



Site Support Notebook--Contents

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Front manila insert: Seminar agenda; seminar participants' list

Back manila insert: Exhibition text; Forever Free PR information

Back pocket: ALA Public Programs Office brochure; other general materials.

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**Exhibition installation guidelines
will be distributed at the seminar**



QUESTIONS?

If you have questions about . . .

- **GENERAL PUBLICITY**
- **PROGRAMMING RESOURCES**
- **CURRICULUM MATERIALS**

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- **THE PASSWORD PROTECTED
WEB SITE**
- **PUBLICITY**

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- **EXHIBITION SHIPPING**
- **SHIPPING OF BROCHURES AND
POSTERS**
- **TOUR ITINERARY/SCHEDULE**
- **REPORTS TO ALA**
- **DAMAGE/REPAIRS**

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“Forever Free” Exhibition credits—Tour One (Sept. 2003-Nov. 2006)

Please use the following credit information on materials you produce to accompany the exhibition. Also see “Further Guidelines for Sponsor Acknowledgement” below.

“Forever Free: Abraham Lincoln’s Journey to Emancipation” has been organized by the Huntington Library, San Marino, California, and the Gilder Lehrman Institute of American History, New York City, New York, in cooperation with the American Library Association Public Programs Office. This exhibition has been made possible by a major grant from the National Endowment for the Humanities, promoting excellence in the humanities.

Any views, findings, conclusions, or recommendations expressed in this exhibition and related programs do not necessarily represent those of the National Endowment for the Humanities.

Further Guidelines for Sponsor Acknowledgment:

- **The credit and NEH policy statement 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. They should also appear on any signage at the entrance to the exhibition. On all materials, they should appear in a type size that is readable and appropriate to the overall design of the piece.
- **Please use the NEH, Huntington Library, Gilder-Lehrman and ALA logos** on materials whenever possible, especially on smaller PR pieces. Logos may be found on the Forever Free web site. If only logos are used, also use the NEH policy statement.
- **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 Huntington Library, the Gilder Lehrman Institute and 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.

- **Local sponsor credits:** Local sponsor credit must follow the “Forever Free” exhibition credit line 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 above to appear, but the additional sponsor's credit may appear first and in larger type.

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.

LIBRARIES MUST SUBMIT—AT LEAST THREE DAYS BEFORE PRINTING OR POSTING—ALL DRAFT COPY of press releases, media advisories, Web site articles or notices, 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 or Laura Hayes, Tel.: 1-800-545-2433, ext. 5054 (Susan) or 5055 (Laura). Fax: 312-944-2404. E-mail: sbrandeh@ala.org or lhayes@ala.org. We will review the materials 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.

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 exhibition is to be displayed outdoors or in a tent or other temporary structure.

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. 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 “Forever Free” exhibit is \$60,000 for insurance purposes. Some libraries add a rider to their insurance policy for the exhibit period.

Telling legislators

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

Also urge your patrons to contact their legislators about library programs they value. 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 request.

Why the ALA works with other institutions and funders to develop traveling exhibitions

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 in the humanities and the arts 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.

We hope that the experience and information gained through these tours will encourage librarians to plan related exhibitions based on local collections and resources.

**Forever Free:
Abraham Lincoln's Journey to Emancipation**

Exhibition Itinerary

TOUR 1

2003

September 17 – October 31
Mustang, OK

November 12 - January 9
Hattiesburg, MS

2004

January 21 – March 5
Fort Lauderdale, FL

March 17 – April 30
Brunswick, GA

May 12 – June 25
Charleston, SC

July 7 – August 20
Georgetown, SC

September 1 – October 15
Williamsburg, VA

October 27 – December 10
Bowling Green, KY

2005

December 22 – February 18
Nashville, TN

March 2 – April 15
Gastonia, NC

April 27 – June 10
Memphis, TN

June 22 – August 5
Birmingham, AL

August 17 – September 30
Cincinnati, OH

October 12 – December 2
Orland Park, IL

December 14 – February 10
Pekin, IL

2006

February 22 – April 7
Springfield, MO

April 19 – June 2
Hays, KS

June 14 – August 11
SKIP

August 25 – October 20
Virginia City, NV

November 3 – December 22
Park City, UT

TOUR 2

2003

September 17 – October 31
Springdale, AR

November 12 - January 9
Decatur, IL

2004

January 21 – March 5
Appleton, WI

March 17 – April 30
Minneapolis, MN

May 12 – June 25
Highland Park, IL

July 7 – August 20
Southfield, MI

September 1 – October 15
Lafayette, IN

October 27 – December 10
Pittsburgh, PA

December 22 – February 18
Gettysburg, PA

2005

March 2 – April 15
Buffalo, NY

April 27 – June 10
Baltimore, MD

June 22 – August 5
Middletown, NY

August 17 – September 30
Middlebury, VT

October 12 – December 2
Medford, MA

December 14 – February 10
Providence, RI

2006

February 22 – April 7
New York, NY

April 19 – June 2
Ypsilanti, MI

June 14 – August 4
Leavenworth, KS

August 16 – September 29
Irving, TX

October 11– November 24
San Diego, CA

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.

Each library on "Forever Free" 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.

Local or regional agencies which are responsible for services for the disabled may be helpful.

We offer the following suggestions to enhance the accessibility of "Forever Free":

- 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 for people who cannot read it.
- Make members of the library staff available at certain times to walk through the exhibit with people in wheelchairs, the visually impaired, etc.

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 Audrey Johnson for another form (312-280-5045, ajohnson@ala.org).

Brochure

A full color illustrated brochure will provide visitors to the exhibition with a summary of exhibition themes as well as a list of additional readings. Each library exhibition site may request up to 1,600 brochures.

Poster

Each host library will receive 25 copies of a special "Forever Free" exhibition poster.

Banner

Two large nylon banners displaying the exhibition logo will travel with each copy of the exhibition. Banners are 64' wide x 50" deep (horizontal design). They have 2 1/2" pole sleeves at the top and bottom for weighting and can be used inside or outside the library.

Curriculum Materials

Curriculum materials will be provided by The Huntington Library and the Gilder Lehrman Institute for American History. They will be described at the seminar and distributed to libraries. Curriculum materials from the NEH-coordinated web site, "Edsitement," and other educational web sites may be found in the Resources section of this notebook under "Curriculum materials web sites."

Some “Forever Free” Exhibition Themes

- 1.** Abraham Lincoln’s ideas about slavery and abolition evolved over time. Lincoln himself embodied the contradictions found in a republic which espoused the ideals of liberty and equality, but also tolerated slavery. Lincoln was against slavery, but for many reasons he was not an abolitionist who demanded immediate emancipation of slaves.
- 2.** The American Revolution left a contradictory legacy of freedom and slavery. Most of the founding fathers thought slavery was wrong, but they could envision no peaceful way to end it. They hoped that gradual emancipation would somehow be achieved in succeeding generations. This did not happen, and by 1830, abolitionists began to demand immediate and unconditional freedom for slaves and citizenship for blacks. Abolition was opposed by the majority of whites in both North and South. Abraham Lincoln knew that a candidate linked to abolitionism had no chance to win office.
- 3.** Abraham Lincoln was born in a slave state, Kentucky, but moved as a young man to a free state, Illinois. His high ideals as a lawyer and politician in Illinois were threatened by slavery. He believed that “every man”—including the black man—was entitled to better his condition. But he thought that a direct attack on slavery in the South would split the Union and end America’s experiment in self-government. Lincoln and other moderates believed that slavery could continue in the South for many more years, and if it were confined to the South, it would eventually die out.
- 4.** The issue that finally divided the Union was the threatened spread of slavery to the western territories through the passage of the Kansas-Nebraska Act in 1854. Lincoln and others opposed the expansion of slavery. They believed that if slavery were extended to new territories, it would soon be legal throughout the U.S., even in the North. In his unsuccessful 1858 Senate race against the incumbent, Stephen A. Douglas, Lincoln was painted as a radical abolitionist for his views. But his debates with Douglas helped propel him to national renown, and led to a successful run for the Presidency in November 1860 as an antislavery moderate.
- 5.** Protesting the election of an antislavery President, South Carolina was the first state to secede from the United States of America shortly after Lincoln’s election, followed within three months by Mississippi, Florida, Alabama, Georgia, Louisiana and Texas. The states soon established themselves as the Confederate States of America. The first shots of the Civil War were fired on Fort Sumter, South Carolina, in April 1861. Soon after, Virginia, North Carolina, Tennessee and Arkansas seceded from the Union. Lincoln ordered federal troops to quell the rebellion and restore the Union.
- 6.** Early in the Civil War, Lincoln overturned several orders to free slaves in Missouri and some of the Southern states, fearing that border slave states such as Maryland and Kentucky would then join the Confederacy. His fragile coalition included the border states, and he believed that Emancipation would shatter that coalition. He drew up a plan that would have gradually freed slaves over many years, until 1893, and would

have compensated slaveowners for their human property. When his plan was rejected by the border states, Lincoln decided that immediate emancipation was required both militarily, in order for the Union to weaken the South by eliminating its slave labor base, and for moral reasons, so that the Union would finally live up to the ideals of the founding fathers.

7. Lincoln's Emancipation Proclamation on January 1, 1863, changed the character of the Civil War and the Union by declaring "forever free" all the enslaved people in the Southern states. For months, Lincoln prepared the public for this move, saying that emancipation was unlikely, but that he would use it, if necessary, to save the Union.

8. The Emancipation Proclamation settled the indeterminate legal status of tens of thousands of runaway slaves, besides declaring as free all people still enslaved. It also allowed blacks to enlist in the Union army. The strength and courage of black volunteers helped to change the public's views about the character and abilities of an entire race. Nearly 40,000 black soldiers gave their lives in the Union cause.

Programming Ideas

NOTE: An opening reception for "Forever Free: Abraham Lincoln's Journey to Emancipation" and another humanities-oriented public program related to exhibition themes are the minimum requirement for host libraries. Humanities programs 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 programming.

For adults

Some program ideas and topics:

What were the international dimensions of the Abolition movement? How was the movement in the U.S. affected by, or how did it influence freedom movements in other slaveholding areas, such as Latin America and the Caribbean?

Sponsor a One Book, One Community program during the exhibit using a popular biography of Lincoln or an account of the Civil War (one title for adults, one for young adults, one for children).

Compare Presidential leadership in times of crisis, with emphasis on Lincoln.

How was Lincoln perceived in the rest of the world during his Presidency? What was European reaction to the Civil War?

Who were major figures in the Abolition movement? What did they want from Lincoln?

What was the reaction in your area to Lincoln's assassination?

What was the role of women in the Abolition movement, in the Civil War?

Ask good public speakers to read one or more of Lincoln's speeches during the period of the exhibit. Or have several people read from the writings, speeches or diaries of Lincoln and other Civil War era figures (e.g., Frederick Douglass, Henry Clay, Jefferson Davis, slave narratives, Clara Barton). A series of public readings can create a picture of this period of American history--its people, its philosophies, its ideals, its failings.

This nation's early republican ideals did not extend to tens of thousands of people of African descent who were kept in enforced servitude. Treat this as a national and/or a local issue. In your area, how did people feel about slavery in the 19th century? What was the majority opinion? What did the newspapers say? What was the debate?

Trace Lincoln's positions on slavery throughout his life.

Examine the contribution of black soldiers to the Civil War effort through biography,

film, diaries.

Sponsor a four or five book discussion series. One library has proposed *Uncle Tom's Cabin, Ordeal by Fire, Incidents in the Life of a Slave Girl, Lincoln* (biography by Donald), and *Reconstruction after the Civil War*. Another library suggests "Civil War Fiction Beyond *Gone with the Wind*."

ALA developed a "Let's Talk About It" book discussion series titled, "Rebirth of a Nation: Nationalism and the Civil War," using the books *Two Roads to Sumter, Uncle Tom's Cabin, Ordeal by Fire, Reconstruction: After the Civil War*, and *The Private Mary Chesnut: The Unpublished Civil War Diaries*. Limited number of brochures still available (approx. 50). Contact ALA for information.

Find people in your community who have family stories, diaries, artifacts from the eras of the Civil War and Lincoln's Presidency. Create related exhibits or ask them to speak at a program. Tape their stories.

Plan a program around slave narratives.

Examine the occupations of African Americans in free states in the 19th century.

If you have access to 19th century American newspapers, compare how they covered Lincoln's presidency and personal life with newspaper coverage of presidents in later periods, e.g., World War II, the 1990s.

Make the themes of the exhibition particular to your area—e.g., the Civil War, the Underground Railroad, the Abolition Movement, in New York State, Ohio, Kansas, Alabama—who were the prominent people, what were the primary political attitudes, what did people care about, how did local papers cover national politics?

What was the state of medicine in the last half of the 19th century in America: What did people do when they were sick? How was a Civil War hospital set up? What was the effect of 19th century medicine on Lincoln (for a long time, he took a remedy called "blue mass," which contained toxic amounts of mercury)?

Ask community actors to act out scenes from their lives or books.

Hold book discussion programs focusing on biographies of the personalities highlighted in the exhibit or from the era.

Hold a program featuring music and dance of the 19th century, with costumes and dance lessons.

Create displays or complementary exhibits based upon the following:

- Local historical personages from the mid 19th century
- 19th century popular literature, art, and music
- 19th century daily life
- 19th century recipes and food

For younger audiences

Plan a program showing middle grades how to use primary sources in historical research.

Plan a young people's chautauqua focusing on personalities, events, music, costume and other aspects of the Civil War era, 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 Forever Free "One Book, One Community" series.

Plan a program on Civil War spies.

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

Sponsor essay contests: "What Would Lincoln Think About the World Today?"
"What If I Had Been a Slave?"

Help youngsters make simple toys from the period, e.g., daisy chains, wood whistles, and play games, e.g., leap frog, blind man's bluff, yo-yo tricks.

Programs with schools

With a lead teacher or teachers, sponsor a Forever Free curriculum workshop for teachers in your area, using various curriculum materials.

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

Encourage teachers at local schools to use Abraham Lincoln, Civil War, and emancipation themes in the curriculum during the exhibition.

Short-Term Grants **for Library Humanities Programming**

- ◆ 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.

- ◆ For a list of state humanities councils or information on your state humanities council, contact:

The Federation of State Humanities Councils
1600 Wilson Boulevard
Suite 902
Arlington, VA 22209
Tel.: 703-908-9700
Fax: 703-908-9706

**Humanities council contact information for all states can be obtained on the
Internet at: www.neh.gov/state/states.html**

Books for adult readers

Alonso, Harriet Hyman. *Growing Up Abolitionist: The Story of the Garrison Children*. University of Massachusetts Press, 2002.

Ayers, Carol Dark. *Lincoln and Kansas: A Partnership for Freedom*. Sunflower University Press, 2001.

Berlin, Ira, et al. *Slaves No More: Three Essays on Emancipation and the Civil War*. Cambridge University Press, 1992.

Blackett, R. J. M. *Divided Hearts: Britain and the American Civil War*. Louisiana State University Press, 2000.

Blight, David W. *Race and Reunion: The Civil War in American Memory*. Belknap Press, 2001.

Cox, Lawanda C. Fenlason. *Lincoln and Black Freedom: A Study in Presidential Leadership*. University of South Carolina Press, 1994.

Donald, David Herbert. *Lincoln*. Touchstone Books, 1996.

Douglass, Frederick. (Henry Louis Gates, ed.) *Frederick Douglass Autobiographies: Narrative of the Life of Frederick Douglass, an American Slave/My Bondage and My Freedom/Life and Times of Frederick Douglass*. Library of America, 1994.

Douglass, Frederick. (William L. Andrews, ed.) *The Oxford Frederick Douglass Reader*. Oxford University Press, 1997.

Fehrenbacher, Don E., ed. *Abraham Lincoln: Speeches and Writings*, 2 vols. Library of America, 1989.

Fehrenbacher, Don E. *Prelude to Greatness: Lincoln in the 1850s*. Stanford University Press, 1962.

Fehrenbacher, Don E., with Ward M. McAfee. *The Slaveholding Republic: An Account of the United States Government's Relations to Slavery*. Oxford University Press, 2002.

Fleischner, Jennifer. *Mrs. Lincoln & Mrs. Keckly: The Remarkable Story of the Friendship Between a First Lady and a Former Slave*. Broadway Books, 2003.

Foner, Eric. *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party Before the Civil War*. Oxford University Press, 1995 (reprint).

Franklin, John Hope. *The Emancipation Proclamation*. Doubleday, 1963. (available in reprint)

- Gallagher, Gary W., and Alan T. Nolan, eds. *The Myth of the Lost Cause and Civil War History*. Indiana University Press, 2000.
- Gary, Ralph. *Following in Lincoln's Footsteps: A Complete Annotated Reference to Hundreds of Historical Sites Visited by Abraham Lincoln*. Carroll & Graf, 2002.
- Guelzo Allen C. *Abraham Lincoln: Redeemer President*. Wm. B. Eerdmans Pub. Co., 1999.
- Hollandsworth, James G. *The Louisiana Native Guards: The Black Military Experience During the Civil War*. Louisiana State University Press, 1998. (reprint)
- Jacobs, Harriet A. *Incidents in the Life of a Slave Girl*. Signet Classic, 2000.
- Jaffa, Harry V. *Crisis of the House Divided: An Interpretation of the Issues in the Lincoln-Douglas Debates*. University of Chicago Press, 1999 (rev.).
- Jaffa, Harry V. *A New Birth of Freedom: Abraham Lincoln and the Coming of the Civil War*. Rowman & Littlefield, 2000.
- Jeffrey, Julie Roy. *The Great Silent Army of Abolitionism: Ordinary Women in the Antislavery Movement*. University of North Carolina Press, 1998.
- Jones, Howard. *Abraham Lincoln and a New Birth of Freedom: The Union and Slavery in the Diplomacy of the Civil War*. University of Nebraska Press, 2002.
- Klingaman, William K. *Abraham Lincoln and the Road to Emancipation*. Reissue edition, Penguin USA, 2002.
- Lowance, Mason I., Jr., ed. *Against Slavery: An Abolitionist Reader*. Penguin USA, 2000.
- McPherson James M. *Abraham Lincoln and the Second American Revolution*. Oxford University Press, 1992 (reprint).
- McPherson, James M. *Battle Cry of Freedom: The Civil War Era* (Oxford History of the United States). Oxford University Press, 1988.
- Miller, William Lee. *Arguing About Slavery: The Great Battle in the United States Congress*. Knopf, 1996.
- Miller, William Lee. *Lincoln's Virtues: An Ethical Biography*. Vintage Books, 2003.
- Neely, Mark E., Jr. *The Fate of Liberty: Abraham Lincoln and Civil Liberties*. Oxford University Press, 1992. (reprint).
- Oates, Stephen B. *With Malice Toward None: The Life of Abraham Lincoln*. Perennial, 1994 (reprint).

Paludan, Phillip S. *The Presidency of Abraham Lincoln*. University of Kansas Press, 1994.

Peterson, Merrill D. *Lincoln in American Memory*. Oxford University Press, 1995 (reprint)

Potter, David Morris, and Don E. Fehrenbacher. *The Impending Crisis*. Harpercollins, 1976.

Remini, Robert V. *Henry Clay: Statesman for the Union*. W.W. Norton & Company, 1991.

White, Ronald. *Lincoln's Greatest Speech: The Second Inaugural*. Touchstone Books, 2003.

Williams, Frank J. *Judging Lincoln*. Southern Illinois University Press, 2002.

Books for younger readers

Middle Grades

Armstrong, Jennifer. *Steal Away*. Orchard Books, 1992. ALA Notable Book.

Bail, Raymond. *Where Lincoln Walked*. New York: Walker & Co., 1997. Photos of the world where Abraham Lincoln grew up and lived his life.

Bowler, Sarah. *Abraham Lincoln: Our Sixteenth President* (Our Presidents). Childs World, 2002.

Brame, Charles L., Edgar Soller (Illustrator) *Honestly Abe: A Cartoon Biography of Abraham Lincoln*. Abe Press, 2nd ed., 2000.

Burchard, Peter. *Lincoln and Slavery*. Athenaeum, 1999.

Burke, Rick. *Abraham Lincoln* (American Lives: Presidents). Heinemann Library, 2003.

Clayton, Nancy. *Strange but True Civil War Stories*. Lowell House, 1999.

Crane, Stephen. *The Red Badge of Courage*. (Various editions available).

Douglass, Frederick. (Michael McCurdy, ed.) *Escape from Slavery: The Boyhood of Frederick Douglass in His Own Words*. Knopf, 1994.

Freedman, Russell. *Lincoln: A Photobiography*. New York: Clarion Books, 1987. Newbery Medal Winner in 1988.

Gormley, Beatrice. *Back to the Day Lincoln Was Shot!* Apple (reissue), 1996. Twentieth century children travel back in time to try to prevent Lincoln's assassination.

- Gross, Ruth Belov. *True Stories about Abraham Lincoln*. New York: Lothrop, Lee & Shephard Books, 1993.
- Hamilton, Virginia. *Many Thousand Gone: African Americans from Slavery to Freedom*. New York: Alfred A. Knopf, 1993.
- Harness, Cheryl. *Young Abe Lincoln: The Frontier Days 1809-1837*. Lincoln D.C.: National Geographic Society, 1996.
- Harness, Cheryl. *Abe Lincoln Goes to Lincoln: 1837-1865*. Lincoln, D.C.: National Geographic Society, 1997.
- Jacobs, William Jay. *Lincoln*. New York: Charles Scribner's Sons, 1991.
- January, Brendan. *The Assassination of Abraham Lincoln (Cornerstones of Freedom)*. Children's Press, 1999.
- January, Brendan. *The Emancipation Proclamation (Cornerstones of Freedom)*. New York: Children's Press, 1997.
- Kent, Deborah. *The Lincoln Memorial (Cornerstones of Freedom)*. New York: Children's Press, 1996.
- Lyons, Mary. *Letters From a Slave Girl: The Story of Harriet Jacobs*. Simon Pulse, 1996.
- Marrin, Albert. *Commander in Chief Abraham Lincoln and the Civil War*. New York: Dutton's Children's Books, 2003.
- Meltzer, Milton, ed. *Voices from the Civil War: A Documentary History of the Great American Conflict*. New York: Thomas Y. Crowell, 1989.
- Meltzer, Milton, ed. *Lincoln in His Own Words*. San Diego: Harcourt Brace & Jovanovitch Company, 1993.
- Metzger, Larry. *Abraham Lincoln*. New York: F. Watts, 1987.
- Monjo, F. N. *Gettysburg: Tad Lincoln's Story*. New York: Windmill Books, Inc., E.P. Dutton & Co., Inc., 1976.
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Ages 4-8

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Forever Free—Related web sites

Suggested by Curator John Rhodehamel:

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

Abraham Lincoln Online: a comprehensive web site with a daily Lincoln quotation; this week in Lincoln's life (keyed to the present date); latest Lincoln news; book lists; speeches; Lincoln museums and libraries across the country; resources for teachers and students, including essay contests and Lincoln web sites from schools. **LIBRARIES ARE ENCOURAGED TO REPORT THEIR PROGRAMMING ACTIVITIES FOR THE EXHIBIT TO THIS WEB SITE.**

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

The Abraham Lincoln Papers at the Library of Congress

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

The Collected Works of Abraham Lincoln sponsored by the Abraham Lincoln Association

<http://www.inform.umd.edu/EdRes/Colleges/ARHU/Depts/History/Freedman>

Freedom: A Documentary History of Emancipation, 1861-1867, part of the University of Maryland's "Freedmen and Southern Society Project."

Other web sites:

About Lincoln:

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

Abraham Lincoln Historic Photograph Archive: An Archive Collection of Thirty Five Famous Historical Abraham Lincoln Photographs.

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

Web site for 200 Abraham Lincoln impersonators from across the U.S., with contact information.

<http://abepress.com/contact.html>

A master list of web sites related to Lincoln and his era.

Slavery and Abolition:

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

Slaves and the Courts, 1740-1860, a Library of Congress collection which contains just over a hundred pamphlets and books (published between 1772 and 1889) concerning the difficult and troubling experiences of African and African-American slaves in the American colonies and the United States.

<http://www.keele.ac.uk/depts/as/Portraits/douglass.html>

Frederick Douglass web site with links to many online Douglass documents.

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

American slave narratives: an online anthology

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

The Frederick Douglass papers at the Library of Congress.

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

From Slavery to Freedom: The African-American Pamphlet Collection, 1824-1909 presents 397 pamphlets from the Rare Book and Special Collections Division of the Library of Congress, published from 1824 through 1909, by African-American authors and others who wrote about slavery, African colonization, Emancipation, Reconstruction, and related topics.

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

Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938 contains more than 2,300 first-person accounts of slavery and 500 black-and-white photographs of former slaves.

The Civil War:

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

A comprehensive Civil War web site.

http://www.boondocksnet.com/gallery/cartoons/cw/index_cw.html

American cartoons and caricatures pertaining to the Civil War reproduced from original lithographs published from 1865 to 1872.

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

Selected Civil War photographs from the Library of Congress. Search on "Abraham Lincoln" for photos of Lincoln himself and photos related to him.

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

Web site focusing on women of the Civil War, including Rose O'Neal Greenhow (Union spy), Harriet Tubman, Clara Barton.

American culture and history in the Civil War Era:

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

The Gilder Lehrman Institute of American History has a wide-ranging web site with much material on 19th century culture and the Civil War.

<http://www.mtsu.edu/~kmiddlet/history/women/wh-cwar.html>

American women's history of the Civil War era.

<http://jefferson.village.virginia.edu/vshadow2/choosepart.html>

The University of Virginia "Valley of the Shadow Project" takes two communities, one

Northern and one Southern, through the experience of the American Civil War. The project is a hypermedia archive of thousands of sources for the period before, during, and after the Civil War for Augusta County, VA, and Franklin County, PA.

<http://www.cl.utoledo.edu/canaday/quackery/quack-index.html>

University of Toledo Libraries exhibit, "From Quackery to Bacteriology: The Emergence of Modern Medicine in 19th Century America" includes sections on Civil War medicine.

<http://www.geocities.com/Pentagon/Barracks/1369/recipes.html>

http://www.geocities.com/Pentagon/Barracks/1369/more_recipes.html

19th Century Recipe web sites, including recipes for hardtack, Johnny cakes, rabbit soup, and home remedies taken from cook books of the era.

<http://www.merrycoz.org/kids.htm>

Nineteenth Century American Children and what they read, a cultural history web site.

<http://www.chathamhillgames.com/underground-railroad.html>

Board games and media kits about the Underground Railroad (for sale)

<http://www.geocities.com/Heartland/Woods/3501/19th.htm>

Description of 19th Century America amusements: games and toys

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

We'll Sing to Abe Our Song!": Sheet Music about Lincoln, Emancipation, and the Civil War from the Alfred Whital Stern Collection of Lincolniana at the Library of Congress includes more than two hundred sheet-music compositions that represent Lincoln and the war as reflected in popular music.

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

Web site for the PBS series, "The Time of the Lincolns."

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

The comprehensive "Documenting the American South" web site of the University of North Carolina at Chapel Hill Academic Affairs Library. Contains slave narratives, complete documents by Frederick Douglass, documents from The Southern Homefront 1861-1865, and many others.

Web sites with curriculum materials

From <http://edsitement.neh.gov> (Web site coordinated by NEH)

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

Grades 3-5: "We Must Not Be Enemies: Lincoln's First Inaugural Address"
Students will understand the historical context and significance of Lincoln's inaugural address through archival documents such as campaign posters, sheet music, vintage photographs and documents.

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

Grades 3-5: "Slave Narratives: Constructing U.S. History Through Analyzing Primary Sources." In these activities, students research narratives from the Federal Writers' Project and describe the lives of former African slaves in the U.S. -- both before and after emancipation.

http://edsitement.neh.gov/view_lesson_plan.asp?id=358

Grades 6-8: "Eve of the Civil War: People and Places in the North and South."
and

http://edsitement.neh.gov/view_lesson_plan.asp?id=289

Grades 6-8: "Eve of the Civil War: Factory vs. Plantation in the North and South"

How did the United States arrive at a point at which the South seceded and some families were so fractured that brother fought brother? After completing the lessons in the above two units, students will be able to list three differences and three similarities between life in the North and the South in the years before the Civil War and discuss how these differences contributed to disagreements between the North and South.

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

Grades 6-8: "African-American Communities in the North Before the Civil War"
What was life like in three free African-American communities between the American Revolution and the Civil War? What generalizations can be made about life in the North for African Americans? In this lesson, students will tour and/or read about some important free African-American communities in the North before the Civil War.

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

Grades 9-12: "Families in Bondage." This two-part lesson plan draws on letters written by African Americans in slavery and by free blacks to loved ones still in bondage, singling out a few among many slave experiences to offer a look at slavery and its effects on African American family life.

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

Grades 9-12: "Attitudes Towards Emancipation." The objectives are to evaluate the provisions of the Emancipation Proclamation; to trace the stages that led to Lincoln's formulation of this policy; to explore the range of contemporary public opinion on the issue of emancipation; to document the multifaceted significance of the Emancipation Proclamation within the context of the Civil War era.

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

Grades 9-12: "Spirituals." Among the objectives are to learn about the role spirituals have played in African American history and religion, and to examine Harriet Tubman's use of spirituals in her work for the Underground Railroad.

Other curriculum materials on the Web:

http://www.whitehousehistory.org/02_learning/02_learning.html

Grades 6-8: "Using Art to Study the Past: Abraham Lincoln and the Emancipation Proclamation, 1863." Lesson plan analyzes the symbolism in a painting by Francis Bicknell Carpenter (1830-1900) entitled "First Reading of the Emancipation Proclamation before Lincoln's Cabinet," e.g., Why is there a portrait of Andrew Jackson in the background? What message is conveyed by the use of light and dark?

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

Grades 5-8: Civil War lesson plan with a good annotated list of fiction and biography about the era.

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

Grades 5-8: This unit provides resources for students in the 5th through 8th grade to focus on Abraham Lincoln and the Civil War. Lessons are based Russell Freedman's 1988 Newbery Medal winner, *Lincoln: A Photobiography*.

Primary grades:

<http://www.siec.k12.in.us/~west/proj/lincoln/>

A web site directed towards primary school children created by Loogootee Elementary School West, Loogootee, Indiana. Features pictures and some very thoughtful and age-appropriate classroom activities.

Films and Videos

 Following is a general list of films/videocassettes that might be used with “Forever Free.” ***This is not a comprehensive list, nor is it an ALA-previewed or recommended list.*** It is a starter list for libraries interested in showing films. Please preview films for their appropriateness for your audience.

 Each library wishing to show films or videos related to “Forever Free” to the public must themselves 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. Several pages from the web site follow this film list.

 Please share information about films and videos with other libraries on the tour through the electronic discussion site. The ALA Public Programs Office will also pass along to you any film information we find.

Abe Lincoln in Illinois (1940)

Raymond Massey as Lincoln and Ruth Gordon as Mary Todd Lincoln in a well-reviewed film version of Robert Sherwood's Pulitzer Prize-winning play covering the period from Lincoln's early years as a Kentucky woodsman until his election to the Presidency in 1860. Massey was nominated for Best Actor for his performance.

Abraham and Mary Lincoln: A House Divided (PBS The American Experience, 2001) VHS

This six part program examines the Lincolns' family life and marriage, Abraham Lincoln's presidency, and the Civil War era. Directed by David Grubin.

Andersonville (1996)

Well-reviewed made-for-TV movie about the notorious Confederate prisoner of war camp in the Civil War, directed by John Frankenheimer. Won many awards for directing and editing.

The Civil War (1990) VHS

Well-known PBS series by Ken Burns traces the course of the U.S. Civil War from the abolitionist movement through all the major battles to the death of President Lincoln and the beginnings of Reconstruction.

Civil War Films of the Silent Era (2000) DVD and VHS

The three films include a feature, "The Coward" (1915, 76 min.), and two nickelodeon films, "Drummer of the Eighth" (1913, 28 min.) and "Grand-Dad" (1913, 28 min.), made by pioneering producer Thomas H. Ince.

The Civil War Legends: Abraham Lincoln (1989) VHS

This documentary is hosted and narrated by James McPherson, Princeton University

historian and Pulitzer Prize-winning author. It reveals the complex personality of the man who became our sixteenth President. Part of a series of videos on major personalities of the Civil War period.

Friendly Persuasion (1956)

The story of a family of Quakers in Indiana in 1862 caught between their pacifist religious beliefs and loyalty to their country during the Civil War. Strikingly relevant given current world events. With Gary Cooper, Dorothy McGuire, Anthony Perkins. Won many awards, including Palme d'Or at Cannes for director William Wyler.

Gettysburg (1993)

About the Battle of Gettysburg in the summer of 1863, and the strategies, calculations, mistakes and heroism that turned the tide of the Civil War. Based upon the Pulitzer-Prize winning novel by Michael Shara, *The Killer Angels*. Generally well-reviewed, but it is over four hours long.

Glory (1989)

Story of a volunteer company of African-American soldiers who fought for the Union during the Civil War. Denzel Lincoln won the Oscar for Best Actor in a Supporting Role. Also stars Matthew Broderick, Morgan Freeman.

Lincoln (1988) VHS

Made for TV movie taken from Gore Vidal's novel, *Lincoln*. Sam Waterston as Lincoln, Mary Tyler Moore as Mary Todd Lincoln. Received several directing and acting awards.

The Red Badge of Courage (1951)

From the novel by Stephen Crane, directed by John Huston. A young recruit faces the horrors of the Civil War. Stars Audie Murphy.

The Speeches of Abraham Lincoln (1990) VHS

Lincoln's own words are illustrated with still photographs of Lincoln and his times, newspaper clippings, archival letters, documents, and texts of original speeches. Includes the following speeches: the "House Divided," highlights from the Lincoln-Douglas debates, the Emancipation Proclamation, the Gettysburg Address, the Second Inaugural Address, and more. Released in home video January 22, 1992 by Mpi Home Video. More information on amazon.com

Young Mr. Lincoln (1939)

Henry Fonda plays Lincoln as a young lawyer before he became known to the nation and the world. Screenplay was nominated for an Oscar.

Password access web site for sponsor logos, publicity images and online Site Support Notebook

All sponsor logos and publicity images, captions and credits, and most of the Site Support Notebook will be available on a password-protected part of the main Forever Free web site solely for the use of our libraries.

Please note: The Online Site Support Notebook will not be available until July 2003. Before that time, please e-mail Susan Brandehoff (sbrandeh@ala.org) or Laura Hayes (lhayes@ala.org) if you need any Forever Free-related files.

The Forever Free homepage address is www.ala.org/publicprograms/lincoln. To access the logos and images on the password part of that web site, you must first login to the main ALA web site. To login, click on the Login button in the top right corner of any page on the ALA site. If you do not already have a login and password for the ALA web site, you can get one by clicking on "If you do not yet have a password, or if you have forgotten yours, please click here." at the bottom of the login page. If you have any difficulties, please contact the ALA Public Programs Office using the contact information on page 1 of this guide.

Once you have logged in, click on the link to the Online Site Support Notebook at the bottom of the Forever Free homepage to access the publicity images and sponsor logos.

The following images may be used by libraries in local publicity (NOTE: Images from the Gilder Lehrman Collection may not be used on web sites):

Abraham Lincoln, printed document signed, *President Lincoln's Emancipation Proclamation*, San Francisco, 1864. One of three copies of this souvenir printing signed by Lincoln. (Gilder Lehrman Collection, New York City, New York)

Frederick Douglass, "Men of Color to Arms! To Arms! To Arms! Now or Never... Failed Now, & Our Race Is Doomed..." Recruiting Poster, Philadelphia, 1863. (Gilder Lehrman Collection, New York City, New York)

The Gallant Charge of the Fifth Fourth Massachusetts (Colored) Regiment, on the Rebel Works at Fort Wagner July 18th, 1863," New York: Currier & Ives, 1863. (Gilder Lehrman Collection, New York City, New York)

"The First Vote," *Harper's Weekly*, November 16, 1867. (Huntington Library, San Marino, California)

"THE UNION IS DISSOLVED!" *Charleston Mercury Extra* and Ordinance of Secession. December 20, 1860. (Huntington Library, San Marino, California)

One of the last photographs of Abraham Lincoln from life, taken by Alexander Gardner in Spring, 1865. (Huntington Library, San Marino, California)

Image Rights and Reproduction Guidelines

Because of strict permissions agreements with institutions lending images for the exhibition, only Forever Free tour libraries are authorized to download images from this site.

- The use of images on this web site is restricted to noncommercial or educational activities and promotion of the "Forever Free: Abraham Lincoln's Journey to Emancipation" exhibition only 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.
- Libraries may not reformat, redesign or otherwise alter the screens on which the images appear, nor re-use the images in other products, nor allow others to use them.
- All images must be accompanied by the credit and caption provided with the image.
- One copy of any materials using any of these images must be provided to the Public Programs Office, American Library Association.
- In the event of violation of these conditions, the sponsors of the Forever Free touring exhibition 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

(Print on library letterhead)

For Immediate Release
(MONTH, DATE, YEAR)

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

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

“Forever Free: Abraham Lincoln’s Journey to Emancipation,” a national traveling exhibition that focuses on Lincoln’s quest to restore a Union divided by Civil War, opens at the (NAME OF LIBRARY) on (DATE) for six weeks. Organized by the Huntington Library, San Marino, Calif., and the Gilder Lehrman Institute of American History, New York City, N.Y., in cooperation with American Library Association, this free exhibition shows how Lincoln’s beliefs about freeing the slaves were transformed by war-time developments. “Forever Free” is made possible by a major grant from the National Endowment for the Humanities (NEH).

From the beginning of the Civil War until his death, Lincoln evolved from a cautious moderate who was willing to see slavery continue for several more decades in order to preserve the Union, to the “Great Emancipator,” who emphatically put an end to slavery in the United States. The exhibition explores the reasons for this change.

The library is offering free programs and other events for the public in connection with the exhibition. Call (TELEPHONE NUMBER) for details, or visit (LIBRARY WEB SITE).

SAMPLE LETTER TO COMMUNITY GROUPS

(NOTE: In mailings to the media and community groups, include announcements, flyers and brochures of library programs related to the exhibition. Letters to the media should also include press kits, offer assistance in developing stories, and include the name of a library spokesperson to contact for interviews.)

(DATE)

Dear Library Friend: **(PERSONALIZE GREETING WHENEVER POSSIBLE)**

The **(NAME OF LIBRARY)** is pleased to announce the opening of a new exhibition, “Forever Free: Abraham Lincoln’s Journey to Emancipation” on **(DATE)**. The library is one of only 40 libraries in the United States selected to host the traveling exhibition, which was organized by The Huntington Library, San Marino, Calif., and the Gilder Lehrman Institute of American History, New York City, in cooperation with the American Library Association (ALA) Public Programs Office.

“Forever Free” is made possible by a major grant from the National Endowment for the Humanities (NEH). It is based on original documents about Abraham Lincoln, the Civil War, abolition, and the Emancipation Proclamation in the collections of the Huntington Library and the Gilder Lehrman Institute of American History.

“Forever Free” examines Abraham Lincoln’s quest to restore a Union divided by Civil War and shows how his beliefs about freeing the slaves were transformed by war-time developments. From the beginning of the Civil War until his death, Lincoln evolved from a cautious moderate who was willing to see slavery continue for several decades in order to preserve the Union, to the “Great Emancipator,” who emphatically put an end to slavery in the United States. The exhibition explores the reasons for this change.

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 exciting exhibition to our community.

Sincerely,

(NAME)
(JOB TITLE)

SAMPLE NEWS RELEASE

For Immediate Release
(MONTH, DAY, YEAR)

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

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

(NAME OF LIBRARY) to host “Forever Free” traveling exhibition

(CITY) – How was it that a nation founded on ideals of freedom and equality was also home to one of the harshest labor systems the modern world has known? A new traveling exhibition opening at the (NAME OF LIBRARY) on (DAY, DATE) looks for answers to this question by tracing Abraham Lincoln’s gradual transformation from an antislavery moderate into “The Great Emancipator,” who freed all slaves with a revolutionary war-time proclamation in 1863. “Forever Free: Abraham Lincoln’s Journey to Emancipation” will be on display at the library until (DATE).

Organized by the Huntington Library, San Marino, Calif., and the Gilder Lehrman Institute of American History, New York City, in cooperation with the American Library Association (ALA), this traveling exhibition is made possible through a major grant from the National Endowment for the Humanities (NEH).

“We are pleased to have been selected as a site for this exhibition,” said (LIBRARIAN COORDINATOR OR DIRECTOR). “The Civil War and slavery are topics which must constantly be revisited in order to help 21st century Americans better understand their causes and more clearly see how their effects are still with us today. This exhibit offers our community an opportunity to learn more about how Abraham Lincoln decided upon emancipation of the slaves, even as he tried to hold together a

-more-

Forever Free – Add One

fragile coalition of states in order to preserve the Union. It is a revealing insight into the values, principles, and ideals that guided one of our greatest Presidents.”

Abraham Lincoln was an obscure Illinois lawyer and politician of humble origins who rose in an astonishingly short time to world renown as the leader of a young nation during one of its most troubled times. Throughout his life, Lincoln’s dedication to the ideals of freedom and equality for all people did not waver. “I want every man to have the chance—and I believe a black man is entitled to it—in which he can better his condition,” he said early in his political career.

Lincoln was also a pragmatic politician who believed that a direct attack on slavery in the South would split the Union and end America’s experiment in self-government. He steered a middle course during the early years of the Civil War but became convinced that ending slavery would help the Union militarily. Lincoln’s Emancipation Proclamation transformed the character of the war by re-committing the nation to its founders’ vision of freedom and equality for all people.

“Forever Free” draws upon original documents in the collections of the Huntington Library and the Gilder Lehrman Institute of American History. It was curated by John Rhodehamel, Norris Foundation Curator of American historical manuscripts at the Huntington Library.

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

SAMPLE PUBLIC SERVICE ANNOUNCEMENTS

- :10** The **(NAME OF LIBRARY)** will host the traveling exhibition “Forever Free: Abraham Lincoln’s Journey to Emancipation,” from **(BEGINNING TO ENDING DATES)**. This exhibit explores how Lincoln’s views about ending slavery changed as the Civil War tore the Union apart. Call **(TELEPHONE NUMBER)** or visit **(WEB SITE)** for details.
- :20** Abraham Lincoln hated slavery, but he was willing to allow it to continue for decades in order to preserve the Union in the Civil War. When this approach failed, he declared that freeing slaves was a necessity for the North. “We must free the slaves or be ourselves subdued,” he said.
- Lincoln’s transformation into the “Great Emancipator” is the subject of a new exhibit at the **(NAME OF LIBRARY)** called “Forever Free: Abraham Lincoln’s Journey to Emancipation.” It begins **(DAY, DATE)**. Call **(TELEPHONE NUMBER)** or visit **(WEB SITE)** for details.
- :30** Abraham Lincoln is known as “The Great Emancipator” for freeing the slaves in 1863. Lincoln hated slavery, but he began his journey to Emancipation as a cautious moderate who was willing to allow slavery to continue for awhile if it would help preserve the Union. When this approach failed, he determined that freeing the slaves immediately was a military necessity for the North. The Emancipation Proclamation was the result.
- The **(NAME OF LIBRARY)** invites you to explore Lincoln’s change of mind about freeing the slaves at the exhibition – “Forever Free: Abraham Lincoln’s Journey to Emancipation.” This exhibition will be on display at the library for six weeks, beginning on **(DAY, DATE)**.
- “Forever Free” is organized by the Huntington Library, San Marino, Calif., and the Gilder Lehrman Institute of American History, New York City, in cooperation with the American Library Association (ALA). It is made possible through a major grant from the National Endowment for the Humanities.
- For more information, call **(TELEPHONE NUMBER)** or visit **(WEB SITE)**.

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.

Please note: All promotional materials should feature the “Forever Free” credit line acknowledging the Huntington Library, Gilder Lehrman Institute of American History, National Endowment for the Humanities, and the American Library Association (ALA) Public Programs Office. Please use the organizational logos whenever possible.

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 Forever Free 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:

- Historical societies
- Museums, arts and humanities councils

- Book discussion groups (history, biography, general, etc.)
- Minority group associations, educational and professional organizations
- Kiwanis and other civic and service organizations
- College and university departments (English, history, medicine, philosophy, engineering)
- Film study organizations
- High school classes
- Elementary and high school teachers, college and university professors/staff
- Professional associations and societies (interested in history, literature, ethics, philosophy, medicine, medical 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 “Forever Free” 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-man 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.

Exhibit shipping and Receiving Information

(This form also at www.ala.org/publicprograms/lincoln)

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

The shipper for "Forever Free" will be CDS, the Fine Arts Transportation Agent for Mayflower Transit. The exhibition travels in ten blue containers: six, wheeled, molded hard plastic cases, each approximately 45" x 35" x 9", and four smaller cardboard boxes.

Important: *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 the first business day after the exhibition closes. The closing day in most cases is a Friday. This does not mean the shipper will always pick up the exhibit on the first business day, but the exhibit should be ready to go at any time during the week after closing.*

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

Ask for Valerie Schnepf, ext. 21, Pam Ruth, ext. 14, or Gerry Bear, ext. 16

If you have not heard from CDS by the day the exhibit closes, please call the above 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 ALA contact person for inquiries about "Forever Free" shipping is:

Audrey Johnson, Administrative Assistant/Registrar
ALA Public Programs
50 E. Huron St.
Chicago, IL 60611
Phone: 312-280-5045, fax: 312/944/2404, e-mail: ajohnson@ala.org

Damage Report Form (form at www.ala.org/publicprograms/lincoln)

Library: _____ City/State: _____

Contact: _____ E-mail: _____

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 requires a panel replacement, **immediately call** Audrey Johnson at 1-800-545-2433, ext. 5045.
3. Otherwise, **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.

<u>Unit No.</u>	<u>Panel No.</u>	<u>Needs</u>	<u>Needs</u>	<u>Damage</u>	<u>Damage</u>
		<u>Repair</u>	<u>Replace</u>	<u>on arrival</u>	<u>at library</u>

Shipping Cases/Exterior

Cases – cracked / dented _____

Handles – missing / damaged _____

Straps & Clips – missing / damaged _____

Wheels – attachment / condition _____

Other (describe) _____

Shipping Cases/Interior

Cardboard inserts – missing / damaged _____

Packing trays – missing / damaged _____

Straps & clips – missing / damaged _____

Other (describe) _____

Metal Frame Units

Surface – cut / dented, etc. _____

Hinges – missing / damaged _____

Leveling feet – missing / damaged _____

Other (describe) _____

Graphic Panels

Surface – cut / dented _____

Print – detached from backing _____

Other (describe) _____

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

Audrey Johnson, Administrative Asst/Registrar
Phone: 312-280-5045;
Fax: 312-944-2404;
E-mail: ajohnson@ala.org

Final Report—Forever Free Exhibition

(This form is also at www.ala.org/publicprograms/lincoln.)

PLEASE NOTE: This report must be 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. Please use extra paper if necessary.

1. **LIBRARY NAME:** _____

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

3. EXHIBITION ATTENDANCE

Total # exhibit visitors: _____ Actual _____ Estimate _____

Source of statistics: _____

Total # library visitors during exhibit: _____ Actual _____ Estimate _____

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 humanities program and reception.

Individual program descriptions (include Title, Format and Presenter for all programs; use extra paper if necessary). Please provide a grand total for all program attendance at the end of this section.

1) Required Opening Reception _____

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

2) Required humanities program _____

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

3) _____

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

4) _____

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

5) _____

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 *Lincoln* materials in the curriculum: Elementary _____ H.S. _____
(Include descriptions of 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 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 Forever Free web 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 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:

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

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

NOTE: The ALA Public Programs Office sends e-mail acknowledgement of receipt of final reports to the person submitting the report. If you do not receive this e-mail within 10 days of mailing your report, please contact ajohnson@ala.org.

**Libraries which received \$1,000 grants from the
National Endowment for the Humanities are required to submit
the final report form for the grant in addition to this final report.
(NEH report form follows)**

**Final Report—NEH \$1,000 programming grant
for "Forever Free: Abraham Lincoln's Journey to Emancipation"**

(to be submitted 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 Forever Free 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 are not led by a scholar; 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 an accounting in the space below of how your library expended the grant from the NEH. Provide figures and details for each expenditure.

For example:

- | | | |
|--------------------------|-------|--|
| 1. Travel to seminar | \$375 | |
| 2. Seminar accommodation | \$225 | |
| 3.. Books | \$150 | Purchased 15 books |
| 4. Printing | \$75 | Printed 2,500 1-page flyers listing library programs |
| 5. Honorarium | \$300 | Main speaker at opening reception |

CATEGORY

AMOUNT

DETAILS OF EXPENDITURE