

THE JAY I. KISLAK COLLECTION  
AT THE LIBRARY OF CONGRESS



THE JAY I. KISLAK COLLECTION  
AT THE LIBRARY OF CONGRESS

A CATALOG OF THE GIFT OF  
THE JAY I. KISLAK FOUNDATION  
TO THE LIBRARY OF CONGRESS

Arthur Dunkelman

*With essays by*

Ralph E. Ehrenberg

Norman Fiering

John Lombardi

Jerald T. Milanich

Robert J. Sharer

George Stuart

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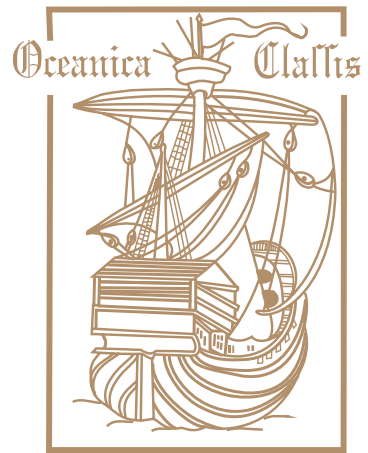
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FRONTISPICE: Frederick Catherwood, Study of a Mayan monument, ca. 1842 (see entry 521).





# AMERICA



T' AMSTERDAM

By Jacob van Meurs, *Plaatfijnder en Boekverkooper op de Keizersgracht in de Stadt Meurs. 1671.*

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stolarū Petri Marty

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Cōpluti Anno dñi. M. D. LXX

Eū privilegio Cēsareo.





## De Insulis nuper in mari Indico repertis



## De Insulis nuper inuentis

Epistola Christoferi Colom (cui etas nostra multum debet: de Insulis in mari Indico nuper inuentis: ad quas perquirendas octauo antea mense: auspicijs & ere inuictissimi Fernandi Hispaniaru Regis missus fuerat) ad Magnificu dominu Raphaellem Sanxis: eiusdem serenissimi Regis Thesaurarium missa: quam nobilis ac litteratus vir Aliander de Cosco: ab Hispano ideomate: in latinum conuertit: tercio Kalendas Maii. M. cccc. xciiij. Pontificatus Alexandri Sexti Anno primo.

**Q**uoniam susceptę prouincię rem perfectã me consecutu fuisse: gratum tibi fore scio. Quas constitui exarare: quæ te vniuscuiusq; rei in hoc nostro itinere gestę inuētęq; admoneāt. Tricesimotercio die postq̄ Gadibus discessi: in mare Indicu perueni: vbi plurimas Insulas innumeris habitatas hominibus reperi: quaru omnium p̄ felicissimo Rege nostro: præconio celebrato: & vexillis extensis: cōtradicante nemine possessionē accēpi. primęq; earum: diui Saluatoris nomē imposui. cuius fretus auxilio: tam ad hanc q̄ ad cęteras alias puenimus. Eam vero Indi Guanahayn vocant. Alias etiam vnãquãq; nouo nomine nūcupauī. Quippe aliam Insulam Sanctę Marię Conceptio- nis. aliam Fernandinam. aliam Hyfabelam. aliã

## II.

# COLUMBUS AND THE ENCOUNTER

**T**he Kislak Collection includes resources that focus on one of the most dramatic events of the modern period: the encounter between Europe and the Americas, and the wide range of critical historical processes that ensued. This encounter is made particularly significant by virtue of the context of both regions at the end of the fifteenth century.

The artifacts, documents, maps, and other materials offer an opportunity to explore three major and connected processes at the time of encounter: the development of the pre-Columbian civilizations of the Americas, the conflict and accommodation that defines the generation of the encounter, and the establishment of a stable Spanish-American society constructed as a consequence of the encounter itself.

America included a rich and diverse collection of civilizations, with a deep and long historical development at the time of the encounter, which is reflected in the triumph of the Mexican-Aztec Empire and the Inca Empire. These two exceptional political, social, economic, and cultural enterprises achieved their success by virtue of large-scale, complex organizational structures of trade and government built up through intense and often violent competition among the many peoples in the Americas.

Europe experienced the encounter primarily through the initiative of the recently ascendant Spanish kingdoms. This Spanish moment at the end of the fifteenth century represented the culmination of a centuries-long campaign to re-conquer the Iberian Peninsula, construct a coherent and effective national presence, and create a sense of cultural identity based on religious and linguistic uniformity capable of sustaining an imperial presence.

Chronologically, the story begins with the early history of the Americas to 1500; it then captures the moment between 1500 and 1550 that defines the characteristics of the new Spanish order in the Americas with special emphasis on the conflict and accommodation of



ABOVE:  
Benjamin Franklin Stevens,  
Christopher Columbus,  
His Own Book of Privileges,  
1893 (see entry 194).

culture, religion, language, economics, and politics that is central to this process, and it closes with the establishment of the Spanish imperial system in the Americas into the seventeenth century.

This focus creates a context for understanding some of the consequences of this dramatic encounter. We can see the intensity of engagement around the issues of religion and language, central concerns for both Native Americans and Spaniards. We can recognize the remarkable European Renaissance commitment to rational thought that motivates the intense pursuit of specific knowledge reflected in the Spanish effort to catalog, map, and understand all they found new in the Americas. We can appreciate the Atlantic-wide impact of this encounter by observing the reaction of other European nations as they challenged Spanish control over the opportunities offered by the Americas.

This story marks an extraordinary transition in world history that set the stage for the resulting rise of Western Europe and its extensive empires well into the nineteenth and twentieth centuries. It engages us in an effort to comprehend the trauma and readjustment required by the encounter of the powerful but quite distinct civilizations and cultures of Spain and the Americas. It captures both the fragility of civilization and the enduring strength of culture and language in the face of conquest and colonization. This is a story for our time as well, because the experience of the Americas illustrates so many of the themes that occupy our attention today: conflict and accommodation among highly diverse cultures, the maintenance of diverse cultural identities within the context of the homogenizing influence of global trade, and the challenge of balancing rights and responsibilities among cultural and political groups with distinct, and often unequal, levels of technological sophistication and power.

The insights from our study of this critical period expand our comprehension of the large issues that have always defined the cultural, social, economic, and political conflicts of our past and our present, and that will most likely condition our future.

JOHN LOMBARDI  
Louisiana State University



IV. A P R I L. 30 DAYS.

Chequer'd this motley Month appears  
With sunny Gleams and cloudy Fears,  
'Tis thus the World our Trust beguiles,  
Its Frowns as transient as its Smiles.

First Qr. 1st, at 6 Aftern. New D 23d, at 12 Aftern.  
Full ☉ 8th, at 11 Morning. First Q. 30th, at 11 Aftern.  
Last Qr. 16th, at 3 Morn.

1	thu	April Feet.	25	8	54	615	1	0	Content is a
2	fri	Expect	22	544	616	2	3	6 h 9 con-	
3	sat.	much	Ω	6	543	617	2	53	6 0 h. 6 24
4	C.	6 S. Lent.	21	542	618	3	34	6 0 24 tinnal	
5	mo	Rain	☉	6	541	619	4	12	7 *'s f. 9. 55.
6	tue	and very	20	540	620	4	39	8 rises 7. 11.	
7	we	cold	☽	5	538	622	Moon	Store, and he's	
8	thu	Mau. Thursd.	20	537	623	Rise	unwise that		
9	fri	GOOD Frid.	☾	3	536	624	A	D w 8 asks for	
10	sat.	for	17	535	625	8	59	Sir. set 10. 25.	
11	C.	Easter-DAY.	☽	0	534	626	10	8	more.
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13	tue	Small	26	531	629	Morn	7 *'s f. 9. 24.		
14	we	Frest	☽	8	530	630	12	14	Sir. sets 10. 6.
15	thu	in the	20	529	631	1	9	unto others as	
16	fri	Morning,	☽	2	527	633	1	50	8 sou. 11. 49.
17	sat.	Windy	14	526	634	2	25	8 rises 4. 10.	
18	C.	1 p. Easter.	26	525	635	3	0	you would have	
19	mo	with	☾	8	524	636	3	27	☉ in 8 them
20	tue	some	20	523	637	3	47	do to you.	
21	we	Rain.	☽	2	521	639	4	6	D with 8
22	thu	Now more	14	520	640	Moon	☽ with h & 24		
23	fri	St. George	27	519	641	Set	Sir. set 9. 37.		
24	sat.	☉ eclip. inv	8	10	518	642	A	D with 8 In-	
25	C.	St. Mark.	22	517	643	8	41	7 *'s set 8. 40.	
26	mo	pleasant,	II	7	515	645	9	50	dusky keeps the
27	tue	with some	21	514	646	11	1	2 rises 4. 34.	
28	we	Thunder	☽	5	513	647	Morn	8 so. 10. 48.	
29	thu	but little	18	512	648	12	8	Mind clear,	
30	fri	Rain.	Ω	3	511	649	12	57	and the Eody

March.

27<sup>th</sup> finished sowing & harrowing in my  
Oats. - 202 1/2 Bushels.  
Also finished sowing the grass seed by  
30 sowed in the meadow a last for do.  
eight Quarts of Timothy seed four 2<sup>o</sup>  
of Lucerne. and three pecks of Hop  
Trefoil. -

29. Engaged my Ferriage at Fred<sup>burg</sup>  
of the year of Mr. G. Hunter. L

April. -

5. Sowed Timothy seed in the old apple  
Orchard below the Hill. -

7. Sowed - or rather sprinkled a little  
of Ditto on the Oats. -

8. to the 10<sup>th</sup> getting Swamp Mud &  
laying it in heaps - also got a  
Ald of the Creek Mud. - both for  
myal's Manures. -

14. Inspected 20 Wds Lot -

15. John Foster runaway. -

21. Sent In<sup>o</sup> Alton to be in charge of  
plantation

22. Attach<sup>ed</sup> in my hands for Foster's fees

24. had the plant<sup>er</sup> viewed

D<sup>o</sup> Hurrings run in a quantity's

D<sup>o</sup> Hurrings run in a quantity's

26. began to plant Corn at all my  
plantations

## X.

# THE NEW NATION

The independence era from the late eighteenth through the first decades of the nineteenth centuries marked the close of the historical arc that began with the expansion of European settlement into the Americas. The separation of the North American colonies from Great Britain, the French and Haitian revolutions and their impact in Europe and the Americas, and the sequential series of independence movements in Latin America involved a realignment of power, authority, and governance that marked the end of an era. Newly emergent nations throughout the Americas struggled to resolve the challenges of independence. Their efforts to redefine the limits of sovereignty and to establish new economic and political relationships within the Americas and with the former colonial nations produced continuing conflict that lasted in North America and much of Spanish America through the mid-nineteenth century—and in Brazil, Cuba, and Puerto Rico until the end of the century.

For our purposes here, it is enough to recognize that the treasures of the Kislak Collection highlight the story that begins with the native American civilizations, captures the dramatic and complex encounter of Europeans with those civilizations, and closes with the reorganization of trade, commerce, and political institutions that marked the transitional era. The Kislak Collection enables us to study the languages and cultures of these widely diverse peoples in the face of the dramatic and often violent adjustments brought about by events from the first encounters through the later independence movements.

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