you leave and there will be stamps for sale if you wish to write immediately. Thank you in advance for supporting your library and its programs.”

A list of local, state and federal elected legislators and their addresses and fax numbers follows.

The Americans with Disabilities Act

The Americans with Disabilities Act (ADA) (PL 101-336), which went into effect in July 1992, guarantees that people with disabilities shall have equal access to employment, public services and accommodations, transportation and telecommunications services. As public service providers, libraries must make reasonable efforts to give disabled people the same access to information, programs and resources enjoyed by those who are not disabled.

Each library on the "Alexander Hamilton" tour will have varying capabilities for providing equal access to disabled people. We urge you to do as much as you reasonably can to make the exhibition accessible to the disabled population.

Enlisting the aid of the person who is responsible for services for the disabled in your local government may be helpful. Local agencies serving the disabled can also give advice.

We offer the following suggestions to enhance the accessibility of "Alexander Hamilton":

- Allow space for wheelchairs when you are setting up the exhibition.
- Prepare a large-print version of publicity materials and program handouts.
- Offer signed tours of the exhibition at specified times.
- Provide for signing at programs related to the exhibition.
- Produce an audiotape of the exhibition text.
- Make members of the library staff available at certain times to walk through the exhibit with people in wheelchairs, the visually impaired, etc.

Why the ALA works with other partners and funders to circulate traveling exhibitions to libraries

Libraries are many things to their communities. They offer the practical information people need to improve the quality of their lives and to increase their options in a complex society. Libraries also give their communities something less tangible, yet just as essential to a satisfying and productive life--nourishment for the spirit.

Programs that encourage people to think about history, ethics, music, visual and literary arts, and human values are an integral part of the mission of libraries.

Exhibitions in libraries stimulate the public's interest in the world of ideas. They are not ends in themselves, but starting points for substantive programming, discussion and study. One goal of ALA exhibitions is to encourage visitors to go beyond the images and to explore exhibition themes with the help of programs and bibliographic aids offered by host libraries. A related goal is to help libraries strengthen their role as an intellectual forum and central cultural and educational institution in the community.

“Alexander Hamilton” Exhibition credits

Please use the following credit information on materials you produce for the exhibition. Also see “Further Guidelines for Sponsor Acknowledgement” below. If space is a problem, you may use the first paragraph only.

“Alexander Hamilton: The Man Who Made Modern America” is a national traveling exhibition organized by the New-York Historical Society, the Gilder Lehrman Institute of American History, and the American Library Association. The traveling exhibition has been made possible in part through a major grant from the National Endowment for the Humanities, dedicated to expanding American understanding of human experience and cultural heritage.

The traveling exhibition is based on the New-York Historical Society’s exhibition commemorating the 200th anniversary of Hamilton’s death as well as the 200th anniversary of the founding of the Society in 1804.

Further Guidelines for Sponsor Acknowledgment:

- **The credit above should appear on all printed and other visual materials** related to the exhibition, including press releases, brochures, publications, invitations, program flyers, advertisements, press kits, announcements, Web sites and local posters. It should also appear on any signage at the entrance to the exhibition. On all materials, it should appear in a type size that is readable and appropriate to the overall design. If there are space issues, please use the first paragraph only.
- **Please use the New-York Historical Society, Gilder Lehrman Institute, and American Library Association logos** on materials whenever possible, in particular on smaller PR pieces on which there is not space for the full credit.
- **In speaking to or sending press releases** to newspaper reporters, radio and TV interviewers and other media personnel, please stress that full sponsorship and funding credit should be included in all articles and features. *Some libraries include a line set off at the beginning of press releases saying "Editor: Please do not edit out sponsorship credits in paragraph ___."*
- **At press events and in public programs:** The sponsorship of the NEH, the New-York Historical Society, the Gilder Lehrman Institute, and the ALA should be acknowledged orally at the beginning and end of press conferences, public programs, and other public events connected with the exhibition, and at the beginning and end of radio or television interviews. Use the official exhibition credit as a guide for oral announcements.
- **Local sponsor credits:** Local sponsor credit must follow the “Alexander Hamilton” exhibition credit line or logos and be in a type size no larger than the exhibition credit. The exception is materials which are entirely supported by another funding source. In those cases, it is still necessary for the credit line and/or logos above to appear, but the additional sponsor's credit may appear first and in larger type.

Important!—Publicity approval

Publicity for the exhibition is the responsibility of the exhibiting library; however, ALA will work with each library to achieve the best coverage possible. Please contact the ALA Public Programs Office if you have questions or need PR materials. ALA Public Programs exhibit staff will be happy to speak to local reporters who are doing stories about the exhibit.

LIBRARIES MUST SUBMIT TO ALA--AT LEAST THREE DAYS BEFORE PRINTING OR POSTING--ALL DRAFT COPY of press releases, media advisories, Web site designs, backgrounders, program flyers, ads, and exhibition invitations to the ALA Public Programs Office by either fax or e-mail.

Please send draft copy to Susan Brandehoff, Tel.: 1-800-545-2433, ext. 5054, Fax: 312-944-2404, E-mail: sbrandeh@ala.org; or Lainie Castle-Cimfel, Tel. 1-800-545-2433, ext. 5055, Fax: 312-944-2404, E-mail: lcastle@ala.org. Materials will be reviewed immediately.

Copies of all press coverage, including videotapes of television coverage and audiotapes of radio reports, should be sent to ALA with the library's final report.

Hamilton web sites at host libraries

If you have an Alexander Hamilton web page on your library web site, send an e-mail with the address of your site to the ALA Public Programs Office to include as a link on their project Web site (www.ala.org/publicprograms/). The ALA Public Programs Office e-mail address is publicprograms@ala.org

Most of the exhibition Site Support Notebook will also be available through the main ALA Alexander Hamilton web site:

<http://www.ala.org/publicprograms/hamilton/>

To access the Online Site Support Notebook, click on the link to the “Online Site Support Notebook” from the main page for Alexander Hamilton. If you have any difficulties, please contact the ALA Public Programs Office using the contact information on page 1 of this guide.

Authorized publicity images, captions and credits

All libraries will receive a CD containing authorized publicity images, captions and credits, sponsor logos and sample PR materials. Please keep this CD in a safe place. A replacement fee may be charged for libraries requesting additional copies. These images will not be on the exhibition web site. Please use credit lines at all times; captions are encouraged if space is available.

1. Alexander Hamilton (1757-1804) by John Trumbull (1756-1843). New-York Historical Society, Gift of Thomas Jefferson Bryan

John Trumbull painted Alexander Hamilton several times. In this posthumous image, derived from earlier versions, Hamilton seems mature but still youthful.

2. Aaron Burr (1756-1836) by John Vanderlyn (1775-1852). New-York Historical Society, Gift of Dr. John E. Stillwell

Colonel, state attorney general, U.S. Senator, and third Vice President, Aaron Burr charmed or alarmed everyone he met. He killed Alexander Hamilton in a duel in Weehawken, New Jersey on July 11, 1804.

3. New-York Manumission Society Minutes, January 2, 1785-November 21, 1787. New-York Historical Society

In 1785 Alexander Hamilton and 31 other prominent New Yorkers founded the New-York Manumission Society, dedicated to ending slavery. The Society adopted this credo: “[T]hose, among us, who are held as Slaves...are by Nature, as much entitled as ourselves” to liberty.

4. Constitution of the United States. Page one of the final version printed September 17, 1787. Inscribed inside: *For Jonathan Williams, Esq. from B[enjamin] Franklin.* The Gilder Lehrman Collection, on deposit at the New-York Historical Society

Alexander Hamilton was one of fifty-five delegates at the Constitutional Convention in Philadelphia in August 1787 and the only one from New York to sign the Constitution.

5. United States Flag, c. 1781. New-York Historical Society.

American troops carried cotton and wool flags like this at the Revolution’s climactic battle at Yorktown, Virginia, in 1781. Alexander Hamilton, eager to fight after years of staff work, led a decisive infantry charge at Yorktown.

6. Mourning ring, 1805. New-York Historical Society, Gift of Mr. B. Pendleton Rogers

This gold ring, set with a lock of Hamilton’s hair, was presented by Elizabeth Hamilton to Nathaniel Pendleton, her late husband’s second in his duel with Aaron Burr.

7. Letter from Alexander Hamilton to Elizabeth Schuyler, October 5, 1780. The Gilder Lehrman Collection, on deposit at the New-York Historical Society

“I have told you, and told you truly that I love you too much,” Alexander Hamilton wrote his bride-to-be. “I meet you in every dream.” By marrying into the prominent Schuyler family of Albany, New York, Hamilton secured a place for himself in the world of wealth and power.

Guidelines for Use of Publicity Images

Because of strict permissions agreements with institutions lending images for the exhibition, only Alexander Hamilton tour libraries are authorized to use these images in their publicity. However, libraries may authorize newspapers and other media to use the images for exhibit publicity only.

- The use of these images is restricted to noncommercial or educational activities and promotion of the “Alexander Hamilton” exhibition at the specified library venues hosting the exhibit. This use should occur only during the time period for which the library is scheduled to host the exhibit or for advance publicity. Resale or commercial use of any image for profit in another publication, edition, format, or language is prohibited. Images may not be used for publicity for programs involving fundraising.
- A copy of all publicity materials using any of these images must be provided to the Public Programs Office with the library’s final report for the exhibition.
- Libraries may not reformat, redesign or otherwise alter the images, nor re-use the images in other products not associated with the exhibit, nor allow others to use them (except for media outlets). Libraries may print color images in black-and-white.
- All images must be accompanied by the credits provided with the image. The use of accompanying explanatory captions is strongly encouraged.
- In the event of violation of these conditions, the sponsors of “Alexander Hamilton” reserve the right to terminate a participating library's use of the exhibition.
- Libraries are liable for damages, claims, suits or other legal proceedings arising from or attributed to violation of third party rights resulting from any unauthorized creation, use, display, or modification of advertising or publicity materials relating to the exhibit.

SAMPLE MEDIA ALERT/CALENDAR LISTING

For Immediate Release
(MONTH, DATE, YEAR)

Contact: (LIBRARY CONTACT)
(TELEPHONE, E-MAIL)

At the (NAME OF LIBRARY).....

A groundbreaking national traveling exhibition opening at the (NAME OF LIBRARY) on (DATE) tells the remarkable story of Alexander Hamilton, the statesman whose face is on the ten-dollar bill, but whose life is a mystery to most Americans. Hamilton (1757-1804), became the first U.S. Secretary of the Treasury at age 32, and was a Revolutionary War soldier, financial and legal genius, opponent of slavery, and author of most of the *Federalist Papers*, which were critical in 1787–1788 in gaining popular support to ratify the Constitution.

“Alexander Hamilton: The Man Who Made Modern America” recounts Hamilton’s meteoric rise from an orphaned, 15-year-old immigrant to George Washington’s aide and a pivotal figure in the founding of the country. Hamilton foresaw the complex modern society the U.S. would become and was a driving force in creating the financial, political and legal systems that have shaped the nation for more than 200 years.

The exhibition was organized by the New-York Historical Society, the Gilder Lehrman Institute of American History, and the American Library Association, with funding from the National Endowment for the Humanities.

The (NAME OF LIBRARY) is offering free programs and other events for the public in connection with the exhibition. Please call (TELEPHONE NUMBER) for details or check the library web site at (WEB SITE ADDRESS).

SAMPLE LETTER TO COMMUNITY GROUPS

(NOTE: In mailings to the media and community groups, include announcements, flyers and brochures. Letters to the media should also include press kits, offer assistance in developing stories, and include a library contact.)

(DATE)

Dear (PERSONALIZE GREETING WHENEVER POSSIBLE):

The (NAME OF LIBRARY) is pleased to announce the opening of a groundbreaking new exhibition, “Alexander Hamilton: The Man Who Made Modern America,” on (DATE). The library is one of only 40 libraries in the United States selected to host the exhibition.

“Alexander Hamilton: The Man Who Made Modern America” tells the remarkable story of the Founding Father Americans don’t really know. Hamilton’s astonishing rise in five short years from an orphaned, 15-year-old West Indies immigrant to George Washington’s war time aide, and later, at age 32, the nation’s first Secretary of the Treasury, has been overshadowed by the sensational details of his death in a duel with Aaron Burr. Hamilton was a complex, brilliant and controversial figure—a Revolutionary War patriot and soldier, financial and legal genius, ardent opponent of slavery, and planner and co-author of the *Federalist Papers*, which helped convince Americans to ratify the new Constitution.

Hamilton was the chief architect of many of the financial and legal institutions and policies which have helped the U.S. to become a global leader in the two centuries after his death. His economic strategies saved the young country from staggering Revolutionary war debts, and he founded the Bank of the United States and refined the concept of judicial review. By the time Hamilton retired from his Treasury post in 1795, the United States was fiscally sound and poised to become a major world economic and political force.

“Alexander Hamilton: The Man Who Made Modern America” is a national traveling exhibition organized by the New-York Historical Society, the Gilder Lehrman Institute of American History, and the American Library Association. The traveling exhibition has been made possible in part through a major grant from the National Endowment for the Humanities, dedicated to expanding American understanding of human experience and cultural heritage. The traveling exhibition is based on the New-York Historical Society’s exhibition commemorating the 200th anniversary of Hamilton’s death as well as the 200th anniversary of the founding of the Society in 1804.

We would like to invite you to a special preview of the exhibition on (DAY, DATE) at (TIME) at the library (OR PARTICULAR LOCATION IN LIBRARY). (NAME) will be the guest speaker. A news release included with this correspondence provides additional details. Please contact me at (TELEPHONE, E-MAIL) if you have questions.

We hope you can join us as we introduce this informative exhibition to our community.

Sincerely,

SAMPLE NEWS RELEASE

For Immediate Release
(DATE)

Contact: (LIBRARY CONTACT)
(TELEPHONE, E-MAIL)

(NAME OF LIBRARY) to host “Alexander Hamilton” traveling exhibition

Editor: Please do not delete sponsorship credits in paragraph four.

(CITY) – His face is on the ten-dollar bill, but most Americans know more about his death in a duel than his remarkable life as one of the most brilliant and influential figures in U.S. history. Alexander Hamilton (1757-1804), the first U.S. Secretary of the Treasury at age 32, is the focus of a groundbreaking new traveling exhibition opening at the (NAME OF LIBRARY) on (DATE).

“Alexander Hamilton: The Man Who Made Modern America” tells the story of Hamilton’s astonishing rise in five short years from an orphaned, 15-year-old West Indies immigrant to George Washington’s war time aide, and later, at age 32, Washington’s Secretary of the Treasury. Hamilton was a complex and controversial figure—a Revolutionary War patriot and soldier, financial and legal genius, and an ardent opponent of slavery. He was the chief architect of many of the financial, political and legal institutions so familiar to Americans today.

Hamilton’s journalistic campaign, through the *Federalist Papers*, to convince the American people to ratify the Constitution equals in importance his creation of the Bank of the United States and the New York Stock Exchange and his pioneering efforts in the area of constitutional law. The young Treasury Secretary’s economic strategies saved the country from staggering Revolutionary war debts. By the time Hamilton retired in 1795, the United States was fiscally sound and poised to become a major world economic and political leader. In the opinion of many historians, Hamilton made the early republic work and set the agenda for

Hamilton/ADD ONE

its future.

“Alexander Hamilton: The Man Who Made Modern America” was organized by the New-York Historical Society, the Gilder Lehrman Institute of American History, and the American Library Association, and has been made possible in part through a major grant from the National Endowment for the Humanities. It is based on the New-York Historical Society’s exhibition commemorating the 200th anniversary of Hamilton’s death as well as the 200th anniversary of the founding of the Society in 1804.

“More than any of his peers, Hamilton shaped and prefigured the America we now live in,” says Richard Brookhiser, historian and Hamilton biographer. “When you cash a paycheck or vote for President, follow the war against terrorism or criticize the government, read a newspaper or sit next to someone of a different race on the subway, you are doing something that he foresaw and helped to make happen.”

The exhibition looks at Hamilton’s life and death through the relationships he forged with important people in politics and government, and through his ideas—ideas that often clashed with those of other prominent national figures. Hamilton and George Washington agreed on many issues, but Hamilton argued with Thomas Jefferson about the character of the young republic. Jefferson favored an agrarian society of small towns, prosperous farms, and state self-government, while Hamilton argued that manufacturing and commerce, a strong central government, and cities populated by people of diverse talents and backgrounds were the future.

"We are delighted to have been selected as a site for this exhibition," said **(LIBRARIAN COORDINATOR OR DIRECTOR)**. “Alexander Hamilton was a fascinating figure in the early history of the United States, but we know too little about his contributions.

Hamilton/ADDTWO

Looking again at the debate that took place when this country was founded should help 21st century Americans better understand why the government, the courts, our banking system and our economy are organized the way they are. Hamilton's pivotal role in providing a foundation for the complex society we live in today will be a revelation for many who view this exhibit."

The **(NAME)** library is sponsoring free programs and other events for the public in connection with the exhibition. Contact **(TELEPHONE NUMBER, E-MAIL)** for more information, or visit the library's web site at **(WEB SITE ADDRESS)**.

-30-

SAMPLE PUBLIC SERVICE ANNOUNCEMENTS

:10 A new traveling exhibit at the **(NAME OF LIBRARY)** puts the spotlight on the life and the career of one of the most brilliant and controversial figures in the history of the United States. “Alexander Hamilton: The Man Who Made Modern America” begins on **(DAY, DATE)**. Call **(TELEPHONE NUMBER)** or visit **(WEB SITE ADDRESS)** for details.

:20 A new traveling exhibition at the **(NAME OF LIBRARY)** puts the spotlight on Alexander Hamilton, one of the most brilliant and controversial figures in U.S. history. Hamilton came to this country from the Caribbean at age 15; five years later he was an aide-de-camp to General George Washington. Many Americans know that he died in a duel with Aaron Burr but few know how influential he was in shaping the financial, political and legal systems that have shaped the U.S. for more than 200 years. Come to **(NAME OF LIBRARY)**, beginning on **(DAY, DATE)** to see for yourself all that Hamilton accomplished. Call **(TELEPHONE NUMBER)** or visit **(WEB SITE ADDRESS)** for details.

:30 The **(NAME OF LIBRARY)** invites you to a new exhibition about one of the most brilliant and controversial figures in U.S. history. “Alexander Hamilton: The Man Who Made Modern America,” begins on **(DAY, DATE)** at the library.

Hamilton’s face is on the ten-dollar bill, but more Americans know more about his death in a duel than his remarkable life and accomplishments. He came to the U.S. as an immigrant at age 15 and by age 32 had been appointed the first U.S. Secretary of the Treasury by George Washington. The exhibition tells the story of his meteoric career and his strategic role as one of the chief architects of many of the financial, political and legal institutions so familiar to Americans today.

The exhibition was organized by the New-York Historical Society, the Gilder Lehrman Institute of American History, and the American Library Association with support from the National Endowment for the Humanities.

It will be on display at the **(NAME OF LIBRARY)** from **(DATE)** to **(DATE)**. For more information about the library’s programs for the exhibition, call **(TELEPHONE NUMBER)** or visit **(WEB SITE ADDRESS)**.

Promotion Guide

INTRODUCTION

To draw the audience you seek and create awareness about your exhibition-related events, your library needs to plan and implement an effective promotional campaign.

The following guidelines are intended to help you launch a successful campaign. Included are general suggestions for promotional activities and sample media materials.

GETTING STARTED

To meet media and other deadlines, you will need to start promoting the exhibition and events at least two months in advance.

First, you will need to determine your target audience, goals for audience size and the best communication methods for this program. Involving your fellow staff members in program planning can be a great way to start determining these things and foster new ideas and additional support and enthusiasm. Try holding a mini-workshop or brainstorming session for staff. During this session:

- Emphasize the potential for recruiting new users and building support for the library.
- Communicate the goals for your program – what audiences you wish to reach, what you wish to accomplish.
- Assign staff with various interests/talents to work in small groups to carry out the goals.

Additionally, share your program plans with the library director, board, Friends and other library support groups and invite their ideas and cooperation.

DEFINING YOUR TARGET AUDIENCE

Your general promotional materials such as flyers, press releases, and advertisements are great vehicles for reaching a general audience of mixed ages and backgrounds. However, there are probably many other groups in your community that will be very interested in the Alexander Hamilton exhibition. These groups can provide support through passing the information on to members of their organization who may be interested in attending or providing financial and other support. Following is a list of organizations in your community that may be interested in the exhibition:

- Museums, arts and humanities councils
- Historical societies
- Book discussion groups
- Minority group associations
- Kiwanis and other civic organizations
- College and university departments (political science, history, music)
- High school classes
- Elementary and high school teachers, college and university professors/staff
- Professional associations and societies (interested in history, cultural history)

- Councils on aging
- Senior centers
- AARP groups
- Lifelong learning societies and educational centers

DEVELOPING AN AUDIENCE PROFILE

Ask yourself the following questions when you are developing an idea of the audiences you want to reach with “Alexander Hamilton” publicity:

Where do they work?

What newspapers do they read?

What radio programs do they listen to?

What restaurants do they eat in?

Where do they spend their leisure time?

What other community activities do they take part in?

What social, religious, professional, civic organizations do they belong to?

What educational institutions do they or their children attend?

What special arrangements do they require?

Is a particular time of day best for programs?

Need child care?

Need transportation?

Need access/space for wheelchairs?

Need signing for deaf/hard of hearing?

If your program is outside the library, is parking available, public transportation?

Other physical/space/time considerations?

CHOOSING YOUR COMMUNICATION METHODS

Once you’ve determined “who” you would like to participate in your program, you need to focus on “how” you’re going to let them know about the event. Most communication methods fall into these four categories:

- **Public Relations/Publicity:** newspaper and magazine articles, announcements on television and radio programs, Web sites, Web publicity, public service announcements (PSAs), letters to the editor
- **Direct Marketing:** direct mailings, mass e-mail messages, Web marketing
- **Personal Contact:** word-of-mouth, public speaking engagements, telephone, letters, e-mails
- **Advertising:** print ads, TV and radio spots, banners, flyers, bookmarks, posters, buttons, displays

Public Relations/Publicity

NOTE: Several sample promotional materials have been developed for this exhibition. Feel free to use these materials as they are or adapt them for your particular needs. You will find these materials in previous pages of this notebook section:

- Press Release
- Media Alert
- Public Service Announcements
- Letter to Community Groups

Contacting the media and using the Web to publicize your event is key to getting your message out to a mass audience. Here are a few methods you can use to contact your local media and through the Web:

Press and media

- Send a *press release* announcing the event to your local newspapers, radio stations and television stations at least two to four weeks before the event. If you have regional magazines or talk shows that list upcoming events, you may want to send a release to them as well. Since these media outlets often have longer lead times, send these press releases out at least four to eight weeks before the event.

If possible, address press releases to a specific reporter. Call your local media outlets to find out who covers community, arts or literary events, and send your release to his/her attention. If that information is not available, address press releases to the “News Desk” for larger publications or “Editor” for smaller publications. Most media outlets prefer to receive press releases via fax. However, if you wish to send additional materials, such as a brochure or bookmark advertising the event with the release, mail is acceptable. Also, if any of these publications also have a “Calendar of Events” section, be sure to send a press release to the contact for this section. Quite often, publications will run an article about an upcoming event and include information about it in their community calendar sections.

- About a week before your event, follow up the press release by sending a *media alert* via fax to key contacts. The alert provides specific information about the date, time and location for reporters and photographers who may be interested in attending the event or including the information in an “Upcoming Events” section. If possible, call each contact a day or two later to confirm that they received the media alert, find out if they have any questions and see if they are interested in attending or getting more information about the program.

If you find that media professionals are interested in attending the event or in getting more information, you will need to have additional materials available in a *press kit*. The press kit should contain one copy of the press release, media alert, photos and biographies of your speakers and other key participants, and copies of all promotional materials – flyers, bookmarks, etc. If you do get an opportunity to discuss the event with a reporter, suggest story ideas and offer to schedule an interview with your speakers and partner organizations. (First make sure your scholar and partner organization representatives are willing to be interviewed.)

- Since television and radio stations are required to use a percentage of their airtime for non-profit and public announcements, your local stations may be willing to air a free *public service announcement (PSA)* about your program or event.

The Web

- In today's world, using the *Web* to promote your events is very important. If your library's Web site doesn't have a "Coming Events" section, talk to your Webmaster about creating one. This is the perfect place for library patrons to find out details about your programs. Make sure you include as much information as possible on your Web site. Some of your current library patrons may use your Web site to find other information or find out about upcoming events, but very few new or potential patrons are likely to visit your site. The Web is a key way to provide details to patrons and community members who may have heard about the event, but need details about the date, time, location, topics discussed, etc.
- Also include links from your site to your partners' sites. When the Web site is up, send an e-mail with the address of the site to the ALA Public Programs Office to include on their project Web site (www.ala.org/publicprograms/). The ALA Public Programs Office e-mail address is publicprograms@ala.org.

If you post information about the series on your library's Web site, be sure to include the Web address on all promotional materials. Using just your library's short address (e.g., www.ala.org) is acceptable and usually easier to read. While some promotional materials still carry the long version (e.g., <http://www.ala.org>), this is not necessary since most browsers are configured to automatically place the <http://> before an address. However, if your library has an address with a different hyper tag, such as <https://>, you will need to include this in the address.

- The Web can also be useful for getting the word out about your event through other organizations' Web sites. Your city, community centers, local media outlets and Chamber of Commerce may post information about community events on their Web sites. Additionally, many major cities also have Web-based entertainment and event guides, like citysearch.com, which provides information about events in several cities. Find out if these Web sites exist in your area and contact the site's staff about posting your event and information. Many of these sites will post information about non-profit organizations' events free of charge.

Direct Marketing

Using the list of community organizations and other groups you identified as your target audience, you can use direct marketing to contact these groups and individual members of these groups:

- When contacting community and other organizations, use a personalized letter or phone call. You can also use a copy of your program flyer as an informal letter, if needed, but be sure to include a personal note soliciting support, especially if you are asking for financial or other support.
- In addition to contacting organizations, you may want to target individuals in your community. If you keep a list of patrons' e-mail addresses, sending a mass e-mail message about the upcoming event can be an effective and inexpensive way to get the word out to a number of people. If e-mail addresses are not available, you may want to consider creating a postcard to mail to library patrons, community members or others. Additionally, you may want to send an e-mail message about the program to community group leaders to post to

their electronic discussion groups or forward on to their own address lists.

Personal Contact

One-on-one personal contact can be one of your most effective ways of communicating with key individuals and groups. It can create a better understanding of programs and more enthusiasm than any other communication method. Some tips:

- Create a list of influential individuals in your community – the mayor, city council members, business leaders, etc. – who may be interested in your event. Send them a letter and program flyer about the event and ask to meet with them to discuss further. If a meeting is not possible, mention in your letter that you will call them within a week to follow-up. Even if these individuals cannot participate in the series, letting them know about the program could help the library in other ways.
- When contacting community groups, you may want to ask to speak for five to 10 minutes at one of their upcoming meetings or events. This is inexpensive and effective since it allows you to both deliver your message and gauge responses. At the meeting, outline your overall series plan and present convincing reasons why the series may be of interest to them. Bring flyers, bookmarks and other materials along to handout after your speech. If possible, speak at the end of the meeting or offer to stay until the end of the meeting to answer questions.
- If speaking at a meeting is not possible, solicit support from these groups to help promote the program themselves. Ask the group leaders to pass out flyers or mention the program to their members and staff.

Advertising

Often the most expensive promotional method, advertising can also be one of the most effective vehicles for promoting your program. Here are a few advertising methods:

- *Promotional flyers and posters* should be simple and include: the basic title or theme for the series, an identifying graphic, times, place, speakers' names and brief biographical information, acknowledgement of funders and program partners, and if applicable, your library's Web address. Flyers and/or posters can be posted at your library, other libraries and museums, and community centers (e.g., city hall, the post office and schools, local college student centers), restaurants, grocery stores, dry cleaners, bookstores, cafes, health clubs, etc. Ask Friends and trustees to post flyers and posters at their local grocery store, dry cleaners, hair salon, etc.
- *Paid advertising* in local newspapers and on local radio or television stations can be another effective, but costly method. Before considering paid advertising, approach your local newspapers, radio and television stations regarding free public service announcements. Some newspapers and broadcast stations may be willing to donate or offer discounted airtime or ad space for non-profit groups. If you do receive free advertising, acknowledge the media outlet as a sponsor on program materials. If you consider paid advertising, also look to your Friends or other groups to underwrite costs.

- Developing simple, cost effective *bookmarks, buttons* or other promotional items is another effective way to promote your event. These promotional items can also double as a “freebie” for patrons who attend the programs. Hand out promotional items at schools, community group meetings or other locations. Ask Friends and trustees to hand out bookmarks to their friends and others.

PUTTING IT ALL TOGETHER

After reviewing this list, spend a little time thinking about which of these methods will work best for your event, your community and your library. Consider your budget and time available. Consider your planning team – is this effort a one-person production or committee-based? And, consider past successes and failures by looking at which communication methods you’ve used to promote past events. For this exhibition, you may want to combine some successful methods you’ve used before with some new ideas.

Also, keep in mind your goals for the size and type of audience you wish to attract. If your library can only hold a group of 50, you don’t need to spend hundreds of dollars on publicity. Instead, use your resources wisely. Use cost-effective methods and spend most of your time contacting individuals and groups you think will be most interested instead of contacting everybody in town. It is important to make sure that public is aware of your event, but this can be done with flyers and a few press releases to key media outlets. The rest of your time can be spent on letters and phone calls.

On the other hand, if you are want to attract a group of 200 people who have never set foot in the library, you will need to be more creative in your promotional activities. Most likely, you will need to spend a little more time contacting new people and developing promotional materials for new outlets and locations. However, this time and effort could pay off. Bringing new faces into the library for a program will undoubtedly result in issuing more library cards and finding new life-long library patrons.

Exhibition Support Materials

NOTE: Brochures and posters will be shipped eight weeks before the library's exhibition period, unless otherwise requested by libraries. Please use the materials request form distributed at the seminar to request materials or contact Sofiana Peterson for another form (1-800-545-2433, ext. 5045, speterson@ala.org).

Exhibition web sites: There are two web sites associated with this exhibition.

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

This is the web site originally created for the Alexander Hamilton exhibition at the New-York Historical Society. It offers an impressive array of information, activities and resources to complement the exhibition, including lesson plans, [links to outstanding articles about Hamilton by historians](#), a timeline, and documents (click on “About the Exhibition” on the main page to reach many of these resources).

Brochure: A color illustrated brochure will provide visitors to the exhibition with an overview of exhibition themes as well as a list of additional readings. Each library exhibition site may request up to 2,000 brochures.

Poster: Libraries will receive 25 copies of the poster created for this exhibition.

Banner: Two large exhibition banners will travel with each copy of the exhibition. Banners are in a vertical design. They have sleeves at the top and bottom for weighting and can be used inside or outside the library, although inside display is recommended.

Other materials: Supplementary educational materials include a *booklet* featuring 18 documents that illustrate important themes in Hamilton's life, an *interactive CD-ROM* about Hamilton, a History Channel *video* of Gilder-Lehrman Institute President and traveling exhibition project director James G. Basker walking through and commenting on the exhibition at the New-York Historical Society, and newspapers featuring articles about Hamilton.

“Alexander Hamilton: The Man Who Made Modern America”

Overview of Exhibition and Themes

Introductory panel: Alexander Hamilton (1757-1804), more than any other Founder of the United States, foresaw the America we live in now. He shaped the young country’s financial, political, and legal systems according to this vision. His ideas on racial equality and economic diversity were so far ahead of their time that it took America decades to catch up with them. Hamilton made the early republic work, and set the agenda for its future.

Section I: His World

Hamilton’s world teemed with active, opinionated men and women. Some were local celebrities in his small but bustling adopted home of New York City; some were national figures; and a few were world famous. Hamilton worked, argued, and fought with them; he loved, admired and hated them. Some crossed his path briefly. Others were fixed points in his life. Still others changed their relationships with him as politics or passion moved them. The portraits in this exhibition show the important people in his life, and in his psyche.

Section II: Alexander Hamilton: Immigrant

Unlike most of the Founding Fathers, Alexander Hamilton was an immigrant. As a boy in the West Indies, he was introduced to shame (his parents were unmarried) and to the world of commerce (he went to work as a merchant’s clerk when he was nine). Sent to New York to be educated, Hamilton was soon caught up in the American Revolution. He made the new nation his own, espousing its ideals and marrying a patriotic young woman. While his talents and ambition were perfectly suited to the burgeoning energy of New York, he envisioned a unified nation in a way that most of his contemporaries, rooted in home-state loyalties, could not.

Section III: Alexander Hamilton: Soldier

Hamilton spent much of his life in military uniform. From 1776 to 1781, in the Revolutionary War, he fought in seven major battles, as a captain of artillery, a colonel on George Washington’s staff, and a commander of light infantry. In the 1790s, the French Revolution ignited a new series of world wars. George Washington and Hamilton desperately wanted to keep the unprepared nation out of the conflict, but when war appeared inevitable, the two veterans joined forces once again to build an effective army.

Section IV: Alexander Hamilton: Lawmaker

Hamilton worked as a lawyer, off and on, from the end of the Revolution until the last year of his life. He earned a living, sometimes made himself unpopular, and forged enduring principles of constitutional law. He lobbied for and then attended the Constitutional Convention in 1787, and helped persuade a skeptical public to ratify the Constitution by launching and writing the majority of the *Federalist Papers*, a series of newspaper pieces.

Section V: Alexander Hamilton: Economist

Building on his early commercial experience, Hamilton became a brilliant, self-taught economist. America needed him: its load of war debt was crushing. Hamilton was appointed by President George Washington to be the first Treasury Secretary in 1789. By the time he

retired in 1795, the United States, unlike most emerging nations, was fiscally sound and poised to become a major financial power.

Section VI: Alexander Hamilton: Futurist

Alexander Hamilton, both intensely idealistic and acutely practical, foresaw aspects of American life that lay far in the future. He foresaw a diverse economy, offering opportunity for the full variety of human talents. He respected the faculties of blacks and worked to end slavery. Unlike Thomas Jefferson, who idealized agrarian society, Hamilton argued that manufacturing and commerce were also integral to modern economies. Hamilton believed that a diverse economy would make the nation wealthy and fulfill the potential of its citizens. These visions, expressed during his life, would not be fulfilled until long after his death.

Section VII: Alexander Hamilton and Aaron Burr: The Duel and Hamilton's Legacy

In 1804 the long rivalry between Hamilton and Aaron Burr reached a climax. When Burr, then the Vice President, heard about a newspaper article claiming that Hamilton had voiced a “despicable opinion” of Burr, he wrote Hamilton, demanding an explanation. The ensuing correspondence led to their duel. Hamilton and Burr met on July 11, 1804. Hamilton's shot went high and wide. Burr's pierced Hamilton's abdomen and lodged in his spine. Hamilton died the following day.

Hamilton's Legacy: Hamilton overcame heavy odds. He was an immigrant, born in poverty and shame. To put his projects into effect, he had to persuade or defy great but often uncomprehending colleagues—George Washington, Thomas Jefferson, James Madison. He was hampered by scandal and controversy, some of it his own fault. He was killed in a duel when he was only 47. But through a combination of intelligence, hard work, and high principle, he served his adopted country brilliantly. We live in the world he made.

Programming Ideas

PROGRAMMING REQUIREMENTS: An opening reception for "Alexander Hamilton" and two humanities-oriented public programs related to exhibition themes are the minimum requirement for host libraries. The reception may be combined with one of the programs. Humanities programs must involve scholars with knowledge of the period and Hamilton, and may include discussions, debates, lectures, film series with discussion led by scholars, and seminars.

Your state humanities council has a list of scholars who have experience with public programs related to U.S. History. **The Organization of American Historians also offers lecturers (for a fee) who specialize in this period (see p. 31 of this notebook).**

For adults and young adults

Key dates: January 11, 1757: Hamilton born on the island of Nevis, British West Indies; July 12, 1804: Hamilton dies from wound suffered in duel with Burr on July 11; September 17, 1787: Constitution signed; September 17 now annual U.S. Constitution Day

--Sponsor a One Book, One Community program before and/or during the exhibit using a popular biography of Hamilton or another book from the bibliographies in this notebook. You could also choose a title for young adults and a title for children.

--Hal Bidlack, Ph.D. in Political Science, University of Michigan, and now an associate professor of Political Science at the Air Force Academy, portrays Hamilton in a highly praised Chautauqua style presentation which he has done for various state humanities councils and other organizations. He strongly believes Hamilton to have been second only to Washington as the most important Founders of the country. See his informative web site at <http://www.hamiltonlives.com> for details. Bidlack has also portrayed Hamilton on the NPR program, *The Thomas Jefferson Hour*. He also has portrayed Hamilton in debates with Thomas Jefferson impersonator Clay Jenkinson.

--Trace one or more of the financial, political and legal institutions and policies Hamilton supported and what role they play in modern America. Have they changed? Have they evolved in the way Hamilton envisioned them?

--Focus on Hamilton's attitudes toward slavery. He himself helped found the first Abolitionist society in New York—the New York Manumission Society. How did his attitudes differ from those of other prominent figures in the U.S. at the time? How did his childhood in the Caribbean affect his attitudes toward slavery?

--Hamilton's wife, Elizabeth Schuyler Hamilton, is a fascinating person. She lived to the age of 97 and was also fervently anti-slavery and a supporter of education for all. Have a program about her life and how she tried to preserve her husband's legacy after his death. What sort of relationship did they have?

--The National Constitution Center in Philadelphia sponsored a program earlier this year, "Who's Your Favorite Founding Father?"—in which a panel of biographers of Washington,

Hamilton and Benjamin Franklin defended their opinions about who was the foremost Founder. Perhaps libraries could find historians, or patrons themselves, to do the same thing (but someone has to represent Hamilton!)

—What would the U.S. be like today if Thomas Jefferson’s ideal of an agrarian America and preeminent states’ rights had prevailed over Hamilton’s vision of a diverse economy including manufacturing and strong central government?

—Why do Americans know so little about Hamilton, other than about his death in a duel? How has his reputation fared in the centuries after his death? Why? (See Stephen Knott’s book, *Alexander Hamilton and the Persistence of Myth*, University Press of Kansas, 2002.) Why are there cycles of popularity among famous politicians, e.g., Thomas Jefferson’s reputation has suffered in the past decade because of his attitudes toward slavery.

—Hamilton founded *The New York Evening Post* newspaper. Use this as a jumping off point for considering what role newspapers played in the Revolutionary and post-Revolutionary era, and comparing how people got their news then with how they get it today.

—Sponsor a community debate based upon the debate that occurred between Hamilton and Jefferson about a federal government versus sovereign state governments.

—Hamilton is the only non-President besides Benjamin Franklin to appear on U.S. currency. How was Hamilton’s portrait chosen for the \$10 bill?—should it remain?—have a community poll after educating the community about Hamilton.

—If you sponsor a film series, arrange for a scholar or someone with a history background to interpret film content to audiences and lead discussions. Compare how Hamilton is presented in each film in the series.

—Trace the history of dueling during the early history of the U.S. Was it popular—why? What other prominent figures took part in duels? What were the ground rules, the *code duello*, for dueling, and did the duel Hamilton died in go according to the rules?

—Program about your local history and how it relates to the Revolutionary War and Founding period of U.S. history. Did Hamilton ever visit your area? What other founders came to your area or are connected with it in some way? What was the reaction of your region to the Constitution? To the debate about how American government should be organized?

—Someone said Hamilton lived “a life fit for the tabloids.” Were people interested in the details of personal lives during his lifetime? How did they get this information—early gossip columnists? What factors entered into how Hamilton was portrayed during his life and after?

—Organize programs around the biographies and works of the men and women Hamilton knew who are mentioned in the exhibit, and about their relationship with Hamilton. George Washington, Thomas Jefferson and Aaron Burr are obvious examples.

—Ask good public speakers to read one or more of Hamilton’s *Federalist Papers* during the period of the exhibit. Have a historian on hand to interpret them and put them in context.

--Sponsor a four- or five-book discussion series while the exhibit is on display, using books from the lists in the resources section or others you think will be well received.

--Have a program featuring music and dance of the Revolutionary era, with costumes and dance lessons.

--Are there any Hamilton descendants in your community? Find others who have family stories, diaries, artifacts from the Founding era of the U.S. Create related exhibits or ask them to speak at a program. Tape their stories.

--Would Hamilton have survived his wound from the duel if he had lived in the 21st century? How was he treated—what was the state of medical knowledge at the end of the 18th century?.

--Consider Hamilton as a soldier and a military leader—he was involved in several major battles and acquitted himself well, and was an aide-de-camp to General George Washington.

Create displays or complementary exhibits based upon the following:

Local historical personages from Revolutionary and post Revolutionary period

Popular literature, art, and music from the period

Dueling

The Constitution, the courts, or the banking system

For younger audiences

Plan a program showing middle grades how to use primary sources in historical research—both in print and online. Good interactive web sites to start:

<http://www.archives.gov/national-archives-experience/charters/constitution.html>

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

Plan a young people's chautauqua focusing on personalities, events, music, costume and other aspects of the Revolutionary and Founding eras, with speakers impersonating public figures, simple craft activities, dancing and acting (this could be a series of programs throughout the exhibition period).

Include a title for young people in the "One Book, One Community" series.

Enlist a teacher or librarian to present a curriculum activity to a an audience of young people in the library.

Hold storytime sessions using books about Hamilton and his contemporaries (see book list for younger readers for examples).

Sponsor essay contests: "What Would the Founders of the U.S. Think about the World Today?" "What If I Had Been a Slave?"

Help youngsters make simple toys from the period or play games.

Plan a program about a typical day in the life of a child during the late 18th century.

Plan a program focusing on 18th century games and toys.

Alexander Hamilton grew up in the Caribbean—sponsor a program on games he would have played growing up there or the type of environment he experienced there.

Programs with schools

With a lead teacher or teachers, sponsor a curriculum workshop for teachers in your area, using exhibit-related curriculum materials, and encourage them to use themes focused on Hamilton and other U.S. founders and the writing of the Constitution in the curriculum during the exhibition.

Be sure to use docents or some sort of interpretive activity for classes that visit the exhibition if the teacher is not doing this. The exhibit is targeted to adults and young adults, so interpretation is needed for younger age groups.

Grants for Library Humanities Programming

ALA urges all libraries on the Alexander Hamilton tour to contact their state humanities council for possible program funding.

Humanities council contact information for all states can be obtained on the Internet at: <http://www.neh.gov/howeare/statecouncils.html>

◆ Many state humanities councils award "mini-grants" or "resource grants" to support free admission public humanities programs of short duration. In most states, programs must involve a humanities scholar in order to qualify for a grant.

◆ Short-term grants usually cover only the direct costs of a humanities program, for example, honoraria and travel expenses for lecturers, film or video preparation and presentation, printing and postage for promotional items, and the purchase of books for discussion programs. Short-term grants do not in most cases cover the costs of food or beverages for receptions or other social events.

◆ Mini-grants and resource grants range from \$100 to \$1,500 or more, depending upon the state's guidelines and the purpose of the grant. Matching funds or in-kind contributions are often required for state humanities council grants.

◆ Application deadlines for short-term grants vary from state to state. In general, state humanities councils ask that mini-grant applications be received from six to ten weeks before a program is to begin. Some states also award one-time grants of a few hundred dollars that can be applied for at any time.

◆ Contact your state humanities council for short-term grant guidelines and application requirements.

Speakers/Hamilton impersonator

Besides the scholars you have already asked to present programs, the following lecturers who are members of the Organization of American Historians (OAH) have agreed to present programs across the country about Alexander Hamilton, the Founders, and Federalism.

The funding and other requirements for their presentations can be found at <http://www.oah.org/lectures>. You may wish to apply to your state humanities council for funding to support a presentation by one of these speakers.

T.H. Breen, Northwestern University
<http://www.oah.org/activities/lectureship/2005/breen.html>

Lance Banning, University of Kentucky
<http://www.oah.org/activities/lectureship/2005/banning.html>

Paul Finkelman, University of Tulsa
<http://www.oah.org/activities/lectureship/2005/finkelman.html>

Joanne Freeman, Yale University
<http://www.oah.org/activities/lectureship/2005/freeman-joanne.html>

Peter Onuf, University of Virginia
<http://www.oah.org/activities/lectureship/2005/onuf.html>

The OAH invites librarians to visit their web site for further information or contact Annette Windhorn (information below) with questions about grant writing, scholar availability, or invitations to speak. Speakers are also available for most other topics within American history.

Annette Windhorn
Organization of American Historians
112 N. Bryan Ave., P.O. Box 5457
Bloomington, IN 47408-5457
Phone: 812-855-7311
Fax: 812-855-0696

Hamilton impersonator

Hal Bidlack, Ph.D. in Political Science, University of Michigan, and an associate professor of Political Science at the Air Force Academy, portrays Hamilton in a highly praised Chautauqua style presentation which he has done for various state humanities councils and other organizations. He strongly believes Hamilton to have been second only to Washington as the most important Founders of the country. Bidlack has also portrayed Hamilton on the NPR program, *The Thomas Jefferson Hour*, and in debates with Thomas Jefferson impersonator Clay Jenkinson. See his informative web site at <http://www.hamiltonlives.com> for details.

Books for adult readers

Recommended by the project director:

- Brookhiser, Richard. *Alexander Hamilton, American*. Free Press, 2004.
- Chernow, Ron. *Alexander Hamilton*. Penguin, 2004.
- Hamilton, Alexander (Joanne Freeman, ed.) *Hamilton: Writings*. Library of America, 2001.
- Knott, Stephen. *Alexander Hamilton and the Persistence of Myth*. University Press of Kansas, 2002.
- McDonald, Forrest. *Alexander Hamilton: A Biography*. New York: Norton, 1979.

Other books:

An extended bibliography for Hamilton containing in-print and out-of-print works from the early 19th to the 21st century may be found at the web site for the Biographical Directory of the United States Congress: <http://bioguide.congress.gov/scripts/bibdisplay.pl?index=H000101>

Bailyn, Bernard. *To Begin the World Anew: The Genius and Ambiguities of the American Founders*. Knopf, 2003.

Bailyn, Bernard. *The Ideological Origins of the American Revolution*. Harvard University Press, 1992. (Pulitzer Prize)

Bailyn, Bernard, editor. *The Debate on the Constitution: Federalist and Antifederalist Speeches, Articles, and Letters During the Struggle over Ratification: Part One, September 1787–February 1788*. Library of America, 1993.

Davis, David B. *The Problem of Slavery in the Age of Revolution, 1770–1823*. Oxford University Press, 1999.

Egerton, Douglas R. *Gabriel's Rebellion: The Virginia Slave Conspiracies of 1800 and 1802*. University of North Carolina Press, 1993.

Elkins, Stanley M. and Eric L. McKittrick. *The Age of Federalism: The Early American Republic, 1788–1800*. Oxford University Press, 1993.

Ellis, Joseph. *Founding Brothers: The Revolutionary Generation*. Knopf, 2000.

Ferling, John E. *Adams vs. Jefferson: The Tumultuous Election of 1800*. Oxford University Press, 2004

Fleming, Thomas. *Duel: Alexander Hamilton, Aaron Burr, and the Future of America*. Basic Books, 1999.

Flexner, James Thomas. *The Young Hamilton: A Biography*. Fordham University Press, 1997.

Freeman, Joanne. *Affairs of Honor: National Politics in the New Republic*. Yale University Press, 2002.

Hamilton, Alexander. *Citizen Hamilton: The Wit and Wisdom of an American Founder*. Rowman & Littlefield, October, 2005.

Harper, John. *American Machiavelli: Alexander Hamilton and the Origins of U.S. Foreign Policy*. Cambridge University Press, 2004.

MacLeod, Duncan J. *Slavery, Race, and the American Revolution*. Cambridge University Press, 1974.

McDonald, Forrest. *Alexander Hamilton: A Biography*. W.W. Norton, 1982.

Norton, Mary Beth. *Liberty's Daughters: The Revolutionary Experience of American Women, 1750-1800*.

Rakove, Jack N. *Original Meanings, Politics and Ideas in the Making of the Constitution*. Knopf, 1997. (Pulitzer Prize)

Rakove, Jack N., editor. *The Federalist: The Essential Essays, by Alexander Hamilton, James Madison, and John Jay*. (The Bedford Series in History and Culture). Bedford/St. Martin's, 2003.

Staloff, Darren. *Hamilton, Jefferson and Adams: The Politics of Enlightenment and the American Founding*. Hill and Wang, 2005.

Stourzh, Gerald. *Alexander Hamilton and the Idea of Republican Government*. Stanford University Press, 1970. o.p.

Wootton, David, editor. *The Essential Federalist and Anti-Federalist Papers*. Hackett Publishing Company, 2003.

Articles about Hamilton

The New-York Journal of American History, Issue 3 (Spring 2004) published by the New-York Historical Society, is an "Alexander Hamilton" issue featuring articles by Richard Brookhiser, Joanne Freeman, James O. Horton, Elizabeth Rohn Jeffe, Robert McCaughey, Richard Sylla, and Sherwin B. Nuland, and an interview with Hamilton biographer Ron Chernow.

Links to full text of articles:

<http://www.alexanderhamiltonexhibition.org/about/teachers.html>

Books for younger readers

- Catrow, David. *We the Kids: The Preamble to the Constitution of the United States*. Dial, 2002. Ages 5 to 10.
- Collier, James Lincoln. *The Alexander Hamilton You Never Knew* (You Never Knew Series). Children's Press, 2003. Ages 9 to 11.
- Fradin, Dennis Brindell. *Founders: The 39 Stories Behind the U.S. Constitution*. Walker & Co., 2005. Ages 10 +
- Fritz, Jean. *Shhh We're Writing the Constitution*. Penguin Putnam, 1998. Ages 7 to 11 (Grades 2 to 5).
- Gregory, Kristina. *Dear America: The Winter of Red Snow, The Revolutionary War Diary of Abigail Jane Stewart*. Scholastic, 2003. Ages 12 + (Grades 5 to 8).
- Kallen, Stuart A. *Alexander Hamilton*. ABDO, 2001. Ages 9 to 12.
- Kent, Zachary. *Alexander Hamilton: Creating a Nation*. Enslow, 2004. Young adult (Grades 5 to 9)
- Levy, Elizabeth. *If You Were There When They Signed the Constitution*. Scholastic, 1992. (Grades 2 to 5)
- Maestro, Betsy. *More Perfect Union: The Story of Our Constitution*. William Morrow, 1991. Grades 2 to 4
- McLeese, Don. *Alexander Hamilton* (Heroes of the American Revolution). Rourke, 2004. Ages 8 to 10.
- Meisner, James, Jr. and Amy Ruth. *American Revolutionaries and Founders of the Nation*. Enslow, 1999. Young adult (Grades 6 to 8)
- Quackenbush, Robert. *Daughter of Liberty: A True Story of the American Revolution*. Hyperion, 1998. Ages 7 to 10
- Rosenberg, Pam. *Alexander Hamilton*. Child's World, 2004. Ages 7 to 11.
- Rosenburg, John M. *Alexander Hamilton: America's Bold Lion*. Lerner, 2000. Young adult (Grades 5 to 9)
- Whitelaw, Nancy. *A More Perfect Union: The Story of Alexander Hamilton*. Reynolds/Morgan Inc., 2002. Young adult (Grades 5 to 8)

Alexander Hamilton—Related web sites

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

The New-York Historical Society web site for the Hamilton exhibit.

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

Web site of the Alexander Hamilton Historical Society, a nonprofit organization devoted to reinvigorating public interest in Hamilton, including a campaign to keep Hamilton on the \$10 bill.

<http://www.isidore-of-seville.com/hamilton/> “Alexander Hamilton on the Web”—A large and varied web site devoted to Hamilton with many links to other materials, especially documents.

Federalist Papers

<http://www.foundingfathers.info/federalistpapers>

<http://www.yale.edu/lawweb/avalon/federal/fed.htm> Both of these web sites contain the complete *Federalist Papers*.

The Constitution/Constitutional Convention

<http://www.constitutioncenter.org/> The National Constitution Center in Philadelphia offers a web site with information and activities relating to the Constitution.

<http://www.yale.edu/lawweb/avalon/usconst.htm> Text of the Constitution and the Bill of Rights; the debates at the Constitutional Convention; Hamilton’s opinion of the constitutionality of the Bank of the United States; and much more.

<http://press-pubs.uchicago.edu/founders/> Goes article-by-article, section-by-section through the Constitution, giving early opinions on what the text meant to the Founders.

<http://www.constitutioncenter.org/explore/BasicGoverningPrinciples/index.shtml> The six basic principles of government found in the Constitution.

General web sites about the Founding Era

<http://www.gwu.edu/~ffcp/exhibit/>

Web site of the 1st Federal Congress Project at George Washington University, with an online exhibition about the first Congress.

http://teachpol.tcnj.edu/amer_pol_hist/browse1800.htm

Public domain images of American political history from 1750 to 1800, including many portraits of prominent figures and scenes of important events.

Web sites for teachers/students

<http://www.alexanderhamiltonexhibition.org/about/teachers.html>

There are curriculum materials for high school and elementary school teachers at the N-YHS Hamilton web site. Please go to this page of the web site to access high school and elementary school teacher's editions of curriculum materials, as well as essays about Hamilton.

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

The Gilder-Lehrman Institute of American History web site contains teaching modules on major periods in American history, including "The Constitution" and "The New Nation," which feature Hamilton prominently.

<http://teachingamericanhistory.org/convention/>

Wonderful web site about the Constitutional Convention of 1787 with information about the delegates, interactive map and interactive signing portrait.

http://edsitement.neh.gov/view_lesson_plan.asp?id=233

"The Preamble to the Constitution: How Do You Make a More Perfect Union?"

Grades 3 to 5: Helps students to explain the purposes of the U.S. Constitution as identified in the Preamble to the Constitution and identify fundamental values and principles as they are expressed in the Preamble.

http://edsitement.neh.gov/view_lesson_plan.asp?id=401

"The Constitutional Convention: Four Founding Fathers You May Never Have Met"

Grades 6 to 8: Introduces students to four key, but relatively unknown, contributors to the U.S. Constitution-Oliver Ellsworth, Alexander Hamilton, William Paterson, and Edmund Randolph. Learn how the Founders created "a model of cooperative statesmanship..."

http://edsitement.neh.gov/view_lesson_plan.asp?id=402

"The Constitutional Convention: What the Founding Fathers Said"

Grades 6 to 8: What were some of the conflicts debated in the meetings and discussions that led to the creation of the Constitution of the United States? What interests and passions drove those conflicts? Students will learn how the Founders debated, then resolved, their differences.

http://edsitement.neh.gov/view_lesson_plan.asp?id=425

"The Federalist Debates: Balancing Power Between State and Federal Governments"

Grades 6 to 8: This series of activities introduces students to one of the most hotly debated issues during the formation of the American government -how much power the federal government should have - or alternatively, how much liberty states and citizens should have.

http://edsitement.neh.gov/view_lesson_plan.asp?id=557

"The First American Party System: Events, Issues, and Positions"

Grades 9 to 12: Students learn to cite critical factors leading to the development of the Federalist (Hamilton) and Democratic-Republican (Jefferson) parties, and summarize the key positions of the Federalists and Democratic-Republicans and the reasoning behind those positions.

Films and Videos

- ◆ Each library wishing to show films, videos or DVDs related to “Alexander Hamilton” to the public must arrange for public performance rights (PPR).
- ◆ Swank Motion Pictures, Inc. now offers a Movie Public Performance Site License to libraries on an annual basis. Information is at www.movlic.com/library.html. Some distributors include PPR in their fee for renting or purchasing a work.
- ◆ Please share information about films and videos with other libraries on the tour through the exhibition electronic discussion list. The ALA Public Programs Office will also pass along to you any film information we find.

Documentaries

There are several well-reviewed documentaries about Hamilton and the Founding period of U.S. History available from various sources.

Duel: Hamilton vs. Burr (History Channel, 2004, 70 min.) Available on VHS and DVD at <http://store.aetv.com/html/home/index.jhtml> or 1-800-708-1776. Actor Richard Dreyfuss asks the question, "Why did the Vice President of the United States kill the former Secretary of the Treasury?" The documentary reveals the personal and political rivalry between Hamilton and Burr while questioning the conventional telling of the story.

The Duel (PBS Home Video, 2000, 60 min.) Available on VHS at <http://www.shoppbs.org> or 1-800-531-4727.

The Duel is the story of the conflict between Alexander Hamilton and Aaron Burr. Drawing upon the techniques and style of feature filmmaking, *The Duel* brings to life this tragic tale from America's earliest years. Linda Hunt narrates.

Founding Brothers (History Channel, 2002, 200 min.) Available on DVD and VHS at <http://store.aetv.com/html/home/index.jhtml>

Based on Joseph Ellis's Pulitzer Prize® winning book, *Founding Brothers* examines six pivotal moments that shaped U.S. history, including the duel between Hamilton and Burr. Edward Herrmann narrates and well known actors represent Jefferson, Adams, Washington, Hamilton, Madison and Franklin.

A More Perfect Union: America Becomes a Nation. (KBYU TV/PBS, 112 min.) Available on DVD and VHS at <http://www.nccs.net/ampu.html>

The first comprehensive recreation of the stirring, heated debates of the Constitutional Convention during the sweltering summer of 1787. Filmed on location at Independence Hall, Williamsburg, Virginia, and other historical sites, it dramatically chronicles how America became a nation and the underlying principles that guard our freedoms today.

Other film works

The Patriots (WNET, New York, 1976, 119 min.) Available in DVD and VHS from The Broadway Theatre Archive <http://www.broadwayarchive.com/> or (800) 573-3782
Based on the play by Sidney Kingsley, *The Patriots* is a dramatic retelling of the bitter discord between Thomas Jefferson and Alexander Hamilton in the early days of the Republic. The playscript itself is included in *Sidney Kingsley: Five PrizeWinning Plays* (Ohio State University Press, 1997).

Alexander Hamilton (Warner Brothers, 1931, 70 min.) Available from
The only feature film on Hamilton, this one concentrates on Hamilton's efforts to pass the "Assumption" bill, which required the federal government to assume the debts incurred by the 13 states during the Revolutionary War and was the first step toward the young country achieving financial stability. However, it is not historically accurate and would require some explanation for audiences if shown. The timing of events, the addition of fictional characters, and the distortion of some of Hamilton's relationships to advance the dramatic effect are a few of its problems, but it received decent reviews for performances and direction.

Alexander Hamilton: The Man Who Made Modern America

Traveling Exhibition Script

Alexander Hamilton: The Man Who Made Modern America

1. Portrait gallery

Alexander Hamilton (1757-1804) is with us every day, in our wallets, on the \$10 bill. But he is with us in another sense, for more than any other Founder, he foresaw the America we live in now. He shaped the financial, political, and legal systems of the young United States. His ideas on racial equality and economic diversity were so far ahead of their time that it took America decades to catch up with them. There is no inevitability in history; ideals alone—even the ideals of the Founding Fathers—do not guarantee success. Hamilton made the early republic work, and set the agenda for its future. We live in the world he made; here is what he did, and how he did it.

His World

Hamilton's world teemed with active, opinionated men and women. Some were local celebrities in his small but bustling adopted home of New York City; some were national figures; and a few were world famous. Hamilton worked, argued, and fought with them; he loved, admired and hated them. Some crossed his path briefly. Others were fixed points in his life. Still others changed their relationships with him as politics or passion moved them. The portraits in this exhibition show the important people in his life, and in his psyche.

Alexander Hamilton (1757-1804)

John Trumbull (1756-1843)

Oil on canvas, after 1804

New-York Historical Society

Gift of Thomas Jefferson Bryan

Trumbull painted Hamilton several times. In this posthumous image, derived from earlier versions, Hamilton seems mature but still youthful.

The Schuyler Family

Elizabeth Schuyler Hamilton (Mrs. Alexander Hamilton, 1757-1854)

Ralph Earl (1751-1801)

Oil on canvas, 1787

Museum of the City of New York

Gift of Mrs. Alexander Hamilton and General Pierpont Morgan Hamilton

The second daughter of a wealthy patriot, Elizabeth Schuyler married Alexander Hamilton in 1780. She loved him, forgave him, bore him eight children, and honored his memory for half a century of widowhood.

Major General Philip Schuyler (1733-1804)

John Trumbull (1756-1843)

Oil on wood panel, 1792

New-York Historical Society

Bequest of Major Philip Schuyler

Elizabeth's father, the patriot and landowner Philip Schuyler, admired Hamilton. "You cannot, my dear Sir, be more happy at the connection you have made with my family than I am."

Catherine Van Rensselaer Schuyler (Mrs. Philip Schuyler, 1734-1803)

Thomas McIlworth, active 1757-1767

Oil on canvas, c. 1760

New-York Historical Society

Bequest of Philip Schuyler

Catherine Van Rensselaer sprang from the same New York Dutch gentry as her husband. By marrying her daughter, Hamilton indeed rose in the world.

Angelica Schuyler Church (Mrs. John Church, 1756-1815), a child, and servant

John Trumbull (1756-1843)

Oil on canvas, c. 1785

Courtesy Belvidere Trust

Angelica Schuyler, the beautiful elder sister of Elizabeth, married a dull English businessman, but was infatuated with her sister's husband, Alexander Hamilton.

The First Presidents

Hamilton had dynamic relationships with the men who became the first four Presidents of the United States, from the supportive and steadying influence of Washington to the political and personal antipathy that evolved between Hamilton and Adams, Jefferson, and Madison.

George Washington (1732-1799)

Rembrandt Peale (1778-1860)

Oil on canvas, 1853

New-York Historical Society

Bequest of Miss Caroline Phelps Stokes

Hamilton served on Washington's staff during the Revolution and in his cabinet during his presidency, and helped write his Farewell Address. Their collaboration shaped the new government.

Martha Washington (1731-1802)
Rembrandt Peale (1778-1860)
Oil on canvas, 1853
New-York Historical Society
Bequest of Miss Caroline Phelps Stokes

Martha Washington, having spent winters with the Revolutionary army, knew her husband's young aides-de-camp well; she named her tomcat Hamilton.

John Adams (1735-1826)
Attributed to Bass Otis (1784-1861)
Oil on wood, undated
New-York Historical Society
Gift of Thomas Jefferson Bryan

A devoted patriot and an erratic politician, Adams became the second President in 1797. Though he and Hamilton were both Federalists, personal antipathies and political differences drove them apart.

Thomas Jefferson (1743-1826)
Rembrandt Peale (1778-1860)
Oil on canvas, 1805
New-York Historical Society
Gift of Thomas Jefferson Bryan

Author of the Declaration of Independence, first Secretary of State and third President, Jefferson was Hamilton's colleague, nemesis and survivor. Hamilton worked with him, fought him, and backed him for President over Aaron Burr in 1800.

James Madison (1751-1836)
Asher Brown Durand (1796-1886), after Gilbert Stuart
Oil on canvas, 1835
New-York Historical Society
Gift of the New York Gallery of Fine Arts

Madison worked with Hamilton to ratify the Constitution, but they soon fell out. Madison and Jefferson founded the Republican party (today's Democratic party) to oppose Hamilton's Federalists. Madison succeeded Jefferson as President.

Dolley Madison (Mrs. James Madison, 1768-1849)
Bass Otis (1784-1861)
Oil on canvas, c. 1817
New-York Historical Society
Gift of Thomas Jefferson Bryan

Dolley Madison was her husband's charming and popular First Lady. In old age, she and Elizabeth Hamilton raised money to build the Washington Monument.

Friends, Allies, and Adversaries

Party politics and the passionate convictions about the direction the new nation should take affected Hamilton's personal relationships with many leading figures in his world, as he plunged into controversies, shifting alliances and friendships throughout his life.

Aaron Burr (1756-1836)

John Vanderlyn (1775-1852)

Oil on canvas, 1802

New-York Historical Society

Gift of Dr. John E. Stillwell

Colonel, state attorney general, U.S. Senator, and third Vice President, Burr charmed or alarmed everyone he met. He killed Hamilton in a duel in Weehawken, New Jersey, on July 11, 1804.

Theodosia Burr (Mrs. Joseph Alston, 1783-1813)

John Vanderlyn (1775-1852)

Oil on canvas, 1802

New-York Historical Society

Gift of Dr. John E. Stillwell

Daughter of Aaron Burr, and wife of Joseph Alston, governor of South Carolina, Theodosia was her father's beloved confidante. Her son Aaron's death, and then months later her own, devastated Burr.

Marquis de Lafayette (1757-1834)

Unidentified artist; after Joseph Bose

Oil on canvas, 1785-1790

New-York Historical Society

Gift of General Ebenezer Stevens

Lafayette came to America in 1777 to fight in the American Revolution. In 1789, when Lafayette was a leader of the Revolution in France, Hamilton warned him that it might not succeed.

John Jay (1745-1829)

Joseph Wright (1756-1793)

Oil on canvas, 1786

New-York Historical Society

Gift of John Pintard

Congressman, diplomat, first Chief Justice of the Supreme Court, and governor, Jay was a revered figure in New York politics. Hamilton, Jay, and James Madison collaborated on the *Federalist Papers*. Jay was also, along with Hamilton, a founder of the New York Manumission Society.

Gouverneur Morris (1752-1816)

Ezra Ames (1768-1836)

Oil on canvas, c. 1815

New-York Historical Society

Gift of Stephen Van Rensselaer

A witty ladies' man with a wooden leg, Gouverneur Morris wrote the Preamble to the Constitution, reflecting his friend Hamilton's ideals, and delivered Hamilton's eulogy.

Robert Livingston (1745-1813)

Gilbert Stuart (1755-1828)

Oil on canvas, c. 1794

New-York Historical Society

Gift of Goodhue Livingston, Jr.

A congressman and diplomat, Livingston supported Hamilton in the fight to ratify the Constitution in 1788, but turned on him a year later after Hamilton opposed his in-law, James Duane, for Senate.

Quotations about Hamilton in this section:

“He is enterprising, quick in his perceptions, and his judgment is intuitively great.”

George Washington to John Adams

September 25, 1798

“ . . . the most restless, impatient, artful, indefatigable, and unprincipled intriguer in the United States, if not in the world.”

John Adams to James Lloyd

February 17, 1815

2. Immigrant

Unlike most of the Founding Fathers, Alexander Hamilton was an immigrant. As a boy in the West Indies, he was introduced to shame (his parents were unmarried) and to the world of commerce (he went to work as a merchant's clerk when he was nine). Sent to New York to be educated, Hamilton was soon caught up in the American Revolution. He made the new nation his own, espousing its ideals and marrying a patriotic young woman. While his talents and ambition were perfectly suited to the burgeoning energy of New York, he envisioned a unified nation in a way that most of his contemporaries, rooted in home-state loyalties, could not.

Roots in the Caribbean

Born on Nevis and raised in St. Croix, Hamilton grew up in the heart of the Caribbean sugar economy, which generated vast wealth from slave labor. Hamilton, recognizing the injustice, would become a leader in the anti-slavery movement in the United States.

Slave leg chains, c. 1760

Hand wrought iron

The Gilder Lehrman Collection, on deposit at the New-York Historical Society

Used to hobble slaves at auction and in transport, such chains were commonplace in the world of Hamilton's childhood. Perhaps remembering these horrors, as an adult Hamilton vigorously opposed slavery.

Sugar bowl, c. 1790

Silver, made by John Adam

New-York Historical Society

Gift of Mrs. Nathaniel McLean Sage

The end product of slavery—sweetness, for a few. This engraved piece of silver belonged to Hamilton's in-laws, the Schuylers, and suggests how sugar was an unremarked presence in everyday life.

Alexander McDougall Waste-book, June 1, 1767-January 8, 1771

New-York Historical Society

This ledger illuminates a New York merchant's dealings with Nicholas Cruger and his partners—"Beekman & Cruger of St. Croix . . . 15th Novr 1766" for £160 15s. 3d.—about the time Hamilton became Cruger's clerk.

An Ambitious Youth

Sent to work at age nine to help support his mother and brother, and orphaned soon after, Hamilton was a merchant's clerk in St. Croix. His intelligence and determination to make something of himself inspired local benefactors to send him to New York to be educated.

Hamilton drawn from life, Jan[uary] 11, 1773

Photograph of miniature portrait and inscription

Unidentified artist

Library of Congress, Prints and Photographs Division

Drawn on his birthday, probably a gift from a friend, this miniature shows a teenaged Hamilton shortly before he left St. Croix. The thoughtful features would characterize all his portraits.

View of Christiansted from the Sea, 1825

Photograph of Painting, Original in Danish National Library

Library of Congress, Prints and Photographs Division, HABS, VI.1 CHRIS, 13

This view of St. Croix's largest town, complete with fort, church, and company docks, shows the commercially active port where Hamilton lived and worked as a boy.

Nicholas Cruger (1743-1800)

Photograph of watercolor and ink miniature portrait

Artist unknown, circa 1780

National Historic Site, Museum Collections

Christiansted, St. Croix, Virgin Islands

The St. Croix agent of his New York-based family trading firm, Cruger employed Hamilton as a clerk from age nine, and represented his link to the outside world.

Letter from Alexander Hamilton to Edward Stevens, St. Croix, November 11, 1769

Copy, undated

Library of Congress, Manuscript Division

As a 12-year-old orphan, clerking for the trader Nicholas Cruger in St. Croix, Hamilton wrote this, his earliest surviving letter, to his friend Edward Stevens, who was studying at King's College in New York: "My Ambition is so prevalent that I contemn the grov'ling condition of a Clerk . . . I wish there was a War."

School exercises, *The Iliad of Homer* (1772-1775)

Library of Congress, Manuscript Division

Hamilton's brilliance shone through a spotty early education. His Huguenot mother taught him French. Here he works at Homer. His favorite author was the biographer of the ancient world, Plutarch.

New Beginnings in New York

Hamilton's talents and ambition were perfectly suited to New York City, the second-largest town in the thirteen colonies, and growing fast. He enrolled in King's College (later Columbia College), but his studies were cut short by the American Revolution.

Plan of the City of New York in North America, surveyed in the Years 1766 & 1767

(republished 1776)

Bernard Ratzer

New-York Historical Society

This map and engraved harbor view looking north to Manhattan from Governor's Island show what Hamilton saw as he arrived in New York from the Caribbean in 1773.

Elias Boudinot, L.L.D. (1740-1821)

Engraving by J. W. Paradise based on a painting by Waldo & Jewett

New-York Historical Society

After coming to New York, Hamilton spent six months in Elizabethtown, New Jersey, preparing for college. Boudinot, a prominent lawyer, looked after him, and introduced him to patriotic politics.

Rev. Myles Cooper (1737-1785)
S. B. Hutchings; after John Singleton Copley
Oil on canvas, 1820
New-York Historical Society
Gift of Nicholas William Stuyvesant

President of King's College (now Columbia) when Hamilton attended, Cooper strongly supported British rule. Hamilton, already a patriot activist, nevertheless prevented an angry mob from tarring and feathering Cooper one night in May 1775.

Elizabeth Schuyler Hamilton
(Mrs. Alexander Hamilton, 1757-1854)
After Ralph Earl (1751-1801)
Engraving, 1857
New-York Historical Society

Letter from Alexander Hamilton to Elizabeth Schuyler, October 5, 1780
The Gilder Lehrman Collection, on deposit at the New-York Historical Society

"I have told you, and told you truly that I love you too much," Hamilton wrote his bride-to-be. "I meet you in every dream." By marrying into the prominent Schuyler family of Albany, New York, Hamilton—who had come from humble origins in the West Indies—secured a place for himself in the world of wealth and power.

Quotations:

"My Ambition is so prevalent that I contemn the grov'ling condition of a Clerk."
Alexander Hamilton, age 12, to Edward Stevens
November 11, 1769

3. Soldier

Hamilton spent much of his life in military uniform. From 1776 to 1781, in the Revolutionary War, he fought in seven major battles, as a captain of artillery, a colonel on George Washington's staff, and a commander of light infantry. In 1798-99, when war with France loomed, he re-entered the military as a senior officer.

The American Revolution

When Hamilton arrived in New York, the thirteen colonies had been protesting British taxes and commercial regulations for years. New York City was a hotbed of contending political factions, pitting Patriots against pro-British Loyalists. While still a student at King's College (now Columbia), Hamilton took up the Patriots' cause, writing his first political article in 1774 (he signed himself "A Friend to America").

Payroll of the Colony Company of Artillery Commanded by Alexander Hamilton March 1 to April 1, 1776
New-York Historical Society, Alexander McDougall Papers

War came to New York not long after Hamilton did. In the spring of 1775 he joined a militia company of student volunteers. By March 1776 he was captain of a New York artillery company. This payroll lists his men. Eventually he had 68 under his command. His company retreated from New York in the fall of 1776 with Washington's army, but later fought victoriously at Trenton and Princeton.

Portrait of Alexander Hamilton in the Trenches

Alonzo Chappel (1829-1887)

Oil on canvas, c. 1857

Museum of the City of New York, Gift of Mrs. Alexander Hamilton and General Pierpont Morgan Hamilton

This painting recalls one Revolutionary War veteran's memory of Hamilton: "I saw a youth, a mere stripling, small, slender . . . with a cocked hat pulled down over his eyes, apparently lost in thought."

British-made musket with bayonet, 1765-1775

Wood, iron, brass

New-York Historical Society, Gift of Mrs. William R. Tarbox

This "Brown Bess" musket was standard for British infantry. Americans, who manufactured only a fraction of their own weapons, relied on captured pieces, or French supplies. Hamilton lamented the dependence on foreign arms.

Washington's Aide-de-Camp

In March 1777 Hamilton was promoted to colonel and appointed to George Washington's staff. He performed essential tasks, saw firsthand the dire consequences of Congress's inability to pay for adequate supplies or troops, and forged, with his Commander in Chief, the most important political bond of his life. But though Hamilton's work on Washington's staff was stimulating and important, it was also confining. He longed to return to the battlefield to win still more glory. He did so in 1781, and fought bravely at the war's climactic Battle of Yorktown. In 1783 the Revolution ended in victory—and a load of debt for the newly independent nation.

Lieutenant-Colonel Alexander Hamilton, Aide de Camp to George Washington

Charles Willson Peale (1741-1827)

Watercolor on ivory, 1777

Museum of the City of New York
Gift of Philip and Dolores Grieve

In 1777, Charles Willson Peale, a captain in the American military, painted the newly promoted colonel, adorned with the silk sash designating an aide-de-camp, shortly after Hamilton joined Washington's staff.

Map of the Battle of Yorktown in October 1781 (Printed February 1782)

Major Sebastian Bauman

The Gilder Lehrman Collection, on deposit at the New-York Historical Society

Finally given a field command by Washington, Hamilton led an infantry charge at Yorktown, Virginia, against a British redoubt (marked “K,” near the river) on October 14, 1781. Five days later, the British surrendered, effectively ending the war.

United States Flag

Wool, cotton, c. 1781

New-York Historical Society

American troops are believed to have carried flags like this at Yorktown, Virginia, in 1781, the Revolution’s climactic battle. Hamilton, eager to fight after years of staff work, led a decisive infantry charge.

***The American Rattle Snake*, April 12, 1782**

British cartoon attributed to James Gillray (1756-1815)

New-York Historical Society, Hyde Collection

This British cartoon, drawn while peace was being negotiated, depicts British troops encircled by a massive “American rattlesnake.” The message: military force could not suppress the American rebellion.

Foreign Policy

In the 1790s, the French Revolution ignited a new series of world wars. George Washington and Hamilton desperately wanted to keep the unprepared nation out of the conflict, as Washington wrote (with Hamilton’s help) in his Farewell Address: “Why . . . entangle our peace and prosperity in the toils of European ambition?” But when war against Revolutionary France appeared inevitable, the two veterans joined forces once again to build an effective army.

Draft fragment of George Washington’s *Farewell Address*,

c. August 1796

Alexander Hamilton

Manuscripts and Archives Division, The New York Public Library, Astor, Lenox and Tilden Foundations

Letter from Alexander Hamilton to George Washington, Sept. 4, 1796

Manuscripts and Archives Division, The New York Public Library, Astor, Lenox and Tilden Foundations

Although Hamilton kept it secret, he was ghostwriter for Washington’s Farewell Address in 1796, as the draft fragment here reveals. In this final message, Washington stressed the blessings of the Union and the dangers that threatened it, especially in foreign affairs: “The nation, which indulges towards another an habitual hatred, or an habitual fondness, is in some degree a slave.”

List of applicants for new regular army under the administration of President John Adams, undated

George Washington and Alexander Hamilton

Daniel Burke Library, Hamilton College

Presented to the Hon. Elihu Root, Secretary of War, June 1, 1901

By Alan McLane Hamilton, son of Philip and grandson of Alexander Hamilton

In 1798, as war with France loomed, President Adams appointed Hamilton “Inspector and Major General,” second-in-command to Washington, at Washington’s urging—and against his own inclination. The army needed to be built from scratch, and Hamilton and Washington made swift and merciless evaluations (“drunkard,” “worthless,” “clever”) of proposed officers.

Quotations:

“I wish there was a war.”

Alexander Hamilton, age 12, to Edward Stevens

November 11, 1769

“Tis our true policy to steer clear of permanent Alliances, with any part of the foreign world.”

George Washington, Farewell Address, written with help of Hamilton

September 19, 1796

4. Lawmaker

Hamilton attended the Constitutional Convention in 1787, and helped persuade a skeptical public to ratify the Constitution by launching the *Federalist Papers*, a series of newspaper pieces. The first *Federalist* asked for laws based on “reflection and choice,” not “accident and force.” In his career as a lawyer, Hamilton advocated principles of constitutional interpretation such as judicial review—a controversial doctrine then and now.

The U.S. Constitution

Hamilton’s wartime experience had shown him the need for a stronger central government. At the Constitutional Convention in Philadelphia in 1787, Hamilton and other like-minded delegates produced a sturdy but flexible governmental structure. During 1787 and 1788, Hamilton led the campaign to ratify it.

Notes of Hamilton’s speech at the Constitutional Convention, June 29, 1787

Rufus King (1755-1827)

New-York Historical Society, Rufus King Papers

These extraordinary documents record snippets of what is otherwise lost: the arguments the 55 delegates to the Constitutional Convention made behind closed doors. Here, Rufus King scribbled down what he could of Hamilton’s remarks, responding to William Johnson of Connecticut and James Madison of Virginia, on the vexed issue of proportional representation in Congress.

Rufus King (1755-1827)

Unidentified artist

Oil on sheet metal, c. 1810

New-York Historical Society

Gift of Emily H. Suydam

King represented Massachusetts at the Constitutional Convention. After moving to New York, King won a Senate seat, with Hamilton's support, beating James Duane, the Livingstons' candidate. He, like Hamilton, was an anti-slavery activist.

Signing of the Constitution, undated

Thomas Pritchard Rossiter (1817-1871)

Oil on canvas

Fraunces Tavern @ Museum, New York City

Among the 55 delegates to the Constitutional Convention depicted here are: Washington, presiding; Benjamin Franklin, beside wooden-legged Gouverneur Morris; rose-clad Hamilton, to Franklin's left; James Madison, beside Hamilton. The man touching Hamilton's shoulder may be Rufus King.

United States Constitution, draft, August 6, 1787

Inscribed: *Pierce Butler*

The Gilder Lehrman Collection, on deposit at the New-York Historical Society

United States Constitution

Final version, September 17, 1787

Inscribed: *For Jonathan Williams, Esq. from B[enjamin] Franklin*

The Gilder Lehrman Collection, on deposit at the New-York Historical Society

Between the Constitution's first draft (this copy belonged to Pierce Butler, delegate from South Carolina) and its final version, a momentous change took place. The separate states became "We, the People of the United States"—Hamilton's idea, Gouverneur Morris's words. In the end, Hamilton was the only delegate from New York to sign the Constitution. This copy of the final edition, printed in Philadelphia especially for the delegates, was owned by Benjamin Franklin, who inscribed it to his nephew, Jonathan Williams.

The Federalist: A Collection of Essays

Written in favour of the new Constitution as agreed upon by the Federal Convention, September 17, 1787

Alexander Hamilton, James Madison, John Jay

First edition, 1788 (Vol. I)

New-York Historical Society

Gift of John Pintard

To take effect, the Constitution had to be ratified by nine states. Hamilton initially planned 25 pro-Constitution essays, written by himself, James Madison, and John Jay, to appear anonymously in New York newspapers. Eventually 85 essays appeared (Hamilton wrote 51,

Madison 29, and Jay 5). Historians credit these essays with turning the tide in favor of ratification in New York and elsewhere. In this *Federalist*, first of the series, Hamilton argues that “[n]othing less than the existence of the UNION . . . the fate of an empire” is at stake.

Federal Ship *Hamilton*

Illustration from *History of the City of New York*, by Martha Lamb
A. S. Barnes & Co., 1877
New-York Historical Society

After New York ratified the Constitution in 1788, New York City celebrated with a parade. Hamilton, the Constitution’s champion, was honored by a float representing the federal ship *Hamilton*.

Hamilton the Lawyer

Hamilton worked as a lawyer, off and on, from the end of the Revolution until the last year of his life. He earned a living, sometimes made himself unpopular, and forged enduring principles of constitutional law.

Hamilton’s Docket of Legal Cases

February 24, 1784
Docket in the hand of Alexander Hamilton, mounted in bound volume
New-York Historical Society, Alexander Hamilton Papers

Building his postwar legal career, Hamilton took on clients of all kinds, including Loyalists. His notes (“I appear for defendant”) helped him keep track.

Handwritten notes, *Rutgers vs. Waddington*, 1784

Alexander Hamilton
Daniel Burke Library, Hamilton College

These notes open a window on an historic legal case. After the war, New York passed legislation punishing Loyalists, although the peace treaty forbade it. Hamilton defended Loyalist Joshua Waddington against the suit of Elizabeth Rutgers, a New York patriot. Hamilton urged the court to overrule state laws that violated national treaties—an opinion that laid the groundwork for judicial review.

Certificate to practice law before U.S. Circuit Court, April 6, 1796

Signed: Edward Dunscomb
Library of Congress, Manuscript Division

After retiring from the Treasury in 1795, Hamilton returned to the practice of law to support his still-growing family. Here he is admitted to plead in federal Circuit Court.

Ambrose Spencer (1765-1848)
John Wesley Jarvis (1780-1840)
Oil on canvas, c. 1818
New-York Historical Society
Gift of Marshall S. Bidwell

As attorney general of New York, Spencer in 1804 prosecuted Harry Crosswell, a Federalist editor, for seditious libel. Hamilton defended Crosswell in this, the last important case of his life.

Quotations:

“The vigor of government is essential to the security of liberty.”
Alexander Hamilton, *The Federalist*, No. 1, October 1787

“A nation, despicable by its weakness, forfeits even the privilege of being neutral.”
Alexander Hamilton, *The Federalist*, No. 11, November 1787

5. Economist

Building on his early commercial experience, Hamilton became a brilliant, self-taught economist. America needed him: its load of war debt was crushing. Appointed by President Washington to be the first Treasury Secretary in 1789, Hamilton solved the nation's debt problem and established a modern system of credit, over the bitter objections of less progressive opponents. By the time he retired in 1795, the United States, unlike most emerging nations, was fiscally sound, and poised to become a major financial power.

The burgeoning economist, his commercial acumen heightened by the financial troubles he saw during the Revolution, read widely on international economics and exchanged ideas with leaders at home and abroad.

Notes made at the back of a payroll record for Captain Alexander Hamilton, New York Artillery Company, August 1776-May 1777
Library of Congress, Manuscript Division

Even during wartime, Hamilton educated himself in global commerce, scribbling notes in his artillery company paybook: “hardware manufactures Birmingham,” Scottish grain exports to “Spain Holland Norway,” “worsted stockings at Aberdeen.”

Letter from Alexander Hamilton to Marquis de Barbé-Marbois, October 12, 1780
The Gilder Lehrman Collection, on deposit at the New-York Historical Society

In his gloomy letter to a French diplomat, Hamilton expresses frustration at Congress's inability to raise funds for the army: “The want of money makes us want everything else.”

Robert Morris (1734-1806)

John Wesley Jarvis (1780-1840); after Gilbert Stuart

Oil on canvas, c. 1810

New-York Historical Society

Gift of Thomas Morris

The richest man in America, Robert Morris struggled, as Superintendent of Finance (1781-84), with the nation's debts, frustrated by the government's impotence. He corresponded with Hamilton through the Revolution and recommended Hamilton as first Treasury Secretary.

Financial Architect

In 1784, Hamilton helped create the Bank of New York, one of the nation's first private banks. He offered ideas, not money: he owned only one share of stock, but drafted the bank's founding documents and served as its legal adviser.

Northeast corner of Wall and William Streets

Archibald Robertson (1765-1835)

Ink, watercolor washes and graphite on paper, 1798

New-York Historical Society

Gift of Sophia Minton

Located in the heart of New York's business district, the Bank of New York occupied this corner of Wall Street—the thoroughfare that would become a national symbol of commerce.

Petition for Bank Charter, February 10, 1785

The Bank of New York Archives

Because New York's landed gentry wanted a bank based on land rather than money, the state denied Hamilton's Bank of New York a charter. It opened anyway, privately, to great success.

Tontine Coffee House

Francis Guy (1760-1820)

Oil on linen, c. 1800

New-York Historical Society

The hub of business in Hamilton's New York was the bustling Tontine Coffee House, at the northwest corner of Wall and Water Streets. There, merchants posted prices, struck deals, and swapped gossip.

First Treasury Secretary

In 1790, Treasury Secretary Hamilton presented Congress the *Report on Public Credit* and the *Report on a National Bank*. He found a way to pay off America's lingering war debts (including assumption by the federal government of the states' debts), and bring the nation into the modern financial era.

Handwritten draft of *First Report on the Further Provision Necessary for Establishing Public Credit*, c. December 1790

Library of Congress, Manuscript Division

Here Hamilton tells Congress how to implement the program of fiscal integrity and self-discipline he proclaimed in his *Report on Public Credit*, eleven months earlier. “States, like individuals, who observe their engagements are respected and trusted.”

Handwritten draft regarding *Report on United States Bank*, c. 1790

Library of Congress, Manuscript Division

Hamilton submitted his *Report on a National Bank* in December 1790. “The principal and most enlightened commercial nations,” Hamilton explained, had national banks. “There exists not a question about their utility.”

Letter from Alexander Hamilton, Secretary of Treasury, August 4, 1791

Autographed

The Gilder Lehrman Collection, on deposit at the New-York Historical Society

Hamilton writes quickly to implement a controversial new law that had just passed that day, authorizing the federal government to assume debts that individual states had incurred during the Revolution. The assumption of the debts, a central plank in Hamilton’s economic reforms, was essential to the young nation’s fiscal health.

Oliver Wolcott, Jr. (1760-1833)

Gilbert Stuart (1755-1828)

Oil on canvas, c. 1820

Yale University Art Gallery

Gift of George Gibbs

Son of a prominent Connecticut family, Wolcott served Hamilton in the Treasury department, succeeding him as Secretary in 1795. Later, under President Adams, Wolcott still looked to Hamilton for advice.

Albert Gallatin (1761-1849)

William Henry Powell (1823-1879)

Oil on canvas, 1843

New-York Historical Society

Gift of the artist

Born in Geneva, Switzerland, Gallatin came to America in 1780. As a congressman (1795-1801) he criticized Hamilton’s policies, though as Secretary of the Treasury (1801-13) he adopted many of them.

A Uniform Currency

In their first years of independence, Americans conducted business with a bewildering array of coins and currencies. In his *Report on the Mint* (1791), Hamilton insisted on “the uniform preservation of the intrinsic value of the money unit.” He resolved the chaos into a single strong currency.

“Exact Table” of Exchange, Portsmouth, New Hampshire, 1765
Museum of American Financial History, New York City

During the colonial period and the early republic, the variety of currencies meant that for trade and travel, Americans needed exchange rate tables such as this.

Paper Money and Coins, various

Image shows a “pyramid” of the era’s coins, with the Liberty dollar enlarged at left top.

Various notes of paper money

Colony of New York, February 16, 1771

New York Waterworks, March 5, 1776

State of Pennsylvania, May 20, 1777 and June 1780

Museum of American Financial History, New York City

Before Hamilton’s appointment to the Treasury in 1789, as these examples suggest, legal tender included notes in many denominations (pounds, shillings, Spanish dollars) issued by various governments and private companies. Spanish money circulated widely in America--this two reales coin was worth one-quarter of a Spanish dollar (or piece of eight). After the Revolution, states minted their own coins, such as this copper from New Jersey, issued from 1786 to 1790. “Nova Cæsarea” was the state’s Latinate name for itself. And Congress had tried to establish a national currency by issuing coins such as this Fugio Cent – with little success. (“Fugio” means “[Time] flies.”)

Spanish Two Reales Coin, 1739

Mexico City

New-York Historical Society, Gift of Susan Mount

New Jersey Copper, 1786

Rahway, New Jersey

New-York Historical Society

Fugio Cent, 1787

New Haven, CT

New-York Historical Society

United States silver dollar, 1795

New-York Historical Society

During Hamilton's tenure as Secretary of the Treasury, America began striking its own coins in earnest—symbolic of its political and economic unity. Americans would not need Spanish reales or New Jersey coppers anymore.

Quotations:

“The want of money makes us want everything else.”
Alexander Hamilton to the Marquis de Barbé-Marbois, 1780

“I have found the most perfect system ever formed. . . . Hamilton made no blunders, committed no frauds. He did nothing wrong.”
Albert Gallatin to Thomas Jefferson

6. Futurist

Alexander Hamilton, both intensely idealistic and acutely practical, foresaw aspects of American life that lay far in the future. Though he devoted years to business and battle, his best work was the thinking, writing, and planning he did for his adopted nation. The America Hamilton came to was a land of farms, many of them worked by slaves. Hamilton had a different vision. He foresaw a diverse economy, offering opportunity for the full variety of human talents. He respected the faculties of blacks, and worked to end slavery. These visions, expressed during his life, would not be fulfilled until long after his death.

A Spirit of Enterprise

Unlike Jefferson, who idealized agrarian society, Hamilton argued that manufacturing and commerce were also integral to modern economies. Hamilton believed that a diverse economy would make the nation wealthy and fulfill the potential of its citizens.

Passaic Falls, Spring

Thomas W. Whitley (active 1835-1863)

Oil on panel, c. 1839

From the Collections of The New Jersey Historical Society, Newark, New Jersey

Tourists went to the falls of the Passaic for the view. Hamilton saw a source of industrial power. In 1791, he helped found the Society for Establishing Useful Manufactures, which planned to make Paterson, New Jersey, an industrial city, producing everything from hats to iron wire.

Subscription Book of the Society for Establishing Useful Manufactures, circa 1792

Courtesy of the Passaic County Historical Society, Gledhill Collection

This ledger lists investors in an ambitious venture of Hamilton's to demonstrate America's manufacturing potential (note "Aaron Burr"). Using water power, the proposed factories would produce everything from hats to iron wire. Although this particular project failed, Hamilton led his contemporaries in envisioning the future growth of industry in America.

Share of Stock in Society for Establishing Useful Manufactures, c. 1791-92

Signed: William Duer

Museum of American Financial History, New York City

Shares in the S.E.U.M. sold well. The “governor,” or director, was William Duer, who had worked under Hamilton in the Treasury Department.

A Vision of Equality

In Hamilton’s time, much of the labor of America, in the North as well as the South, was done by slaves. Hamilton wanted to end this pernicious and degrading institution. Slavery, he wrote as early as 1774, “relaxes the sinews of industry, clips the wings of commerce, and introduces misery and indigence in every shape.” In 1785 he helped found the New York Manumission Society.

Alexander Hamilton (1757-1804), 1809

John Dixey (active 1789-1820) after bust by Giuseppe Ceracchi

Painted plaster

New-York Historical Society, Gift of the artist

Thomas Jefferson (1743-1826)

Jean Antoine Houdon (1741-1828)

Plaster bust, 1789

New-York Historical Society

Gift of Mrs. Laura Wolcott Gibbs

Slave shackles, c. 1800

Wrought iron

The Gilder Lehrman Collection, on deposit at the New-York Historical Society

Shackles from 1800—15 years after the Manumission Society was founded, 24 years after Jefferson wrote “all men are created equal”—designed for a child.

New York Manumission Society Minutes, January 2, 1785-November 21, 1787

New-York Historical Society

In 1785 Hamilton and 31 other prominent New Yorkers founded the New York Manumission Society, dedicated to ending slavery. Hamilton’s name appears in the minutes of the second meeting, February 4, third from the top of the left-hand column. The Society adopted this credo: “[T]hose, among us, who are held as Slaves . . . are by Nature, as much entitled as ourselves” to liberty.

John Jay (1745-1829)

Joseph Wright (1756-1793)

Oil on canvas, 1786

New-York Historical Society

Gift of John Pintard

Congressman, diplomat, first Chief Justice of the Supreme Court, and governor, Jay was a revered figure in New York politics. Hamilton, Jay, and James Madison collaborated on the *Federalist Papers*. Jay was also, along with Hamilton, a founder of the New York Manumission Society.

Education for All

New-York African Free School Records: Vol. I, Regulations, By-Laws and Reports (1817-1832)

New-York Historical Society

New-York African Free School Records: Vol. IV, Penmanship and Drawing Studies (1816-1826)

New-York Historical Society

Shortly after its founding, the Manumission Society established the African Free School, which provided practical and moral education for black children and, later, black adults. The Manumission Society's work continued after Hamilton's death—the building erected in 1815 is shown here. In these pages, the supervisors of the African Free School preserved samples of the students' work as a record of the school's progress.

Quotations:

“Who talk most about liberty and equality? . . . Is it not those who hold the bill of rights in one hand and a whip for affrighted slaves in the other?”

Alexander Hamilton

February 23, 1791

“Those who labor in the earth are the chosen people of God. . . . While we have land to labor then, let us never wish to see our citizens occupied at a workbench.”

Thomas Jefferson, *Notes on the State of Virginia*, 1784

7. The Duel

Affairs of honor—disputes between gentlemen that sometimes culminated in duels—were common in late-18th-century America. One signer of the Declaration of Independence and two signers of the Constitution were killed in duels. Men fought duels when they felt their honor had been impugned, and though dueling was illegal, duelists were not prosecuted, since juries would not convict them. Dueling was polite, well-regulated, unjust and barbaric. Hamilton was a principal in seven affairs of honor in his life. The one that ended in a duel, and ended his life, was fought with fellow lawyer and New Yorker, Vice President Aaron Burr.

The Dispute

In 1804 the long rivalry between Hamilton and Burr reached a climax. The two men knew each other professionally and socially, and had worked together in the past, but Hamilton considered Burr ambitious and unprincipled—“an embryo Caesar.” Hamilton, who had helped keep Burr

out of the White House in 1800, opposed his latest campaign, to be governor of New York. Hamilton, finally, knew that northern Federalists, maddened by the popularity of President Jefferson, were plotting secession—and that Burr was in touch with them. Then, in April 1804, an inflammatory article appeared in an Albany newspaper.

Letter from Alexander Hamilton to Harrison G. Otis, December 23, 1800
The Gilder Lehrman Collection, on deposit at the New-York Historical Society

In his characteristically regular hand, Hamilton drops a political bombshell. With Jefferson and Burr tied in the presidential election of 1800, throwing the decision to the House of Representatives, Hamilton urged Federalists to back Jefferson: “In a choice of evils . . . Jefferson is in every view less dangerous than Burr.” Burr never forgot who had cost him the presidency.

Correspondence of Alexander Hamilton and Aaron Burr, 1804
Collection of manuscripts, compiled by William Coleman, editor of the *New-York Evening Post*
New-York Historical Society

In April 1804, a letter in an Albany newspaper claimed that Hamilton had voiced a “despicable opinion” of Burr in conversation. When Burr heard about it, on June 18, he immediately wrote Hamilton, demanding an explanation. Two days later, Hamilton responded. The ensuing correspondence led to their duel.

Draft of Alexander Hamilton’s farewell letter to his wife, July 4, 1804
Library of Congress, Manuscript Division

Knowing the expected duel could mean his death, Hamilton prepared a letter for his wife, Elizabeth: “If it had been possible for me to have avoided the interview, my love for you and my precious children would have been alone a decisive motive. But it was not possible.”

Alexander Hamilton (1757-1804)
John Trumbull (1756-1843)
Oil on canvas, after 1804
New-York Historical Society
Gift of Thomas Jefferson Bryan

Aaron Burr (1756-1836)
John Vanderlyn (1775-1852)
Oil on canvas, 1802
New-York Historical Society
Gift of Dr. John E. Stillwell

July 11, 1804

Hamilton and Burr met at Weehawken, New Jersey, shortly after dawn. The pistols, which belonged to John Church, Elizabeth Hamilton’s brother-in-law, had been used in Hamilton’s son Philip’s fatal duel three years earlier. Following protocol, the gentlemen stood twenty paces apart, and fired at the command, “Present.” Hamilton’s shot went high and wide. Burr’s

pierced Hamilton's abdomen and lodged in his spine. Hamilton was rowed to Greenwich Village, where he died the following day.

Hamilton-Burr Dueling Pistols, c. 1797

Wogdon gunsmiths, London, England
JPMorgan Chase & Co.

The pistols used by Hamilton and Burr in their duel at Weehawken belonged to John Church, Hamilton's brother-in-law. Though elegant, these .544 caliber weapons were lethal.

Letter from Angelica Church to her brother Philip J. Schuyler, July 11, 1804

The Gilder Lehrman Collection, on deposit at the New-York Historical Society

Hours after the duel, Angelica Church writes to her brother to break the news, expressing her hope for Hamilton's recovery. Her hasty scrawl suggests her distress.

Receipt from Dr. David Hosack to the estate of General Hamilton, August 8, 1805

New-York Historical Society, Nathaniel Pendleton Papers

This bill for \$87.50 covered Hamilton's account for the previous six months as well as the doctor's final services to his patient.

Funeral Line of March

New York Evening Post, July 17, 1804
New-York Historical Society

Hamilton's body was escorted through the streets of lower Manhattan to Trinity Church by military, political and civic leaders (listed here) as well as the ordinary citizens of the city.

Mourning ring, 1805

Gold, hair
New-York Historical Society
Gift of Mr. B. Pendleton Rogers

Letter from Elizabeth Hamilton to Nathaniel Pendleton, June 21, 1805

New-York Historical Society, Nathaniel Pendleton Papers

This gold ring, set with a lock of Hamilton's hair, was presented by Elizabeth to Nathaniel Pendleton, her late husband's second in the duel. In the letter, she asks Pendleton to do her the "particular favor" of wearing it in remembrance of his friend Hamilton.

Aaron Burr

James Van Dyck
Oil on wood panel, 1834
New-York Historical Society
Gift of Dr. John E. Stillwell

Burr outlived Hamilton by 32 years. This is the last portrait ever painted of him.

Elizabeth Schuyler Hamilton (Mrs. Alexander Hamilton, 1757-1854)
Henry Inman (1801-1846)
Watercolor on ivory, 1825
New-York Historical Society
Gift of Mrs. Alexander Hamilton

Elizabeth survived her husband by a full fifty years. She spent those decades doing charitable work and laboring to preserve Hamilton's reputation and secure his legacy.

Epilogue

Hamilton overcame heavy odds. He was an immigrant, born in poverty and shame. To put his projects into effect, he had to persuade or defy great but often uncomprehending colleagues—George Washington, Thomas Jefferson, James Madison. He was hampered by scandal and controversy, some of it his own fault. He was killed, when he was only 47, in a duel. But through a combination of intelligence, hard work, and high principle, he served his adopted country brilliantly. We live in the world he made.

Quotations:

“I have resolved . . . to *reserve* and *throw away* my first fire.”
Alexander Hamilton, July 10, 1804

Exhibit shipping and receiving Information

(This form is also in the online site support notebook.)

The shipper for “Alexander Hamilton” will be CDS, the Fine Arts Transportation Agent for Mayflower Transit. **This exhibit travels in seven, wheeled, molded hard plastic cases, each approximately 45" x 35" x 9", and two wooden, wheeled crates.**

All shipping costs will be billed to the ALA Public Programs Office.

Important exhibit display information: The first date of your exhibit period is a Thursday. The shipper will deliver the exhibit to you no later than the day before--Wednesday. You can schedule programs for Thursday evening, but please do not plan programs early on Thursday in case of delivery problems (they are rare, but do happen). Friday openings and programs are the best--you may open the exhibit whenever it suits your local schedule. This exhibit will take 2-3 people approximately 2-3 hours to unpack and set up.

The last date in your exhibition period is a Friday, which should be the closing date for the exhibition (you may close the exhibit earlier if you wish). Because there is limited time available to get the exhibition from one site to another, libraries should have the exhibition dismantled and ready for pick-up on the Monday after the exhibition closes. This does not mean the shipper will always pick up the exhibit on Monday, but the exhibit should be ready to go on Monday morning.

HOST LIBRARIES ARE REQUESTED TO PROCEED AS FOLLOWS:

1. CDS/Mayflower will call libraries to arrange convenient delivery and pick-up times. **If you have not heard from CDS by at least 48 hours before the exhibit should be delivered, please call CDS** at the following number between 9 a.m. and 5 p.m. Eastern Standard Time to confirm delivery arrangements:

1-800-878-2374

Input ext. 218, for Angela Perry (leave a message if she does not answer)

If you have not heard from CDS by 48 hours before the exhibit closes, please call the above number again to arrange for pick-up.

2. Please arrange for delivery and pick-up during business hours (9-5 your time). Give CDS the following information:

- ◆ Name and telephone number of a contact person.
- ◆ Address where exhibition should be delivered or picked up and actual place of delivery or pick-up at that address, such as back or front of building, etc.
- ◆ Opening and closing times of building if relevant.
- ◆ Special conditions that apply, e.g., parking restrictions, no loading dock, ramp access, use of back door only, tractor-trailer access, stairs, etc.

The contact person for inquiries about “Alexander Hamilton” shipping is:

Administrative Assistant/Registrar

ALA Public Programs

50 E. Huron St.

Chicago, IL 60611

Phone: 312-280-5045, fax: 312/944/2404,

e-mail: publicprograms@ala.org

Condition/Damage Report-Alexander Hamilton exhibit

(form also in the online site support notebook)

Libraries are required to complete the condition report form when they receive the exhibit.

Library: _____ City/State: _____

Person completing form _____ Date exhibit arrived _____

1. Please check the condition of all materials as you unpack crates.
2. If you observe damage that prevents display of the exhibit and/or may require a panel replacement, **immediately call** Sofiana Peterson at 1-800-545-2433, ext. 5045. Use the panel replacement codes found in the Exhibition Manual to report damage. Please take pictures of the damage if possible and email them to Sofiana Peterson at speterson@ala.org.
3. If there is no major damage, **complete this form within 48 hours** and fax or e-mail to the address below. We must have a damage report form on file from each library. Duplicate pages if needed.
4. Please fax or e-mail this form within 48 hours of exhibit opening to: Sofiana Peterson, Administrative Asst./Registrar; phone: 312-280-5045; fax: 312-944-2404; e-mail: speterson@ala.org

Case #1

1. Assess the exterior condition of the case.

- _____ Check here if there is no visible damage to the exterior of the case.
_____ Check here if there is damage to the exterior of the case, straps, handles, fasteners, wheels or other. Describe below the nature of the damage, its location, whether it was damaged before arrival or at the library, and whether the case needs repair:

2. Inventory the contents of the case.

- _____ Check here if the contents of the case are complete
_____ Check here if the contents have been incorrectly packed or if there are items missing (cardboard packing inserts, packing trays, etc.) Describe below the nature of the discrepancy:

3. Assess the condition of the case contents.

- _____ Check here if all the contents of the case are clean and in good physical condition.
_____ Check here if any of the contents of the case have visible damage. Consider physical integrity, metal frame unit condition, graphics condition. Describe below the nature of damage and its location. *Use the panel codes found in the exhibition set-up manual to report damage.*

Case #2

1. Assess the exterior condition of the case.

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- Check here if there is damage to the exterior of the case, straps, handles, fasteners, wheels or other. Describe below the nature of the damage, its location, whether it was damaged before arrival or at the library, and whether the case needs repair:

2. Inventory the contents of the case.

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Case #3

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Case #4

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Case #5

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Case #6

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Case #7

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Case #8

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Case #9

1. Assess the exterior condition of the case.

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Please fax or e-mail this form within 48 hours of exhibit opening to:

Sofiana Peterson
Administrative Asst/Registrar
ALA Public Programs office
phone: 312-280-5045
fax: 312-944-2404
e-mail: speterson@ala.org

Library Final Report—Alexander Hamilton Exhibition

(also at www.ala.org/publicprograms/hamilton)

PLEASE NOTE: This report must be completed and returned to the address below within 30 days of the closing of the exhibition. Reporting is a requirement for all exhibit projects organized by the American Library Association. Failure to make a timely final report may affect your library's opportunities to host future exhibits or take part in other ALA Public Programs Office projects. It is often difficult to monitor exhibit attendance, but informed attendance estimates are required. Please use extra paper if necessary.

1. **LIBRARY NAME:** _____

2. **CITY/STATE:** _____ **EXHIBITION DATES:** _____

3. EXHIBITION ATTENDANCE

Total # exhibit visitors: _____ Actual ___ Estimate ___ (check one)

Source of statistics: _____

OR

Total # library visitors during exhibit: _____ Actual ___ Estimate ___ (check one)

Source of statistics: _____

4. PUBLIC PROGRAMS

Please summarize your programming efforts in a few sentences, characterizing your audience and scope of programming. Mention how you presented the required reception and programs.

Individual program descriptions (include Title, Format and Presenter for all programs; use extra paper if necessary). Please provide final overall attendance figure for all programs.

1) **Required Opening Reception** _____

Total attendance _____ Adults _____ YA _____ Children _____ School Groups _____

2) **Required humanities program** _____

Total attendance _____ Adults _____ YA _____ Children _____ School Groups _____

3) **Required humanities program** _____

Total attendance _____ Adults _____ YA _____ Children _____ School Groups _____

4) **Program** _____

Total attendance _____ Adults _____ YA _____ Children _____ School Groups _____

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5) **Program** _____

Total attendance _____ Adults _____ YA _____ Children _____ School Groups _____

Total number of programs _____ **Total program attendance** _____

5. ELEMENTARY AND HIGH-SCHOOL INVOLVEMENT

Total number of students/ elementary _____ H.S. _____ visiting the exhibition

Total number of classes using *Alexander Hamilton* materials in the curriculum:

elementary _____ H.S. _____

(Include descriptions of separate programs for students under No. 4)

6. FUNDING. (include sources and actual/in-kind amounts of support for any exhibition-related programs, invitations, printing, events, etc.):

Source: _____ Amount: _____

Source: _____ Amount: _____

Source: _____ Amount: _____

Total: _____

7. PUBLICITY. If your library is an academic or special library, describe how you tried to attract public audiences from outside your customary user groups to the exhibit and programs, and indicate whether or not you were successful. Public libraries please describe the results of your publicity strategies for the exhibit.

8. PUBLICITY SAMPLES. Please attach three copies of all library-produced publicity pieces, including posters and flyers, all newspaper articles, and other materials such as bibliographies, bookmarks, invitations, etc.; copies of your Alexander Hamilton web site pages; and captioned photographs taken at exhibition programs if you have them.

9. COMMENTS ABOUT THE EXHIBITION

Please identify source of comments, e.g., librarian, program participant, presenter or partner organization. Comments and anecdotes are valuable in reports to funders about exhibitions, and we appreciate your gathering them.

Submitted by: _____ Date: _____

Phone: _____ E-mail: _____

Return this form and attachments within 30 days of the closing of the exhibition to:

Sofiana Peterson, ALA Public Programs, 50 E. Huron St., Chicago, IL 60611

Any questions, please call 312/280/5045 or contact speterson@ala.org

Final Report—NEH \$1,000 programming grant for "Alexander Hamilton"

(to be submitted to ALA with the library's final exhibition report)

The \$1,000 programming grant from the National Endowment for the Humanities may be used only for specific activities and materials related to the Alexander Hamilton traveling exhibit.

NEH funds may be used for the following costs: library coordinator travel and accommodation for the planning seminar; speaker honoraria and travel expenses; publicity expenses for humanities programs not associated with fundraising; acquisition of books related to the exhibit; humanities program mailing, printing, photocopying, and telephone costs; film rental if the program is a film discussion program led by a scholar.

NEH funds may not be used for: art works such as posters, etc.; purely art or performance programs with no humanities interpretation; film rental for programs that do not include discussion; costs associated with fundraising activities; costs associated with social events, such as refreshments, decorations, costumes, etc.; children's games and costumes; purchase of equipment.

Please provide a report of how your library expended the grant from the NEH. Provide figures and details for each expenditure.

For example:

- | | | |
|---------------------------|-------|--|
| 1. Workshop travel/accom. | \$600 | |
| 2. Books | \$100 | Purchased 5 books |
| 3. Printing | \$100 | Printed 2,500 1-page flyers listing library programs |
| 4. Speaker honorarium | \$200 | Program on Hamilton's military battles |

<u>CATEGORY</u>	<u>AMOUNT</u>	<u>DETAILS OF EXPENDITURE</u>
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