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SAMPLE

Portfolio Assessment

for

HIS-252

Civil War and Reconstruction

And

HIS-399

Lincoln's Life and Times

Civil War and Reconstruction (*HIS-252*) 3.00 s.h.

Course Description

The American Civil War embraces the entire sweep of the American Civil War. The period known as Reconstruction was a significant period in American History. The course examines the major events, complex causes and lasting effects of the war, as well as the battles, the home fronts, the generals, and the ordinary soldiers in both the Union and Confederacy. The course also includes the Civil War from pre-secession (1861) through Reconstruction. Includes causes of the war; secession; Fort Sumter; major battles; the political situation; assassination of Lincoln; end of the Confederacy; and Reconstruction. A study of the Reconstruction period with emphasis on the political, social and economic conflicts of the era, and the reason for the failure of the Reconstruction.

Learning Outcomes

Through the Portfolio Assessment process, students will demonstrate that they can appropriately address the following outcomes:

- Compare and contrast the southern and northern way of life.
- Discuss the major events and the causes of the Civil War (Union and Confederate)
- Discuss the effects of the war on the social and economic life of civilians in all parts of the United States—North, South, and West.
- Explain the major strategies pursued by both sides in waging war.
- Name the major campaigns and explain their outcomes.
- Discuss the broad changes the Civil War brought to the United States.
- Identify key political, social and economic events during the period of 1861 to 1865
- Identify key aspect of Reconstruction and analyze reasons for failure

Lincoln's Life and Times (*HIS-399*) 3.00 s.h.

Course Description

The course studies Abraham Lincoln as a person and as a major political figure in American history. Includes discussion of his role in American government, in the abolition of slavery, as a commander in chief during the Civil War, and as a symbol of American values. Uses Lincoln's writings, and biographical and historical studies to evaluate Lincoln's impact on American history.

Learning Outcomes

Through the Portfolio Assessment process, students will demonstrate that they can appropriately address the following outcomes:

- Discuss Lincoln as a person and as a political figure
- Review the literature written by and about Lincoln as a person and as a political figure
- Analyze Lincoln's role in American government as it relates to the abolition of slavery, as commander in chief in the Civil War, and as a symbol of American values.

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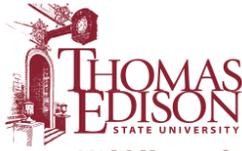
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Portfolio Narrative

For

Civil War and Reconstruction

The Coming of the Civil War

In 1982 I acquired the book *The Face of Lincoln*, authored by James Mellon and published in 1979 by Viking Penguin, Inc. This fascinating photo biography is complemented by a compelling selection of Abraham Lincoln's own writings.

Since the acquisition of this single book, I have read several hundred other books covering various topics of Lincoln and Civil War related studies. To fully analyze and evaluate the Lincoln presidency I was drawn to the Civil war because no serious comprehension of the rise of Abraham Lincoln and his place in history can be achieved without an elementary understanding of the Civil War.

Initially in 1982 I began a search for knowledge of the Civil War. That search necessitated the understanding of the political culture of antebellum America. In an effort to comprehend the national discourse of the 19th century America, I began to acquire and read dozens of books on the era. In 1983 I found what I believe to be the single best set of books for the beginner. It is an eight-volume set authored by Allan Nevins. Nevins who had twice won the Pulitzer published the first two volumes in 1947 under the title Ordeal of the Union. Volume one picks up the story in 1847 and carries it until 1852. Under the subtitle "Fruits of Manifest Destiny 1847-1852," Nevins skillfully reveals the national discourse of America in the aftermath of America's war with Mexico. His insightful narrative fully explores the political battle that converged to forge the Compromise of 1850. In volume two of Ordeal of the Union, Nevins reveals the challenges facing the American nation. In this important volume, Nevins selects "A House Dividing 1852-1857" for his subtitle. He picks up the story with the bitter dispute between north and south as he tactfully reveals the election of James Buchanan and the problems that followed.

By reading Ordeal of the Union I was exposed to a superficial overview of the complicated series of events that brought forth the Civil war. While informative, Ordeal of the Union is best described as a beginner's entry level examination of the coming of the Civil War and the four years of battle that ended in 1865.

The most effective method I used to understand the complicated series of events that ultimately brought about the Civil War was to start with the U.S. Constitution of 1787 and the series of debates and compromises that were necessary for its ratification. In the early 1980's, I began to read and study a book titled, American Constitutional Law that was published by Prentice Hall, Inc. in 1978. This single volume contains the complete text of the U.S. Constitution. Perhaps more importantly, are the vast collection of 781 cases that deal with the U.S. Supreme Court's judicial decisions that have interpreted the U.S. Constitution. Clearly the most notable case occurred in 1857 under Chief Justice Roger Brooke Taney in the court's infamous "Dred Scott V. Sandford Decision." No word on the coming of the Civil war would be complete without a detailed review of the historic Dred Scott case and the shock waves it produced in the north, particularly for a man named Abraham Lincoln. Similarly, it's important to recognize that the U.S. Constitution under the "three fifths" clause contained in Section 2, while never mentioning the word slavery is clearly referring to slaves. Only after the passage of the thirteenth and fourteenth amendments after the war, as the three-fifths clause rendered obsolete.

As complicated as the Civil war can be for the student of history, one point remains amazingly clear, the war that nearly destroyed America was a long time in coming. It came in the form of an argument that

centered on the question of slavery and its spread across the country. Of the many books I have read on this topic the best single volume is titled, Arguing About Slavery: The Great Battle in the United States Congress, 1996 Alfred A Knopf, authored by William Lee Miller. Miller picks up the action in the 1830s as he describes the slavery debate in Congress. He enlarges that debate by describing William Lloyd Garrison and the American Anti-Slavery Society that Garrison founded in 1833.

A fascinating ingredient that factored into the coming of the war was the abolitionist's movement that promoted the necessity for the immediate and complete abolition of slavery. No word on abolitionists would be complete without looking closely at the rise of Frederick Douglass. The ideal method for capturing the Douglass story is to read the autobiography. I have personally read all three—the first volume was published in 1845 under the title, Narrative of the Life of Frederick Douglass (included in the evidence section of this portfolio is a feature story I wrote about Frederick Douglass that was published February 16, 2003). The Douglass story was compelling, to antebellum Americans, particularly to those living in New England where Douglass was living proof of the horrors of slavery. Yet the true giant in alerting Americans to the tortuous conditions of slavery was Harriet Beecher Stowe with the full publication of *Uncle Tom's Cabin* in 1852. I have read *Uncle Tom's Cabin* several times in the last twenty years. While it is technically a work of fiction, it's considered to be an accurate portrayal of life among the slaves.

Political Conditions

Antebellum history with numerous is punctuated with numerous examples of political failings that were intended to neutralize the friction between dissenting factions in the north and in the south. One historic example occurred with the "Compromise of 1850," a historic deal that was brokered by several political leaders including the great dealmaker himself, Henry Clay. The "Compromise of 1850" was actually a package of resolutions that included among other points, California being admitted with its free-state constitution, and abolishment of the slave trade that existed in the District of Columbia. In effect, the "Compromise of 1850" was a halfhearted political measure that was intended to neutralize tensions between the north and the south. In the end, the "Compromise of 1850," while first viewed as a cure, did little more than postpone the Civil War.

The political conditions of the 1850's that converged on the road to war are numerous. Only through an accurate understanding of these complex conditions can the student of history begin to understand the failures that ultimately resulted in Civil War. Through extensive reading I have examined the background of the Civil War. I have learned that the political road to war centered on the power to control slavery and the territories. While the "Compromise of 1850" postponed the war, other powerful political forces were at work. A brief outline follows, describing several significant political conditions that led to war.

A) KANSAS-NEBRASKA CONTROVERSY

Authored by Stephen Douglass, the little giant from Illinois, the Kansas-Nebraska Act focused on the transcontinental railroad, Nebraska territory, the antislavery provision of the Missouri Compromise and Kansas as a likely slave state.

B) BLEEDING KANSAS

A political battle that put the pro-slavery forces on a collision course with the radical abolitionist John Brown.

C) DRED SCOTT

The infamous decision had enormous political overtones from the beginning. Chief Justice Roger Brooke Taney postponed revealing the court's findings until two days after President Buchanan was inaugurated. The court's ruling was a major defeat for anti-slavery forces with the chief Justice declaring in part:

- 1) No person of African descent can be a citizen.
- 2) No blacks had any rights under the constitution.
- 3) The Missouri Compromise of 1820 unconstitutional.

(Included with the portfolio is a cable television history program that aired on March 19, 1999 in which I discuss the road to war and the Civil War in general.)

The Secession Crisis

By 1860 the Lincoln Douglass debates were history, John Brown had been executed, and paranoia between the north and South was increasing. The 820-page volume, *The Civil War and Reconstruction* by J.G. Randall and David Herbert Donald tells the story of secession in a simple and clear format that was easy for me to understand. (This book was for many, the standard history of the war until in 1988 James M. McPherson won the Pulitzer Prize for his best-selling book *Battle Cry of Freedom.*) I learned that by 1860, America was teetering on the brink of disunion and Civil War. Extremism was fueling the debate over secession. With the election of Abraham Lincoln, the sectional crisis went to critical mass and on December 20, 1860, South Carolina voted to secede, By February of 1861, the other states of the lower south followed suit. Soon after, at Montgomery, Alabama, a provisional government of the Confederate States of America was established – secession had now become reality.

Part II

Civil War and Reconstruction

By April of 1861 the failure of political leaders and compromises came to an abrupt halt. Under the direction of General P.G.T. Beauregard, acting on orders from the newly constituted Confederate government, a bombardment of Fort Sumter in the harbor of Charleston, South Carolina took place. On April 14, 1861 Major Robert Anderson of the U.S. Army surrendered Fort Sumter to Confederate forces. With this action the American Civil War had begun.

Of the many methods I have employed to study the Civil War, the most effective analysis I can identify is the PBS Special Documentary produced by Ken and Rick Burns. This eleven-hour series captivated Americans like no previous documentary ever had. That's not to say that "The Civil War" made for television documentary was perfect. Having viewed "Ken Burns's The Civil War" in its entirety several times, I am always amazed at its power to draw life into the subject. This award-winning documentary enlarges the power of history with sight, sound, emotion, and drama. While a number of professional historians have found it necessary to offer sharply critical reviews of the series, it nonetheless offers an excellent starting point for examining the major events of the war, and the battles and leaders from both sides that prosecuted the conflict.

Major Events and Battles

As fascinating as the Civil War is, it can be equally complicated to flesh out as a subject. That's because the Civil War represents numerous battles of great carnage. The gruesome conflict that lasted four long years also consumed more American lives than all other U.S. wars combined. An estimated 620,000 Americans perished in the War Between the States. Like most early wars, a high percentage of deaths were caused by sickness and inadequate sanitary conditions.

The major events of the Civil War are numerous. The following outline includes a superficial overview of those events.

A) First Bull Run/Manassas – July 21, 1861

Outside Washington, General Irvin McDowell leads a Union Army of some 30,000 soldiers into battle against P.G.T. Beauregard with a similar sized force. What many thought would be an easy victory for Union forces turned out to be a stunning defeat. Almost immediately, the Lincoln administration realized they were in for a long bloody war, while the Confederates thought they could "whip the Yankees" quickly.

B) President Lincoln Issues a Call for 75,000 Volunteers

April 15, 1861 after a sobering engagement of Confederate forces at Bull Run/Manassas, Lincoln calls for 75,000 volunteers, which in turn caused Virginia, North Carolina, Arkansas, and Tennessee to secede.

C) Habeas Corpus- suspended by Lincoln

A major confrontation of civil liberties occurred with the suspension of this privilege of the Constitution. On May 28, 1861 Roger Brooke Taney denied Lincoln's right to suspend the writ.

D) Fort Mifflin – February 1862

Ulysses S. Grant led Union forces to an important victory. After nearly a year of war, the taking of Forts Henry and Mifflin elevated the low morale of the people of the North. This victory substantially increased U.S. Grant's prestige as it launched him on his legendary rise to power.

E) Shenandoah Valley – May-June 1862

Major General Thomas J. "Stonewall" Jackson's rapid march tied up three separate Union armies, which could have General George B. McClellan on the Peninsula Campaign. Jackson's men captured Union supplies and inflicted severe casualties on the Federal army.

F) Antietam – September 17, 1862

The importance of "Antietam" cannot be overstated. In fact, James McPherson now calls it the most important battle of the entire war. Best known as the bloodiest single day of the Civil War, Antietam was tactically a draw. In a battle that pitted Major General George B. McClellan against General Robert E. Lee and his army of Northern Virginia, the final outcome was a great moral, political, and diplomatic victory for the North. Lincoln used the occasion to issue his famous preliminary Emancipation Proclamation of September 22, 1862. For the average American the Emancipation Proclamation remains the most misunderstood element of the war. Its radical nature, when viewed in the context and era that it was

issued, makes it a seminal event in American history. As a war measure, on January 1, 1863 President Abraham Lincoln signed the full Emancipation Proclamation into law.

G) Fredericksburg – December 13, 1862

Major General Ambrose Burnside had recently replaced General George B. McClellan when he elected to move against Richmond by way of Fredericksburg, Virginia. With a large force of 120,000 men, Burnside went up against General Robert E. Lee who was commanding a much smaller entrenched force of 80,000 men. The Union army was defeated in their drive to Richmond as they experienced casualties that were more than double their Confederate counterparts. Because of this severe defeat, morale in the Union was lowered and President Lincoln was stunned.

H) Chancellorsville, Virginia – May 1-4, 1863

Major General Joseph Hooker commanded a force of 130,000 men that he intended to take into battle against General Robert E. Lee at Fredericksburg. With a much smaller force of 60,000 men, General Robert E. Lee held off the Union Army.

I) Gettysburg, Pennsylvania – July 1-3, 1863

Intoxicated with victories, General Robert E. Lee now took the offensive with approximately 75,000 soldiers, he crossed the Potomac and headed north for Harrisburg. On July 1st small units of Confederate and Union forces clashed in the small town of Gettysburg. Both sides sent out calls for reinforcements. Three days later the great battle was over with combined casualties of more than fifty thousand. Gettysburg represents the most noted battle of the Civil War.

J) Atlanta – May 1 – September 8, 1864

The battle for Atlanta and its aftermath represents one of the most devastating episodes of Civil War history. With the capture of Atlanta, Sherman was free to march to the sea. Perhaps more importantly, Atlanta's fall devastated Southern morale. Similarly, Atlanta's fall hurt the Southern war effort because the city was an industrial supply center. This infamous march also represents the beginning of the end of the Civil War.

K) Appomattox – April 9, 1865

After unsuccessful attacks against federal forces, General Robert E. Lee realized his fate was sealed. With a tired and hungry Confederate Army of Northern Virginia in the field, General Robert E. Lee arranged a meeting with general U.S. Grant. A meeting took place in the McLean house where General Lee surrendered the South's most successful army. The Civil war was finally ending - - soon other Confederate forces began to negotiate surrenders.

Outcome of the Conflict

By the end of the Civil War some 62,000 lives were lost. Compounding this tragic loss were the several hundred thousand Americans that were permanently wounded and disabled. The physical destruction of the South is difficult to quantify, yet large sections of the former Confederate States were totally destroyed.

The major outcome of the war was the official demise of slavery in America. Another positive benefit was the concept of a union that could not be dissolved – a country of indivisibility – one nation under God. Despite the failings of Reconstruction, the Civil War did bring about a more integrated society with a more technically advanced economic system. Perhaps the most fascinating outcome of the conflict remains the anguish suffered by those living in the south. It was an anguish and bitterness that, for some southern heritage groups, remains an open wound. On April 5, 2003 the first public Statue of Abraham Lincoln to be elected in any of the eleven former Confederate States, was dedicated in Richmond, Virginia. For many it was a day of triumph, yet for the Sons of Confederate Veterans, it was “... a slap in the face” and an insult to their ancestral heritage.

Reconstruction

To develop a full of understanding of Reconstruction, I consulted with Dr. Han I. Trefousse, a leading authority on the Civil war and reconstruction. He has become an important personal mentor for my Civil War studies and we have an ongoing dialogue through the Lincoln Group of New York where Dr. Trefousse is the vice-president and I am the president. In 1985 Professor, Trefousse presented me with a copy of his book Reconstruction: America’s first Effort at Racial Democracy that I have read several times. Leading the political conflicts of reconstruction were the radical Republicans and the “ultra” radicals. Among the most political of the group were Thaddeus Stevens of Pennsylvania and Benjamin Wade of Ohio. Although less radical, more moderate political leaders like Senator Lyman Trumbull often supported the objectives of the radicals. One could make the case that with assassination of Abraham Lincoln, Reconstruction was in trouble right from the start. The following outline details several important challenges to reconstruction and Andrew Johnson.

President Andrew Johnson and Reconstruction

- 1) Thaddeus Stevens called Johnson a “damned scoundrel”
- 2) Johnson was officially a Democrat with poor personality
- 3) Johnson was viewed by the radicals as an outsider
- 4) Johnson was prejudice toward blacks
- 5) Amnesty Proclamation issued by Johnson got into serious trouble with the Congress.
- 6) Ex- Confederates were viewed as too friendly with Johnson
- 7) Confederate leaders were being re-elected to federal office
- 8) “Black Codes” enacted in the south, alarmed U.S. officials
- 9) Republican in Congress strongly opposed Johnson’s Reconstruction plan
- 10) Johnson refused to cooperate with Congress of Reconstruction
- 11) Johnson misread public opinion and lost support of the Congress
- 12) Johnson battled against the 14th Amendment to the Constitution

13) Johnson violated the Tenure of Office Act of 1867 by dismissing Secretary of War Edwin Stanton in 1868. As a result he was impeached, ultimately saving his presidency by one vote

The following is a brief outline of several of the political battles that marred Reconstruction.

The Freedman's Bureau Bill

President Andrew Johnson harshly opposed this bill, which represented a minimum measure to protect former slaves.

The Reconstruction Acts

Continued coercive actions against former slaves in the south compelled the U.S. Congress on March 2, 1867 to pass the First Reconstruction Act. Andrew Johnson attempted to veto this but it was easily overridden. The First Reconstruction Act broke the south into five military districts. It also gave the military commanders enormous authority to protect the civil rights of all persons while at the same time maintaining order.

The Failure of Reconstruction

Anyone that reads a simple biography of Abraham Lincoln soon learns that Reconstruction began soon after the war started. Perhaps the best early example of Reconstruction is Lincoln's Ten Per Cent plan that was published on December 8, 1863. However, for the basis of this narrative I will concentrate on Reconstruction that occurred at the conclusion of the Civil War.

The failure of Reconstruction is sharply evident when viewed through the Civil rights movement of the 1960's. For many present day Americans, the Civil War freed the slaves and with that measure the balance of equality was thought to have been fully achieved. Yet the failure of Reconstruction reveals a story that is much more comprehensive and complex—a story that is multi-faceted involving political, social, and economic conflicts that can challenge all societies. Perhaps the greatest conflict to undermine Reconstruction was the political conflict.

I became intensely interested in Reconstruction because of its special relationship to Abraham Lincoln. In particular, the paramount question of whether or not Reconstruction would have been different, or perhaps more successful had President Lincoln completed his second term.

A faction at one end of the spectrum was the Garrisonian abolitionists who were demanding their version of Reconstruction. These uncompromising radicals like Thaddeus Stevens, Charles Sumner, and others who had pressured Lincoln, continued in the arena of Reconstruction after Lincoln's assassination. At the center of the political failure of Reconstruction is Andrew Johnson, a man that lacked the moral authority and high-minded ideals to effectively restore the Union while advancing the cause of equality for former slaves.

Because of my constant study of Lincoln's life and the aftermath of the Civil War, I have identified numerous political battles that punctuated the landscape of Reconstruction. Everything from stiff resistance from the former Confederate States, to Andrew Johnson's actions encouraged the wrath of the radical Republicans.

In my quest to learn more about Reconstruction and the forces that impacted its failure, in the spring of 1994 I attended a series of lectures held in the U.S. Supreme Court in Washington, D.C and titled: The

Supreme Court in the Civil War. It was a six-part lecture series that focused on the Supreme Court in the Civil War. Each of the six individual lectures hosted one to three scholars and lasted an average of two hours per series for a total of twelve hours. Each of the six separate lectures focused on various ways that the Supreme Court had interpreted the Civil War amendments to the Constitution, and how the courts helped to fuel the sectional political battle by their actions in the infamous Dred Scott case that served to discredit the Supreme Court as an arbiter of the federal system.

From a social perspective, it was difficult for many in the former Confederate States to witness the spectacle of blacks in positions of power within only a few years after the passage of the thirteenth amendment to the U.S. Constitution in December of 1865. Among the major problems of the Reconstruction era are the social and economic conflicts. The grave economic and political disarray of the South, when compared to that of the highly superior North made for difficult times. After the war ended the South was in a general state of confusion. At the heart of the problem was what to do with former slaves that needed jobs and a place to live. Sadly, many former slaves found themselves working as sharecroppers. Adding to these problems was the lack of capital in the South. Money in banks was in short supply and the need for funds to rebuild much of what was previously destroyed was a chief concern.

Social Conflicts and the Counter-Revolution

Among the many forces working against Reconstruction was the social battle for control of the South. It was a battle that included carpetbaggers, the union League, and other factions that squared off against the south's white power base. In response to the threat of black power, dissident southerners established various secret terrorist societies. The most noted name among these secret societies is the Ku Klux Klan, an infamous organization that struck terror into many in the upper south. While the Klan of today is little more than a shell of what it once was, during Reconstruction the Klansmen were a highly effective form of intimidation used against former slaves, blacks, and any white allies that might consider advancing the cause of black Americans.

While attending the aforementioned lecture series hosted by the U.S. Supreme Court and by examining a wide variety of perspectives offered by these leading scholars, one point became exceedingly clear. After the Civil War, Congress passed the 13th, 14th, and 15th amendments to the U.S. Constitution. While these Reconstruction Amendments, as they are often referred to, are often looked upon as great banners of freedom, they nonetheless are not without problems. While this paper is not the appropriate manner in which to enlarge this debate, it remains clear that had the Reconstruction Amendments been less ambiguous, we might not have needed the Civil Rights movement of the 1950's and 1960's. Similarly, the former Confederate States would not have been allowed to make a mockery out of the Fourteenth Amendment, which was condemned by Wendell Phillips as "a total and fatal surrender." Phillips made the case that the Fourteenth Amendment failed to enfranchise blacks because it implicitly recognized the right of states to restrict the ballot to whites.

Reconstruction – the Final Blow- 1876

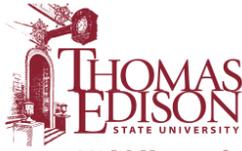
While the failures of Reconstruction are often a topic of heated debate and varied perspectives, one point remains clear for everyone. The disputed election of 1876 for President of the United States is the linchpin that killed Reconstruction. The Democrats selected Governor Samuel J. Tilden of New York to run against Republican Governor Rutherford B. Hayes of Ohio for the presidency. The election results

are to this day, shrouded in disgrace. What is clear, however, is the compromise that allowed Hayes to claim the fruits of victory and a compromise that marks the abandonment of reconstruction and a return to business as usual for much of the old South.

How I Have Used This Knowledge

Ten years ago I presented a very basic lecture on the Civil War and the life of Abraham Lincoln to a group of young students. Since then I have presented more than one hundred other lectures. Many of my more recent Civil War and Lincoln lectures have been at notable locations. For example, on February 12, 2000 I presented a lecture titled "Abraham Lincoln and America's Battle for Equality" at the annual Drew University Lincoln symposium in Madison, New Jersey. In my presentation I began by explaining how even the Founding Fathers were bedeviled by slavery. I picked up the story by explaining the background of the Civil War. I explained how from the Missouri Compromise of 1820, America compromised over the evils of slavery. I presented a chronological sequence of events that explained the Compromise of 1850, the social impact of Uncle Tom's Cabin in 1852, and many of the failures that led to secession and Civil War.

I have also used my knowledge to assist the History Channel with Lincoln related programs. Another recent lecture took place at Sussex County Community College in New Jersey. In a public program at Sussex County Community College (SCCC) I outlined the limits of historical knowledge as they relate to America's Civil War president. In 1997 I appeared on cable television to discuss the coming of the Civil war and its aftermath and elaborated on the PBS special "The Civil War." (The evidence that documents this claim is included in this portfolio.



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Portfolio Narrative

For

Lincoln's Life and Times

I have gained extensive knowledge of Abraham Lincoln by reading about his life, by attending Lincoln symposiums around the country, and by joining the major scholarly organizations that are devoted to studying the life and times in which Lincoln lived.

In 1982, I acquired my first Lincoln book: *The Face of Lincoln* published in 1979 by Viking Penguin, Inc., authored by James Mellon. This particular book represents the highest quality photo biography of Abraham Lincoln ever published. More importantly, the photographs are augmented by a compelling selection of Abraham Lincoln's own writings. Since 1982 I have acquired and read hundreds of books that detail the life and times of America's 16th president. As a member of the Abraham Lincoln Group of New York since 1990, I have had the privilege of hearing many of the country's leading Lincoln scholars presenting lectures in New York City. From 1992 through 1995 I served on a special award committee for the Lincoln Group of New York that reviews and evaluates every new Lincoln book published. The award committee is ultimately responsible for selecting the most important contribution to the field of Lincoln studies published each year.

Exhibits B, C, and D of this portfolio serve to document my extensive involvement in the field of Abraham Lincoln.

Lincoln as a Person and Political Figure

Throughout American history there have been a number of historical figures that have made an indelible mark for human liberty. Among the more notable are Thomas Jefferson, Frederick Douglass, and Martin Luther King, Jr. Despite the towering achievements of many great Americans, no one in the history of this country has achieved greater universal respect than Abraham Lincoln. Lincoln's example of statesmanship and courage are unequalled in United States history. As America's sixteenth president, Abraham Lincoln's leadership guided this country through its gravest crisis and most deadly war.

In an effort to learn about Abraham Lincoln the person, in 1983 I purchased and read Lincoln's *Youth Indiana Years, 1816-1830*. This important volume was written in 1959 by Louis A. Warren. While numerous biographies of Abraham Lincoln have been published since the death in 1865, no volume covers Lincoln's developmental years 1816-1830 as extensively as this important book. Born in 1809, the early life of Abraham Lincoln is not as well documented as the public might suspect. From extensive reading over a twenty-year period, I realized that while we can document all of Lincoln's early life in terms of where he lived and what he accomplished, there would always be unanswered questions. Perhaps the greatest mystery in Lincoln's early remains the Ann Rutledge love affair. Despite intense research, it is a subject of considerable debate and differences of opinion abound. This is one aspect of Lincoln story that can never be fully or accurately answered. Abraham Lincoln, is best known as a major political figure. Yet, Pulitzer Prize Lincoln scholar Mark Neely makes the point, "had Abraham Lincoln not been elected president in 1860, he would have been an obscure figure in American history."

In conjunction with extensive reading of Lincoln related books, I have attended more than fifty historical programs devoted to Lincoln studies. For example, in November of 1997 I traveled to Gettysburg, Pennsylvania to attend a four-day Lincoln symposium titled "Lincoln in War and Peace." The program featured an array of distinguished scholars devoted to Lincoln studies. (Exhibit A. in the evidence section includes a copy of the schedule of events associated with that program.)

Lincoln's Role in American Government

Abraham Lincoln played a major role in the elevation of American government. One of the insights into life is revealed in his love for America's form of government. I learned from extensive reading over a twenty-year period that Lincoln especially admired the Declaration of Independence of 1776. He also had absolute respect for the U.S. Constitution of 1787. As President of the United States Abraham Lincoln was commander-in-chief; yet unknown to most present day Americans is the limited role the federal government played in the everyday life of Americans in antebellum society. Prior to the Civil war, the use of federal authority was limited and far less developed than it is today.

As President, Lincoln elevated federal power to a level unequalled in American history. He used federal authority to suspend the writ of habeas corpus in critical areas and he also applied martial law when he deemed it necessary. Under Abraham Lincoln the role of America's federal government was enlarged and elevated to a level that transformed the use of federal authority.

Abolition of Slavery

Perhaps the most important point I have learned in the past twenty years of studying Abraham Lincoln is his complicated role in the abolition of slavery. For example, most present day Americans view America's sixteenth president as an abolitionist. From speaking with hundreds of people over many years, the paramount point that many fail to appreciate is the level of anti-abolitionist that Lincoln had to deal with. Abraham Lincoln was not an abolitionist like William Lloyd Garrison, Wendell Phillips, or John Brown. Yet Lincoln's role in the abolition of slavery cannot be overstated. In its era the Emancipation Proclamation was a radical document. Viewed from the present, the proclamation lacks the thrust and magnificence associated with the Civil rights legislation of the 1960's. Yet, without Abraham Lincoln as president, the abolition of slavery would not have occurred in 1865.

Commander and Chief during the Civil War

Independently I have read hundreds of books that relate to Lincoln as commander and chief during the Civil war. In a sense, this is the role that makes Abraham Lincoln the central figure in the gravest crisis America has ever faced. I have absorbed the greatest knowledge on this subject by reading many of Lincoln's own words. Similarly, by studying the Fort Sumter crisis I was able to develop insight into Lincoln's mindset as commander and chief. The true test of Lincoln as commander and chief came during the string of many defeats the union suffered such as the Battle at First Bull on July 21, 1861 and the battle of Chancellorsville in May of 1863.

As commander and chief Lincoln was challenged by the war and by his selection of general. The legendary General George McClellan severely tested Lincoln's role as commander and chief. Despite numerous disappointments as commander and chief, Lincoln forged on leading America through the cloudiest rift it has ever encountered.

Lincoln as a Symbol of American Values

As a symbol of American values, the life and legacy of Abraham Lincoln is unequalled in American history. I have used this understanding of Abraham Lincoln by providing numerous lectures on this exact topic.

The first point I always make with an audience is the important fact that Abraham Lincoln was not perfect. If there is one word that the general public superimposes over America's 16th president it is 'perfection.' Yet, Abraham Lincoln was not perfect, nor would he want to be remembered that way. In using my knowledge of Mr. Lincoln when presenting lectures on his life and times I often press the point that he was not perfect – no human being is perfect. I explain to the audience that when we view the achievements of Mr. Lincoln with perfection, we lose respect for him as a human being. The best example I can provide of this important aspect of Lincoln studies was stated by W. E. B DuBois who declared in part "We love to think of the great as flawless, we yearn in our imperfection toward perfection – sinful, we envisage righteousness. I love him (Lincoln) not because he was perfect, but because he was not, and yet triumphed ... he was one of you and yet he became Abraham Lincoln."

As a symbol of American values, Abraham Lincoln is the standard bearer of greatness. Yet, I have learned from years of experience that when communicating the Lincoln story as a symbol of enduring achievement and American values, it's most effective when presented as they life of a total human being and not a deified saint.

Conclusions

To date, I have presented more than one hundred lectures on various aspects of the Lincoln story. In preparing this portfolio I have superficially presented a fraction of the various methods I have engaged to study the life and times of Abraham Lincoln.

Evidence Summary

Exhibit A

Schedule from one of the many lecture programs attended. This particular symposium held November 16-19, 1997

Exhibit B

Course catalog listing from Sussex County Community College serves as documentation that I have taught the subject to the general public

Exhibit C

Advertisement for public lecture called "Lincoln and his Era" presented on February 6, 1999 in Chambersburg, PA.

Exhibit D

The Sunday Star-Ledger news article of April 9, 2000 that documents my accomplishments related to Abraham Lincoln

Exhibit E

Lincoln "Myths and Realities" lecture brochure from program of February 1 and 2, 2003 further documents my standing as a popular speaker at the Lincoln Symposium

Exhibit F

Verification of my lecture at Drew University on February 12, 2000 explaining the lengthy battles over slavery that took place prior to the Civil War

Exhibit G

Letter of appreciation from a researcher at The History Channel for my assistance in providing information on slavery as it related to the Civil War

Exhibit H

Feature article for the New Jersey Herald about Fredrick Douglas

Exhibit I

Documentation of my participation in "History Talk," a local cable television program broadcast in March of 1999

Exhibit J

Verification as a lecturer on February 14, 2002 at the Sussex County Community College

LINCOLN IN WAR AND PEACE

Exhibit A

Second Annual Symposium of the Lincoln Forum

November 16-19, 1997

(With Celebrations of the 134th anniversary of the Gettysburg Address)

Schedule of Events

Sunday, November 16

5:00 PM Registration Opens
5:30-6:15 Cocktails-Cash Bar-Book Display & Sale
6:15 PM Opening Buffet Dinner
7:30 PM Welcome and "State of the Lincoln Forum Report" - Chairman Frank J. Williams
7:45 PM Welcome to Gettysburg: **Gabor S. Boritt**
8:00 PM **John Y. Simon**: "In Search of Lincoln"

Monday, November 17

7:30 AM Registration continues and book display & sale (book sale will continue throughout the program)
9:00 AM Morning session: Presiding - **Edward Steers, Jr.**
9:15 AM **Edna Greene Medford**: "Beckoning Them to the Dreamed of Promise of Freedom: The African-American Reaction to Lincoln's Emancipation Proclamation"
10:30 AM **Lloyd Ostendorf**: "Lincoln in Photographs - The Latest Discoveries" (slide lecture)
12:15 PM Depart for the historic Dobbin House Tavern
12:30 PM Lunch at Dobbin House Tavern
1:30 PM Battlefield Tour: **Pickett's Charge and the High Water Mark** - Guide: **Gary Kross**
4:15 PM Arrive Back at Hotel
6-6:45 PM Cocktails - cash bar
6:45-8 PM Buffet Dinner
8:00 PM **Harold Holzer**: "The Lincoln Mailbag: America Writes to the President"

Tuesday, November 18

8:00 AM Annual breakfast meeting of the Board of Advisors
9:30 AM Chairman's report to the entire forum - **Chairman Frank J. Williams**
10:00 AM (First annual student lecture): **Avram Fechter**:
"Meade in Command: The Neglected History of the Army of the Potomac"
11:00 AM Panel Discussion: "Lincoln Museums at the Millennium: A Status Report"
Charles M. Hubbard, Lincoln Memorial University (presiding)
Norman D. Hellmers, Lincoln Home National Historic Site
Gerald J. Prokopowicz, The Lincoln Museum
Don McCue, The Lincoln Shrine
12:45 PM Lunch at Hotel
1:45 PM Afternoon Session: Presiding - **Richard N. Current**
2:00 PM **Frank J. Williams**: "Collecting Lincoln, Then and Now (With Highlights from the Frank and Virginia Williams Collection of Lincolniana)" (slide lecture)
3:00 PM **Gary Gallagher**: "Another Look at Lincoln and Northern Strategy"
5:30 PM Cocktails - cash Bar
6:15 PM Buffet Dinner
7:15 PM Presentation of the 2nd Lincoln Forum Award of Achievement: **Harold Holzer**
7:30 PM Acceptance Response: **Brian Lamb, Chairman of C-SPAN Network**
8:00 PM Presentation of Award of Achievement of the Lincoln Group of New York:
Gregory Romano and [REDACTED]
8:15 PM **Stephen B. Oates**: "The Last Days of Lincoln:
Told in the Voice and From the Viewpoint of Lincoln Himself"

Wednesday, November 19

10:30 AM Celebration of the Gettysburg Address Anniversary
Recreation of the Address: **Jim Getty**
Cemetery Address: **Bruce Babbitt**
12:00 N Luncheon of the Lincoln Fellowship of Pennsylvania: **David Herbert Donald** at Stonehenge Restaurant, 985 Baltimore Street, Gettysburg (by reservation only.)
3:00 PM Annual Fortenbaugh Lecture: **John Keegan**
Gettysburg College Union (Reception to follow lecture)

Sussex County Community College • Corporate & Community Education • 973-300-2140

Abraham Lincoln - The Enduring Legacy

Celebrate Abraham Lincoln's birthday by joining us for a rare opportunity to hear 3 renowned Lincoln scholars offer a lively presentation about the 16th President of the United States. Designed for the general public, the program will explore the enormous hold Lincoln continues to exert on American popular culture. Hear facts about Lincoln, his life and interests that will heighten your appreciation of this complex and revered President.

Included in the program will be an opportunity to view a rarely exhibited selection of authentic Lincoln images from the 19th century, including original photographs, early books and rare statuary.

_____ the president of The Lincoln Group of New York, will present "The Lincoln Nobody Knows". The Lincoln Group of New York is an organization devoted to studying the life and times of Abraham Lincoln, with the purpose of advancing the body of knowledge and appreciation for America's 16th



President. Mr. _____, an acknowledged Lincoln expert, has spent many years exploring various components of the Lincoln legacy. His talk will focus on numerous aspects of Lincoln's life that remain obscured in mystery and uncertainty, demonstrating the limits of historical knowledge as it relates to this President.

James Rawlins, Assistant Professor at Sussex County Community College, will give an overview of the evolution of

Lincoln publications, which is unequalled in American history. His lecture will highlight works that have been published since 1860 and how they have impacted the Lincoln theme.

The religious thoughts of Abraham Lincoln are a topic of considerable debate. Whether Lincoln was a Christian or a religious skeptic will be discussed in a lecture by Dr. Thomas A. Litteer. Dr. Litteer, a local minister, will explore Lincoln's use of religious words and his knowledge of scriptures.

As part of this Lincoln birthday celebration, light refreshments will be served.

Course Number: N2SAAC107
1 Sessions; 2.5 hours

Day: Friday

Dates: 2/8/02

Snow date (If the college is closed due to inclement weather) 2/15/02

Time: 7:00 - 9:30 P.M.

Room: Theater

Instructor: _____

**Total cost: \$10 Adults;
\$5 Students & Seniors**

Color Pencil Workshop

Learn the differences and the techniques for regular wax-based colored pencils and water-soluble colored pencils. You will create a small landscape and a floral drawing using the techniques that you learn. This course, taught by well-renowned local artist Toni Chaplin, is suitable for beginner or intermediate level.

Course Number: N2SAAC103

2 Sessions; 5 Hours

Day: Monday

Dates: 5/13, 5/20/02

Time: 6:30 - 9:00 P.M.

Room: R102 Instructor: T. Chaplin

Total Cost: \$49 (Excludes supplies.

Student must also purchase art supplies. A list of supplies that the student is required to purchase will be mailed prior to the start of class.)

Mexican Folk Dancing

This is a dance class filled with cultural traditions to enjoy. Learn the origins of regional folk dancing, while learning the basic Mexican Folk Dancing steps. Take this course by itself, or in conjunction with the "Mexican Folklore" course offered in this brochure for an enjoyable taste of Mexican culture. No experience necessary. Sneakers must be worn to protect the floor surface.

Course Number: N2SAAC105

5 Sessions; 5 Hours

Day: Thursday

Dates: 4/18, 4/25, 5/2, 5/9, 5/16/02

Time: 7:30 - 8:30 P.M.

Room: Gym Instructor: S. Partida

Total cost: \$49

Mexican Folklore

This series will present lively lectures and discussions, including videos and music highlighting the many colorful traditions of Mexico. Travel beyond the border towns and seaside resorts and share the richness of the Mexican culture.

Course Number: N2SAAC104

5 Sessions; 5 Hours

Day: Thursday

Dates: 4/18, 4/25, 5/2, 5/9, 5/16/02

Time: 6:30 - 7:30 P.M.

Room: E205 Instructor: S. Partida

Total cost: \$49

Salsa Dancing

Learn the basics of this popular Latin Dance and you are sure to be the hit of your next party. Your instructor has more than 10 years experience teaching beginners with a system that will have you dancing within minutes, and doing fancy moves within

Lincoln and His Era

February 5 and 6

Holiday Inn – Chambersburg, Pa.

Annual seminar sponsored by the
Chambersburg Chamber of Commerce

	<p>Featuring –</p> <ul style="list-style-type: none">Dr. Mark NeelyDr. Gabor BorittDr. Leslie RowlandDr. Edward SteersDr. James CullumJoan Chaconas➤ Joseph
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Talks and panels on the assassination, emancipation,
The Lincoln image and collecting Lincolniana

Special presentation by Jim Cook as Edward Everett

Exhibit of the Valentine-Bjorkman Collection of Lincolniana

Reception Buffet Lunch Book Vendors

Call (717) 555-7101 for more information

EXTRAORDINARY PEOPLE

Collection of Lincoln letters inspires a lifetime dedication

Name: _____
Age: 46
Hometown: Fredon Township
Family: Wife, Diana, and daughter, Nicole, who is attending the College of New Jersey.

Accomplishment: President of the Lincoln Group of New York, which is dedicated to the study and discussion of the life of Abraham Lincoln. _____ owns one of the largest privately owned Lincoln collections in the country, including more than 1,200 publications devoted to Lincoln studies, rare statuary, original photographs and more than 150 framed images of Lincoln. The Lincoln Group of New York was established in 1978 and is a nonprofit, historical society with members throughout the country.

About Abe: The 16th president of the United States has become an icon and is viewed by many as having been perfect, making it difficult to relate to the real man, _____ said.

Quote: "Abraham Lincoln knew he was on the stage of the future. Wherever you look in America, Lincoln has a presence. He really did transform this country in a dramatic way."

Occupation: Owner of an insurance agency in Newton.



STEVE KLAVER/THE STAR-LEDGER

filing deadline, but it is also the day Lincoln died from an assassin's bullet 135 years ago. Saturday will be another memorable one for _____ because one of the country's top experts on Lincoln will be his house guest. Edward Steers also will be the featured speaker on Thursday at the dinner meeting of the Lincoln Group, to be held in New York City.

Prize possession: A personalized, handwritten commentary on Lincoln by President Bush, requested by _____

Favorite places to visit: Historical sites, among them are the Lincoln Memorial in Washington, D.C., Ford's Theater and Gettysburg, Pa.

Another enduring role model: "Martin Luther King Jr. is the Abraham Lincoln of the 20th century."

Someone he respects and admires: Justice Sandra Day O'Connor. "She is one of the warmest and most compassionate persons I have met."

Exhibit D

— Christina Whitaker

Myths & Realities

Name: _____
 Phone #: _____
 E-Mail: _____
 Address: _____
 City: _____
 State: _____ Zip: _____
 Check #: _____
 Visa/MC#: _____
 exp. Date: _____

Payment Amount

- NEW** \$215.00 Saturday & Sunday w/room
(hotel accommodations included with this price)
- \$140.00 Saturday & Sunday (no hotel)
- \$85.00 Saturday Only
- \$65.00 Sunday Only

Price Includes:

- All sessions, 1 breakfast buffet,
1 lunch buffet
and 1 dinner buffet

Call to register for the seminar
 Greater Chambersburg Chamber
 of Commerce

Phone: 717-264-7101 – Fax: 717-267-0399
 E-mail: chaden@chambersburg.org

Cancellation

All participants are responsible for a \$25.00 fee if
 canceling within 72 hours of a scheduled seminar.

8:30 a.m. - Registration - **gins**

10:00 a.m. - 12:30 p.m. - Sessions
 "Part of Lincoln's Education Legacy: Freedmans
 Bureau Schools in Western Maryland" - **Dean Herrin**

"Show Us Your Lincoln Memorabilia" - Open session
 for participants who bring Lincoln items to show and
 discuss.

"The Story Our History Teachers Didn't Tell": "Sex in
 the Lincoln Era" — **Thomas Lowry**

12:30 p.m. - Lunch Buffet

1:30 — 5:30 p.m. - Sessions

"Interpreting Slavery as the Cause of the Civil War"-
James O. Horton

"Slavery and Other Interpretive Issues at National Park
 Service Civil War Sites" - **Dwight Pitcaithley**

Open Discussion on the Above Topics with **James O.
 Horton and Dwight Pitcaithley**

"Lincoln as an American Patriotic Icon" - **_____**

5:30 p.m. — 6:30 p.m. Free Time. Be sure and visit
 the bookstore, courtesy of the Antietam National
 Battlefield Museum Store.

6:30 p.m. Buffet Dinner - followed by program of
 traditional African — American spirituals by **Seven
 Local Women**.

SUNDAY, FEBRUARY 2

7:00 a.m. - Buffet Breakfast

8:30 a.m. - 12:30 p.m. Sessions
 "The Myth of the Lincoln Cabin" - **Dwight Pitcaithley**

"Show Us Your Lincoln Memorabilia"
 (See Saturday afternoon schedule).

"Lincoln In Pennsylvania" **Brad F**

"Don't Shoot That Boy!": Abraham Lincoln and
 Jefferson Davis on Clemency" - **Thomas Lowry**

"Lincoln Myths" - panel discussion with **Brad
 Hoch, _____,**
 and **Thomas Lowry**.

OUR SPEAKERS

Ted Alexander is the seminar moderator and the
 founder of the Lincoln Symposium.

_____ is President of the Lincoln Group of
 New York and a popular speaker at the Lincoln
 Symposium. We welcome him back after an absence of
 several years.

Dean Herrin is the National Park Service Coordinator
 of the Catoctin Center for Regional Studies at Frederick
 Community College in Frederick, MD. He is also the
 editor of *Catoctin History*, the magazine of that
 institution.

Brad Hoch is the author of the *Lincoln Trail in
 Pennsylvania: A History and Guide*. He speaks
 frequently before historical groups such as Gettysburg's
 Lincoln Forum.

James O. Horton is the Benjamin Banneker Professor
 of American Studies and History at George Washington
 University and Director of the Afro-American
 Communities Project of the National Museum of
 American History at the Smithsonian Institution. He is a
 frequent historical consultant to numerous television
 network productions and He serves a regular panelist or
 The History Channel's weekly program, "The History
 Center."

Thomas Lowry is the author of several best selling
 books including; *Don't Shoot That Boy! Abraham
 Lincoln and Military Justice* and *The Story the Soldiers
 Wouldn't Tell: Sex in the Civil War*.

Dwight Pitcaithley is a Marine Corps combat veteran
 of Vietnam who now serves as the Chief Historian of
 the National Park Service.
Seven Local Women is a group from the
 Chambersburg area that performs traditional African-
 American spiritual and gospel music.

Exhibit B

THE CASPERSEN SCHOOL of
GRADUATE STUDIES
at
DREW UNIVERSITY

Third Annual

ABRAHAM LINCOLN SYMPOSIUM

“Abraham Lincoln and the Abolition of Slavery”

Saturday, February 12, 2000

10:00 -3:00

Great Hall, S.W. Bowne

10:00 - - Welcome/Remarks: Dean William Rogers, G’86, ‘92

Session I - -

10:15 Abraham Lincoln and America’s Battle for Equality

Session 2 - -

11:00 Lincoln, Washburn and Slavery

Session 3 - -

11:45 Lincoln and the Abolitionists

12:15 - - 1:15 Lunch

Session 4 - -

1:15 Abraham Lincoln (in the Flesh) and Slavery

Session 5 - -

2:15 The Brawler Family Saga

H

THE HISTORY CHANNEL

May 31, 2000

Mr.
President
The Lincoln Group of New York
28 Trinity Street
Newton, NJ 07860

Dear _____

Enclosed please find some information about Lerone Bennett's book that I retrieved off of the search engine that I have at my office. You might have seen all of this but I thought that the CNN information was interesting.

Thank you again for all of your help. I hope that you can use the enclosed information, and please keep us updated regarding the events at New York's Lincoln Group.

If you have time, please call me today or tomorrow, or whenever you have a chance.

Sincerely,

Anastasia
Researcher, The History Channel

Sparta minister shares his passion for the ideals of abolitionist and orator Frederick Douglass...



Bringing HISTORY to life

By JC

Special To The News-Journal

Simple moments, big dates and local leads to uncover the true history of Sparta. For the Rev. Dr. Thomas Litterer, pastor of the First Presbyterian Church of Sparta, the drama of history is captured in the lives of real people.

"My understanding of American history was altered by reading an 1850 autobiography of Frederick Douglass," says Litterer.

"That understanding was so dramatic that on Friday area residents will have the unique opportunity of hearing the same penetrating words that continue to

heart of a slave. That's the terrible part that I didn't know. What I was getting as a reader was a more accurate understanding of the evils of slavery, through the experiences of an escaped slave," Litterer said.

Born around 1817 in Talbot County, Md., under the name Frederick Augustus Washington Bailey, young Frederick never knew his father, but many suspected that his mother's white master had sired him.

Like many slave children, Douglass saw little of his biological mother, perhaps on just five or six occasions. His grandmother raised him until the age of 6, when he was forced to fend for himself in slave labor.

when the 6-foot, 2-inch rugged-looking black man stood up to talk. His articulate speech, powered by a baritone voice, chiseled the escaped slave's words into the minds of his listeners. Almost immediately he became a noted orator and advocate for the anti-slavery crusade.

In 1845 he published "Narrative of the Life of Frederick Douglass," a horrific autobiographical account of his life as a slave and his escape to freedom. Having exposed his past, he was no longer safe to remain in America. Fearful of the bounty hunters and the possibility of capture, Douglass escaped to Europe where he remained until 1847, when British friends purchased his freedom.

would take the Lincoln administration a number of months to adopt the use of black troops. By early 1863, Lincoln was supporting the importance of black soldiers in the Union war effort.

By the end of the war nearly 200,000 black soldiers would serve in the Union army, including two of Douglass' sons who served in the 54th Massachusetts (Colored) Infantry, the courageous military unit featured in the movie "Glory." On several occasions Douglass visited the White House to discuss war matters with President Lincoln. Reflecting upon how he was treated on an August 1863 meeting, Douglass stated, "... precisely as one gentleman would be received by another. He (Lincoln) extended to me a

Exhibit H

OnCABLE...

Quality television programming for the Northwestern New Jersey viewing public

February 26, 2000

Dear Mr. _____:

We were delighted to have you join our distinguished panel of experts for our recent live broadcast. "History Talk" has seen a continued increase in viewer interest in the last two quarters, and we are quite certain it is because of the interesting information we are able to present, in live format, with renowned experts who also happen to be local residents.

Your participation in our broadcast earlier this month was significant to our recognition of President Abraham Lincoln's birthday. We received a number of very favorable letters from viewer who specifically commented on your involvement in the show. As a result we have determined that we will continue with this, and look forward to having you as a guest in the future.

Again, thank you.

Warmly,

Robert
Program Director

Sussex County

COMMUNITY COLLEGE

Office of the Dean for Arts and Sciences

March 1, 2002

Dear _____

Once again we were very pleased to have you as a guest lecturer for our History program on February 14th. You always seem to capture the true sense of the political and historic unrest of the country before, during and after the Civil War.

Our student and faculty feedback was extremely positive. We are most appreciative of your commitment to History Education and to serving the local community. We look forward to having you back in the future!

Very truly yours,

Edward U. Cater, PhD.