

**NATIONAL ENDOWMENT  
FOR THE HUMANITIES**

SAMPLE APPLICATION NARRATIVE



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Summer Seminars for School Teachers  
Institution: Library Company of Philadelphia



NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES

DIVISION OF EDUCATION  
PROGRAMS

1100 PENNSYLVANIA AVE., NW  
WASHINGTON, D.C. 20506  
ROOM 302

SEM-INST@NEH.GOV  
202.606.8463  
WWW.NEH.GOV

## **National Endowment for the Humanities Division of Education Programs**

### **Narrative Section of a Successful Application**

This sample of the narrative portion from a grant is provided as an example of a funded proposal. It will give you a sense of how a successful application may be crafted. It is not intended to serve as a model. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants are also strongly encouraged to consult with staff members in the NEH Division of Education Programs well before a grant deadline. This sample proposal does not include a budget, letters of commitment, résumés, or evaluations.

**Project Title:** *The Abolitionist Movement: Fighting Against Slavery and Racial Injustice from the American Revolution to the Civil War*

**Institution:** Library Company of Philadelphia

**Project Director:** Richard S. Newman

**Grant Program:** Summer Seminars for School Teachers

**The Abolitionist Movement: Fighting Against Slavery and Racial Injustice from the  
American Revolution to the Civil War**

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**“The Abolitionist Movement: Fighting Against Slavery and Racial Injustice from the American Revolution to the Civil War”**

**Proposed NEH Summer Seminar for School Teachers, July 6-August 1, 2008**

**Host Institution: The Library Company of Philadelphia**

**Director: Richard Newman, Rochester Institute of Technology**

**Attachment 2: Narrative**

**Introduction:**

This four-week seminar will bring together fifteen school teachers for close study of primary documents and key secondary works on the abolitionist movement between the American Revolution and the Civil War. Participants will examine the evolution of the abolitionist movement, from its beginnings in Philadelphia during the Revolutionary era through its radicalization in the years leading to the Civil War. Teachers will focus on several sub-themes in abolitionist scholarship (including African American involvement in the movement, the expanding role of female reformers, and the early struggle against slavery in northern states) and discuss the pedagogical effectiveness of using primary sources in high school classrooms. Site-visits to some of the abolitionist movement’s most significant locales in the Philadelphia area will enrich participants’ understanding of abolitionism as a lived experience rooted in a particular place. The seminar theme – the abolitionist movement – has a rich tradition of historiography and a compelling collection of printed and web-based primary documents. The diversity and depth of both primary and secondary sources will enhance participants’ understanding of the abolitionist movement’s history and impact. These readings will also create a wonderful seminar environment, facilitating open-ended discussions, debates and the writing of journal entries.

The seminar will be held in a city that served as one of the abolition movement’s main theaters of operation between the Revolution and the Civil War. Moreover, seminar meetings will take place at the Library Company of Philadelphia, the nation’s oldest public library and a leading repository of abolitionist documents. Established by Benjamin Franklin in 1731, the Library Company is now an independent research library used by teachers and scholars from around the country. The proposed NEH seminar will be directed by Richard S. Newman, Associate Professor of History at Rochester Institute of Technology,

who specializes in the study of the abolitionist movement. In addition to his scholarly endeavors, Professor Newman serves on the advisory board of institutions dedicated to educational outreach, including the Gilder Lehrman Center at Yale University. He has also worked with high school students and teachers in a variety of institutional settings, including serving as director of a successful NEH seminar at the Library Company for school teachers in 2006. As an educator and scholar, the director views the proposed NEH seminar as an important part of his own professional outreach objectives.

**Intellectual Rationale:**

In 1893, Frederick Douglass predicted that only in the distant future would historians write the definitive history of the abolitionist movement. While scholars have been responding to Douglass's challenge since the modern Civil Rights movement in the 1960s, the last several years have been particularly productive ones for the study of abolitionism in the North between the Revolution and the Civil War. Building on the careful work of previous generations of historians, recent scholarship – described by distinguished scholar James Brewer Stewart as an “avalanche” – has considerably expanded our understanding of abolitionists' tactics, personnel, and impact. Where once scholars focused on abolitionists as a relatively small and homogeneous entity often at the religious and cultural margins (and active only in the decades before the Civil War), now they view the movement as composed of diverse communities of reformers, active from the American Revolution onward, and focused on northern race relations as much as on southern slavery. In addition, the publication of several new collections of primary sources, particularly those written by black abolitionists, has yielded rich insights into the diversity of the abolitionist experience.

The main goal of this seminar for school teachers is to integrate new scholarly perspectives on abolitionism into classic interpretations of the movement, with a central focus on the use of original documents in the classroom. The abolitionist movement remains an important topic of study in many high school curricula, informing modules on the coming of the Civil War, American reformers and African Americans' struggle for justice both in and beyond slavery. More generally, as the success of recent television documentaries such as PBS's “Slavery and the Making of America” has illustrated, Americans

appear more interested than ever in re-examining not just southern bondage but northern freedom movements. The range of scholarly and documentary material now available makes abolitionism a vibrant topic of historical inquiry for high school teachers and students. Much-debated questions abound: Why did abolition succeed in northern states after the Revolution but fail in southern states? Why did abolitionists divide over women's role within the antislavery movement? Was Abraham Lincoln an abolitionist – and did his call for a “new birth of freedom” apply to northern as well as southern states? Just as these and other questions continue to animate abolitionist scholarship, so too they will form a consistent thread in our seminar.

To make the topic manageable, our seminar will examine four main themes in abolitionist history, each with readings from both classic and recent studies of the movement, as well as a rich array of primary documents: (1) The early abolitionist movement in Revolutionary America, with a focus on first-generation abolitionists' tactics and efforts to rout northern bondage (which remained economically important in many northern states into the early nineteenth century); (2) The impact of African American reformers on abolitionism between the Revolution and the Civil War; (3) The radicalization of the abolition movement in antebellum America, particularly debates over violent tactics to defend fugitive slaves and the expanding role of female reformers after 1830; and (4) Abolitionists during the Civil War era, including struggles for justice in northern as well as southern states. Throughout, we will look at the abolitionist movement beyond well-known people (such as William Lloyd Garrison) and places (such as Philadelphia or Boston), touching on abolitionist activism and debates in such places as Indiana, western New York, and Washington, D.C.

Philadelphia serves as an ideal place for studying abolitionism as a multifaceted movement between the Revolution and the Civil War. It served as gradual abolitionism's birthplace in the 1770s and 1780s (home to the Pennsylvania Abolition Society, which remains in existence and is the world's oldest abolition group) as well as the headquarters of the more militant American Anti-Slavery Society, which though associated with Bostonian William Lloyd Garrison was based in the City of Brotherly Love between the 1830s and the Civil War. Philadelphia also contained the largest concentration of black

activists during the antebellum era, and it became a key stop on the Underground Railroad during the 1840s and 1850s. This rich abolitionist tradition has made Philadelphia's archives a treasure trove of abolitionist documents, with the large collections of primary sources in the Library Company and the Historical Society of Pennsylvania illuminating abolitionism from a variety of political persuasions and religious, geographical, and personal backgrounds (including Quaker activists, African American reformers, female abolitionists, and antislavery politicians).

The director hopes that by examining a range of primary source documents in conjunction with ongoing scholarly debates and site visits, school teachers will come away from the seminar with exciting pedagogical models for bringing abolitionism to life in their own classrooms.

### **Content and Implementation of the Project:**

Seminar participants will assemble the Sunday evening before our first formal day session for a welcome, social hour, and dinner. In addition to the director, this introductory session will include members of the Library Company staff and guests from participating institutions in the Philadelphia area (such as educators from Independence National Historical Park). We will ask seminar participants to share experiences about teaching history in school classrooms, generally, and teaching about the abolitionist movement, African American history, and the Civil War in particular.

As a scholar who has worked with high school teachers and students, the director believes that emphasizing primary source documents and holding lively, open-ended discussion sessions provides the most stimulating environment for studying abolitionism. During the first week, we will consider the rise of early abolitionist movements following the American Revolution, with a focus on the gradual abolition strategies that appear quite distinct from the fiery antislavery appeals of the pre-Civil War years. How and why did gradual abolitionism take root in northern states following American independence? Why did even gradualism (with its moderate tactics) fail in the South? And how did abolitionists view the slave rebellion in Haiti during the 1790s? After an introductory session on the religious and political background of the earliest antislavery movements (with selections from David Brion Davis's classic study of early abolitionist philosophy and Gary Nash and Jean Soderlund's book on slavery's demise in

Pennsylvania), we will focus on the gradualist tactics and strategies employed by first-generation abolitionists. Our secondary readings will include selections from Richard Newman's book on the Pennsylvania Abolition Society (PAS), Joseph Ellis's work on George Washington's shifting views on emancipation in Virginia, and Laurent Dubois's prize-winning book on the Haitian Rebellion, an event which alarmed both slaveholders and many American abolitionists. Here we will also ask participants why early reformers utilized gradual tactics and strategies in the first place?

To enrich the study of gradual abolitionism, our seminar will examine documents from perhaps the two leading collections on the subject: the Library Company's Afro-Americana Collection, which contains pamphlets by white and black abolitionists of the 1770-1830 period, and the records of the PAS in the Historical Society of Pennsylvania. The Historical Society has created an online compendium of early abolitionist primary sources for educators, allowing seminar participants to examine documents for future classroom use. In particular, we will read Pennsylvania's gradual abolition act of 1780, the PAS's first petition to Congress in 1790 on ending the slave trade (signed by Benjamin Franklin, yet opposed by President George Washington), and several brief essays from the PAS to fellow abolitionists in the 1790s encouraging them to work moderately for slavery's end. From the Library Company, we will read portions of two pamphlets illuminating the hopes of southern abolitionists: Daniel Coker's 1810 essay *A Dialogue between a Virginian and an African Minister*, which urged gradual abolition upon wary Marylanders, and former slaveholder St. George Tucker's proposal for a Pennsylvania-style gradual abolition plan in Virginia.

In addition, Emma Lapsansky-Werner will visit our class to examine Quaker abolitionists' seminal role in the early antislavery struggle. The Society of Friends, commonly known as Quakers, initiated the first abolition policies in North America by banning slaveholding among members during the mid-eighteenth-century. Although other religious groups considered similar measures, Quakers remained among the most steadfast abolitionists through to the Civil War. Professor Lapsansky-Werner will help seminar participants understand the religious and political implications of Quaker abolitionism in early America. She will also discuss Benjamin Franklin's role as president of the Quaker-dominated PAS. We



will also visit Independence Hall at Independence National Historical Park, which served not only as the birthplace of the Declaration of Independence but also of America's first abolition act, for it was in that very building in 1780 that Pennsylvania legislators passed an emancipation bill. By juxtaposing the Declaration and the abolition act in a single site visit, seminar participants will be able to reflect on how concepts such as liberty and equality were perceived and acted upon on two occasions in the formative years of the nation.

In week two, we will examine more closely African American struggles for justice between the Revolution and the Civil War. Although this is a large timeframe, our aim is to illuminate the longstanding presence and significance of black abolitionists in American culture. Indeed, our framing questions ask, what tactical roles did African Americans play between the Revolution and the Civil War, and how did black protest influence the rise of a more radical abolitionist movement after 1830, one which rejected gradualist tactics and strategies? Here, participants will focus on pamphlets as a key vehicle for northern black protest. While scholars have long known about the significance of slave narratives, they have traditionally placed less emphasis on pamphlets of protest. Yet because black pamphleteers remained more independent of white editors than many slave narrators, their documents illuminate a much wider range of issues, from justifications of physically defending fugitive slaves to anti-discrimination efforts in northern communities. The recent publication of many of these pamphlets makes them wonderful tools for classroom discussions about the hopes and tactics of black abolitionists. We will read four different pamphlets: Richard Allen and Absalom Jones's *Narrative of the Proceedings of the Black People*, the first African American publication to receive copyright protection from the federal government (in 1794); James Forten's *Letters from a Man of Color*, which publicly reproached Pennsylvania legislators for considering a law preventing free black migration into the Quaker State; David Walker's 1829 *Appeal*, the militant attack on both southern slavery and efforts to colonize free blacks; and Martin Delany's 1852 essay, *The Condition, Elevation, Emigration, and Destiny of the Colored People of the United States*, which many scholars consider the first black nationalist document.

Excerpts from several secondary readings will contextualize the world in which these black

pamphleteers operated. Shane White's book *Stories of Freedom in Black New York* will highlight black legal challenges to segregation in post-Revolution New York City, while chapters from Julie Winch's prize-winning biography of James Forten, one of Philadelphia's wealthiest men of color and an inspiration to William Lloyd Garrison, and Gary Nash's much-praised portrait of Afro-Philadelphia will illuminate the making of a black abolitionist community in the Philadelphia. For a contrasting view of black abolitionism, we will read a short selection from Douglas Egerton's prize-winning work *Gabriel's Rebellion*, a biography of a Virginia slave who led a rebellion in 1800. We will delve into the evolving national political goals of black leaders by examining Patrick Rael's book, *Black Identity and Black Protest in the Antebellum North*, which highlights African Americans' political work as antislavery writers and tacticians. Gary Nash, distinguished author of several books on black activism, will visit our seminar to discuss the various reform strategies considered by African American reformers, from moral suasion to more militant action.

We will also visit Mother Bethel African Methodist Episcopal Church, which Frederick Douglass once hailed as perhaps the most important site of northern black protest. Founded by Philadelphian Richard Allen in the 1790s after segregated seating policies had been instituted at a white Methodist church, Mother Bethel has hosted free black conventions, hidden fugitive slaves, and stood as a monument to black abolitionism.

In week three, the seminar will turn to the theme of abolitionist transformations in the decades leading to the Civil War. By this time, seminar participants will have learned of abolition's Revolutionary roots in northern states and African Americans' longstanding presence in the movement. Now they will explore the radicalization and fragmentation of antebellum abolitionism. Although never a monolithic entity, abolitionism by the 1830s, 1840s and 1850s changed as never before. Here we will ask questions common to virtually all social movements: How can reformers sustain a protest movement that has not reached its main goal – ending southern slavery? Are confrontational tactics justified if moderate aims fail? And how do reformers integrate new activists and ideologies into their movement over time? After reading book excerpts on the abolition movement's radicalization after 1830 (James Stewart's *Holy*

*Warriors*) and the spread of antislavery organizations into small towns of the Midwest (Frederick Blue's *No Taint of Compromise*), our seminar will focus on two important sub-themes: debates over physically defending fugitive slaves and female abolitionists' role in the movement. Arguments about fugitive slave defense often divided abolitionists, many of whom believed in moral suasion tactics. How far could reformers go to keep an enslaved person from bondage? The literature – both primary sources and secondary accounts – is particularly rich on all sides of this issue. We will read selections from William Still's *The Underground Railroad* (1871), which recounts aid rendered to fugitive slaves by the Philadelphia Vigilance Committee. We will also examine Albert Von Frank's book *The Trials of Anthony Burns* for a look at a famous confrontation between abolitionists and slave catchers in Boston in 1854. Finally, we will look at John Stauffer's *Black Hearts of Men* for a biographical portrait of two white and two African American reformers who divided on the issue of violent tactics.

Regarding female abolitionists, we will examine how women became a core constituency of the movement between the 1830s and 1860s (contrary to abolition's earliest years, when no female members could join the PAS) and why their presence proved divisive. Women were a vibrant presence in antebellum abolitionism – they procured the majority of signatures to the antislavery petitions that so divided the American Congress during the 1830s and 1840s. While their activism advanced the cause, women's prominence contributed to a split in the antislavery movement in 1840. How did American women (both in the abolitionist movement and in American society at large) envision the issue? What was the evolving relationship between abolitionism and women's rights reform? Our readings here will include selections from Susan Zaeske's *Signatures of Citizenship*, which details women's incredible petition-gathering work in several northern communities, and William Lee Miller's *Arguing About Slavery*, which examines debates over abolitionist petitions in Congress, particularly the relationship between statesman John Quincy Adams and abolitionist petitioners. We will also discuss documents written by both black and white female abolitionists, such as Maria Stewart's 1835 essay on black women's double bind (that of fighting racial as well as gender stereotypes), Lydia Maria Child's essay, *An Appeal in favor of . . . Africans*, and portions of Harriet Jacobs' *Incidents in the Life of a Slave Girl*.

Scott Hancock, Associate Professor of History and Africana Studies at Gettysburg College, will visit the seminar during week three to discuss the Underground Railroad in American history and memory. Was the Underground Railroad an organized body of activists dedicated to black freedom or an informal network of reformers? In what ways did fugitive slaves and their allies politicize the slavery issue before the Civil War? In addition to Professor Hancock's talk on these matters, seminar participants will take a National Park Service field trip of Underground Railroad sites in Philadelphia.

During our final week, we will examine the impact of the abolitionist movement on emancipation politics during the Civil War era. Once again, this is a broad topic of consideration. We will narrow our focus by juxtaposing two abolitionist objectives: the effort to use the Civil War as a way to destroy southern slavery and the simultaneous attempt to destroy racial prejudice in northern states. On the first matter, seminar participants will re-examine one of the classic debates about the Civil War: Did abolitionists – particularly African Americans – influence the Union's emancipation policies? Or was Abraham Lincoln primarily responsible for putting southern emancipation on the Union's agenda? We will frame discussion of these questions with readings from Ira Berlin's *Slaves No More* (which embraces the former position) and Allen Guelzo's award-winning book, *Lincoln's Emancipation Proclamation* (which takes the latter position). To enliven our consideration of the topic, we will take a final field trip to Gettysburg, where participants will consider Abraham Lincoln's role as an abolitionist statesman during the Civil War. Michael Vorenberg, editor of a new book of documents on Lincoln's Emancipation Proclamation, will lead discussions on emancipation politics during Lincoln's presidency.

In addition to Lincoln's writings on slavery, emancipation, and the broader meaning of the Civil War, we will examine black abolitionist George Stephens's writings about the Massachusetts 54th regiment, the first all-black fighting force in the Union and the subject of the movie *Glory*. Stephens was born to free black parents and lived in Philadelphia before becoming a newspaper correspondent for the *Weekly Anglo-African*, reporting from the front lines in Maryland, Virginia, and South Carolina. His still-little-known observances of black troops' struggle for equality within the Union army, as well as their desire to fight southern bondage directly, are absolutely gripping and much more detailed than even the

movie's treatment of the same subjects.

On the northern struggle against racial injustice, we will examine two documents. From the Library Company's Afro-Americana Collection, we will read William Still's recollections of fighting streetcar segregation in Philadelphia after the Civil War. And from a recent collection of black writings during the 1860s, Donald Yacovone's *Freedom's Journey*, we will read an essay by African American activists in Detroit decrying the rise of the anti-black sentiment in the Midwest even as Abraham Lincoln supported emancipation in rebelling southern states. We will ask participants if the themes and tactics of black activists protesting northern race prejudice were the same as those fighting for southern emancipation? Did abolitionists agree that northern race prejudice required as much attention as southern bondage?

This discussion will allow the seminar to segue into a final topic: the precedents set by the abolitionist movement, particularly its influence on Civil Rights struggles during the twentieth century. Here we will read two documents with a more universal view on the importance of the abolition movement, Frederick Douglass's famous Fifth of July speech (wondering if America can be an African American homeland) and Philadelphia reformer Sarah Forten Grimke's meditations on the meaning of freedom to black as well as white Americans. A selection from Stephen Hahn's Pulitzer Prize-winning book, *A Nation Under Our Feet*, will provide the intellectual parameters for our final discussion on the broader relevance of the abolition movement in American history. Were abolitionists the true precursors to the NAACP and Martin Luther King? Should gradual abolitionists and antislavery statesmen receive more extensive scholarly treatment? How best to teach abolitionism to today's students?

Seminar participants will meet Monday through Thursday mornings for three hours of debate and discussion. Afternoons will be dedicated to preparation and the discovery of documents relating to abolitionism in the Library Company. Fridays will be reserved for site visits (with the exception of week four). Participants will be asked to read roughly 250 pages per week, a third of which will be composed of primary sources. They will also be asked to keep a portfolio of informal journal entries on readings and site visits. Portfolios are used by many writing seminars around the country as a way to stimulate discussion and allow participants to leave a seminar with a collection of materials for future use. The

director successfully used this method during the summer of 2006. In response to some evaluations, participants will also prepare a short paper (no longer than five pages) contextualizing a primary source document from the Library Company's extensive collection of materials about abolitionism.

**The Seminar Director:**

Richard Newman has been engaged in the study of abolitionism for over a decade, having published monographs on both the antislavery movement and black activism. He also serves as co-editor of the book series "Race in the Atlantic World, 1700-1900," published by the University of Georgia Press. In addition, he has taught workshops on the abolitionist movement to high school teachers and students in various institutional settings and served on the advisory boards of organizations dedicated to public understanding of slavery and abolition. Professor Newman's first book, *The Transformation of American Abolitionism*, examined the evolving tactics of abolitionists in Pennsylvania and Massachusetts between the 1770s and 1830s. The book was a finalist for the Organization of American Historians' Avery Craven Prize for the most innovative manuscript in Civil War Era studies. His forthcoming biography of celebrated black activist and minister Richard Allen is entitled *Black Founder: Richard Allen and the Early Republic*. He has also co-edited a book of primary source documents written by black abolitionists before the Civil War entitled *Pamphlets of Protest*.

As an educator, Professor Newman has taught classes on the abolitionist movement and Civil War era at several universities. During the summer of 2006, he directed an NEH seminar on abolitionism at the Library Company of Philadelphia. Participant evaluations of that seminar are appended to this application. He serves as historical consultant to the PAS Educational Project at the Historical Society of Pennsylvania. He also has worked in the High School History Conference at the Strong Museum, offering lectures and seminars to advanced placement high school students and their teachers on topics relating to the abolitionist movement in the nineteenth century. Professor Newman also serves on the advisory boards of two organizations involved in public outreach: The Gilder Lehrman Center for the Study of Slavery, Abolition and Resistance at Yale University, and The Black Anti-Slavery Writings Project at University of Detroit-Mercy.

### **Invited Guests:**

Several guest historians will visit the seminar, with each scholar enhancing participants' understanding of key themes in abolitionist scholarship and documents. These scholars will lead discussions and remain with participants for a working lunch that will serve as a roundtable for discussion of innovative teaching methods in high school classrooms. Our first guest scholar is Emma Lapsansky-Werner, Professor of History at Haverford College and author of several books in African American, abolitionist and Quaker history, including *Quaker Aesthetics*, *"Back to Africa": Benjamin Coates and Colonization* (with Margaret Hope Bacon) and *African American Lives: Struggles for Freedom* (with Clayborne Carson and Gary B. Nash). Our second guest is Gary B. Nash, Emeritus Professor of History at UCLA and a past president of the Organization of American Historians. One of the leading scholars of antislavery struggles during the Revolutionary era, Professor Nash is the co-author of *Freedom by Degrees* (the leading account of slavery's demise in eighteenth-century Pennsylvania) and author of *The Forgotten Fifth: African Americans in the Age of Revolution*.

Our third guest will be Scott Hancock, Associate Professor of History and Director of the Africana Studies Program at Gettysburg College. He is the author of a forthcoming book on antebellum African American reformers entitled *The Law and Black Identity in Massachusetts, 1641-1855*, and, with Gabor Boritt, co-editor of *Slavery, Resistance, Freedom: The Gettysburg Lectures*. Professor Hancock has worked on a variety of educational outreach initiatives, including public re-enactments of the Lane Debates on Abolitionism at an NEH Institute in Virginia. Our final visitor is Michael Vorenberg, Associate Professor of History at Brown University and author of *Final Freedom*, the definitive history of the 13th amendment banning slavery in United States following the Civil War. He is also editor of the Bedford Books edition of *The Emancipation Proclamation*, a collection of primary source documents examining emancipation politics during Lincoln's presidency.

Recognizing the importance of place to historical study, we will take seminar participants on several field trips to well-known abolitionist sites in the Philadelphia area. During the first week of investigations of early abolitionism, the seminar will visit Independence Hall at Independence National

Historical Park. While most famous as the home of the Declaration of Independence, Independence Hall also served as the state capitol building where Pennsylvania legislators passed the world's first gradual abolition law in 1780. This tour will be led by National Park Service rangers, who will illuminate the connections between those two signal events.

During our second week's examination of black abolitionists, we will visit Mother Bethel African Methodist Episcopal Church in south Philadelphia. Founded officially in 1794 by Richard Allen, but planned years before that date, Mother Bethel was one of the most important autonomous organizations created by free black activists anywhere in America. The church held abolitionist meetings, protected runaway slaves, and served as an icon of black independence for most of the nineteenth century.

Our third field-trip will take seminar participants on a National Park Service tour of Underground Railroad sites in Philadelphia. The tour, which highlights the antislavery activities of both white and black activists in the Philadelphia area, helps bring to life the often abstract study of the Underground Railroad.

The final field trip will take participants to Gettysburg, site of Abraham Lincoln's "Gettysburg Address" calling for "a new birth of freedom" in American society. Located roughly eighty miles from Philadelphia, Gettysburg remains one of the most popular Civil War battlefields. Participants will take a National Park Service tour of landmark sites and meet with park rangers to consider ways to re-examine abolitionism in the context of the Gettysburg battle and commemorative events.

### **Selection of Participants:**

The selection committee that will review applications and choose fifteen school teachers will be comprised of

The committee will make every effort to select a well-rounded, talented group of seminar participants, looking favorably upon applicants with backgrounds not only in history and the social sciences, but also in literature. We will search for a diverse group of teachers who express a desire to immerse themselves in the topic of this seminar. Once all participants have been selected, we will develop regular communication about travel, arrival and departure times, reading materials, special needs of individuals, and housing. Deborah Shapiro, the



Library Company's program administrator, will help order and organize readings, secure living arrangements and transportation needs for site visits, and plan meals and morning breaks.

**Institutional Context and Arrangements for Site Visits:**

Seminar meetings will be held at the Cassatt House, the Library Company's recently renovated nineteenth-century townhouse, which is connected to the main building at 1314 Locust St. in Center City Philadelphia. This facility contains a seminar room and is fitted with high-speed internet access for both individual research and group activity. Since the Library Company schedules all meetings in the Cassatt House, we will be assured of use of the seminar room for four weeks.

To create a stimulating intellectual environment for seminar participants, securing comfortable housing and meal arrangements will be a priority of the director and those involved in fulfilling the terms of an NEH grant. As will be evident by attached evaluations from the summer of 2006, housing at

was unsatisfactory. In response, the Library Company has secured rooms at Drexel University's recently-built student housing complex for \$300 per week (a letter appears in the appendix). Operated by Summer Conference Services (as opposed to dorm services at Penn), Drexel Housing provides a professional environment for visiting scholars, including 24-hour onsite assistance. Located in University City, a vibrant area of West Philadelphia containing coffee houses, restaurants, movie theaters, bookstores and markets, Drexel's housing complex is easily accessible from the Library Company's Cassatt House, where seminar discussions will take place. Drexel University housing offers individual rooms, with communal living rooms, kitchen/dining facilities and bathrooms. Participants will have the option of using Drexel food services, which remain open during summer months. The bathrooms are cleaned daily, and linen sets (including pillows and blankets) can be rented for \$10 a week. Each participant will have an access key that works around the clock, and a library card for admission to the main University library. The University library is open from early in the morning until late at night, seven days a week, which will permit extended time for study and access to computers. Access to the collections at the Library Company will be free to seminar participants during the afternoon hours after the discussions. If an individual develops a special need for sources at the Historical Society of

Pennsylvania, arrangements can be made for access there as well; HSP is adjacent to the Library Company (and two doors down from the Cassatt House). To enhance summer living in Philadelphia, participants will be provided with maps of the city's many cultural institutions and tourist attractions, as well as restaurant guides, public transportation options, and lists of free events occurring in the city.

Prior arrangements for site visits will be made with Gettysburg, Independence National Historical Park, and Mother Bethel Church to ensure successful field trips. We will discuss our seminar's goals with officials at each locale, making sure that both the instruction and physical tours meet the needs of seminar participants. We will also ask that time be made available for interaction between guides and teachers.

All books will be ordered in advance of the seminar, with additional reading materials made available on the website or photocopied for prior study, if participants choose. Primary and secondary sources will amount to no more than 250 pages per week and cost roughly \$150 for each seminar participant.

#### **Dissemination and Evaluation:**

Prior to the seminar meetings, a web site will be set up to post the syllabus, bibliography, additional readings, primary documents, a list of web links, and other pertinent material. We will use this website and many others during the seminar. The website will also feature access to a chatroom, which will allow participants to communicate while in Philadelphia and after they have returned to their home institutions. As our experience following the 2006 seminar showed, participants continued to email one another about pedagogical techniques, new resources and ideas, and other curricular matters relating to abolitionist studies. Regarding evaluation, on the last day of the seminar, the director will lead an open discussion of our accomplishments and distribute evaluation forms that will be submitted to NEH directly. In addition, the director will ask all participants to comment directly on the content of the seminar by providing brief narrative evaluations of the readings, the visits, the facilities, and suggestions for the future.