

For the People

A Newsletter of the Abraham Lincoln Association
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Class Project The Distribution of Schools Named After Abraham Lincoln

By David Rapaport *

As a middle school teacher, I devote a great deal of time to assuring that students master a challenging set of district and state standards relating to historical facts, events, and people. Wedded to these standards are expectations that students will learn to become skilled information gatherers and processors. Students are naturally expected to analyze data, which evokes a major question pedagogically: What methods lead to greater levels of student excitement when exploring research methods in a middle school Social Studies setting?

One of my goals as a teacher at Bret Harte Middle School, a National Blue Ribbon School located in San Jose, California, is to emphasize logic and methods of social inquiry in creating classroom situations that help students connect to history more meaningfully and energetically. One example of a dynamic learning situation emerged this year from my near obsession with Abraham Lincoln. In 2002, during a dramatic re-creation of Lincoln's assassination, entirely written, acted, and narrated by students, a deeper inquiry involving Lincoln's reach into today's society was initiated.

A jigsawed assignment provided the framework for tackling a subject as daunting as Lincoln while also encouraging differentiated instructional experiences for learners. One student group devoted to medical care developed a provocative research proposal that suggested that doctors completely failed Lincoln by inserting their

unsterile fingers into his brain, thus precluding his best chances, whether he recovered from the shooting or not. Another group dispassionately argued that Lincoln might have died soon anyway despite Booth's actions because, they theorized, Lincoln may have had Marfan's Syndrome, a position upon which modern historians are just now taking sides. Still another group used descriptive data techniques to develop a proposal that drew upon their analysis of sectionalism. These students theorized that sectional differences from decades ago are far from being reconciled. They cited the recent presidential election and other elections for data that supported their hypothesis. They explored voting patterns and certain specific elections (1824, 1828, 1860, 1876, and 2000) and made penetrating conclusions, with some convinced that today's media and lay person alike see elections as battles over regional totals of electoral delegates, not choosing the best candidates to represent "the people."

Still another group explored a topic that is the basis for these comments. They questioned themselves about Lincoln's far-reaching impact on present day society but were having trouble coming up with a variable to measure. They realized that this was a hard construct to work with so they looked for various indicators of social impact. They elegantly concluded that the names of public buildings, when explored for patterns, could reveal trends that could prove to be reliable indicators of generalized affect toward a historical character, event, or era. In

other words, people name buildings after those they hold in high esteem. Their insights led to a great many "AHAs" on the part of the instructor and countless others in our school community. They were surprised to see what they termed, "remnants of intense, anti-Lincoln bias" in the South. How did they conclude such anti-Lincoln bias still exists? They performed a content analysis of the number of public schools named after Lincoln in the seceding states and compared them with other states, and other historical figures, and then drew a fascinating set of conclusions that might make even the savvy historian or Lincoln follower take pause.

The National Center for Educational Statistics is the primary federal entity for collecting and analyzing data related to American education. The student's raw data drawn from the Internet-based index follows.

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Abraham Lincoln Symposium

On February 12, 2003, the annual Abraham Lincoln Symposium will feature David Blight of Amherst University, Brian Dirck of Anderson University, and Kent Gramm. The theme is "Lincoln in Memory and Imagination." Kim Matthew Bauer will preside with comments by Silvana Siddali of Illinois State University.

President's Column

By Robert S. Eckley

The first anniversary of the 9/11 attack, with its “Portraits of Grief” still running periodically in the *New York Times*, is an appropriate time to recall other occasions of grief in shaping our national history. This includes the year 1862 when the seriousness and uncertainty of the Civil War settled into the consciousness of both sides. Shiloh, Antietam, and other battles of that year carried home to each side the immensity of the carnage involved. Lincoln already had penned a number of painful letters of consolation, yet none so much epitomized the collective anguish contained in the 166 words he wrote to twenty-two-year-old Fanny McCullough on the death of her father in December 1862.

Lincoln wrote as follows:

Dear Fanny

It is with deep grief that I learn of the death of your kind and brave Father; and, especially, that it is affecting your young heart beyond what is common in such cases. In this sad world of ours, sorrow comes to all; and, to the young, it comes with bitterest agony, because it takes them unawares. The older have learned to ever expect it. I am anxious to afford some alleviation of your present distress. Perfect relief is not possible, except with time. You can not now realize that you will ever feel better. Is not this so? And yet it is a mistake. You are sure to be happy again. To know this, which is certainly true, will make you some less miserable now. I have had experience enough to know what I say; and you need only to believe it, to feel better at once. The memory of your dear Father, instead of an agony, will yet be a sad sweet feeling in your heart, of a purer, and holier sort than you have known before.

Please present my kind regards to your afflicted Mother.

Your sincere friend

A. Lincoln

But who was Fanny McCullough and how did President Lincoln come to write this short letter that speaks directly to her situation? He wrote to her the day after sending his congratulations and condolences to bolster and assuage the confidence of the Army of the Potomac following the drubbing it had taken in the battle of Fredericksburg—and three days after meeting the most serious challenge to his leadership when he refused to accept the resignations of the secretaries of state and treasury in a contentious disagreement that had spilled into Congress.



Fanny McCullough

Fanny's father, Lieutenant Colonel William McCullough of the Fourth Illinois Cavalry, was well known to Lincoln as the four-term clerk of the McLean County Circuit Court. Despite lacking his right arm, he had been in action from Forts Henry and Donelson to Shiloh and Corinth, and was finally shot down on December 5 near Coffeyville, Mississippi after refusing to surrender—reins in his teeth, waving his forces on with his sabre upraised in his remaining arm! He was fifty and had another daughter and two sons.

His commanding officer, a friend of Lincoln's and former judge in an adjoining circuit, wired the news to Leonard Swett, Bloomington attorney and close friend of Lincoln, as well as to David Davis, who had gone to Washington having just been appointed to the United States Supreme Court. Thus it fell to Swett to convey the sad news to the family. On the suggestion of his wife, Laura, who played a key role in this vignette, Swett went first to see Nannie McCullough Orme, Fanny's older sister. Nannie was married to Swett's law partner, Colonel William Orme, then in Arkansas leading his Ninety-fourth Illinois Infantry from McLean County. Two days after his father-in-law was killed he was earning his own star; promotion to Brigadier General at the battle of Prairie Grove.

Together, Nannie and Swett went to see her mother and Fanny. Fanny quickly became agitated and then inconsolable, isolating herself in her room and “neither ate nor slept” for several days. It was then that Laura Swett, ignoring her subordinate position to a man now sitting on the nation's highest court, wrote directly to Davis, imploring him to write to Fanny, which he did, and more. In a four-page letter replying to Mrs. Swett on December 21, Davis wrote, “I have written her today . . . I will see Mr. Lincoln again, and prompt him to write to her. He promised the other day that he would.” Two days later Lincoln fulfilled that promise by writing his compassionate and historic letter.

Fanny was an attractive and spirited young woman, who had commanded the attention of the senior members of the Eighth Circuit as well as those of her own generation, judging from the number of times her name appears in their correspondence. She had attended Monticello College in Godfrey, Illinois, and in 1857, “an attachment had sprung between” her and Colonel Orme's younger brother,

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Events Scheduled for the Dedication of the Abraham Lincoln Presidential Library

A full schedule of events for November 16, 17, and 18 have been announced for the dedication of the Abraham Lincoln Presidential Library. On Saturday and Sunday from 10:00 A.M. until 4:00 P.M., visitors will be treated to an array of Lincoln-era crafts, music, games, impersonators, and reenactments at the Old State Capitol and the Lincoln Home. Saturday evening, a free concert by the Illinois Symphony Orchestra will be held in the State House. Because of the limited capacity in the State House, tickets must be obtained in advance. Sunday will feature a special panel of children's authors who have written on Lincoln. Participating will be Betty Kay, Raymond Bial, and

Glennette Tilley Turner. On Monday, November 18, a panel of Lincoln scholars will convene in the Hall of Representatives in the Old State Capitol beginning at 1:00 P.M. David Herbert Donald, Doris Goodwin, Louise Taper, and Robert Eckley will discuss the importance of Lincoln, the Lincoln Collection, and the Lincoln Presidential Library. Then, at 4:30 P.M., the dedication ceremony will commence. Bernard Shaw, former anchor at CNN, will moderate the ceremonies. Miss America Erika Harold will sing the National Anthem while Governor and Mrs. Ryan receive their due recognition for making the Abraham Lincoln Presidential Library and Museum project a reality.

Books for Fall Reading

As daylight becomes shorter and the weather grows colder, now is the time to purchase books for the long winter nights ahead. Mark A. Noll, McMannis Professor of Christian Thought at Wheaton College, illumines the impact of American theology on public life from Jonathan Edwards to Abraham Lincoln. James M. McPherson explores the bloodiest day in Civil War and what impact Antietam had on the course of the war. Finally, those who like to piece things together, a jigsaw puzzle of Illinois featuring the prominent Lincoln sites is available to test your digital dexterity.

Mark A. Noll, *America's God: From Jonathan Edwards to Abraham Lincoln*

Retail: \$35

ALA: \$31.50

IL sales tax: \$2.28

James M. McPherson, *Crossroads of Freedom: Antietam 1862 the Battle that Changes the Course of the Civil War*

Retail: \$26

ALA: \$20.80

IL sales tax: \$1.51

Illinois Puzzle

Retail: \$14.95

ALA: \$11.95

IL sales tax: \$.87

Shipping costs for books are:

Up to \$49.99, add \$7.50

\$50 to \$100, add \$11

Shipping cost for puzzle is \$5.50 (shipped in a special carton)

Table 1
Number of Public Schools in the Eleven Seceding States Presently Named After Abraham Lincoln and George Washington

State	Schools Named Lincoln	Schools Named Washington
South Carolina	1	2
Mississippi	1	2
Virginia	2	13
Georgia	4	9
Alabama	4	9
Arkansas	5	3
Louisiana	5	6
Florida	8	6
Tennessee	9	3
Texas	10	15
North Carolina	13	8

Table 2
Number of Public Schools in a Handful of Other States Presently Named After Abraham Lincoln and George Washington

State	Schools Named Lincoln	Schools Named Washington
Kentucky	8	6
Massachusetts	17	4
New York	17	21
Pennsylvania	17	27
Indiana	25	31
Ohio	39	33
California	69	65
Illinois	94	55

Source: <http://nces.ed.gov>

Students emphasized the following points in their analysis:

- Lincoln (n = 697) and Washington (n = 612) are the two most popular names of schools in the United States. Jefferson's name appears next most frequently (n = 477).
- By region, schools in the deep South named the fewest schools after Lincoln. Of the 697 public schools in the U.S. named after Lincoln, only one is in South Carolina and only one in Mississippi. A dozen exist in the states of South Carolina, Mississippi, Virginia, Georgia, and Alabama combined.
- Virginia named twice as many schools after Robert E. Lee than after Lincoln.
- Of the fifteen schools in the entire nation named after Robert E. Lee, only one (in Washington state) resides above the 36° 30" parallel from the Missouri Compromise.
- The total number of schools named after Lincoln in the eleven seceding states is sixty-two.
- To compare to another noted president, the total number of schools named after George Washington in the same eleven states is seventy-six.
- In contrast, one state alone, California, has named sixty-nine schools after Lincoln (9.9% of 697) and sixty-five schools after Washington (10.6% of 612).
- Of the 1,353 public schools in Lincoln's birthplace, Kentucky, Lincoln's name appears on eight, that's six hundredths of a percent!

The questions that I confronted students with were: “Why should we expect to see these totals? Why do they not seem so surprising after all? Could sectional bias be so evident, so much a part of American thinking that it is now common sense to assume that South Carolina and other Southern states would never care to name schools after Lincoln in this or any day and age?” Students gasped audibly when I punctuated the presentation by showing a picture of the Confederate flag flying over present-day Columbia, South Carolina.

Every day, students would come pouring into the classroom with comments, enthusiastic interpretations, and explanations of these, and other, data. These discussions were important because I consider effective techniques that excite kids as they study history to be among the most prized interactions I can foster. For example, one learner was puzzled as to why so few schools in Massachusetts were named after Washington (4) compared to Lincoln (17). After reflection, she thought that one explanation could be lingering effects from Shay’s Rebellion! Another student sprang up and went to the electronic database and suggested that if her reasoning was sound, then Pennsylvania would still be mad at Washington for the Whiskey Rebellion, but they named twenty-seven schools after Washington, even more than named after Lincoln! Then someone reminded them about a place called Valley Forge. These kinds of discussions and arguments made for a lively and memorable classroom experience for all; historical research became fun.

To conclude, besides placing an emphasis on state and district standards, I encourage students to work collaboratively, not competitively, following procedures that often bring about the kind of discoveries made by the most advanced researchers. For this particular outcome, students manipulated a series of methods to analyze whether regional differences still exist in our country and whether/if those differences may affect groups and individuals. In conducting this

study, students incorporated established academic language into discussions that assessed their ability to describe political and social differences that appear to exist as a result of increased sectionalism. If true, their theories help further the claim that regional differences still do exist, and that following a Civil War, years of rebuilding known as Reconstruction, and generations since, vast differences exist from state to state in historical interpretations. To many students, Lincoln was still being treated rather shabbily; they were simply dumbfounded when the numbers added up. Hearing the word “bias” was hard for those choosing to reserve that remark for other forms of racism. Of the South, one learner known for his ability to observe subtlety remarked: “It isn’t bias, it’s a way of life.” That could be a sentence out of the 1860s referring to slavery. When asked to write a question about the data being analyzed, one student wrote: “How could a country who prides itself on Lincoln’s values and contributions to its preservation not see this obvious bias?” It took only a few minutes before another student mentioned that in some states, until very recently, celebrating Martin Luther King’s birthday was frowned upon.

Just before the last day of school, a student approached me and asked: “Do they teach differently at the school based on the different names?” I asked her what she meant by that. She responded: “Do the students of Robert E. Lee High School learn how great Lincoln was as we did?” Thoroughly taking in the moment, I responded: “That would be a great topic for a high school paper!” Thankfully, she didn’t roll her eyes, she only raised her eyebrows and nodded and I made a mental note to add this question to the many that were raised by this incredible group of students.

* David Rapaport is an eighth grade teacher at Bret Harte Middle School in San Jose, California. He frequently uses materials purchased from eBay as entry points into exploring various aspects of American history.

Editor Postscript: When asked when school construction occurred, David provided this response: “Almost half of America’s schools (45 percent) were built between 1945 and 1969, with about one fourth being built before 1950 (28 percent).” Clearly, the attraction to the name Lincoln was in part generational. It will be interesting to see if the Lincoln Bicentennial causes new schools to be named after the Sixteenth President.

Correction

In the summer issue on page eight the sentence, “That Lincoln shared many of the racist attitudes of white America is not denied,” should have read, “That Lincoln shared many of the racial attitudes of white America is not denied.” The term *racist* is pejorative and obscures more than it clarifies discussions of nineteenth-century race relations. The editor thanks Mr. Robert Taylor for pointing out the error.

Unless otherwise indicated, photographs are courtesy of the Illinois State Historical Library, Springfield

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A Campaign Broadside

by Thomas F. Schwartz

One of the most requested images from the Lincoln Collection is the broadside announcing the “Grand Rally of the Lincoln Men of Old Tazewell!” It is one of the few visuals remaining from the Lincoln-Douglas debate period that provides a dramatic image of the political fight. But a recently acquired letter of David Davis shows how important Tazewell County was in any hope of a Republican victory in 1858.

Confidential

Hon. O.M. Hatch
Springfield Ills Bloomington. Ills
August 18th 1858

My Dear Friend,

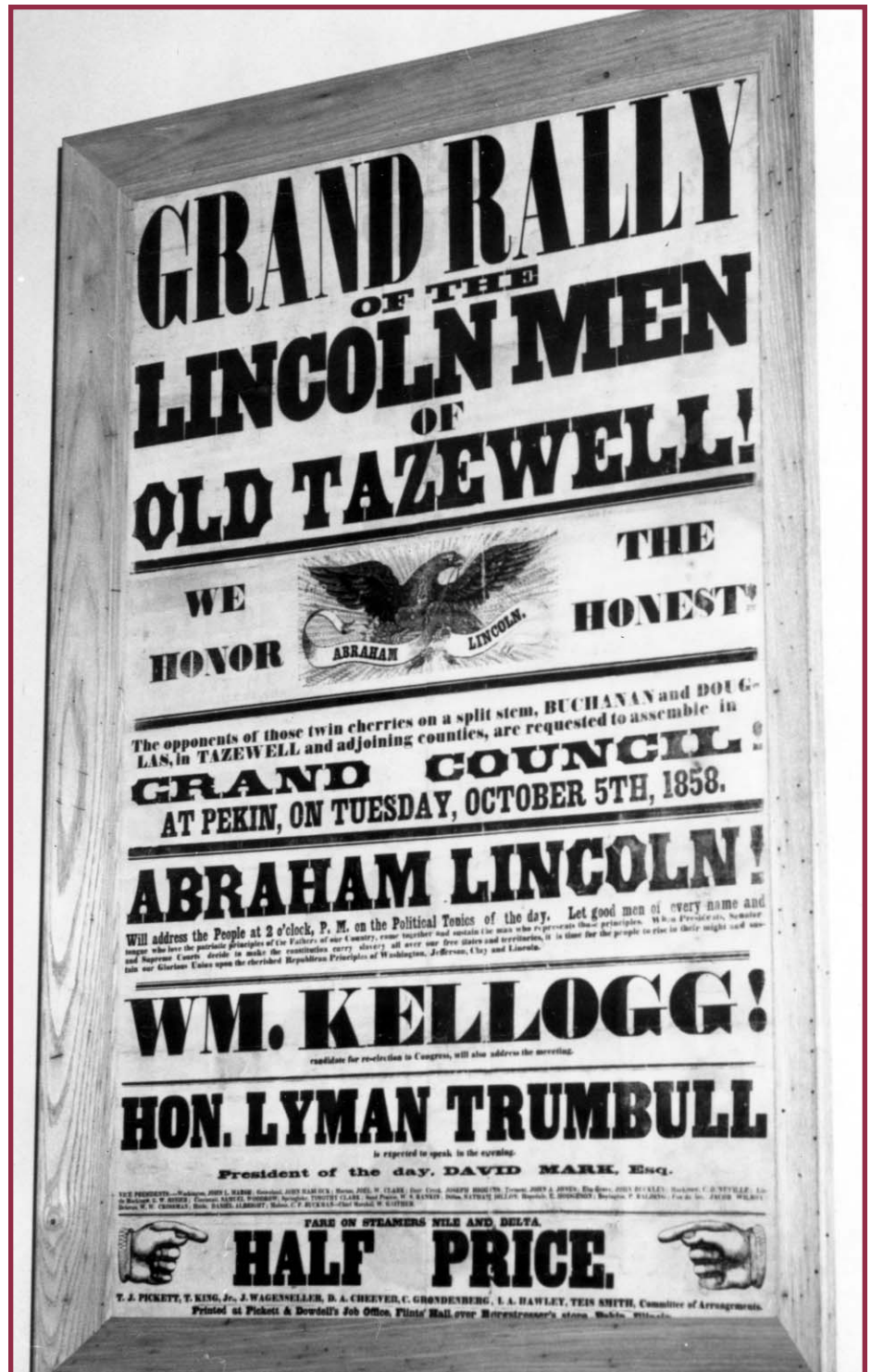
This campaign has not been managed right. The Central Com. Should have been (or a majority) at Springfield and composed of men of intellect and accustomed to a political campaign. Just to think of no place of a campaign yet laid down.

I have Telegraphed to Lincoln to appoint a meeting for Tremont, August 30. I agreed it should be done. By Lincoln's request I went to Tazewell. A mass meeting for friends Lincoln was advertised for Tremont 14th inst. & really not over 50 persons (out of town) present. No enthusiasm & friends generally dispirited. Saml C Parks of Logan was present & made a speech generally directed to the old Clay Whigs. It was the very thing. Parks should be enlisted for this whole campaign. His speeches will tell admirably in certain quarters, which I can point out. If possible, I will attend 28th meeting Central Com. & give them proper ideas. While in Tremont, & just after Park's speech, I made 3 appointments for him in 3 old Whig precincts in Tazewell. Mr. Parks will come to my house Thursday & I will send him over to Tazewell Friday. Mr. Hanna a Lawyer of this place & a very

earnest Politician & a gentleman of ability, will accompany Mr. Parks. Nothing will be said that any objection can be taken to. I can swear to that. They will make other appointments in

Tazewell, if thought advisable. Mayor Cullom was so pleased with Parks, that he agreed to go round & introduce him.

In Pekin, there was a neutral paper



edited Pickett who you know is a Republican politician. Would you believe it, that he was suffered to sell that paper out to the Douglass men. There is no campaign paper in Illinois. The truth is that there is a deadness in Tazewell that I have seen no where. The County in my opinion can be carried by energy. The trouble is with the charge of abolition at Lincoln. Lincoln is liked personally in the Co. better than any man in the state. It needs canvassing, active, thorough old fashioned canvassing, to dissipate this charge, & carry the Co. It can & must be done. They want in first place a rousing speech from Lincoln. I agreed that Lincoln should be there 30th if possible, & have telegraphed Lincoln so at Peoria. He speaks at Freeport the 27th & 28th he can get to Tazewell.

Then Sunday he can rest & Monday make his speech at Tremont. Monday night, he can be brought over to Bloomington & make his connection so as to speak at Carlinville the 30th.

I have such a thorough unmixed contempt for Douglass, he is such a rampant demagogue, such an audacious liar that I am sometimes sorry that I am not at ability to enter into the fight aft him as I shd like. The idea of Douglass being the executor of Mr. Clays will is such a shameless piece of effrontery that it makes my blood run cold to read the outrageous lie.

There is no use of Lincoln's wast-

ing his strength worth of this. The central portion of Illinois is the fight.

The Fillmore vote must be conciliated & reconciled. Without it, we are out, & with it, there is no doubt about result.

We are trying to accomplish such a result in Tazewell. They have got a portion of the Fillmore men in Tazewell frightened on account of Lovejoys running again for Congress & the Douglass men are industrious in convincing the people that Lovejoy is the embodiment of the party. I told them in Tazewell that if there was a Fillmore man who would stick to Lincoln to the death, & who could get the united Fillmore vote by all means to nominate him. The Republicans, I think are getting in the mood to do this. By no means to take a Fillmore man unless they know him to be reliable.

The Douglass men in Tazewell have got active, energetic leaders. The opposition none. Last Saturday I told they must get a campaign paper. It will work out right yet.

You can show this letter to DuBois & Bill Herndon if you think best.

Give me the hour of the day, the central committee are to meet. I will bring one or two with me who can give some sound wholesome advice. Excuse the length of this scrawl.

Your friend,
David Davis

President's Column

continued from page 2

Joseph, when he visited Bloomington. The "attachment" continued after he joined the Union forces in Illinois. Unfortunately, Fanny could no more than have received Lincoln's letter when Captain Joseph Orme was killed on December 31, 1862, "by the accidental discharge of a gun in the hands of one of his own men" as the regiment recovered following the battle of Prairie Grove.

Fanny ultimately married Frank Orme, another younger brother of William Orme, her sister's husband, in June 1866, and she moved to Washington where he was in government service. Fanny lived there until she died childless at the age of eighty. However, tragedy struck again in the McCullough and Orme families in late 1866 when Brigadier General William Orme succumbed to tuberculosis contracted somewhere along the campaign leading to Vicksburg. There are those for whom the cost of freedom is heavy, in both courage and grief.

Years after Fanny's death, her heirs arranged the sale of her treasured letter through Chicago book and manuscript dealer Ralph Newman for \$60,000, the highest price paid up to that time for a Lincoln letter.

APPLICATION FOR MEMBERSHIP

Please enroll me as a member of the Abraham Lincoln Association in the category indicated:

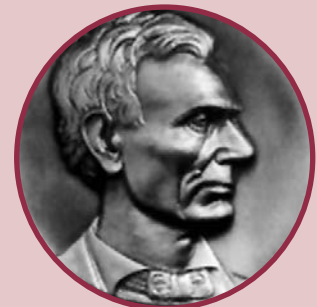
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(\$25 Student)
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Lawyer _____ \$200
Congressman _____ \$500
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Member News

The Abraham Lincoln Association has lost two dear friends and emeritus directors, Willard Bunn and Sally Schanbacher. "Bunch" Bunn was treasurer of the Association for almost three decades. Bunch was President of the Marine Bank, the same bank where Abraham Lincoln placed his money. Part of a long and distinguished banking tradition, Bunch ran the Association's accounts without ever charging a service fee. He was generous to a fault and energetically supported all of the Association's endeavors. Sally Schanbacher could also claim a direct tie to Abraham Lincoln. Her father was George "Gib" Bunn, who took over the presidency of the Abraham Lincoln Association following the death of Logan Hay. It was Gib Bunn that guided the Association to its greatest accomplishments: the publication of the *Collected Works of Abraham Lincoln* and the reactivation of the Association in the 1960s. Sally embraced her family's connection to Lincoln and worked tirelessly to improve the Association's programs and publications. She was most concerned about how Lincoln was taught in the schools and that students be given accurate information on the

Sixteenth President and his times. Countless hours were volunteered to almost every community organization in Springfield. Both Bunch and Sally's contributions to the city of Springfield were recognized by their receipt of the Copley First Citizen Award. Our sincere condolences are extended to their families.

Richard Carwardine has completed his biography on Abraham Lincoln. Publication should be sometime in 2003. Ronald White has signed a contract with Random House on a book dealing with Lincoln's eloquence as a writer. Dan Monroe has completed his history of the Illinois Executive Mansion and has also taken a position with the Lincoln Legal Papers. Norman Hellmers, Site Superintendent of the Lincoln Home National Historic Site, has announced his retirement from the National Park Service. Norm came to Springfield to complete the restoration of the Lincoln Home in the 1980s. Throughout his tenure, great strides were made in restoring many of the homes in the neighborhood to their original Lincoln-era appearance.

The Association has received a request from Mr. Iain Bone at All

Saints' Church, Dereham, England. This historic church served as the house of worship for Abraham Lincoln's ancestors. The building is in dire need of repair and those who are interested in making a contribution toward that end may write to Mr. Bone, Churchwarden and Fabric Officer, Harrows, Dereham Road, Swanton Morley, East Dereham, Norfolk NR20 4LT ENGLAND.

Dan Bannister is working on a summary of early Illinois Supreme Court cases that reflect the evolution of Illinois law. It is tentatively planned to be a web-based publication.

Rhode Island Chief Justice Frank J. Williams has published a collection of his essays, *Judging Lincoln*, with Southern Illinois University Press. Williams will be the featured author on Brian Lamb's November 10 airing of *Booknotes*.

Michael F. Bishop was named Executive Director of the Abraham Lincoln Bicentennial Commission. A former staffer on Capitol Hill and currently completing his Ph.D. in American History at Georgetown University, Bishop brings energy and enthusiasm to the task of celebrating Lincoln's 200th birthday.

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